A Developmental Model for Mechanical Maintenance Workers

Comments by Tom Ramsay

Problem: A large integrated steel company purchased several plants of a competitor. They wanted to bring all of the mechanics to a similar level of competence. There were many different job titles and the acquiring company wished to obtain a flexible workforce by eliminating crafts and going to the multi-craft title of mechanical technician.

Solution: Ramsay Corporation had custom-made mechanical technician and electrical technician tests in 2000. A group of job experts from the acquired company reviewed the new job description, were informed of the way job activities were planned to occur, and participated in a modified Angoff procedure along with rating test questions on job relatedness.

Result: About 5% of the test questions were updated, modified or replaced. The resultant tests were used to evaluate 410 workers at the acquired plant.

Application: Persons from various mechanical crafts (welders, millwrights, and pipefitters) were tested and counseled concerning areas where they showed deficiencies. For 410 persons, KR_{20} was .84 and odd-even reliability was .85.

Implication: Ramsay Corporation has several diagnostic tests to measure the knowledge of mechanical and electrical maintenance workers. These tests may be used for diagnosis, selection, or pay-for-knowledge purchases. In addition, tests may be custom-made for as little as $15,000 to $20,000.

RAMSAY CORPORATION

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

Lynn A. McFarland

A Message From Your President

Mike Burke

The SIOP Conference in Chicago is just around the corner, and we have a great program and conference in store! In addition to an interesting program related to traditional topics and an excellent set of expanded tutorials, this year's conference will feature several innovations including a special identity session that builds on **Ann Marie Ryan's** presidential address of a year ago, more poster sessions with an increased topical focus, and new sessions designed to enhance interactions among attendees and promote greater inclusiveness. In this column, I will provide a brief commentary related to a special aspect of the conference, the focus on health and safety issues in our opening session and several Sunday morning sessions. In addition, I will present updates on several goals and activities.

Focus on Health and Safety Issues at the Annual Conference

Recently, concerns related to homeland security, byproducts of the cold war, and a host of other issues have raised awareness of health and safety issues pertaining to workers and the broader public. Lessons learned from the science and practice of I-O psychology can be applied to problems associated with a number of worker and public safety concerns. For instance, an important domain where lessons from I-O psychology can be applied as well as a domain where we can contribute to the advancement of science and practice is hazardous waste operations and emergency response. Notably, the threat of terrorism and the need to deal with hazardous nuclear waste, once isolated and esoteric issues, are now related public concerns that are likely to endure for years. Waste products from the production of nuclear weapons over the last 50 years have left a number of sites in the world highly contaminated. Cleaning up these sites and developing strategies to mitigate the effects of human and animal exposure to environmental contaminants is now a priority in many countries. Within the U.S., safeguarding nuclear waste products and preparing to respond to terrorist use of such products have also become issues of homeland security.

Cleaning up nuclear waste and responding to emergencies often involves the cooperative efforts of individuals with diverse backgrounds from multiple organizations, professions, and unions who respond on short notice to unique situations involving the public. This general scenario presents new challenges to organizations and the need to address critical questions related

to the expertise of I-O psychologists, such as: What is generic (across job) worker safety performance? What is the role of learning theory in the conduct of worker safety training? How should we begin to view and study individual training histories in relation to work in critical skills occupations such as hazardous waste work and emergency response? What is the relative effectiveness of alternative interventions designed to enhance worker safety performance and, ultimately, reduce accidents, illnesses, and injuries? How do we begin to conceptualize, study, and manage organizational climate with respect to safety-related work involving worker interactions with the public? Should we, as I-O psychologists, focus more on the role of situational variables relating to organizational and occupational risk factors in the study and management of individual and group behavior in organizations and in worker response to public emergencies?

The above types of questions are among many that we will begin to address at the annual conference, beginning in the opening session and following up on Sunday with some morning sessions devoted to public safety and occupational health. For the Sunday morning sessions, the Program Committee (chair, **Rob Ployhart**) has put together several innovative sessions designed to explore the contributions I-O psychologists can make to enhance public safety, guard against terrorism, improve emergency response, and promote worker health. The goal of the Sunday morning sessions is to initiate discussions on how I-O psychology can more effectively contribute to these important issues, and at the same time advance our science and practice efforts and the visibility of these efforts.

Preconference Workshops

Based on member input, **Luis Parra** and his Workshop Committee have developed 12 exceptional preconference workshops for Chicago. I hope you will take advantage of these professional development opportunities and attend the conference to catch up with colleagues and learn about advances in the teaching, science, and practice of our profession.

Web-Based Services and Developments

A goal this year was to improve our Web-based services. In this regard, our Electronics Communications Committee (chair, **Mike Brannick**) and Larry Nader in our Administrative Office have done a great job of automating our officer nomination process. In addition, they have developed an online voting process for society officers and proposed bylaws changes. Also, **Jeff Stanton** has agreed to chair the newly established Web Site Redesign Committee (with committee members **Janet Barnes-Farrell, Lucinda Doran, Fred Oswald,** and **Chris Rotolo**). This ad hoc committee is charged with developing and evaluating responses to a request for proposals to

enhance the SIOP Web site. The enhancements will include improved Web site aesthetics and public and member-only sections. In addition, Lucinda Doran and **Joan Brannick**, with input from our Visibility Committee and many others, have produced an FYI on Coaching, which will be posted on the SIOP Web site as part of our section on FYI on Workplace Topics. This Web product was developed as part of our Visibility Committee's (chair, **Lise Saari**) efforts to educate the public about I-O psychology. Finally, **Peter Scontrino** (chair, State Affairs), **Judy Blanton,** and the State Affairs Committee have produced a superb tool kit on Considerations for Evaluating I-O Psychologists for Licensing that is now on our Web site.

SIOP Surveys

This past year, the Executive Committee decided to seek the assistance of a single vendor to administer SIOP's various surveys. **Karen Paul** (chair, Communications Task Force), her committee (Mike Brannick, **Allan Church, Debra Major**, and Lise Saari) along with the assistance of **Michele Jayne, Mark Schmit,** and our Administrative Office staff did an excellent job of developing a request for proposals and selecting a vendor. I would like to take this opportunity to thank Karen and others for their work on this activity. Please read Karen's report in this issue of *TIP*, where she announces the vendor for SIOP surveys. Related, **Anna Erickson** and our Professional Practice Committee have done a wonderful job of finalizing the content of our member survey, which will be administered in early 2004.

In closing, please take time to respond to the member survey as well as other SIOP surveys that you receive in the near future. Your feedback is important!

Revisiting the Past and Looking Toward the Future

Debra A. Major
Old Dominion University

This is the penultimate issue of *TIP* under my editorship. It's hard to believe; seems like just yesterday we were all sending our *TIP* submissions to **Allan Church.** Yet, it's nearly time to pass the torch again. This spring, **Laura Koppes** will begin her 3-year term as *TIP* editor. Congratulations, Laura! You are in for a great adventure.

Preparing for this transition has me thinking about how things change, how things stay the same, and how it's important to periodically revisit the past as we look toward the future. Apparently, I'm not alone in this because you'll see a lot of that going on in this issue of *TIP*. Look for an article describing what's new about the revised *Principles*. Also, be sure not to miss the piece describing what's missing in our teachings of the Hawthorne studies. **Martin Davidson** and **Bernardo Ferdman** are back with a stimulating dialogue regarding how overseas experiences shed light on identity issues. In **Frank Landy's** column, **Jack Feldman, David Day, Rick Jacobs** and Stephen Pick share thoughtful reflections about how their past experiences influence their careers today. Looking ahead to the "next big thing," **Jason Weiss** will have you ready to create your own videos. **Art Gutman** reflects on the legal history of adverse impact in preparation for a revision of the *Uniform Guidelines*. **Donald Truxillo** and **Jeff McHenry** even revisit the history of SIOP's hotel arrangements to describe why it's important to stay in the conference hotel this April. All this and more awaits you in this issue of *TIP*.

What's in this Issue of *TIP* for Me?

For anyone planning to attend the 2004 SIOP conference in Chicago, this issue contains everything you'll need to know. Be sure to peruse the entire issue, though. There's a lot of great stuff!

For Everyone

For Students and Educators

Perspectives on Practice

APA News

Just for Fun: I-O Humor

Conference Room Reservations:
Why There is a Room Deposit Policy,
and Why You Should Stay in a SIOP Conference Hotel

Donald Truxillo
Portland State University

Jeff McHenry
Microsoft Corporation

The 2003 SIOP Conference in Orlando was the first time in many years when attendees reserving a room in a conference hotel were required to make a forfeitable deposit on their room reservation. We've had lots of questions about that policy during the past 12 months. We're writing this article to explain why we implemented this policy and also to ask you to support the Society by staying in a conference hotel.

Room Deposit

SIOP must book blocks of rooms for its annual conference years in advance. Our hotel contract guarantees that the hotel will hold a certain number of sleeping rooms for our members and also allows those attending the conference to receive a reduced room rate. In return, SIOP guarantees that our members will pay for a certain number of sleeping room nights at the hotel. If we fail to meet our room guarantee, then SIOP is liable for the "unpaid" rooms. This is standard practice in the convention business and the hotel industry.

We had a very bad experience with hotel rooms at the 2002 conference in Toronto. Our two primary hotels—the Sheraton and the Hilton—were sold out months in advance. To accommodate members who couldn't get rooms at the Sheraton and Hilton, we ended up having to guarantee rooms at two additional hotels which were 15-minute walks from the Sheraton. Then during the week prior to the 2002 conference in Toronto, almost one-third of the rooms that had been reserved by members were cancelled. This meant SIOP had to assume financial responsibility for the unused rooms, to the tune of many thousands of dollars. In other words, the cancelled rooms had to be subsidized by the membership. If members who cancelled at the last minute had stayed in the hotel, there would have been plenty of room at the Sheraton and Hilton to accommodate all of our members, and we would not have incurred any room guarantee penalties.

For this reason, SIOP began a policy of requiring a room deposit for reservations—a deposit that is forfeited if the reservation is cancelled less than 90 days prior to the conference. This is consistent with the way many other conferences operate, including APA. Our hope was that this policy would cause members to wait to book their rooms until they were sure they were attending the conference and would ensure that those booking at the last minute would

still be able to secure rooms at a conference hotel. The change generally worked well for us in Orlando. We had significantly fewer last-minute cancellations. We had rooms available at our conference hotels right up to the conference. And we met our room guarantees at all four conference hotels.

There were a handful of people who booked hotel rooms in good faith, fully intending to attend the conference, then had health issues or family emergencies that required them to cancel their conference plans. We recognize that the new policy was difficult for these people. We created a message board on the SIOP Web site where these individuals could advertise the availability of their rooms. We announced this message board on the conference Web site. We understand that most people were able to find someone to take over their room reservation and thus avoided cancellation fees.

Why Stay at a Conference Hotel?

We realize you have a choice of many hotel options in most cities where SIOP holds its conference. Given the cancellation policy, some of you may be asking why you should stay at a conference hotel instead of a hotel that doesn't require a room deposit.

First, the conference hotels will be in the center of SIOP activity. You'll be in or right next door to the hotel where sessions are being held. You'll be able to meet up easily with friends in the lobby or hotel bar. It will be convenient for you to run up to your room to make phone calls or check e-mail quickly during the day.

Second, because we are guaranteeing a room block, we are able to negotiate very good rates with the conference hotels. Your rooms in the conference hotel will be cheaper than comparable rooms in comparable quality hotels nearby.

Finally, it is helpful to SIOP if you stay in one of the conference hotels. You help make it possible for us to continue guaranteeing a room block in the future, which our members have consistently told us they like. And you help us avoid the costs that we would incur if we fail to meet our room guarantee. You help us run a financially responsible conference that is responsive to member needs.

2004 SIOP Conference Hotels

This year, the conference hotels are:

Sheraton Chicago Hotel & Towers
301 East North Water Street
Chicago IL   60611
Tel: (312) 464-1000 or (877) 242-2558
Fax: (312) 464-9140
http://www.sheratonchicago.com/index2.html

Embassy Suites Hotel Chicago Downtown-Lakefront
511 North Columbus Drive
Chicago IL   60611-5591
Tel: (312) 836-5900 or (888) 903-8884 (reservations)
Fax: (312) 836-5901
http://www.chicagoembassy.com

If you haven't already made reservations for the 2004 SIOP Conference, we hope you'll stay in one of these hotels. And if you've made reservations at another nearby hotel, we hope you'll consider switching to one of these two hotels.

See you in Chicago!

We offer two basic models for our services, one for large-scale, dedicated and customizable personnel selection systems, another for buying and using standardized hiring solutions immediately through an e-commerce platform called QuickSelex.

*Quick**Selex*®

Selection Made Easy

New *Principles* Encourage Greater Accountability for Test Users and Developers

Clif Boutelle

The latest revision of the *Principles for the Validation and Use of Personnel Selection Procedures* has been completed and approved by the SIOP Executive Committee and the APA Council of Representatives. The revision encourages greater accountability by test developers and administrators to provide strong evidence that supports the claims they make about a test.

Last updated in 1987, the *Principles* is SIOP's official statement concerning procedures for conducting validation research in personnel selection. "The updated version," says **Richard Jeanneret,** chair of the Revision Committee, "reflects the latest information gained from research and practice and is consistent with [the] *Standards for Educational and Psychological Testing.*"

The *Standards*, developed in conjunction with the APA, the American Educational Research Association, and the National Council on Measurement in Education, are broader in concept than SIOP's *Principles*. The *Standards* address the construction, validation, and administration of a wide range of tests used in a variety of settings, whereas the *Principles* are concerned primarily with tests used in personnel selection. "Both are designed to support credible test development and use and should improve the entire field of testing," says Jeanneret.

He added that the fourth edition is timely because the use of testing in work-related settings is growing considerably and is widely used by businesses and other organizations to influence personnel decisions. At the same time, where tests are primary factors in personnel matters, legal challenges have become more common and the responsibility to demonstrate the validity of a test is greater than ever.

"The *Principles* set expectations for developing and administering tests," says Jeanneret, who has worked for the past 3 years with 11 other SIOP members and a 13-member advisory panel to update the *Principles*. "Validation is the evidence supporting inferences resulting from a test about an individual's behavior, such as job performance, effectiveness in a team setting, absenteeism, et cetera."

In addition to Jeanneret, the Revision Committee included **Marcia M. Andberg, Steven H. Brown, Wayne J. Camara, Wanda J. Campbell, Donna L. Denning, Jerard F. Kehoe, James L. Outtz, Paul R. Sackett, Mary L. Tenopyr, Nancy T. Tippins,** and **Sheldon Zedeck.**

Advisory Panel members were **Herman Aguinis, Winfred Arthur Jr., Philip Bobko, John C. Callender, Fritz Drasgow, Joyce C. Hogan, Leaetta M. Hough, Frank J. Landy, Kenneth Pearlman, Robert A. Ramos, Ann Marie Ryan, Frank L. Schmidt,** and **Neal W. Schmitt.**

Jeanneret emphasized that the *Principles for Validation* does not mandate specific approaches or actions regarding the validation and use of tests. Rather, it represents the consensus of professional knowledge and practice and can be used to guide and support the validation of tests and their use in the employment context.

"Based upon a set of test results, we are making judgments about people and their abilities and their suitability to perform specific jobs. These judgments have enormous impact upon people and their careers and we, as I-O psychologists, need to be very diligent in providing strong evidence supporting outcomes derived from test scores," says Jeanneret. "Test developers and administrators should be able to back up their assertions with scientific data."

An important resource for test developers, attorneys, human resource professionals, policy makers, psychologists, and other professionals, the *Principles for Validation* is available through SIOP. Copies, at $10 each (plus $2.50 for shipping and handling), can be ordered online by going to the SIOP Web site at www.siop.org and clicking on TIP/Publications and then Book Order form or by calling 419-353-0032 to purchase with a credit card. The full text is also available online free of charge.

Future SIOP Conferences

2004	Chicago	April 2–4
2005	Los Angeles	April 15–17
2006	Dallas	April 28–30
2007	New York	April 27–29
2008	San Francisco	April 11–13

Please note that dates are subject to change.

What We Teach Students About the Hawthorne Studies: A Review of Content Within a Sample of Introductory I-O and OB Textbooks

Ryan Olson, Jessica Verley, Lindsey Santos, and Coresta Salas
Santa Clara University

The research that took place at a Western Electric Company manufacturing plant near Chicago between the years of 1924 and 1933 represents one of the most important historical events in the development of I-O psychology. This body of research, collectively referred to as the *Hawthorne Studies* (named for the plant in which they took place), was influential in the development of the human relations movement and has functioned as a strong stimulus in I-O for discussing the intricacies of experimental design and debating the complexities of variables that drive human behavior at work.

As important historical events, the Hawthorne Studies are typically reviewed by authors of introductory textbooks in I-O and organizational behavior (OB). Such books serve the important function of introducing students to critical historical events and major areas of research and practice. Introductory textbooks sometimes provide the only historical information about the Hawthorne Studies that students will ever read. In addition to transmitting historical knowledge, textbook material about the Hawthorne Studies contributes to students' formative beliefs about human behavior in the workplace and acceptable approaches to studying it. The Hawthorne Studies enjoy primacy in these matters because the topic is typically covered early in textbooks and authors often add interpretive commentary about the complex causes of behavior and appropriate experimental design. Furthermore, the stories we tell about Hawthorne become part of our shared knowledge that is part of our unique professional culture. This shared knowledge begins with introductory textbook material, which should be as thorough, accurate, and instructive as possible.

It has been our impression that textbook authors' accounts of the Hawthorne Studies vary in points of emphasis and historical detail, and in some cases, provide simplistic and inaccurate accounts of the research. An example of a relatively benign type of variability across textbooks is that authors do not always discuss or define what has come to be called the *Hawthorne Effect.* Differences across textbooks of this type are to be expected; however, it is of concern when information about the Hawthorne Studies is presented in a misleading manner or in ways that create historically inaccurate impressions of the research. For example, some authors discuss only the illumination studies, which can give the incorrect impression that these studies were either the only research that took place or that they were the main focus of the project. An example of a common historical inaccuracy is

the assertion that the performance of participants in the illumination studies improved or increased with every manipulation of the independent variable. With regard to points of emphasis, we have observed the general tendency of authors to emphasize the influence of social variables within the Hawthorne Studies, when in fact, several secondary analyses of the research have highlighted the influence of several environmental variables on the performance of participants (e.g., Carey, 1967; Franke and Kaul, 1978; Parsons, 1974).

In our opinion, we should aspire to more diligent accounts of the Hawthorne Studies that (a) attend carefully to primary sources and important secondary sources, (b) review or at least recognize the full range of experimental manipulations across multiple Hawthorne experiments, (c) review or at least recognize the inconsistent nature in behavior-change patterns within and across experiments, (d) discuss important extraneous or confounding variables in the experiments in addition to "special attention" paid to participants or participants' "knowledge of being in an experiment," and (e) discuss the historical importance of the research from a modern perspective that qualifies original or traditional interpretations with contemporary knowledge. Simplistic accounts of the Hawthorne Studies that attend only to the illumination experiments and suggest that performance always improved due to the special attention paid to subjects should be avoided.

In order to learn more about the actual state of affairs in the literature, we obtained a sample of top-selling and conveniently available introductory I-O and OB textbooks and systematically reviewed content related to the Hawthorne Studies.

Method

Sample

The majority of textbooks in our sample ($N = 21$) were identified through a <www.amazon.com> book search of I-O psychology and OB textbooks with the results sorted by the best selling (April 2003). Books published prior to 1997 and case study-oriented textbooks were not considered for the sample. After obtaining an eligible book, the index was used to identify pages referring to the Hawthorne Studies, and if no index reference was made, chapters related to history, group processes, or other potentially relevant topics were searched manually before excluding a text from the sample. After excluding 3 OB textbooks that did not contain any Hawthorne-related material, our sample included 7 of the 10 best-selling I-O books, and 9 of the top 15 best-selling OB texts. The remaining 5 texts in the sample were included because they were conveniently available. The portions of each textbook that made reference to the Hawthorne Studies were then reviewed according to the procedures described below.

Dimensions Reviewed and Scoring Rules

Each text's Hawthorne-related content was reviewed along the following dimensions: (a) Hawthorne Studies discussed, (b) references cited, (c) independent variables reviewed, (d) dependent variables and changes in dependent variables reviewed, (e) definitions of the Hawthorne Effect, (f) extraneous independent variables reviewed, and (g) conclusions and caveats about the Hawthorne Studies made by the author(s).

A particular Hawthorne Study was counted as being discussed if the text referred to it specifically by name or to a specific feature of the study (e.g., if an author wrote about workers restricting productivity through social controls, this was counted as a reference to the bank wiring study). References cited within textbook selections were included in our analysis if they occurred directly in the portion of the text discussing the Hawthorne Studies. For selections with no in-text citations, reference lists were searched manually for Hawthorne-related material before scoring a sample as not having any references. For textbooks using end notes, all Hawthorne references in the cited endnote were counted. If the Hawthorne Effect was not explicitly referred to in the text we did not infer a definition from the written material, although endnotes and glossaries were searched manually before scoring a text as not defining the Hawthorne Effect.

All other dimensions of the review (e.g., independent variables discussed, dependent variables and changes in dependent variables reviewed, extraneous independent variables reviewed, and conclusions and caveats about the Hawthorne Studies made by the author[s]) were scored using a taxonomy of subcategories developed by the authors, with subcategories being added within each dimension when necessary over the course of the literature review. An effort was made to keep subcategories as objective and parsimonious as possible, with the underlying goal of limiting the need for making inferences about the literary intent of the author(s). For the sake of expositional clarity, lists of subcategories coded within each of the seven dimensions that we reviewed will be reported in the results section.

Data Collection

Each text selection was independently reviewed and coded by two data collectors using a paper data collection sheet created for the literature review, with the second author serving as the primary data collector in all cases. Other authors functioned as secondary data collectors. After both data collectors had independently scored a text selection, scoring disagreements were identified and resolved through a review process where primary and secondary data collectors reread relevant text selections together and came to agreement through discussion. The interobserver agreement (I-OA) percentage for items on the data sheet prior to the review process was 83% (where I-OA = # agreements/# agreements + disagreements).

Results

Hawthorne Studies Discussed

The total number of studies that took place between 1924 and 1932 at the Hawthorne Works of the Western Electric Company depends upon how a "study" is defined. For the purposes of our analysis, we created the following categories: (a) illumination studies, (b) relay assembly test room experiment one (RATR-1), (c) relay assembly test room experiment two (RATR-2), (d) mica splitting experiment, (e) bank wiring experiment, and (f) interviewing program and supervisor training. Additional categories of (g) personnel counseling and (h) other studies (nonspecific) were added as we conducted the review.

All of the texts in our sample discussed the illumination studies ($f = 21$). The frequencies with which the remaining studies were discussed, in order of most to least frequent, were as follows: RATR-1 ($f = 13$), bank wiring ($f = 12$), interviewing program ($f = 6$), other studies (nonspecific; $f = 3$), and personnel counseling ($f = 1$). None of the textbooks discussed the RATR-2 or the mica splitting studies. See Figure 1 to view a histogram of these data.

References

A total of 45 different references were cited by textbook authors, including eight primary sources (see Gillespie [1991] for a bibliography of 62 primary source references for the Hawthorne Studies). The most frequently cited primary sources were Roethlisberger and Dickson (1939; $f = 16$), Mayo (1933; $f = 9$), and Roethlisberger (1941; $f = 5$). The most frequently cited secondary sources were Carey (1967; $f = 7$), Franke and Kaul (1978; $f = 4$), Yorks and Whitsett (1985; $f = 4$), Bramel and Friend (1981; $f = 3$), and Parsons (1992; $f = 3$). All other references were cited two or fewer times, with the majority being cited only once. See Table 1 to view a summary of references cited more than once in the sample.[1]

Independent Variables

Manipulations of light illumination were discussed in every textbook ($f = 21$). Other independent variables discussed included rest breaks ($f = 13$), duration of work day or work week ($f = 9$), wages ($f = 5$), food ($f = 3$), humidity ($f = 3$), and temperature ($f = 3$). Supervision, ventilation, measures of participants' physiological states and reported personal behavior, and other independent variables (nonspecific) were each discussed once in the sample. Some of these independent variables were of the manipulated (i.e., experimental) type, while others were of the classification (i.e., nominal) type, although authors generally did not write about these distinctions. See Figure 2 to view histograms of the frequency with which each independent variable was discussed.

---

[1] For a complete list of all references cited in the sample, contact the first author at the Psychology Department, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053-0333.
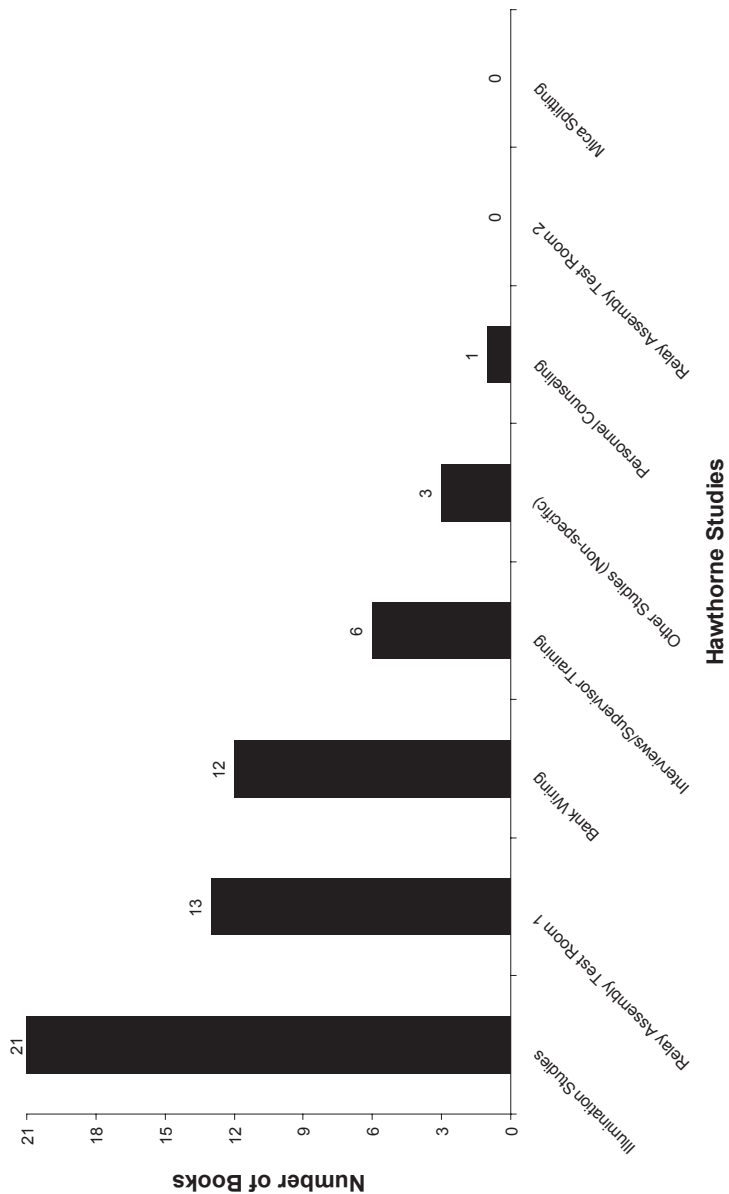
Figure 1. Hawthorne Studies Discussed.

Table 1

Multiply Cited Hawthorne-Related References in the Textbook Sample

Reference	Citations
Roethlisberger, F. J., & Dickson, W. J. (1939). *Management and the worker: An account of a research program conducted by the Western Electric Company, Hawthorne Works, Chicago.* Cambridge, MA: Harvard University Press.	16*
Mayo, E. (1933). *The human problems of industrial civilization.* New York: Macmillan.	9*
Carey, A. (1967). The Hawthorne Studies: A radical criticism. *American Sociological Review, 32,* 403–416.	7
Roethlisberger, F. J. (1941). *Management and morale.* Cambridge, MA: Harvard University Press.	5*
Franke, R. H., & Kaul, J. D. (1978). The Hawthorne experiments: First statistical interpretation. *American Sociological Review, 43,* 623–643.	4
Yorks, L., & Whitsett, D. A. (1985). Hawthorne, Topeka, and the issue of science versus advocacy in organizational behavior. *Academy of Management Review, 10,* 21–30.	4
Bramel, D., & Friend, R. (1981). Hawthorne, the myth of the docile worker, and class bias in psychology. *American Psychologist, 36,* 867–878.	3
Parsons, H. M. (1992). Hawthorne: An early OBM experiment. *Journal of Organizational Behavior Management, 12*(1), 27–43.	3
Adair, J. G. (1984). The Hawthorne effect: A reconsideration of the methodological artifact. *Journal of Applied Psychology, 78,* 413–432.	2
Greenwood, R. G., Bolton, A. A., & Greenwood, B. A. (1983). Hawthorne a half century later: Relay assembly participants remember, *Journal of Management 9*(2), 217–231.	2
Mayo, E. (1945). *The social problems of industrial civilization.* Boston: Harvard University, Graduate School of Business Administration.	2*
Rice, B. (1982). The Hawthorne defect: Persistence of a flawed theory. *Psychology Today, 16*(2), 70–74.	2
Whitehead, T. N. (1938). *The industrial worker: A statistical study of human relations in a group of manual workers* (2 vols.). Cambridge, MA: Harvard University Press.	2*

* Indicates a primary source about the Hawthorne Studies
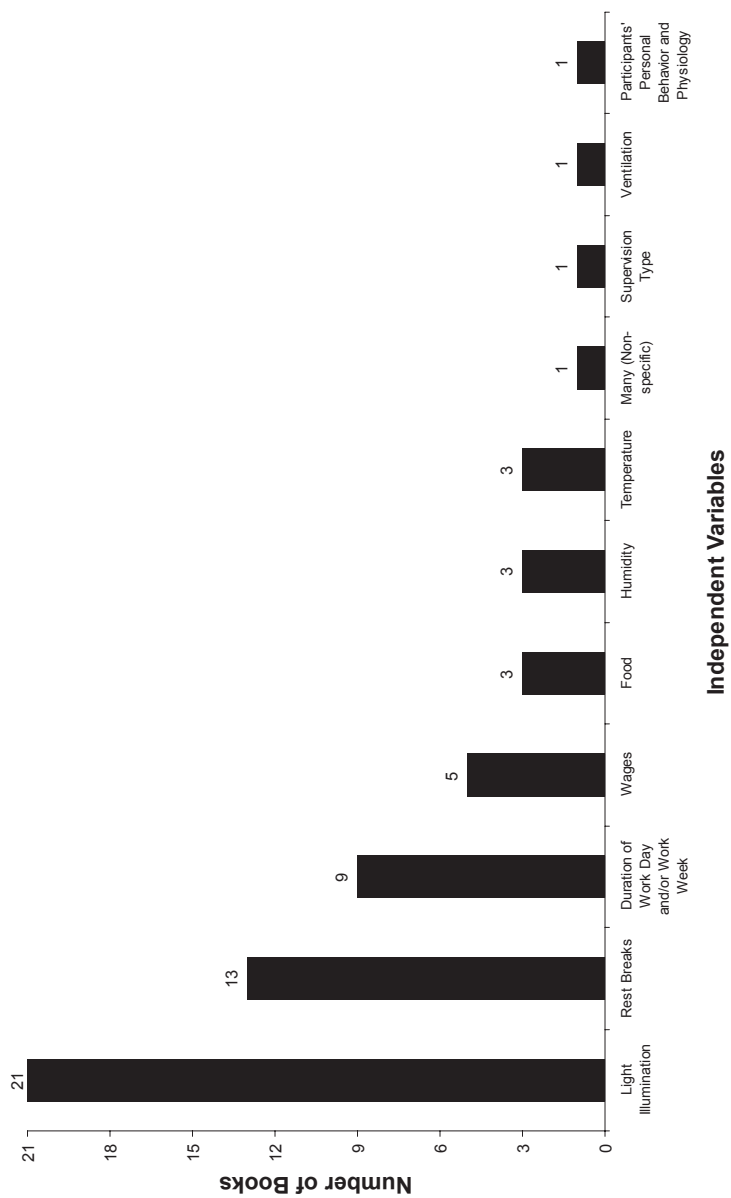
Figure 2. Independent Variables Discussed.

Dependent Variables

Dependent variables discussed in textbooks included productivity ($f = 21$), fatigue ($f = 1$), attendance ($f = 1$), and morale ($f = 1$). Authors elaborated primarily on changes in productivity, and in this regard, changes in productivity during the illumination studies were analyzed separately from changes in productivity across all other Hawthorne Studies. With regard to the illumination studies, the authors of 16 textbooks asserted that productivity always maintained or increased while 5 accurately reported that changes in productivity were inconsistent. The authors of 16 textbooks discussed additional Hawthorne studies beyond the illumination studies, of which 11 correctly reported that changes in productivity across all studies were inconsistent, 2 asserted that productivity across all studies always maintained or increased, and 3 provided no comment on the nature of productivity changes across all studies.

The Hawthorne Effect

Of the 21 textbooks reviewed, 13 included an explicit definition of the Hawthorne Effect. All definitions included some reference to a performance or behavior change. Only two definitions indicated that this change was temporary and/or brief, with one definition of this sort being followed by the elaboration that "The psychological literature indicates that Hawthorne effects may last anywhere from a few days to 2 years, depending on the situation" (Muchinsky, 2003, p. 12). Most definitions implicated certain variables as being the cause of Hawthorne Effects, with 9 of 13 definitions implicating participants' knowledge of being observed or of being in an experiment (i.e., reactivity), and 6 of 13 definitions implicating favorable or novel treatment, and/or special attention paid to subjects. See Table 2 to view full text definitions of the Hawthorne Effect by source.

Extraneous or Confounding Variables

A major theme of textbook material covering the Hawthorne Studies is the presence of multiple confounding or extraneous variables in the experiments. All 21 texts discussed the presence of confounding or unplanned social variables, which we labeled *social processes and/or norms* for coding purposes. The next two most frequent extraneous variables discussed were special attention paid to subjects ($f = 16$) and subject reactivity to experimental conditions or knowledge of being observed ($f = 10$). Other extraneous variables discussed in more than one text included financial incentives ($f = 5$), supervisor training or management style ($f = 4$), employee attitudes or feelings ($f = 3$), and subject expectations ($f = 2$). See Table 3 to view a summary of all extraneous variables discussed in the sample.

Table 2

Definitions of the Hawthorne Effect by Source

Source	Hawthorne effect definition
Bowditch & Buono (2001)	"...when people know they are being observed they often act differently from 'normal.' This tendency is often referred to as the *Hawthorne effect"* (italics in original, p. 361)
Champoux (2003)	"The effect on people's behavior because they are part of an experiment is known as the 'Hawthorne Effect.'" (p. 23)
Ivancevich & Matteson (2002)	"...the workers felt important because someone was observing and studying them at work. Thus, they produced more because of being observed and studied." (pp. 12–13)
Jewell (1998)	"...changes in behavior that are brought about through special attention to the behavior." (p. 4)
Jex (2002)	"...the idea that people will respond positively to any novel change in work environment." (p. 13)
Krumm (2001)	"...(the influence of observation on behavior)..." (p. 16)
Luthans (2002)	"Many social scientists imply that the increases in the relay room productivity can be attributed solely to the fact that the participants in the study were given special attention and that they were enjoying a novel, interesting experience. This is labeled the *Hawthorne effect.*" (italics in original, p. 18).
Muchinsky (2003)	A positive change in behavior that occurs at the onset of an intervention followed by a gradual decline, often to the original level of the behavior prior to the intervention." (p. 12, 490)
Nelson & Quick (2003)	"...peoples' knowledge that they are being studied leads them to modify their behavior." (p. A-4)
Newstrom & Davis (2002)	"The Hawthorne effect means that the mere observation of a group—or more precisely, the *perception* of being observed and one's interpretation of its significance—tends to change the group. *When people are observed, or believe that someone cares about them, they act differently."* (italics in original, p. 340)
Riggio (2003)	"Changes in behavior occurring as a function of participants' knowledge that they are being observed and their expectations concerning their role as research participants" (p. 9).
Schultz & Schultz (2002)	"...employee behavior changes just because something new has been introduced into the workplace" (p. 32).
Spector (2000)	"...knowledge of being in an experiment...caused increases in performance" (p. 10).

Conclusions and Caveats

Textbook authors often summarize main conclusions or lessons learned from the Hawthorne research. We observed the following types of conclusions and caveats with the highest frequencies: the importance of social processes and/or norms ($f = 21$), organizational behavior is complex and/or multiply determined ($f = 16$), beware of extraneous variables and/or experimental design flaws ($f = 13$), and beware of participant reactivity when conducting experiments ($f = 7$). All other conclusions or caveats were observed only once. A summary of all conclusions and caveats discussed in the sample are also presented in Table 3.

Table 3

Extraneous Variables and Conclusions/Caveats Discussed in the Textbook Sample

Dimension and subcategory reviewed	Frequency
Extraneous variables discussed	
Social processes/social norms	21
Special attention (novel or favorable)	16
Reactivity to experimental conditions	10
Incentives	5
Management style	4
Participant attitudes or feelings	3
Participant expectations	2
Participant interest in the experiment	1
Small work group size	1
Performance feedback	1
Replacement of 2 participants in RATR-1	1
Conclusions and caveats	
Social processes/social norms are important	21
Organizational behavior is complex/multiply determined	16
Beware of extraneous variables/experimental design flaws	13
Beware of participant reactivity to experimental conditions	7
Incentives affect behavior	1
Measurement validity is important	1
Supportive supervision is important	1
Employee attitudes affect behavior	1

Discussion

Hawthorne Studies Discussed

Based on our sample, the illumination studies have become the central locus of textbook material about the Hawthorne Studies; however, this degree of attention is probably not warranted. Parsons (1974) asserted that empirical information about the illumination studies is actually very limited, with the primary account of three formal and additional informal illumination studies coming from a relatively brief news report (Snow, 1927). Moreover, Roethlisberger and Dickson (1939), the most frequently cited primary source in our sample, dedicated only 4 of 604 total pages of text to describing the illumination experiments and discussing main conclusions about them. In the current project, we used a classification system that recognized at least six distinctive phases of Hawthorne research. In our view, students should be taught about these several experiments and projects at Hawthorne because each had its own complex goals, methods, results, and conclusions. More than half of the textbooks in our sample ($f = 13$) discussed Hawthorne research projects other than the illumination studies. However, some of this material was vague or misleading, with authors occasionally allowing events related to the RATR-1 experiment to blend with what they had written about the illumination studies.

References

The most frequently cited references within our sample provide a few good resources for both students and professors of I-O psychology and OB who wish to improve their understanding of the Hawthorne Studies. We believe it would be difficult to write or teach a simplistic account of the Hawthorne Studies after reading a primary source book like Roethlisberger and Dickson (1939) or secondary source articles like Carey (1967), Parsons (1992), or Franke and Kaul (1978). The first author uses an article by Parsons (1974) as a supplement to textbook material when teaching an introductory I-O psychology course. This particular article exposes students to data from the RATR-1 experiment and to information gathered from interviews with people who participated in the Hawthorne research. Parsons (1974) was cited only once in the sample, but it is referred to here because it functioned as an important stimulus for conducting this project.

Changes in Dependent Variables

When reporting on the effects of lighting manipulations on performance during the first formal illumination experiment that took place at Hawthorne, Snow (1927) wrote that "The corresponding production efficiencies by no means followed the magnitude or trend of the lighting intensities. The output bobbed up and down without direct relation to the amount of illumination" (p. 272). Contrary to the assertions of the authors of 76% of the textbooks in our sample ($f = 16$), performance did not always increase in the illumination stud-

ies. The myth of continuous improvement is also relevant to the RATR-1 experiment. Parsons (1974) noted that while the general trend in performance across the more than 2 years of research in the RATR-1 study was upward, performance did clearly decrease for at least 3 of 5 participants when lunch and rest breaks were suspended during phase 12 of the study. Moreover, in the bank wiring study, work groups actually restricted productivity through social consequences for working too fast. At any rate, beginning I-O or OB students can be misled when an account of the Hawthorne Studies asserts that changes in measures of productivity during the Hawthorne Studies were all upward regardless of experimental manipulations.

    We also feel that it is important to emphasize with students that changes in dependent variables at Hawthorne took place over many months and even years. This is especially relevant when Hawthorne Effects are defined as temporary or brief in nature. While only 2 textbooks explicitly asserted that Hawthorne Effects are temporary, it is odd to think that any work-related variable could remain "novel" or "special" for as long as 2 years. Consider this issue in relation to the RATR-1 experiment. As discussed previously, performance did not always increase with each manipulation of the primary independent variables of rest breaks and duration of the work day; however, there was a general molar upward trend in performance across the months and years of the study. It seems logical that other variables, besides partici-pants' awareness of being in an experiment or receiving special or novel treatment, must have been relevant to this molar upward trend in performance over such a long period of time. A few relevant variables of this type could have been learning or skill acquisition, the presence of several sources of per-formance feedback unique to the RATR-1 experiment, and the change in incentive pay for the group of 5 subjects in the RATR-1 experiment.

    The full scope of changes in behavior and performance of subjects during the Hawthorne studies was complex, and considering this complexity can help prevent the development of mythical beliefs among students about the Hawthorne Studies.   Data from primary sources can reveal performance changes both within and across conditions in the several experiments. The first author uses trends in performance during the RATR-1 experiment to introduce issues related to experimental control and decision making when using single-case style research designs, which can be usefully employed to evaluate the effects of management interventions within organizational settings.

Independent Variables

    Excessive focus upon lighting manipulations can obfuscate other relevant independent variable manipulations made by Hawthorne researchers, includ-ing duration of rest and lunch breaks, length of work day, and the type of incentive pay. Rest breaks were a primary independent variable in the RATR-1 experiment but were only discussed in 13 of the 21 books in our

sample. Incentive pay was rarely discussed in our sample of textbooks ($f = 5$) as an intentionally manipulated independent variable at Hawthorne. In this regard, it is important to note that none of the textbooks in our sample reviewed the RATR-2 experiment, which was largely designed to try and isolate the effects of the change in incentive pay implemented during the RATR-1 experiment. Many students would be surprised to learn these facts and that participants' in the RATR-1 experiment ranked "earnings" among the top three reasons why they preferred the test room over regular working conditions (Turner, 1933).

The Hawthorne Effect

Perhaps one reason why the Hawthorne Effect was not discussed or defined by all textbook authors is the recognition that there has been some debate about the appropriateness of doing so. Brannigan and Zwerman (2001) argued that if the Hawthorne Studies are considered in their entirety, there must be more than one type of Hawthorne Effect. Other authors have argued that the evidence from the Hawthorne Studies, specifically the illumination studies, is just not good enough to draw weighty conclusions about a predictable effect or phenomenon (e.g., Parsons, 1974; Rice, 1982).

In spite of any controversies about defining the Hawthorne Effect, we were pleased to find some degree of consistency across definitions presented by different authors. However, in our view, the common themes of definitions (changes in behavior due to special or novel treatment or subject knowledge of being in an experiment) are not clearly distinct from either the concept of subject reactivity to experimental conditions or from the issue of confounding variables in experiments. Using the phrase "Hawthorne Effect" to describe reactivity or confounding variables in an experiment is probably unnecessary and may perpetuate other difficulties due to interpretive problems. One such difficulty is the tendency for students to reify the Hawthorne Effect and use it inappropriately as an acceptable explanation for behavior changes in organizations.

A primary report about the illumination studies written by Snow (1927) is primarily a description of efforts to gain experimental control over the subject matter rather than a story about a serendipitous discovery of the power of special, novel, or favorable treatment of subjects. The emphasis on social variables at Hawthorne within textbooks is probably due to a variety of subsequent reinterpretations of the illumination research made by both primary and secondary sources. If the original researchers could not isolate the effects of lighting on performance by controlling relevant extraneous variables during the actual Hawthorne experiments, the tradition of assigning causes to the historically observed changes in productivity post hoc within definitions of the Hawthorne Effect is probably an unfortunate tradition.

The evolution of terminology within a professional culture is probably never a perfect match with either history or the laws of nature; however, our language can improve in precision as our understanding of each of these variables advances. Our professional culture will benefit from teaching students about the historical and experimental context from which the current definition of the Hawthorne Effect has grown.

Extraneous or Confounding Variables

All of the textbooks in our sample emphasized the role of social processes and/or norms and special attention paid to subjects as potential confounding variables present in the Hawthorne Studies. Some accounts of the Hawthorne research seem to suggest that the industrial world was oblivious to the possibility that such "human factors" could affect work performance until the dramatic illumination experiments at Hawthorne. Hawthorne experimenters themselves were not naive to the fact that human variables, beyond environmental factors like illumination or incentive systems, could affect performance. In fact, Gillespie (1991) argued that experimenters *predicted* that coil workers would maintain their productivity when faced with inadequate lighting. Hawthorne researchers attempted to isolate the effects of intentionally manipulated independent variables from confounding variables, although most would agree that they were often unsuccessful. Researchers' failure to control confounding variables is different from a lack of awareness that such variables might be present and operative. It is misleading to give students the impression that humans working in industry before 1924–32 were completely ignorant of the relevance of complex human variables to work performance, although the Hawthorne Studies have certainly been used to shine the spotlight on such variables for many years.

The full range of confounding variables that the Hawthorne researchers struggled with is fascinating and can stimulate students to think about both human *and* environmental variables that can affect human performance at work. So while it was encouraging that so many textbooks made references to the bank wiring study ($f = 12$), where workers used a self-organized system of social consequences to restrict group productivity, it was discouraging that references to other confounding variables within the environmental type were comparatively rare. As previously mentioned, changes in incentive pay during the RATR-1 experiment were mentioned in only five textbooks. The fact that 2 of the 5 participants in the RATR-1 study were replaced several months into the RATR-1 experiment was mentioned only once. Changes in the quality and quantity of performance feedback during the same experiment were also mentioned only once in the sample.

Conclusions and Caveats

Congruent with material about extraneous variables, the majority of texts included Hawthorne-related conclusions or caveats about the potential influ-

ence of social processes and/or norms in work environments. In addition, many texts warned readers about flaws in experimental design that can introduce confounding variables and make it difficult to draw conclusions about an experiment. In our view, these conclusions and caveats are reasonable and worthy lessons to be gleaned from the Hawthorne Studies. However, the results of the current review suggest additional discussion points about the research, including the influence of environmental factors on work performance. It seems reasonable, even when discussing Hawthorne, to emphasize the truism that work performance is a function of both personal and environmental factors. Franke and Kaul (1978), who conducted statistical analyses of the original Hawthorne data, commented on this traditional unbalanced emphasis on human variables over environmental variables when discussing their empirical conclusions about the Hawthorne data:

> The experiments drew attention to small group processes, and the studies' conclusions led to widespread acceptance of human relations as a primary factor in worker performance. Following dissemination of the findings, previously attempted and conceptually simpler mechanisms such as those of scientific management (Taylor, 1911) tended to be given less emphasis as determinants of work performance. These variables include the possible benefits of fatigue reduction, use of economic incentives, the exercise of discipline, and other aspects of managerial control. *But it is precisely such factors to which we are directed by empirical analyses of the Hawthorne data.* (p. 638, italics added)

Modern interpretations of independent and confounding variables within the Hawthorne Studies are important because (a) original interpretations were influenced by both the ideology of the researchers and the zeitgeist or "spirit of the times" and (b) students should be apprised of important developments in their field, including new knowledge and interpretations of important historical events.

With regard to common caveats regarding experimental design flaws in the Hawthorne Studies, students are likely to benefit from greater specificity. Authors could point out such things as the value of unobtrusive measurement methods, the need to allow performance to stabilize before changing conditions in single case-style research designs, or the limited conclusions that can be made when more than one independent variable is manipulated simultaneously.

Conclusion

The breadth of the Hawthorne Studies makes them a difficult topic to review and summarize in introductory textbooks. We learned a great deal about the Hawthorne Studies as we conducted this review and are grateful for the hard work that went into writing each of these introductory I-O and OB textbooks. Some authors provided especially thorough and informative

material about the Hawthorne Studies (e.g., Luthans, 2002). It is through these books that many people are inspired to join our professional discipline, and we simply hope to contribute useful information toward this end with the current project.

What we teach about the Hawthorne Studies matters. When students are exposed to information about the Hawthorne research they begin forming beliefs about the complex causes of work performance and start to develop important critical thinking skills about experimental design and scientific methodology applied to organizational problems. What we teach about Hawthorne can also foster good scholarship and accurate shared knowledge among future members of our professional culture. We hope that the results of our review will be useful to those who write and teach about this important historical influence of our professional discipline.

References

*Aamodt, M. G. (2004). *Applied industrial/organizational psychology.* Belmont, CA: Wadsworth.

Adair, J. G. (1984). The Hawthorne effect: A reconsideration of the methodological artifact. *Journal of Applied Psychology, 78,* 413–432.

*Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology* (2nd ed.). Boston: McGraw-Hill.

*Bowditch, J. L., & Buono, A. F. (2001). *A primer on organizational behavior* (5th ed.). New York: John Wiley & Sons.

Bramel, D., & Friend, R. (1981). Hawthorne, the myth of the docile worker, and class bias in psychology. *American Psychologist, 36,* 867–878.

Brannigan, A., & Zwerman, W. (2001, January/February). The real "Hawthorne Effect." *Society.*

Carey, A. (1967). The Hawthorne Studies: A radical criticism. *American Sociological Review, 32,* 403–416.

*Champoux, J. E. (2003). *Organizational behavior: Essential tenets* (2nd ed.). Mason, OH: South-Western.

* Daft, R. L., & Noe, R. A. (2001). *Organizational behavior.* Fort Worth, TX: Harcourt College Publishers.

Franke, R. H., & Kaul, J. D. (1978). The Hawthorne experiments: First statistical interpretation. *American Sociological Review, 43,* 623–643.

Gillespie, R. (1991). *Manufacturing knowledge: A history of the Hawthorne experiments.* New York: Cambridge University Press.

*Greenberg, J., & Baron, R. A. (2003). *Behavior in organizations: Understanding and managing the human side of work* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Greenwood, R. G., Bolton, A. A., & Greenwood, B. A. (1983). Hawthorne a half century later: Relay assembly participants remember. *Journal of Management, 9*(2), 217–231.

*Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of organizational behavior: Leading human resources* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

*Ivancevich, J. M., & Matteson, M. T. (2002). *Organizational behavior and management* (6th ed.). Boston: McGraw-Hill.

*Jewell, L. N. (1998). *Contemporary industrial/organizational psychology* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

*Jex, S. M. (2002). *Organizational psychology: A scientist–practitioner approach.* New York: John Wiley & Sons.

*Krumm, D. (2001). *Psychology at work: An introduction to industrial/organizational psychology.* New York: Worth.

*Luthans, F. (2002). *Organizational behavior* (9th ed.). Boston: McGraw-Hill.

Mayo, E. (1933). *The human problems of industrial civilization.* New York: Macmillan.

Mayo, E. (1945). *The social problems of industrial civilization.* Boston: Harvard University, Graduate School of Business Administration.

*Moorhead, G., & Griffin, R. W. (2004). *Organizational behavior: Managing people and organizations* (7th ed.). Boston: Houghton Mifflin.

*Muchinsky, P. M. (2003). *Psychology applied to work: An introduction to industrial and organizational psychology* (7th ed.). Belmont, CA: Wadsworth.

*Nelson, D. L., & Quick, J. C. (2003). *Organizational behavior: Foundations, realities and challenges* (4th ed.). Mason, OH: South-Western.

*Newstrom, J. W., & Davis, K. (2002). *Organizational behavior: Human behavior at work* (11th ed.). Boston: McGraw-Hill.

Parsons, H. M. (1974, March 8). What happened at Hawthorne? New evidence suggests the Hawthorne effect resulted from operant reinforcement contingencies. *Science, 183,* 922–932.

Parsons, H. M. (1992). Hawthorne: An early OBM experiment. *Journal of Organizational Behavior Management, 12*(1), 27–43.

Rice, B. (1982). The Hawthorne defect: Persistence of a flawed theory. *Psychology Today, 16* (2), 70–74.

*Riggio, R. E. (2003). *Introduction to industrial/organizational psychology* (4th ed.). Upper Saddle River, NJ: Pearson Education.

*Robbins, S. P. (2003). *Organizational behavior* (10th ed.). Upper Saddle River, NJ: Pearson Education.

Roethlisberger, F. J., & Dickson, W. J. (1939). *Management and the worker: An account of a research program conducted by the Western Electric Company, Hawthorne Works, Chicago.* Cambridge, MA: Harvard University Press.

Roethlisberger, F. J. (1941). *Management and morale*. Cambridge, MA: Harvard University Press.

*Schultz, D. P., & Schultz, S. E. (2002). *Psychology and work today: An introduction to industrial and organizational psychology* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Snow, C. E. (1927, November). Research on industrial illumination: A discussion of the relation of illumination intensity to productive efficiency. *The Tech Engineering News,* pp. 257, 272, 274, 282.

*Spector, P. E. (2000). *Industrial and organizational psychology: Research and practice* (2nd ed.). New York: John Wiley and Sons.

Taylor, F. W. (1911). *The principles of scientific management.* New York: Harper.

Turner, C. E. (1933, June). Test room studies in employee effectiveness. *The American Journal of Public Health*, p. 584.

Whitehead, T. N. (1938). *The industrial worker: A statistical study of human relations in a group of manual workers* (2 vols.). Cambridge, MA: Harvard University Press.

*Wilson, F. M. (1999). *Organizational behavior: A critical introduction*. Oxford, England: Oxford University Press.

Yorks, L. & Whitsett, D. A. (1985). Hawthorne, Topeka, and the issue of science versus advocacy in organizational behavior. *Academy of Management Review, 10,* 21–30.

*Textbook included in the literature review.

Tips for Getting a Job in Academia

Karen Barbera
Personnel Research Associates

Jennifer Carr
Bowling Green State University

Irene Sasaki
The Dow Chemical Company

Looking for a job in academia? Want some tips on what to do and what to avoid? You've probably read some of the popular books on the job search process but need more tailored information to landing a job in academia. In this article, we've gathered valuable tips and advice from SIOP members who have successfully navigated the academic job search process. There are tips on the preparation stage, vita, interview/site visit, job talk, and offer negotiation part of the process—all good advice for the academic job seeker.

How do I get started? Early preparation is the key

A precursor to this question perhaps is "When do I get started," and the answer is "Early." Our experts agreed that early preparation throughout one's graduate student career is important to develop the credentials needed. Take actions early and consistently to make yourself an attractive candidate:

- *Publish.* Even if you are only "toying" with the idea of a career in academia, it is important to lead/participate in projects that have a good chance of being submitted for publication in the short-term frame. Do this as soon as possible in your graduate training as it often takes time to get a research project to the point of journal submission.
- *Gain teaching experience.* Independently teach a course. Collect and document your teaching evaluations. If the opportunity to independently teach a course is not available to you, gain teaching experience through guest lecturing, teaching a lab or discussion section, and/or developing relevant test items.
- *Present your work.* Strive to be in symposia (rather than posters) as well as any other experiences presenting your work in front of an interested yet critical group.
- *Network.* There is no real consensus on how much networking matters, but at a minimum, networking provides you with experience in talking with colleagues (which at first seems like an entirely different language) in a variety of situations.
- Gain mentoring experience. Work with younger students (including undergraduates) and consciously work to improve mentoring ability. This allows you to develop your mentoring style and to acquire "lessons learned."

- *Determine the type of program you are targeting.* The big question for I-O PhDs is whether to teach in a psychology department or business school. Determining which program you prefer will dictate many of your preparation activities. For example, if you are targeting a position in a management department, you might want to gain experience teaching an MBA course. Likewise, if you want to work in a program that has a strong applied focus, gaining practical experience in applied settings may be appropriate.
- *Read one or more books on getting your first academic job. The Compleat Academic: A Career Guide* by John Darley, Mark Zanna, and Henry Roedinger (APA, 2003) is a particularly good source.

The Vita and Other Supporting Materials

The number one criterion for academic jobs is the vita. Many new PhDs have no top-tier publications so having just one can be a significant differentiator. Get advice from your advisor, colleagues, and even friends on creating an aesthetically pleasing and informative vita. Also, check out Web sites of doctoral programs, which often have links to their students' vitas.

Ask friends/colleagues to review your vita. What are their first impressions? Are your strengths evident upon a quick scan? If not, modify the vita. Often, this can be as simple as switching the order in which information is presented or using bolding or other methods to show emphasis.

In addition to your vita, create a teaching portfolio. Include a statement of your teaching philosophy, course syllabi, sample lectures/projects, exams, and instructor evaluations. Also include a statement of which courses you feel qualified to teach, and why. Be sure to tailor your portfolio to the position you are seeking. A large university may have different needs and expectations than a small, liberal arts college.

Letters of recommendation require some preparation on your part as well. Determine which faculty members will write your letter of recommendation, and give them plenty of advance notice. Give all letter writers copies/examples of your application materials to refresh their memories on your credentials. In addition, you might want to meet with each letter writer individually to discuss specific areas that you would like them to address in their letters to ensure coverage across letter writers (e.g., ask your chair to specifically comment on the status of your degree if you are ABD and make sure that you are consistent in how you position this). Depending upon your letter writers' familiarity with your teaching skills, invite letter writer(s) to sit in and observe you teach.

The Interview/Site Visit

An invitation to interview or have a site visit is evidence that your credentials have been at least favorably reviewed. What happens during your visit, however, can be key to determining whether you are a good fit for a

department, and the type of colleague that others want to have. As in all aspects of the job search process, preparation is important:

- *Research the program.* Learn about the program and its structure, the faculty, and the administrators. Read faculty members' vitas (often available through the Web). Read recent articles of the primary faculty on the search committee. Prepare talking points or questions to ask each faculty member.
- *Determine how you fit the program.* Conduct an honest assessment of who you are and what you are looking for. While you want to "sell" yourself, you need to be true to yourself and be clear about what you are looking for. Know why you have applied to a particular program, and how you can help to enhance it.
- *Practice responses to likely questions.* Expect questions on your research, teaching, and mentoring experiences. Some typical research questions for new PhDs include dissertation topic/progress, current research activities, long-term research plan, target journals, how you see your research fitting with their program, and whether or not you'll continue working with the people from your current university. Be careful with this last one, as too much reliance on one's advisor is a "red flag." Some typical teaching questions include your teaching philosophy, the courses you are qualified/prepared to teach, and the courses you most enjoy teaching.
- *Prepare a set of meaningful questions to ask.* Asking questions conveys your interest in the program and will provide you with valuable information to evaluate your opportunities. Be careful though about the nature of your questions and what they might convey about you (e.g., do your questions imply that you are overly concerned with establishing a part-time consulting practice?). In general, avoid questions about salary until you are further along in the selection process. Appropriate questions include questions about the environment, the program's strength in the university, advising responsibilities, teaching loads, tenure requirements, opportunities for collaboration, committee responsibilities, and so forth.

Avoid the following pitfalls during your interview/visit:

- *Appearing narrow or inflexible.* Giving thought in advance to how you fit into the program should help you to avoid this pitfall. Be sure to consider your experiences broadly. Be particularly careful about the questions that you ask and what others may infer from them.
- *Excessive name dropping or blatant ego-stroking.* While you want to make a connection between your research and that of other faculty members, do not make leaps when connections are not there.
- *Demonstrating unrealistic confidence.* We all know the importance of setting difficult but attainable goals. Have appropriate goals for what

you can accomplish and contribute to the department.

- *Believing that you are not always "On."* You are *always* "On" and being judged. This extends to the time that you might spend in informal settings and in meetings with students as well as to interactions at the conference, cocktail parties, and so forth.
- *Being overly casual or formal with students.* This is particularly important for new faculty members. The faculty needs to see you as their colleague, not as a graduate student. However, you need to be friendly and approachable to the students.

The Job Talk

Once a candidate is at the on-site interview stage, the **job talk** plays a large role (some would argue too big of one), so it is important to take this very seriously. Preparation here can go a long way:

- *Prepare your job talk content.* Your job talk should help to give a broad picture of who you are and what your research agenda is. That said, you also need to be careful about trying to do too much in your job talk. Time is limited. Think about your "take home message" and build the talk around that one point.
- *Prepare attractive presentation materials.* Use a mixture of graphs, text, and other things. to best convey your information. Avoid gimmicks. Limit the amount of information provided on a single slide.
- *Tailor your talk to the audience.* Ask questions prior to your visit that provide insight into the expectations and norms of the department with regard to job talks. Ask who will attend the talk and modify your presentation and/or speaking notes as needed to fit their knowledge levels. Further tailor the information to demonstrate how your research fits with that of the faculty where you are interviewing. While you should tailor your talk to the audience, ultimately you need to be true to yourself and your own interests.
- *Prepare for likely questions.* Anticipate theory, practice, and methodological questions and practice your responses to them. Prepare back-up slides where relevant.
- *Practice, practice, practice.* Practice your talk in front of a critical audience, treating your practice sessions as though they are actual job talks.
- *Have back-ups for emergencies.* Paranoia can be healthy. If you are doing a computer-based slide show, also bring a set of transparencies. Have electronic and hard copies of all materials.

During the job talk itself:

- *Pace yourself.* Know your time limit and pace yourself accordingly.
- *Demonstrate poise and enthusiasm.* It is important to be professional yet engaged with your audience. Balance humility along with self-assurance.

- *Answer questions effectively.*
  - Listen to the question—don't interrupt. Feel free to ask questions to clarify if you do not understand.
  - Demonstrate confidence. Asking for feedback on your responses (e.g., "Was that answer okay?") undermines your competence.
  - Be aware of signals that indicate defensiveness and/or condescension and self-monitor accordingly.
  - If you don't know the answer, say so. However, also state how you might get the answer through future research.

Negotiating the Offer

Often, job seekers focus most on getting the offer and give too little attention to how they will negotiate an offer once it is made. While it is best to negotiate everything up front, realize that for some universities, some expenses and issues are simply not negotiable. Be sure to approach the negotiation as a collaboration. You don't want to damage your relationship with the program over a few thousand dollars.

Be sure to consider the following when negotiating an offer:

- *Evaluate your needs in advance.* What level of salary do you need to be happy? Consider how important salary is relative to other job dimensions before you enter the market and respond to job postings.
- *Be realistic with your salary range.* Understanding what is being offered in the marketplace. Visit the SIOP Web site to review salary data. Look at what other programs are offering in their job postings. If necessary, adjust according to current economic conditions.
- *Consider the salary in light of the total compensation picture.* Understand that multiple aspects of compensation exist in academics: 9-month salary, summer salary, start-up money, assistantship availability, travel money, everyday resources (e.g., copying), consulting, and grants. Learn about what most programs offer, and be creative in what you ask for (e.g., a third-year course release).
- *Show self-reliance.* Demonstrate that you are willing to contribute to your own funding (e.g., applying for internal and external grants).
- *Get all specifics in writing.* This includes equipment needs, lab space, course load, and so forth.

We hope this information will enhance your ability to successfully get an academic position. Good luck in your search!

ACT Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2004, the program will run from June 7 through July 30 at the ACT headquarters in Iowa City, Iowa.

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

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

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Focus – Analysis related to employers' personnel practices and their use of ACT's products and services. Work may involve synthesis of job analysis data from multiple employers and/or assistance with consulting projects, which could range from competency modeling to the development of test blueprints. *Requirement* – Must be enrolled in industrial-organizational psychology or related doctoral programs.

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

TO APPLY

Application deadline is **February 13, 2004**. Applicants must be enrolled in and attending an institution within the U. S. Information and application materials are available at www.act.org/humanresources/jobs/intern.html. You may also get further information by e-mail (working@act.org), by telephone (319-337-1763), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168.

ACT
INFORMATION FOR LIFE'S TRANSITIONS

ACT IS AN EQUAL
OPPORTUNITY EMPLOYER

Here and There: A Conversation about Identity

Martin N. Davidson
University of Virginia

Bernardo M. Ferdman
Alliant International University

There comes a point at which the only medium of communication is that which occurs in relationship. It no longer makes sense to speak to a disembodied audience because the message requires connection. For our penultimate column, we sought to move to uncommon territory in the dialogue on diversity and inclusion. All too often, the roles that we play (willingly or not) are disturbingly predetermined. The woman, the person of color, or the gay person bears the brunt of prejudice and discrimination, gains a certain set of insights about the experience of being marginal, and is sometimes able to educate those who perpetuate the discrimination. The man, the White person, and/or the straight person unconsciously inflict or perpetuate prejudice and discrimination, feel guilty at the emerging awareness of the impact of their behavior, and do penance by doing whatever the respective marginalized person with whom they have managed to have a conversation on the subject tells them to do.

This approach to ubiquitous but stereotyped roles is not satisfying to us. We believe there is a more textured and complex view, one that can better reflect the fluidity, multiplicity, vibrancy, and multilayered nature of our identities and of our interactions within and outside of our identity groups. A principal goal for our columns has been to develop and articulate that more multifaceted view, together with its implications for creating more inclusive organizations.

In this column, we set out to have a conversation about our identities as men of color and how the boundaries of those identities are remarkably fluid and emergent. Specifically, we wanted to delve into what happens to our sense of identity and membership when we are outside of the United States. It is an exchange and exploration of the sort that is not all that common in our experience, particularly at work, but we believe it is the kind of dialogue that must be an integral part of truly inclusive organizations. Please listen, and if you wish, join us…

BF: We had planned to ask each other questions regarding some of our experiences and perspectives, particularly regarding inclusion and international experiences....

MD: I am especially interested in the flexibility of identity as we move to different national contexts.

BF: That's a great theme. Perhaps I could expand the theme a bit to include both flexibility and stability?

MD: Sounds good to me. In particular, I was struck by how when I was in China, I was no longer able to be "Black." I was walking down a street in Shanghai on my first foray into the city on foot. As I passed several groups of Chinese workers (I was near one of the many construction projects underway all over the city), I was acutely aware of being watched. And in an epiphany, it hit me that my ethnic and racial script no longer applied.

BF: Can you say more about (a) what an ethnic script is, (b) what made the script salient in China, and (c) how it was different from the script in the U.S.?

MD: I think about the script as a kind of "roadmap for race." It's a kind of cognitive and behavioral script that creates a set of expectancies on how I am supposed to react vis-à-vis race. In the U.S., I think the script is about how I experience non-Black people's reactions to my being Black. I feel that they have many negative images of Black people because that is sufficiently salient in the U.S. for all the reasons we know. For me, this reality leads to my predispositions toward being ready to educate non-Black people about race because they will usually be ignorant. It leads toward my predisposition to being vigilant about instances in which I or others like me will probably be offended by the behaviors of non-Black people. Finally, it leads to an expectation that once race becomes salient in an interaction, that as a Black person, I will command center stage. The conversation is not about ethnicity or cultural diversity. Rather it becomes about Black and White and since I'm Black, I'm central to that conversation.

It's interesting that as I describe this to you a couple of patterns seem evident about this script. First, it seems like a map about dealing with prejudice/ignorance/racism, and not just about dealing with race. Second, I use the term "non-Black," but I think for me, I'm really talking about White Euro-Americans. I am used to experiencing my race as a place in which I will be constantly misunderstood and, as a result, deprived of resources that I deserve...I would call it a script of "subordinance" to echo some of my thinking from one of our previous columns.

BF: When you say that regarding the images, I think of Claude Steele's notion of stereotype threat. But could you give me a more vivid sense of the experience for you? What is actually going through your mind?

MD: Well, as I am walking down that Shanghai street, I realize the script no longer applies. I knew I was being watched and that I was an oddity, but I did not feel that I was being reviled, feared, or ridiculed. I just felt truly weird! And it was refreshing! I was aware that as I was in a new land, and it felt like "all bets were off" and it was almost as though I had to redefine my ethnicity in this new context.

BF: And what cued you into your being an "oddity?" How did the Chinese people around you communicate that, or what cues did you use to reach that impression?

MD: Now, I know images and stereotypes of Blacks have spread all over the world to some extent. I know that when I turned on the Chinese TV, I could get NBA basketball games from the U.S. and most of the people on the basketball court were Black. I know that when I went to an ATM in a Chinese bank and the helpful guard who was trying to tell me the machine didn't work used a sports "timeout" hand motion to communicate with me, assuming, I suppose, that as a Black, I would get sports gestures.

I was really fascinated by how the context changed me. I saw myself differently.

BF: Do you have any other examples of how that works?

MD: Again, the Chinese people stared, so that cued me into being an oddity, and I was pretty tall, relative to most of the people I encountered (though I learned that many Chinese people are quite tall, bucking my stereotype of Asians being uniformly short).

BF: So they were looking up at you—that's an interesting image, relative to your earlier point about subordination (which we often think of as being in the "down" position).

MD: Yes, that makes sense—I was talking about the experience or perception in the U.S.

BF: But in China, was there something going on in people's behavior, or was it your mental maps that led to your interpretations?

MD: Indeed! What I realized is that for good or ill, I have a certain privilege as a Black person in the U.S. and that most people in the U.S. must have me on their radar screen in some capacity.

BF: You realized this in China?

MD: Whether it is as the object of disdain or respect, I matter. Yes, and it was in China that I saw this...

BF: OK, let me see if I understand…. In China, you felt that you were an unknown, "strange" person. People looked at you as an "oddity," someone they didn't know and didn't understand. In contrast, in the U.S., people "know" something about you, even if it is stereotyped (i.e., they think they know something, even if wrong) and they HAVE to deal with you and your "type" whether they want to or not. In China, there are one billion-plus people who are going on about their lives without taking you into account in the least. Am I getting some of it?

MD: Exactly! And I don't know if I could have realized it here in the U.S. because my experience of mattering is so ubiquitous.

BF: Can you say more about this "experience of mattering," especially as it relates to inclusion? When I think of the African-American experience of mattering, much of it, at least the shared portion, is full of painful and oppres-

sive episodes. In China, you didn't "matter" the same way, but did that make you feel more or less included, or more or less free? (Whatever "free" means?)

MD: Interesting question. I would say that it was the Chinese experience of a kind of freedom from expectation or freedom from projection that was new and liberating. You're right. Here, for me and for many Blacks, the "mattering" or centrality is associated with pain. Even though centrality is associated with pain, there is also a kind of upside with being the center of attention. Shelby Steele wrote about this centrality several years ago, albeit from a politically conservative viewpoint I don't share.

BF: Can you describe the feeling/experience a bit more, and then say something about how it affected your behavior (particularly professionally, since you were there on a work trip)?

MD: I would say that the new insight about lack of centrality was associated with a sense of surprise, relief, and fear or trepidation.

Surprise—I simply could not fathom that there was a dimension to my sense of racial identity that I did not have a handle on! It was like a blind spot that became apparent just as I introspected on my experience of walking down the street...

Relief—there was a brief moment of relief (as an introvert) that in a profound way, I didn't have to be the center of attention. The other piece of the experience was that after people gawked a bit, they then lost interest. So I didn't feel so exposed.

BF: That sounds paradoxical (given the sense of being a "stranger" in China).

MD: Yes, indeed. Finally fear/trepidation—so if I am not the center of attention, if I cannot will people to pay attention to me by virtue of my race, then who am I?

BF: I see!

MD: How do I engage or become a part of the whole. It's like my ticket to inclusion had been my race.

BF: It kind of exposes the sick nature of our race relations (and attempts at superficial inclusion) in the U.S.

MD: Right. You can't do diversity without dealing with the Blacks! But all of that was potentially blown away in China, because I would have to find another way in.

BF: Yet, at the same time, in China you are even more "different" than in the U.S., no? Just not on the same racial terms (though there is still probably a racial dimension).

It sounds like part of what you experienced may be the way that, even with all of our diversity dialogue and work, you are still somewhat "flattened" here in the U.S. By that I mean not permitted to be fully complete, because you are bound by the racial schemas and expectations that prevail here.

MD: Yes, flattened is the right word. I never engaged the Chinese in dialogue about diversity, but it is conceivable to me that I was more American to them than I was Black.

So I have a question for you. In your travel in South America, do you have any similar kind of identity-shifting experience? Or even a dissimilar one?

BF: I was reflecting earlier on my recent experience in Galicia, Spain (not quite South America)….

It is a somewhat international group with which I have been working. In addition to Galician folks, there are Brazilians, Australians, Spanish folks from Madrid, and so forth...and it's an American company...(or at least a company with a U.S. headquarters).

In the work, there is a constant shifting of languages (among English, Spanish, Portuguese, Gallego), sometimes even in the same sentence. There's also a mixing of HR approaches, leadership philosophies, work cultures (though all embedded in the corporate culture and imperatives driven by HQ).

In terms of my own identity in that context, I found myself shifting (in part with the languages, with my behavior, with social graces) among American, Latin American, Latino. I also was dealing with the identities of consultant, academic, organizational psychologist, expert (in my field)/novice (in the company and its particular production process), and so forth. What was more obscured (and not mentioned to the folks there, really) is my Jewish identity. Also interesting, perhaps, is that even though I live in San Diego and I am certainly open about that, I don't think I was ever perceived (nor did I usually think of myself) as a "typical American."

MD: Why not?

BF: In fact, one person there mentioned how comfortable some of his subordinates seemed around me in that they opened up and acted "normal"—that is, talking as they usually would and not shutting down. The implicit contrast was with American visitors (either from HQ or other consultants). The ability to communicate in Spanish, and to engage in some of the social graces, I think supported the sense that I didn't fit into a stereotyped "American" mold.

MD: Got it. What is that mold?

BF: It's a stereotype of someone who has the world revolve around him, for whom others have to speak English, who doesn't really understand the multiplicity that is Europe (or the world, for that matter).

But knowing all that, I never felt totally at home either and if I let myself go in that direction, I was more likely to run into problems. In other words, to be effective, I had/have to maintain some of that externality (both as a consultant and culturally).

Does this connect to inclusion, shifting identities, or what? I'm not sure if we're going in the direction we want to....

MD: I think we have a lot of good stuff here....

I wanted to ask you to clarify the previous statement about maintaining externality. What do you mean?

BF: I meant that in the sense that if I allowed myself to get too embedded in their company and to have them assume that I could understand things (whether cultural in the organizational sense or the national/regional sense) without explanation, then I would lose a lot of my power as a consultant. Part of my power (and utility) derives from being able to ask questions and to be "stupid," from bringing a new and different perspective, and helping them to see things differently.

P.S. I should mention that I was also in constant contact with my own "home" office…explaining what was happening and getting input from my own American consulting colleague.

MD: Out of curiosity, so what happened around your Jewish identity in all of this? You said that was not so emergent?

BF: I am used to being openly and not so openly Jewish. I don't necessarily mention it directly. In that context I had other connections to Spain that I consciously didn't mention to people, even when I found myself wanting to a couple of times.

When it was Friday or Saturday, I didn't ask anyone about synagogues or the like (though I don't really do that while traveling in the U.S. either), and I know that there aren't any in the region I was visiting. My uncle was a high-ranking Israeli diplomat in Spain recently, and I didn't mention that to anyone during my consulting visit.

It's probably easier to describe the degree to which my Jewish identity is in the foreground (i.e., open) or not in the U.S. context. I identify in a summary way as a Latino Jew, or as a Latin American Jew (or as a Jewish Latino or Jewish Latin American). In the U.S., in Latino (non-Jewish) circles, internally I am often MORE conscious of being Jewish, but depending on the circumstances don't necessarily highlight it (yet don't hide it either).

It was very interesting getting involved recently with the San Diego Latino-Jewish Coalition. I went to a meeting earlier this year, designed to get the two groups to know each other better. When we divided into two groups, the organizers from the American Jewish Committee (American Jews), asked me to go with the Latino group. It was a strange experience, not so much being with the Latino group, as being asked to go there by the American Jews.

MD: You got categorized. The American Jews "told" you were a Latino—a choice was thrust upon you, it sounds like.

BF: You're right at one level—because there were only two groups. But the AJC folks never stopped thinking about me as Jewish. In some ways, I think they liked the idea of having an "insider" who understood the goals, perhaps, placed with the "other" group. They were fascinated with the idea of me (and the Mexican Jewish woman there) as bridges and connectors. Once I was with the Latinos, I felt both connected and different at the same time.

The wonderful part was that the others in the Latino group didn't have any issue with my being there.

A big part of the problem is our either/or categories and our inability to create processes and structures that transcend them. It occurs to me that being able to do that requires more people to experience some of that complexity and multiplicity (to go to China as it were)!

MD: I'm just struck by how, as we explore this fluidity of identity and what can elicit it, we are still defined (and define ourselves) as a way of figuring out how to be. Your examples touch on the same things my China story touch on. We are so complex and multifaceted and there are such structures, customs, wills that exert force to make us something that is understandable, something that fits. And I wonder what would happen if we could somehow cultivate the capacity to live with the true ambiguity of our identities. What impact would that have on our capacity to be inclusive?

BF: That's what I was trying to get at in some way.

Concluding note: We had our conversation as an online "chat" (i.e., in writing), as a way to best track our thoughts and to provide a mechanism for quiet introspection/reflection combined with dialogue and interaction. This was born, in part, from Bernardo observing rich dialogues and learning about diversity among his students as they participate in online forums during his graduate diversity course. What you've read here is an edited and abridged version of the longer conversation that we had. Even in the longer version, we felt that we wanted/needed to go a lot deeper and spend a lot more time, and we look forward to doing that soon, even if not for our readers, then for ourselves. We find it fascinating—and challenging—that even though we've been working and talking with each other in depth about related topics for so long, that we could gain so much additional perspective on each other and on issues of mutual interest by structuring our dialogue in this way.

Finding the Epicenter of I-O Psychology

Dan Sachau, Lisa Perez, and Carolyn Catenhauser
Minnesota State University, Mankato

Latitude 44.1506, Longitude -94.0002

Where is the epicenter of I-O psychology in the U.S.? Where is the location around which all research, teaching and consulting revolves? Is it East Lansing, the home of Michigan State? No. Is it Bowling Green, Ohio, SIOP headquarters? No, but you are getting closer. How about Champaign, IL? Is the University of Illinois the epicenter? Warmer still, but not quite there. The center of U.S. I-O psychology is Mount Vernon, Illinois.

There is not an I-O psychologist within 30 miles of Mount Vernon, so how, you might ask, can Mt. Vernon be *the* center of SIOP? By our calculations, Mt. Vernon is the *demographic* center of I-O psychology. That is, Mt. Vernon is the average location of U.S. SIOP members. We plotted 2,884 of the U.S. SIOP members on a map by his or her zip code. We obtained the zip codes from the 2002–2003 SIOP *Membership Directory*.[1] We then obtained the latitude and longitude for the center of each zip code. Next, we found the weighted centroid of the map. This point is the mean of the latitude and longitude pairs. Geographers also refer to this point as the population center of gravity. As the U.S. Census Bureau puts it, "The center is determined as the place where an imaginary, flat, weightless and rigid map of the United States would balance perfectly" if all SIOP members "were of identical weight and were placed on the map" (U.S. Census Bureau, 2001). For example, the centroid for the entire U.S. population is Edgar Springs, Missouri. A weighted population map of the United States would balance on the point of a very large needle situated under Edgar Springs (U.S. Census Bureau, 2002). The map of U.S. SIOP members would balance at the end of North Valley Road in Mount Vernon.

Is the centroid a sensitive measure? Well, when **Tilman Sheets** left Minnesota State to take a job at Louisiana Tech (We were sad to see him go.), he moved the centroid south by 502 yards. If **Jose Cortina** left his job at George Mason University in Virginia and moved to the University of Hawaii, he would personally drag the centroid 1 ½ miles west to Camp Ground, IL.

Is information about the centroid of any value at all? Sort of, if SIOP held the national conference near the centroid, they would minimize the average distance that SIOP members would have to travel to the conference. Where is the closest major city to the centroid? St. Louis, Missouri, is only 80 miles west of the centroid. Las Vegas is, more or less, a close second at 1,675 miles.

Are there any accolades that can be bestowed upon the central-most members of I-O psychology? Maybe. **Margaret Stockdale,** an associate

---

[1] We did not include student affiliates or international members.

professor at Southern Illinois University in Carbondale is the SIOP member closest to the center (44 miles). Southern Illinois University at Edwardsville (67 miles) is the centermost graduate program in I-O psychology. For those of you who would like to check your claim to the title of Centermost Member/Program, the geocodes for the SIOP center are latitude 38.34614768 and longitude -88.80290035.

But wait, we have only focused on the mean. What about the oft-ignored median? Isn't there a median SIOP location? We asked ourselves the same question. We found the median latitude of members (50% of the SIOP members live to the north of this line and 50% live to the south of this line) and the median longitude of the members (50 % to the east and 50% to the west). We then found the intersection of the medians.

Where is the grand median of SIOP? It's Kenwood Country Club in Cincinnati, Ohio, somewhere around the tennis courts (latitude 39.18514, longitude -84.38770). And who is the most median of members? **Jim Grosch** at the National Institute for Occupational Safety and Health. His office is a mere 6 miles from Kenwood Country Club and he can claim the title of SIOP Median Member of the year. The title for Median University goes to Xavier. Congratulations Margaret, Jim, SIU, and Xavier!

Figure 1. U.S. SIOP Members

Note: SIOP members from Alaska and Hawaii were not included in the map but were included in mean and median.

References

U.S. Census Bureau. (2002). *Center of population for Census 2000.* Retrieved September 30, 2003, from http://www.census.gov/geo/www/cenpop/geogctr.pdf.

U.S. Census Bureau. (2001). *Centers of population computation 1950, 1960, 1970, 1980, 1990, and 2000.* Retrieved September 30, 2003, from http://www.census.gov/geo/www/centers_pop.pdf.

The High Society:

An I-O Psychologist's Bedtime Story

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

The I-O psychologist trudged home after a long day at the office. It was getting late in the evening, about the time the I-O psychologist's child would be heading off to bed. Upon seeing the arriving parent, the child squealed, "Please, please tell me a bedtime story!" Although very tired from the day's toil, the I-O psychologist agreed. The child beamed with delight. The I-O psychologist said, "Now run along and get under the covers and I'll tell you a story." The child asked, "What story are you going to tell me?" The I-O psychologist replied, "It's called 'Jack and the Beanstalk'." "Oh, goody, I don't know that one," extolled the child. "Do you promise to go right to sleep after I tell the story?" asked the I-O psychologist. "I will, I will," promised the child.

I-O: Once upon a time there was a man named Jack. He was very unhappy. He had been downsized several times and had developed a deep sense of cynicism about work. He did not seek new work as conscientiously as he should, and when he would find a job, he often would act unreliably. In fact, he was so unreliable, he didn't save any money to pay his taxes. His taxes were now due, and he had no money. A stranger approached Jack and gave him some magic beans. The stranger said if these beans were planted, they would grow into a huge beanstalk. The beanstalk would grow very tall, right up into the sky. At the end of the beanstalk was a kingdom ruled by a giant. And the giant had a big pile of gold. Jack considered his financial needs and the prospects of obtaining gold. So he planted the beans, went to sleep, and the next morning woke up to see a beanstalk growing straight up into the sky!

Child: This story is so cool!

I-O: Jack couldn't make up his mind as to whether or not he really wanted to climb the beanstalk. As I said, he wasn't very reliable. So he reached into his pocket and pulled out a vial of magic potion. He drank the magic potion, which was to correct for the unreliability in Jack. Soon Jack was climbing higher and higher into the sky.

Child: Oh, goody. Don't stop! Don't stop!

---

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

I-O: But soon Jack began to experience some troubles with the beanstalk. At times the beanstalk veered off to the right, sometimes to the left, and some times actually looped back toward the ground. In short, the beanstalk wasn't perfectly reliable either. So Jack reached into his pocket and pulled out a syringe full of magic serum. He injected it into the beanstalk. The beanstalk suddenly became perfectly reliable, and shot straight up with no bends, twists, or turns.

Child: Had Jack ever done anything like this before?

I-O: No.

Child: So this is basically a case study.

I-O: You're very perceptive.

Child: OK, then what happened?

I-O: Jack soon climbed to the top of the beanstalk and arrived at the kingdom. No sooner had Jack entered the kingdom when he was spied by the giant. The giant was 50 feet tall! Jack knew he was in trouble because only two outcomes were possible. Either the giant would capture Jack, or Jack would run away. Jack wanted more than two options, like the chance to beat the giant in a fight or to climb back down the beanstalk. So Jack reached into his pocket and took out some magic powder. He threw the magic powder into the air to correct for being confronted with a dichotomous choice.

Child: What's a doofus choice?

I-O: Not doofus, "dichotomous." This type of correction gave Jack more degrees of fre—. Never mind. Trust me, it helped Jack.

Child: I don't really get it, but OK.

I-O: Jack started to punch at the giant, but he was so much smaller than the giant he could only reach the giant's knees.

Child: Was Jack so small because he had been downsized so much?

I-O: Hmmm, I hadn't thought of that, but yes, you could be right.

Child: Then what happened?

I-O: Jack kept trying to punch the giant, but Jack's range was too limited. He could barely reach the giant at all. So he reached into his pocket and took out a magic pill. The magic pill would correct for Jack's restricted range. Jack swallowed the magic pill, and instantly his range was totally unrestricted.

Child: Is that good?

I-O: Yes. But Jack soon realized he was no physical match for the giant. The giant was so much stronger. So Jack ran away into the giant's castle. Jack found himself in a room that was filled with gold coins. But these were giant-sized coins. They were so big and heavy Jack couldn't even lift one. So Jack reached into his pocket and pulled out some magic lotion. He rubbed the magic lotion on some of the gold coins, and they shrunk down in size. This is called a correction for shrinkage. Jack then scooped up the shrunken gold coins, ran to the beanstalk, and climbed back down to his home. He then

used the gold coins to pay off his taxes. And he lived happily ever after. Okay, goodnight.

Child: Not so fast. Let me get this straight. There were five corrections in this story. There was the magic potion correction for unreliability in Jack, then there was the magic serum correction for unreliability in the beanstalk, then there was the magic powder correction for the dichotomous choice, then there was the magic pill correction for range restriction, and finally there was the magic lotion correction for shrinkage. Right?

I-O: Right.

Child: Four of these corrections make something bigger, and the fifth correction makes something smaller.

I-O: You got it.

Child: You didn't just tell me a bedtime story. You told me a fairy tale.

I-O: I prefer to call it an "estimate of the truth."

Child: You've got to be kidding! Who believes this stuff?

I-O: You'd be surprised.

Frank J. Landy
SHL North America—Litigation Support Group

This issue's column represents the third installment in a series of recollections from SIOP members about various events that have influenced their professional development. As you will see, they are varied. **Jack Feldman** and **Rick Jacobs** reflect on people and academic experiences. **Dave Day** and Steve Pick reflect on early nonacademic work experiences. It is my hope that SIOP members will submit similar experiences for subsequent installments. If this feature is to continue, both **Debbie Major** and I need to feel confident both that it serves a purpose and that members will submit recollections. If you have enjoyed this addition to *TIP*, show that appreciation both by telling us it should continue and by submitting your recollection of an event (or a person) that influenced the development of your career. You now have three installments of such examples. I have enough recollections for one more full installment (after this one), so the pipeline has plenty of room. Get your recollection in the pipe.

Jack Feldman
Georgia Institute of Technology

Humility is a good thing, but it can be taken too far. Case in point: my master's thesis. This was a study of stereotyping, a continuing interest. The idea was conceived in Joe McGrath's advanced social psychology class, circa fall 1966, when I reviewed the literature on stereotypes and implicit personality theory along with the then-new ideas about attribution processes. Joe thought it would make a good thesis, and I approached **Harry Triandis** to be my advisor, with the idea of using a minor tweak in the methods he had developed to study "social distance." He agreed; the study was done; I got my degree in 1967 and was off working on other projects. I never thought about submitting it for publication; in fact, I thought it was such a simple idea that, although the data seemed interesting to me, I didn't imagine anyone else would be excited about them. Four years later I was on the job market, and although there were several studies (done with Harry and other colleagues) in the works nothing was ready to submit. It occurred to me I ought to at least submit an article based on my thesis, so I wrote a short version for the *Journal of Personality and Social Psychology*. It was accepted without modification, which surprised no one more than me.

A follow-up study, done during my first year at Florida, was also accepted (though with revisions) and generated a very nice letter from Norman Anderson, at the time one of the leading judgment and attitude researchers in the country. It was about then that I realized that my little thesis was in fact

regarded as a very creative contribution to the stereotyping and attribution literature and would have had much more impact had I submitted it 4 years earlier. In fact, my career might have taken an altogether different direction. The moral: Don't sell yourself and your ideas short. Get your work out where others can see it and let them tell you how important it is. You're not required to believe them, but you ought to listen.

Humility is, however, often adaptive. Second case in point: the most influential paper I ever wrote.

Continuing my interest in stereotyping and attribution processes, I subsequently (1974–1976) tackled what today would be classified as the question of the automaticity of stereotyping. The methodology I chose for this topic, though, wasn't as convincing to reviewers, even after doing three follow-up studies over the course of 2 years or so. The final submission (in 1977) was to the *Journal of Experimental Social Psychology*, edited at that time by Robert S. Wyer, then as now a leading figure in social cognition. He rejected the paper as well, which of course convinced me of his shortsightedness and lack of imagination. I grudgingly read the five-page, single-spaced letter of rejection (this was normal for him as an editor, by the way) and realized somewhere in the middle of page two that I wasn't nearly as well-informed as I'd thought I was, and not half as clever. What he'd sent me was a guide to the then brand new issue of automaticity and its implications for social perception. It took me 6 months of doing very little else than reading to understand the issues, the methodology, and the implications of this approach. In 1979, having been asked to submit a paper to a decision sciences conference, it occurred to me that performance judgments were a kind of social perception that would be interesting to write about. What resulted was "Beyond Attribution Theory," published in 1981, and directly or indirectly, much of my subsequent career. The moral: There's always someone out there who knows better than you, and if you're smart you'll pay attention when they show up.

David V. Day
Pennsylvania State University

If I had stuck with it, I would be celebrating 27 years as an autoworker this year—only 3 years until retirement. As it turned out, I only managed to stick it out for 8. Some people do a tour or two in the military. I did my so-to-speak service in the bowels of American industry (lower tract). Maybe that time is better described as a sentence rather than a tour of duty. By auto worker, I mean the nonskilled hourly laborer kind. I "hired-in" as they say in 1976 when the American automobile industry was breaking all sorts of production records making a lot of really lousy cars. I worked for Ford Motor Company (fondly known among its employees as FoMoCo) and helped it build its share of lousy cars in the 1970s and 80s. Anyone remember the Ford Fairmont? Enough said.

My time served with Ford began in Cleveland Engine Plant #1 assembling straight-6 truck engines (I still remember those miserable clutch housing assemblies to this day) as well as the 302 V-8 engines. The straight-6 work was a two-person job. One person placed the clutch housing over the flywheel assembly on the engine and the other used a large hydraulic gun to tighten simultaneously the eight or so bolts holding the assembly to the engine. Skill variety consisted of trading places every half hour. The work in the engine assembly plant was gravy compared to my next stop on the FoMoCo "career development path"—the notorious Cleveland Casting Plant.

Ben Hamper wrote what I think is the best and most accurate portrayal of life as an autoworker in his book, *Rivethead*. In it he remarked that the foundry (aka casting plant) "is a lot like being sentenced to work in Satan's private bakery." No truer words have been written about foundry life. It surely would be one of Dante's rings of hell had he written his tome in the industrial age. Hot only begins to describe it. Because the primary work of a foundry is to melt iron and pour it into molds, it is also dirty work. Maybe not as bad as coal mining but dirty nonetheless. The chemicals added to the iron to make it hotter or colder, as needed, would go straight into our lungs. Expectorate was a deep black color that matched the sand used in the molds and the air in general in the plant.

One of my jobs during this time was as a metal crane operator. It was easy (relatively speaking) because it involved no real lifting or the mind-numbing repetition of the assembly line. An overhead monorail circled between the giant cupolas and the mold lines for the various parts being cast (e.g., cylinder heads, crankshafts, engine blocks). Approximately 3–4 metal cranes operated on this monorail at the same time delivering the iron to smaller buckets on each line that would be used to manually pour the iron into the molds. The crane was attached to the monorail guide by means of two cables front and rear. There was an iron bucket in the front and a small operator's cabin separated by some heavy-duty safety glass (but not heavy duty enough to actually stop the iron if your rear cable broke). The controls consisted of forward/backward, up/down, and a lever for operating the bucket to pour the iron into smaller line buckets.

The main thing to remember—and to never forget—when doing this kind of work is that molten iron has a temperature of 1,550 degrees Celsius or about 2,800 degrees Fahrenheit. Metal splashes can be deadly. People were killed doing this work. Fortunately, it wasn't me, and I didn't see anyone die on the job. But I did see several people hurt badly either through spills or being caught in or crushed by equipment.

One of the most trying times on this job was filling up the crane bucket from the cupola. This was done manually (of course) by operating a handheld controller that would tilt this giant cupola until metal started pouring—hopefully into the bucket. This is something that became pretty straightforward

with practice, but not so much fun when still in the novice stage. Regardless of expertise level, what really put you on edge was when you poured iron into a dry bucket. If the crane had been parked for a shift a two for repair or a new bucket had been attached or the old one refurbished, the first pour always was an exercise in faith. If any water—and I mean ANY moisture at all—was still in the bucket it would let rip with an ear splitting KABOOOOOM as soon as the iron hit the water followed by liquid iron flying everywhere. This usually wasn't deadly though, just terrifying. My t-shirts from that time (worn under coveralls despite the worst August heat) had scores of pinpoint holes in them from the sparks that flew even from the noneventful pours.

In the early 80s FoMoCo was pushing its "Quality is Job 1" rhetoric, which we all thought was pretty hilarious. The only time we had a quality meeting was when the line went down and we couldn't actually work. The meetings usually consisted of the general foreman and foreman haranguing us in so many ways about what lazy and irresponsible scuts we were. Once our general foreman asked for questions. I had one: "Why do we get a different foreman every week? How are we supposed to have any consistency if the boss keeps changing?" I might have even said something about the advantages of leadership stability or some such thing. He glared at me. "It don't matter who your [expletive deleted] supervisor is, just do your [expletive deleted] job." So much for quality and so much for modern management practices at FoMoCo.

From those years it is probably easy to understand why I see the academic life as pure gravy. I learned a lot from those years, and mainly I learned valuable lessons about what work is. It gave me a somewhat unique (and no doubt twisted) perspective on the whole concept. FoMoCo is a main reason why I became an I-O psychologist. Now I probably could have learned similar lessons in, oh, 2 or 3 years and not 8, but I guess I always will be a slow learner.

Many years later I had the chance opportunity to meet a poet named Philip Levine (http://www.ibiblio.org/ipa/levine/). Most folks have never heard of him despite his having won a Pulitzer Prize for poetry. Fame is fickle that way, I guess. Like me, Levine dropped out of college and worked a series of industrial jobs before turning to teaching. He writes a lot about work, including these opening lines from his poem "What Work Is" (1991, Knopf):

> We stand in the rain in a long line
> waiting at Ford Highland Park. For work.
> You know what work is—if you're
> old enough to read this you know what
> work is, although you may not do it.
> Forget you.

Forget you, indeed. Levine's point is that we need work, even lousy work. For that reason I owe a debt of gratitude to all the lousy bosses and even lousier jobs I experienced at FoMoCo. I am grateful for learning what work is, despite the pain of those lessons. This wasn't serving coffee at Starbucks after all. That was nasty work. And because of that I am even more grateful for what I call work now, which probably wouldn't even be considered work by many of my former FoMoCo colleagues.

There is a line from the Richard Russo book *Straight Man*—a wonderful send-up of life in academia—that pretty much sums up my feelings about my present occupation: "But the room contained…a group of academics and we couldn't quite believe what had happened to us." I feel pretty incredulous myself looking back on how I got to where I get to do what I now call work.

Rick Jacobs
Pennsylvania State University

In looking back over the 30 years I have been working in this field, it is clear that mentoring has been a major influence. Throughout my career large and small kindnesses by knowledgeable colleagues have helped me build my experience and knowledge bases. One particular memory recurs and puts a smile on my face. In 1979 at APA in San Francisco, **Shelly Zedeck**, my PhD chair, took me to the meetings. I had been working with Shelly for 3 years and during that time he had taught me about research methods and statistics, performance appraisal and selection, how work gets published, consulting, and helped me to understand the importance of working systematically and becoming known as an expert in one or two areas. At this 1979 meeting he trotted me around from one well-known I-O psychologist to another. He introduced me to the people who had written the articles I read for my comprehensive exams and dissertation research. He told them about me, he praised my accomplishments, and he explained to each that we had a review article coming out in *Personnel Psychology*. I was embarrassed, those listening to Shelly were patient and kind, and I realized that this is the way it should be in our discipline. More experienced scholars and practitioners taking time to learn about and help the newcomers. It was a day filled with a variety of new experiences. I sat and listened to paper sessions and discussants. My understanding was enhanced when Shelly explained why a particularly aggressive discussant was making his points. A lot of behind the scenes information helped me better understand what was said and also what was not said. A beer with two people, both of who had written texts I had used in courses, rounded out my day of learning more about my new field. It was a great day. As a result, I have tried to return this favor to some of my students. I have been fortunate but I know I am not alone in what has come my way. It is the method of I-O psychology and it is the result of the members of our Society and their commitment to building the future of our disci-

pline. It has become a routine manner for so many of us who have been part of I-O psychology to help those who want to become our colleagues.

I look around the rooms and the hallways every time I go to our annual conference and I see mentors and those they are guiding: a faculty member with a recently minted PhD introducing her to two luminaries in our field, a well-known consultant with a new hire standing in a circle of people, many of whom have been part of our landscape for decades. I see those with more experience helping those who are taking on new roles. We are an inclusive group and the process of sharing is contagious. It is not restricted to the graduate student/faculty relationship. I see new faculty members being helped by those who have been around the block a few times. I see professionals in organizations looking for opportunities to facilitate the learning of those who are new to the job. I see consultants sharing their expertise with their clients and in many cases the reverse is equally so. Mentoring simply makes sense. If you are in Chicago this spring, watch the crowd. You will see mentoring at its finest. Take a little time to stop those who have mentored you and say thanks. I'm certain lots of us will be pleased at how many people we have to thank and how many others extend thank yous our way.

Not long ago when I thought back to the days when apprenticeships were the common means for breaking into a profession, I was envious of the way in which aspiring young people could sit at the feet of a craftsman and learn a trade. It was the norm for carpenters, bricklayers, electricians, plumbers, and more to pass on skills to others through managed work experiences. Instrument makers, my personal interest area, in Cremona, Italy in the 17th and 18th centuries, craftsman like Nicolo Amati, Guiseppe Guarneri, and Antonio Stradivari all worked to build what has become the standard for violins. In their shops, life-long skills were transferred from one generation to the other. More recently in this country there has been a resurgence of lutherie, the building of guitars. This movement can be traced back to John D'Angelico, who himself apprenticed with his uncle, and D'Angelico's apprentice, James D'Aquisto, who is credited with finishing his mentors last 10 guitars during the 1960s. In all these forums mastery of craft was transferred, careers were launched, and wonderful outcomes were realized from generation to generation. On occasions, history documents the ultimate in training, where the student outdistances the teacher. I always thought those days were restricted to craftsmanship or times long ago. Now I realize we are engaged in this noble activity and it makes me proud. Above all, keep sharing knowledge and experiences; it is a truly wonderful gift to give to others. It may not make music but it is building our legacy.

Stephen Pick
Office of Personnel Management

When I was 17 and a freshman at college, I was caught drinking at homecoming. My punishment was to perform 10 hours of community service.

I found a group that volunteered at the state mental hospital. When I asked to participate in the volunteer group to fulfill my community service requirement, the head nurse told me that to join the group, I needed to commit to more than the required 10 hours. The patients would become accustomed to my visits, and it would not be fair to them if I only came for half a semester and left. These weekly visits were the highlights of the patients' weeks. I agreed to continue volunteering once my community service requirement was fulfilled.

I volunteered for over a year and a half, and as a result, I changed my major to psychology. The state hospital was the end of the line for most patients. People often ended up there because they had no money and no where else to go. I remember one man who had severe motor skill difficulties. A veteran volunteer told me that he was in a car accident and because he never had money for physical therapy, he did not heal correctly. Another patient lost his short-term memory after being stabbed in a fight. He survived the stabbing because he fell into the snow and the cold slowed down his heart and organs, but he lost vital brain functioning. There was nowhere else for these men to go. It was a sad place and it turned me off to what I knew about clinical psychology. I knew that I wanted to help people but was not sure how I could be most effective.

In addition to studying psychology, I was also a history minor. One of the books assigned in my Industrial Revolution to Modern Times course was *Rivethead* by Ben Hamper. It is a modern day version of Upton Sinclair's *The Jungle* dealing with Detroit's automobile-making plants. Hamper described the boredom, drugs, and degradation that occupied his life as a worker on an assembly line. After reading his book, I left as if I had found my calling. It was inconceivable to me how people could exist in mind-numbing jobs day to day, year after year. I thought that since people spend so much of their lives at work, they deserved something better. I wanted to help people improve their work lives.

I decided to learn about psychology in applied settings. I found two professors in the business department who received I-O degrees from the University of Illinois at Urbana-Champaign. I was learning about a whole new world because my university did not offer any courses in I-O psychology. Instead, I was taking Learning and Motivation and trying to teach rats to bar-press for pellets. The most closely related business school course was called Management and Organizational Behavior, and it was geared for students interested in an MBA. I spent three semesters working with Don Conlon and **John Sawyer**. I enjoyed working one-on-one with professors and learning about the field of psychology and why they chose to work in the business

department as opposed to the psychology department. I helped John with his experiment in group decision making and worked with Don on his study involving procedural justice.

As I approached my senior year, it sunk in that I would not have much of a future if I did not go to graduate school and specialize. It's funny how they leave that out of the intro books. I applied to I-O and organizational psychology programs. I studied hard for the GREs, was pleased with my score, and had my choice of graduate programs. After my father convinced me to attend the interview day at Rutgers School of Applied and Professional Psychology, I had to decide between Rutgers, George Washington's I-O and applied social program, and Columbia's organizational psychology program. Living in NYC would be too expensive, but I did not know how to decide between Rutgers and GW. It was something that Bob Kaplan, former head of GW's program, said to me that made my decision. He said, "Steve, if you have any reservation about statistics and math then this is probably not the program for you." I told him thanks, called up **Clay Alderfer** at Rutgers, and told him that I would like to be in his upcoming class of students.

So, how did I end up in DC? One of my professors, Cary Cherniss, was the cochair for the Consortium for Emotional Intelligence and knew a consortium board member at the Office of Personnel Management. Of the hundred or so jobs that I applied to in New York and New Jersey, I got a job in DC, two blocks away from the GW campus. I like Washington DC and am learning many ways to use my degree in organizational psychology to help people and hopefully improve their working environments.

Life is funny in its twists and turns. I never would have guessed that my 10 hours of community service would be life changing.

Corey Muñoz, Andi Brinley, and Jaime Durley
University of Georgia

Happy 2004! We hope you had a wonderful and safe holiday season and are returning to school eager to start a new semester. We are continuing our series of empowering I-O students with information on possible career paths and TIPs on developing themselves as students, researchers, and practitioners. In our last issue, we covered careers in academia, and now we're focusing on external consulting. We define external consulting as any consulting conducted through a consulting firm, where the consultants are not directly employed by the individual organizations they assist. A comprehensive overview of external consulting is difficult because jobs in this path can vary drastically from one another. In light of this, we tried to obtain general information about daily responsibilities of external consultants, and hopefully you will gain some insight into this path so that you can tailor your interests and grad school training to fit your ideal career. We will begin with a global job description of external consulting and conclude with ways to prepare you for a career in this path.

So, what exactly does an external consultant do? First and foremost, external consultants help their clients solve problems and add value to their businesses. In order to do this effectively, they must establish relationships and rapport with their clients. An external consultant who enters an organization may be perceived as an outsider who cannot be trusted. Developing a relationship with the client not only allows for smoother interactions between the client and consultant but also increases the consultant's credibility and the client's willingness to heed the consultant's advice.

Consultants often advise clients on how to implement and manage major organizational change. How does this process occur? Typically clients solicit assistance from consulting firms on a problem their organization faces. Consultants at the firm then draft a proposal for the organization and make a presentation to the client on how they intend to approach the problem, propose the research design, and lay down the goals of the project. If the client approves the proposal, it is executed. If necessary, the consultants develop new instruments customized to the needs of the organization and the client. Examples include new selection devices, attitude inventories, or performance instruments. These measures must be validated to be appropriate for the purposes and situations intended. Data collection using the measures can take the form of surveys, focus groups, interviews, and so forth, and the results must be analyzed and interpreted.

Action then must be taken based on the results of the data. The consultants may also need to present the results of the research to the clients. In order to prepare for the implementation of the new system after the consultants leave, they must provide feedback and train current employees and executives on how to properly use the new measures and materials. At the conclusion of the project, final deliverables are submitted, including technical reports that describe the scope of the project and its outcomes.

Aside from providing services to clients, external consultants are expected to engage in their own professional development. They may be expected to attend various conferences and network with other professionals in the field. They may also mentor junior staff members and support senior consultants in their own areas of expertise. Finally, consultants may have to solicit new business for their firm and/or assist with new marketing initiatives.

The external consultants we surveyed reported several disadvantages to working in this type of career. Most importantly, consultants are expected to maintain hectic schedules with long hours and sometimes a lot of travel. This may be stressful, and time constraints may prevent them from keeping current with the I-O literature. To be a successful consultant, one needs good time management skills and enough dedication to work beyond regular business hours. Because of the intensive time commitment required, they usually do not have time to conduct their own research, regardless of how strongly they intend to.

Another clear disadvantage is the constant pressure from clients to negotiate science and reduce the cost and time involved in the project. Clients may lack the desire to fully validate tools, and consultants may need to concede professional standards in order to meet the clients' demands. Clients are concerned with their bottom-line and may not appreciate the value of research. They may not understand that rigorous methodology makes their new systems more legally defensible, preventing potential costs incurred by discrimination suits.

Consulting firms tend to be relatively flat organizations, so the opportunity to advance is limited. This may frustrate people who desire a position of authority. Also, the income level of an external consultant is usually thought to be among the highest available to I-O psychologists. However, some of our respondents suggested that although the overall income may be higher for external consultants, the benefits, stock options, and/or other forms of compensation may be lower than that of internal consultants working at larger organizations. Because this may be a biased opinion of our small survey sample and contradicts what we have heard in the past, we recommend that you consider this information when looking for a job but don't allow it to influence the overall career path you pursue. We expect compensation to vary by situation and location, and there are no hard-and-fast rules on which career path makes more money.

In light of these potential drawbacks, external consulting has many distinct advantages, especially regarding the nature of the work. Consultants have the opportunity to interact with real-world data and problems, confront challenging situations, and use their knowledge to improve the working conditions of others. Because some projects require less time and/or travel and may align with their personal research agenda, consultants do occasionally get the opportunity to pursue scientific interests if they wish. The work is stimulating, dynamic, and provides a lot of variety because every day is different. They get the opportunity to explore new methods and constantly learn new skills. They have the ability to work fairly independently and are treated as an expert who is hired by a company to give their opinion, which can be very fulfilling.

A consultant's colleagues and clients are also a distinct advantage to the job. Because consulting firms often hire many I-O psychologists with varying degrees of education and experience, they are surrounded by individuals with similar interests and goals, and they have the capability of interacting with some of the top people in their field. They also have the opportunity to work with a wide range of clients, from hourly employees to CEOs of organizations. Furthermore, researchers and professors may need their assistance on a research project or a topic for class. Regardless of whether they are interacting with their colleagues or clients, consultants are surrounded by many intelligent, talented people who provide invaluable learning experiences—an opportunity that is not available in many jobs today. Such advantages seem to outweigh the occasional disadvantages posed by consulting.

Developing the Student

As graduate students, we're always thinking about our classes. What classes are we going to take next semester? What classes are going to be offered? What classes will provide us with the knowledge and skills that we will actually use on the job? It goes without saying that we should all have a firm background in both "I" and "O" prior to graduation. These classes provide the core foundation for our training. However, you may have many seminar options in your program on both the "I" and the "O" side—so what should you decide to take? Having a balance of both sides on your vita and being creative and taking more than the obvious classes is definitely recommended. For example, seek out more "O" than just an organizational development class—courses that highlight diversity issues or leadership can be extremely beneficial to an external consultant. Further, if you are planning on doing any executive coaching, take some classes in clinical assessment and counseling.

If your career goal is consulting of any kind, you should first bulk up on the quantitative and research-oriented courses. If you've taken all of the stats courses available in your department, head on over to the math department

and sign up for courses in mathematical statistics or matrix algebra. These courses may further solidify your understanding of the stats courses required by your program. You may also want to broaden your knowledge of data management (e.g., Excel, restructuring complex data sets for different types of analyses), data analysis software (SPSS as well as SAS), and online survey and test development (e.g., surface level and deeper programming issues) by taking relevant courses or teaching yourself this information.

Once you've learned these basics, you need to walk on over to the business school and sign up for some coursework. All of our respondents said that having basic management knowledge is extremely advantageous to a consultant. This familiarity will result in more effective communication and interaction with your clients, many of who will have MBAs. The working experience and training of graduates from business departments might be different than that of individuals who are more research oriented. For example, MBAs are often concerned with bottom-line figures, and I-O psychologists are more focused on scientific methodology, two objectives that tend to compete with one another. Taking business courses can provide insight on the MBA perspectives of your future clients and colleagues and prevent potential miscommunication due to these potentially conflicting viewpoints.

To prepare for your career outside the classroom, reading psychology journals such as the *Journal of Applied Psychology*, *Psychological Methods*, *Personnel Psychology*, and *Human Performance* are essential in keeping abreast with the current research and methods utilized in the field. Division 13 of APA also puts out a journal geared towards consulting, called *Consulting Psychology Journal: Practice and Research*. To help build your business knowledge, you should read some business magazines like *Forbes* and *Fortune*. Checking out the popular press bestsellers in the business section will also give you insight into what your clients may be reading, like *Flawless Consulting* by Peter Block. Keeping up with industry trends in the *Wall Street Journal* and *New York Times* can also provide a point of informal discussion with some of your clients.

Developing the Researcher

Being an applied researcher may require different techniques than being an academic researcher. Gaining access to organizational data and studying real employees in business settings are invaluable. As a student, explore a variety of settings for your research design and recognize that a controlled college setting may not be very generalizable to a business situation. Although conducting a research project at your own university may be more convenient, don't be afraid to challenge yourself and pursue an organizational setting for data collection. This will also provide you early experiences in dealing with organizational problems and other research-related issues. Organization and management of research projects are essential skills for a

future external consultant; developing them now will save you a lot of headaches later on the job.

If you are interested in becoming an external consultant, network with other consultants! Attending various conferences hosted by SIOP, Academy of Management, and the Society of Human Resource Management gives you a first-hand perspective from the trenches. Participating in local conferences such as your regional SIOP-affiliated organization or local Personnel Testing Council will put you in a smaller and more intimate environment with other consultants. These interactions may also be less intimidating to students than a larger national conference.

Developing the Practitioner

The consulting world may seem drastically different from life as a grad student or an academic, and you often hear professors speak of the gap between science and practice. Although consultants learn a lot during grad school and gain a necessary framework for understanding the basics, on-site training is essential. Grad students learn terminology, basic procedures, data analysis techniques, statistical software packages, and develop an understanding of the links between different I-O systems (e.g., the impact of recruitment on selection, how job analysis seems to underlie everything in I-O). However, grad school alone typically does not fully prepare consultants for their career. Receiving training from academics who may have no experience as practitioners ensures some degree of disconnect between school and consulting.

Many of the consultants we surveyed cited the internship as the most important learning experience and realistic job preview of consulting. Internships are immensely valuable in bridging the gap between graduate school and consulting. Specifically, internships give students an introduction to how organizations work, from the inner workings of an organization to organizational politics and other special issues that organizations face. Furthermore, internships allow the opportunity to work on a variety of projects, which should give students an idea of their real-world likes and dislikes as well as receive a depth of experience by working on projects from start to finish.

Once on the job, on-site training is key to learning how to actually be a consultant. Such experiential learning includes how to interact with clients and other people who may not have the same technical knowledge as you but are still crucial to the success of the project. You also begin to understand the importance of clients believing in your services (i.e., "buy-in") and other issues that make clients anxious but are completely unrelated to what books and professors teach in grad school. On-site experience also provides you with the opportunity to solve applied problems that are not typically discussed in the classroom, such as messy or missing data and/or rating errors. You learn how to be flexible and creative in your approach to on-site problems.

So the next logical question is…What is the best way to land an internship? Well, once again we are here to save the day! It seems that most of this advice falls into two categories: networking or a shotgun approach. Most of us understand the importance of networking with others in the field, but don't forget to network with older graduate students in your program. These people should be fairly easy to contact and should know positions that would be good for you or at least point you in the right direction. Alternatively, some of our respondents suggested a shotgun approach of applying for a wide range of internships. This is usually recommended if you have limited experience in a given area; you may consider applying for more internships in order to increase your chances of success in obtaining one. A shotgun approach is beneficial in certain situations because it can help you gain insight into the types of internships out there, and it can give you interviewing experience that could benefit you later in your professional career.

Career Connections

An additional issue faced by external consultants is transitioning from one path to another. Many of our experts stated that there are distinct differences between external and internal consulting, and transitioning between the two may be difficult because of the differences in job demands. For instance, external consultants usually focus on one client at a time while internal consultants satisfy many different individuals within an organization. On the other hand, external consultants usually encounter a wider variety of experiences while internal consultants face many of the same issues and individuals from day to day.

Another type of transition that an external consultant may make is to the path of an academic (Durley, Muñoz, & Brinley, 2003). A consultant who wishes to transition to a faculty position must have maintained some sort of a research program while consulting. Accomplishing this on top of your regular job duties as a consultant can be extremely challenging. Although there is no best way to realize such a transition, there are differences in expectations and culture of the two positions that must be considered. The academic lifestyle of "publish and perish" is distinctly different from the client focus of the consulting world. These differences in focus may pose difficulties for those only familiar with one or the other.

However, just as an academic can have consulting projects on the side, a consultant can also serve as an adjunct professor aside from their regular job duties. This can help consultants maintain a foot in the door of the academic world and keep up-to-date with new trends in the scientific literature. Also, it can help them preserve their academic skills of teaching and research.

In conclusion, our respondents stressed the importance of diversifying and developing strengths in multiple areas. Demonstrating that you have the ability to develop competencies in many areas and have the potential to work

on a variety of projects eventually enables you to offer more services to a wider audience. Furthermore, just because you may have done well in your classes or research does not necessarily mean you know how to consult. However, there will be many people within a given organization who have a lot more experience than you and who can really help you in your career if you are willing and eager to learn!

We would like to thank our excellent panel of experts for providing us with their tremendous insight and wisdom: **Greg Barnett** (Hogan Assessment Centers), **Chad Van Iddekinge** (Human Resources Research Organization), **David Nadler** (Mercer Delta Consulting, LLC.), **Michael Najar** (APA), **Sunjeev Prakash** (Personnel Psychology Centre), **Dan Putka** (Human Resources Research Organization), **John Reed** (Bernard Haldane Associates), Shana Simon (Applied Psychological Techniques), and **Nathan Sloan** (HumanR, Inc.). If you would like more information on any of these topics, please feel free to contact us: Corey Muñoz (cmunoz@uga.edu), Andi Brinley (amtbrinley@aol.com), and Jaime Durley (jdurley@uga.edu).

References

Block, P. (2001). *Flawless Consulting: A Guide to Understanding Your Expertise*. San Francisco: Jossey-Bass/Pfeiffer.

Durley, J., Muñoz, C., & Brinley, A. (2003). TIP-TOPics. *The Industrial-Organizational Psychologist, 41*(2), 147–153.

19th Annual Industrial-Organizational Psychology Doctoral Consortium

Wendy S. Becker
University at Albany

Kathleen Lundquist
Applied Psychological Techniques

The 19th Annual Industrial-Organizational Psychology Doctoral Consortium will be held Thursday, April 1, 2004 in Chicago, IL. The consortium will be held in the Sheraton Chicago Hotel and Towers. Registration, lunch and group sessions will be held in Chicago X; we will also have breakout sessions in Sheraton IV.

The consortium will focus on career issues and "What We've Learned Along the Way," with an impressive lineup of speakers, including: **Mike Burke, Gilad Chen, Jan Cleveland, Jim Farr, Stan Gully, Steve Kozlowski, Frank Landy, John Mathieu, Kevin Murphy, Jean Phillips, Scott Tannenbaum, Jeanne Wilson,** and others.

Registration materials for the consortium will be sent to each program chair listed in SIOP's database through both regular postal mail and e-mail. Enrollment will be limited to one student per program, up to a maximum of 40 participants. We encourage programs to make student nominations as soon as registration materials arrive (early January). Students will be enrolled in the order that completed applications are received; the fee for participants this year is $50.00.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia. If you need additional information, please contact Wendy S. Becker at w.becker@albany.edu or (518) 442-4176 or Kathleen Lundquist at KKL@appliedpsych.com or (203) 665-7779.

We look forward to another successful doctoral consortium in 2004!

The Path to Becoming a Full Professor

Lynn A. McFarland
George Mason University

Most of us in academics know exactly what it takes to be promoted to associate professor because the standards are typically clearly spelled out. Many departments and universities even have guidelines that specify the criteria used to determine promotion to associate professor. Unfortunately, the path to becoming a full professor is much less clear. If you don't believe me, just ask the chair of your department what one has to do to be promoted to associate professor versus full professor. When it comes to promotion to associate professor, I suspect he or she will rattle off the average number of publications necessary, where those publications should be, and precisely what is expected in terms of service work. However, the criteria will become much more vague when he or she discusses what it takes to be promoted to full professor. Words like "impact" and "contribution" are often stated, but no quantitative values are linked to these terms. Such ambiguity makes it difficult to figure out what one must do to achieve full professor status.

To better understand the path to becoming a full professor, I asked a few individuals who have considerable experience with the process. Four full professors, two of which are also department chairs, agreed to speak with me about these issues: **Angelo DeNisi** (chair of the Department of Management at Texas A&M), **Ruth Kanfer** (from Georgia Tech's psychology program), **Kevin Murphy** (chair of the Department of Psychology at Pennsylvania State University), and **Philip Roth** (from Clemson University's Department of Management). Both psychology programs and business schools are represented because I was hoping to determine if becoming a full professor varies according to which area one belongs. As you'll see, there are more similarities than differences.

The Road to Becoming a Full Professor

You've just been promoted to associate professor with tenure—now what? Well for one thing, you are no longer shielded from dreaded service work. You'll be expected to take on more committee responsibilities (even at the university level) and generally take on more administrative roles. Unlike the road to becoming an associate professor, service to the department

and university are important for achieving full professor status. As Ruth points out, an associate professor needs to demonstrate the ability to contribute to the department and university in meaningful ways.

In addition to internal service, those seeking promotion to full professor will also need to engage in more professional service activities. This includes being on editorial boards and becoming more active in professional associations (e.g., SIOP, Academy of Management). Being active at both the local and national level will demonstrate that you have the leadership abilities to warrant full professorship.

With all these service activities it seems like associate professors should be required to do less in the way of research, right? Wrong! Research productivity is just as important to being promoted to full professor as it was to becoming an associate. However, the definition of a productive researcher is fairly ambiguous at this stage. As Angelo points out, everyone knows what it takes to become a tenured associate professor, but criteria are generally not available when it comes to becoming a full professor. As an assistant professor, you are expected to crank out a number of single study publications. This single study mentality may not cut it for promotion to full. As Kevin suggests, if you continue to focus on one-shot studies, it is difficult to do the sort of major integrative work required to make full professor. Yes, at some institutions you can achieve full professor status by continuing in the same vein as you did as an assistant professor by conducting single study publications that answer important, yet limited, research questions. However, at most places you'll need to show you think bigger than that and have a broader impact on the literature. This generally requires conducting longer term projects and publishing multiple study publications that have far-reaching implications or writing major chapters or review articles that help pull together some body of research. Further, writing or editing a book on a topic you are becoming associated with is a good way to expand your horizons and make a larger impact on the field.

OK, so how is "impact" and "far-reaching" defined when it comes to evaluating your potential for promotion to full? Well, that's the problem. They are very difficult to directly operationalize. As Angelo points out, it's one of those things "you know when you see it, but you can't describe it." However, some indicators may shed light on these issues and are often used by departments to determine the quality of research a faculty member has conducted. For instance, Phil points out that external letters of influence are often sought when a person comes up for full professor, as are number of top-tier publications and citation analyses. These types of criteria may help determine just how much of an "impact" you've had on the literature.

Finally, a record of successful grantsmanship may also contribute to one's success at promotion to full. At most universities, the failure to get grants will not prevent someone from being promoted, but a strong grant history can

support promotion. Ruth notes that success in the competitive grant review process provides additional evidence of scientific competence and progress. Since universities certainly benefit from rewarding those who bring in large amounts of money, learning how to write successful grant proposals can help you to become a full professor.

In summary, take Angelo's advice and the moment you become an associate professor "start acting like a full professor." This means you need to get more involved in service activities, become a member of editorial boards, submit grant proposals, and most importantly, think about the bigger picture and work on longer-term and riskier projects. Realize research is still what gets you promoted, so don't get too bogged down in service. Kevin suggests thinking about the contribution you want to make to the field early on. Do large-scale studies that address the issue you want to focus on to ensure you make a far-reaching impact on the literature. This is the surest way to be promoted to full.

Pitfalls to Avoid on the Way Up

I also asked our experts the most common reasons people are denied promotion to full. First, it seems the most common reason is simply a failure to continue being a productive researcher. Some faculty stop doing research after tenure or do considerably less. This often happens because newly promoted associate professors "take a break" from research after being promoted. As Kevin notes, although there is no set time clock for promotion to full, if your productivity drops substantially for a while it may be very difficult to ramp back up. In fact, it could take years to recover.

Associate professors may also fail to be productive because they get caught up in all the new administrative duties that come with the promotion (e.g., committee work, editorial board member responsibilities), so they're not able to do as much research. To avoid this, Phil suggests you must balance the need to be a good departmental/college citizen and being a researcher. This can be tough because you will get a lot of appreciation from those around you for taking on more administrative duties. However, when the time comes, those same people will be quick to deny you promotion if that's all you've been doing. So, be sure not to forget that research productivity is still key to being promoted to full.

A second reason people get denied promotion to full is because they continue doing only one-shot studies instead of major integrative work. Some associate professors think that to become a full professor you just do "more of the same." This couldn't be less true. Ruth suggests that the 2 years following tenure are important ones. This is the time to make a decision about how you're going to proceed. Some folks just slow down the pace too much after tenure sinks in. This isn't the time to slow down, but rather a time to perhaps change your focus and keep yourself motivated. This is the time to do more large-scale projects that may be risky but will have a larger impact.

Finally, some people just stop being collegial after they are promoted to associate. This can influence perceptions of a person's leadership abilities and can decrease the chances of being promoted to full professor.

Psychology Departments Versus Business Schools

Are there any differences in the path to full professorship if you're in a business school versus a psychology department? Generally, business schools and psychology departments have very similar expectations. There seem to be only two exceptions. First, while psychology programs will consider all the typical outlets of the work of I-O psychologists as acceptable, some business schools may not value these psychological journals to the same extent. As Phil says, some business schools may devalue journals such as *Journal of Applied Psychology* and *Personnel Psychology* and microlevel research in general. They may require you to publish in *Administrative Science Quarterly* or the *Academy of Management Journal*. However, it should be noted that most business schools that hire I-O psychologists are likely to strongly consider psychology journals in promotion decisions. But, it is always important to ensure you understand what your school or department values to make sure you are going in the right direction.

Second, if you are in a business school it may be more difficult to convey the meaningfulness of your work to folks who are in very different areas. Most I-O psychologists do not have a background in economics, accounting, or operations management. Therefore, it may be tough to relate to other faculty in your area. They may see the world differently and may not see the importance of your work. This can make it even more likely that the criteria by which you are judged will be ambiguous. Therefore, it's very important to understand what they value and make connections with them.

Now what?

Let's say you've made it—you're now a full professor! What happens next? First, since there is no longer tenure and promotion to worry about, the new full professor will be asked to take on both formal and informal leadership roles. For instance, they'll be asked to chair committees that can take a tremendous amount of one's time.

Second, the national recognition that resulted in becoming a full professor opens up a whole new set of opportunities. For example, it may be easier to obtain funding for your research and there may be more opportunities to do consulting work. This means you need to think very carefully about where you want your career to go. Do you want to be department chair, spend more time consulting, or focus on funding opportunities?

Conclusions

The road to becoming a full professor is different from that of associate. While it's clear what one needs to do to become an associate professor, there is considerable ambiguity regarding what it takes to become a full professor. The experts agree that thinking big and working on long-term projects are keys to reaching full professor status. This generally requires a change in perspective from the assistant level. The faster you can reorient yourself, the better the likelihood that you'll be successful in becoming a full professor.

Make a Note...

REMEMBER!

July 1

Awards deadline is now July 1!

Michelle A. Donovan
Intel Corporation

In this column we've profiled local I-O groups in a wide range of sizes—from the largest group with over 400 members (Metropolitan New York Association for Applied Psychology (or METRO) to smaller groups like the Bay Area Applied Psychologists group with 70 members or the Gateway I-O Psychologists with 150 members. In this article we focus on a smaller I-O group, the Atlanta Society of Applied Psychology (ASAP). Despite their small size, they have found innovative ways to connect, network, and reach out to the community. Read on for more details…

ASAP: Atlanta's I-O Psychology Community

Linda Hoopes
Atlanta Society of Applied Psychology President

The Atlanta Society of Applied Psychology (ASAP) is a relatively low-key but active group based in the Atlanta metropolitan area. Founded by a small group of I-O psychologists including **Larry James** and **Patrick Devine,** we've been in existence for over 25 years, and our membership includes faculty and students from several local universities and colleges as well as applied practitioners—both independent and members of small and large firms.

Our major activities include:

Meetings. An annual series of meetings, generally four per year, held on weekday evenings at the Georgia Psychological Association, the state association for psychologists affiliated with APA. We typically draw on local speakers, with recent programs addressing such topics as merging organizational cultures, developing a screening system for armed pilots, consulting practice issues, validation of selection testing, and sports psychology—our last program for 2003 will focus on the recent changes in the Ethical Guidelines. We socialize before and after the meeting, with the presentation lasting an hour or so. The meetings are free to members, with a $5 charge for nonmembers.

Social events. We have one "big" social event each year, typically early in the year—last year we held it at a local restaurant, providing food and drink; this year we held it at APEX, an African-American cultural museum in downtown Atlanta, with a caterer providing the refreshments. Other social events are more impromptu, with a time, date, and location announced for people to gather after work.

Directory. We publish a directory of members that lists contact information and interest areas. We try to update this twice a year, but that doesn't always happen. In the past we mailed out hard copies; recently we've begun e-mailing PDF files.

Mailing List. We have an e-mail list, hosted on Topica, which allows members to e-mail other members. This tends to be used for announcements of job openings, requests for information, requests for research participation, and so forth. We have a second "announcement-only" list that includes people who are not currently members—some are past members that have moved away, others are people who are not interested in joining for whatever reason but want to stay current on activities.

Continuing Education. We offer one continuing education credit for meeting attendees who are licensed psychologists, arranged through the Georgia Psychological Association. This has boosted attendance, which varies depending on time and topic. As you might guess, we see more "tenured" people in the critical year before the CE credits are due for license renewals. We also have a group of licensed psychologists (mostly I-O) who have formed a self-study CE group. This is not a formal ASAP activity but is a valuable part of the Atlanta I-O network. The group sets up four sessions per year, including one on ethics, with each session having approximately 1 hour worth of prereading and 2 hours worth of discussion facilitated by one or more of the members.

Current Challenges and ASAP's Solutions

There are three challenges we've faced that perhaps are worth sharing with other local groups.

One of our major ongoing challenges is keeping members (and officers) engaged. We are all so busy…we have about 50 active members, but many more that are lapsed members (former members who have not renewed their membership) or potential members we have not yet reached. And because we are spread out all over Atlanta, it's hard to find a central place to meet that does not have significant traffic issues for at least some of us. We have experimented with different locations and found it difficult to identify one that will work for everyone. We have conducted surveys regarding best days and times and have yet to find a consistent time and place that works for all. We will continue to experiment and learn about what works and look forward to hearing about what other groups are doing in these hectic times. One real positive for us has been the active involvement of students at the graduate and undergraduate levels.

One recent improvement we have made was the move to electronic media. In the not-too-distant past we had a paper newsletter and directory. We now have a Web site (www.asapatlanta.org), an electronic directory, and

an e-mailing list. This has dramatically cut our operating costs and allowed us to keep our dues low ($40 per year; less for students).

Lastly, we recently created a new position, the "outreach" officer. This person's role is to look for opportunities to connect with the media to inform them about I-O related issues, maintain a list of members willing to be interviewed or to write articles, and any other activities that will help us connect with the larger community.

We would be delighted to share more information about any of our activities. Please e-mail us at president@asapatlanta.org, if you are interested in learning more about our organization.

Future Spotlights on Local Organizations

Stay tuned for the April issue of *TIP* when we profile the Chicago Industrial/Organizational Psychologists (CIOP). We thought it most appropriate to turn to the city hosting SIOP and give you a preview of this very active local Chicago group.

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, e-mail Michelle Donovan at michelle.a.donovan@intel.com.

Bill Macey

Ethics Panel Members: **Jerry Greenberg, Dan Ilgen, Rick Jacobs, Dick Jeanneret, Deirdre Knapp, Joel Lefkowitz, Rodney L. Lowman, Robert McIntyre, Lois Tetrick, Nancy Tippins, Walt Tornow, Vicki Vandaveer**

This month's column began with what at first appeared to be a straightforward question to which a subset of our panel put together a tentative response. As the *TIP* publishing deadline grew closer, a divergence of views among our panel members became more and more evident. Importantly, this divergence was driven as much or more by the way we were seeking to achieve consensus than by the challenge of the dilemma. In the end, what resulted may be regarded as only a partial answer to the inquiry, but one that nonetheless created the context for us to more fully explore how forthcoming ethical issues and inquiries might be approached in the context of this column. By this I do not mean to imply that we have achieved resolution to any, much less all, of our process issues. However, we did achieve a sense of awareness of some of the challenges we will continue to experience moving forward and an understanding of what should comprise an acceptable response to any given inquiry (One conclusion: That we provide, where possible, clearly articulated references to the APA Ethic's Code). One additional point of agreement is also clear: The Ethic's Code simply does not address all situations that I-O professionals will face. Our challenge is that an individual dilemma will often reflect a conflict between the choices that seemingly meet client requirements with constraints imposed by what may be only indirectly relevant ethical standards. Perhaps this is a restatement of the obvious as to why there is a dilemma at all. After all, we all want to do the right thing, but perhaps wonder at times "what have I missed in this situation." One of us articulated the point as follows:

- Many ethical dilemmas are not articulated specifically in professional codes, and ours is no different, so one often cannot "cut and paste" an answer.
- Many dilemmas are very complex so that "solutions" will sometimes at best be "acceptable" and not entirely satisfying.
- It's very helpful to acquire some background and practice in using one or more general systems of ethical reasoning/decision making—it's not a matter of finding the right cookbook recipe.

So, the reader can probably sense that a clear-cut outcome will not be forthcoming in this issue's column. Moreover, we anticipate that this will be true in the future as well. That said, here's the dilemma that served as our starting point for this column:

The Dilemma

What are the ethical standards regarding selection of expatriates? The research indicates that factors such as family life and the stability of a marriage are important to success. In regard to a candidate's privacy, what is the stance on including factors such as these in selection/promotion assessment?

The immediate answer to the first part of the question is: The Ethic's Code does not specifically address expatriate selection. It may be apparent that the question is as much or more a "technical" question than an ethical one. Not surprisingly, then, our discussion first focused more on the context of the situation and potential solutions that might meet the client's needs. The result of the preliminary conversation could hardly be considered a consensus opinion, but there was convergence on a number of ways for addressing the problem. What follows are some of the highlights of the discussion.

One of our panel members put the question in context for us:

Performing the job is in the active context of living and working in a different culture. The job is performed while (a) learning and abiding by new customs, expectations, and laws; (b) adapting the performance of "job tasks" to environments with very different standards and procedures—often while working to upgrade those; and (c) even (consciously or not) representing one's own country and company to the government and local community (company employees' behavior helps determine the degree of "welcomeness" of that company—affecting all kinds of government treatments including taxes, permits, and many other factors necessary to doing business in that country). Predicting an individual's effectiveness needs to account for the individual's effectiveness in-context.

Emotional stress caused by spouse adjustment difficulty, marital problems, problems with children and/or aging parents who are having problems, and so forth can affect performance—at home or abroad. Abroad, these stresses are exacerbated by the unfamiliarity (and often feeling of isolation) of living in a different culture—especially one with a different language, different living standards, different standards of medical care, and so forth. Excessive expat stress can be a source of significant distraction—and has been linked to safety incidents, excessive number of days absent, and/or the well-documented significantly higher rate of early disengagement from the assignment.

Expatriate pay and benefits—and early turnover and replacement—are hugely costly for the employer, not only financially, but potentially politically within the community as well—depending somewhat on the employee's position. An unhappy spouse can also cause problems among

the other spouses, contributing even more stress into the "ex-pat system." The employer needs to make good ex-pat selection decisions.

Who Makes the Decision?

Our panel achieved consensus on at least one point, perhaps best characterized by the comment: "Of course, we all agree about sticking with job-related factors in predicting expatriate effectiveness." Another added "We would all agree that the nature of and ability to adapt to the culture is very important" and went on to say "…the immediate question is one of privacy and the ethical responsibilities of the psychologist." That said, the question remains as to the methods that one might use, who might be involved in the hiring decision, and how concerns for privacy might drive our answers to those questions. The challenge as seen by one is clear:

"It's hard to imagine a situation in which one's personal life is a KSA required to perform a job task. However, it is quite easy to envision one's personal life affecting one's ability to use those KSAs and perform a job task. We don't typically allow the circumstances of one's life to alter the assessment of KSAs or the opportunities we offer the individual."

Consistent with that view of the dilemma, another panel member suggested that "…the information needs to be given to candidates in the form of a realistic job preview…from there, it becomes a self-selection problem." Importantly, this recommendation directly addresses issues arising from any privacy concerns. Yet another contributor built on this theme, suggesting that it would be beneficial to ask candidates to self-assess on the factors identified in the realistic job preview (RJP), an approach that would "arguably use a variation of informed consent" thus also addressing privacy concerns.

Thorny issues nonetheless remain, as suggested by one of our panelists:

The issue is who should use what data for the decision. The tricky part is to prepare and share the RJP data in a way that does not distort the situation in ways that would appear to "twist the arm" of the applicant or paint a more negative picture than is justified from the data. The issue of timing should also be considered. One option is to share the RJP information as part of the job announcement or at other stages before offering the position versus after the offer is granted and before the person accepts/rejects the offer. I suspect a reasonable case can be made for either. In both cases, applicant impressions play a role and would need careful attention.

Building on the RJP

One of our contributors suggested exercising a degree of caution in using the RJP, indicating that

The realistic job preview alone has some limitations. I've seen people who were very excited about the opportunity—even after receiving a full RJP—have difficulty once in the new setting as the reality sinks in. The employee often does fine, as he/she has a strong support system at work—unless the spouse has difficulty adjusting. The spouse typically has to work at forming a support network (very often there is an existing spouse network) and being OK with being without her/his spouse much of the time.

If additional strategies are required, our panel member goes on to suggest the use of an individual assessment process. The legitimacy of this approach is based on the observation that the psychologist "can get beneath irrelevant and privacy-invasive factors (such as perceived 'marital stability') to get at the individual characteristics most highly related to 'success' in an expatriate assignment." This view is consistent with the observation of another contributor who indicated "…we do examine contextual/organizational/interpersonal relationships all the time not only with individual assessment but other strategies such as 360 surveys, assessment centers and organizational interviews."

Then, the question becomes one of who uses the assessment information. Our panel member goes on to suggest the following possibilities:

• *Alternative 1:* Give the assessment information only to the ex-pat candidate and spouse—for use with the RJP to make an informed decision…and to plan how to address potential difficulties.

• *Alternative 2:* Give the assessment information to both the candidate and spouse—and to the hiring manager for use in selection. In this case, that process becomes part of the company's ex-pat selection policy. People who believe that is unfair can choose not to apply for the assignment…or may choose ultimately not to work for an employer who has that policy.

One of our members further noted that the scenario does not imply a selection issue alone:

What happens to the selected individuals and their families once they accept the assignment can in principle be at least as important as who got selected. There are a great many things an employer can do to provide circumstances that enhance the likelihood of successful expatriate assignments. These include: (a) on-site training in the new culture for both the individual and the family members; (b) extensive support systems as the adjustment is made to the new working and living conditions; (c) early identification and intervention as problems are experienced; (d) personal

and/or family/marital assistance for those experiencing personal problems in adjustment; and (e) facilitation of communication about all aspects of the assignment with persons in or outside the company trained to be helpful in such roles.

As indicated earlier, there was not clear consensus among the panel regarding how the issue of "family relationships" should be appropriately addressed. On one end of the spectrum, it could be argued (not specifically characterizing any one individual's view) that it is never appropriate to make a selection decision with consideration of the family relationship much less inclusion of the spouse. On the other end, it could be questioned whether an RJP is "sufficient for the company's interests to be protected" and that "…the company is hiring a family unit not just an individual and that candidates for these positions must consent to both being evaluated." Importantly, this view underscores the fact that an effective assessment (always consistent with ethical practice) must add value to the selection decision; if not, why bother?

It is clear that if we as panel members have different levels of comfort around how the family issue is to be addressed, it is because we disagree whether (a) the family issue is an issue; (b) family issues are a job-related source of assessment information; (c) it is technically feasible to gather such information; or (d) it is appropriate (legally or ethically) to perform such an assessment. Of course, these are not independent considerations. However, with regard to the last point, it is most important to reiterate that the ethical guidelines do not address issues of expatriate selection. Nonetheless, as we approached our publishing deadline, some within our panel expressed concern that our response was overly tentative, lacking clear relevance to the Ethic's Code. Where was the "ethical meat?" asked one. So, **with the strong caveat that it is up to the psychologist to carefully evaluate the situation and determine the relevance of the Ethic's Code to their unique situation,** we arrived at the following for consideration:

2.01 Competence.
Boundaries of Competence (e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

Comment: In the absence of specifically relevant ethical principles, it is incumbent on the psychologist to carefully consider who may be at risk, what steps can be taken to minimize that risk, and how those risks might constrain choices of how to proceed. In the present dilemma, choosing to place the burden for informed decision making on the job candidate (though the use of the RJP) addresses the concern for risk to the candidate. However, not all would agree that it addresses the risk to the orga-

nizational client. Furthermore, some strategies (such as sharing an RJP) may represent an intervention into a relationship that the I-O psychologist is not properly prepared to understand or address.

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

Comment: The author of the inquiry suggests that, "The research indicates that factors such as family life and the stability of a marriage are important to success." The practitioner must evaluate the adequacy and relevance of that research to the present situation. This underscores problems associated with interpretation of anecdotal findings of the practitioner or even those suggested by experts such as those contributing to the present column.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

Comment: What does the research evidence say? Where information regarding validity is mixed or weak, how is the client informed of the resultant interpretive challenges? When the spouse is included in the process, how is feedback to the spouse framed and in what detail is that information communicated? How is the selection process integrated with recruitment efforts beyond the control of the psychologist and how does that color or influence how the realistic job information is presented and subsequently interpreted?

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent

includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

Comment: The spouse may have a different framework for interpreting the assessment context. For example, he or she may not recognize how his or her own role may influence an eventual decision. The implied consent that is often appropriate in some selection contexts may not apply when the spouse is included.

Clearly, some approaches to the dilemma avoid certain ethical problems that others do not. It can be argued that the I-O psychologist's challenge is not to find the solution that avoids the ethical dilemma, but rather, one that creates the most beneficial solution for the client while adhering to the Ethic's Code. Importantly, the choice confronting the psychologist here is different than one facing a well-informed business manager. Specifically, it is not one of risk management, but rather, a choice between competing needs with some requirements (ethical) overriding or constraining others.

Closure, or Lack Thereof

So, some ambiguity is going to remain in our response. At a minimum, we hope that our response provides some guidance about alternatives. Most importantly, reiterating a point made earlier and directly quoting one of our panel: "…the question of privacy and the ethical responsibilities of the psychologist…are no different than they are in any other assessment situation."

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. Please note that your submissions and correspondence will be treated in strict confidence and will be completely anonymous.

References

American Psychological Association (2002). *Ethical principles of psychologists*. Washington, D.C.: Author.

Society for Industrial-Organizational Psychology (2003). *Principles for the validation and use of personnel selection procedures.* Bowling Green, OH: Author.

LEADING EDGE

Video is the Next Wave

R. Jason Weiss
Development Dimensions International

If you're like me, your word processor is one of the three tools you use most—e-mail software and a Web browser being the other two. Word processors are wonderfully versatile tools because they make document creation and modification so easy. However, I can't help but get the feeling that we often create text documents—perhaps with some laboriously drawn graphics—when another format, such as video, would provide the information in a faster, more engaging, or more effective way. The typical rejoinder to sentiments such as this is that video is too far "out there"—too costly in terms of time, equipment, money, or expertise to employ day-to-day.

This edition of **Leading Edge** examines video as the next "must-have" tool and offers some basics on how to get started. Video is easier and cheaper to create than ever, thanks to a happy combination of ever-improving software and lower-cost, standardized hardware. Further, you really don't have to be a technology whiz to jump right in and create effective video.

Using Video in I-O

Every technical advance in computer hardware and software begs the question, "Sure, it looks cool, but why would I need it?" For some new applications, the answer is intuitive—years ago, the appeal of PowerPoint was immediate to those of us who had never seen it before. For other applications, like video, the answer comes in the comparison to existing means of accomplishing the same ends. Video won't replace text—it's still faster to fire off a new text document and easier to distribute it. However, video can present information quickly, and often in a much more engaging manner than text. The following I-O related applications of video come immediately to mind.

Training content. This is one of the more obvious applications. Video can vividly illustrate situations and actions where text is much less compelling. Part of the appeal of video in this context is that it is usually inherently more compelling than text. In addition, video can convey subtleties that even finely-crafted text would struggle to communicate, such as tones of voice in an interaction, or nonverbal cues.

Stimulus (and response) material. Again, an obvious application. Depending on the application in question, video-based stimuli and response

options can offer a richness that text can't approach. Obviously, there is some need for care in this context as the subtleties that make video so effective can also introduce unwanted sources of variance (e.g., due to the attractiveness of the actors, etc.).

Orientation and instructions. I think back to my days in the psych labs, monotonously reading the same directions to each participant in an experiment. A video to start off the session would be much more interesting than my droning instructions—and believe me, it was quite a drone after the fifth rendition of, "In this experiment, you will perform three exercises…." Further, the issues of consistency and thoroughness of delivery would be nicely covered.

Presentations. A simple combination of recorded video and PowerPoint slides can recreate a class lecture or conference presentation for those who did not attend or would like a review. Further, with appropriate navigation points added, these videos could be excellent communication tools.

Equipment

It doesn't take much equipment to get started creating video. You probably have much of it already.

Video camera. If you want to record actors, you need to start with some sort of video camera. Suitable basic video cameras, such as the Panasonic PV-DV53, can be found for less than $300 online. Alternately, you can use a Webcam, which is a simple camera that attaches directly to the computer. These can usually be found for under $50. Note that you get what you pay for—a video camera will deliver superior output to a Webcam, and a more expensive Webcam will be better than a cheaper one. For example, I have had very good luck with the top-of-the-line Logitech QuickCam Pro 4000 (about $80 online), though the video I shoot is fairly basic and small in size (320 x 200 pixels). The video camera option also offers the significant advantages of portability and control: You can shoot video when the camera is not connected to the computer, and you can pan and zoom while shooting video. Webcams are not typically equipped for these features, and attempts to mimic them would look comically clumsy.

Video capture card (optional). Once you have a video camera, you'll need a means to get the video from the camera to your computer. Many video cameras support either USB 2.0 or IEEE 1394, also known as Firewire, requiring only a cable to connect up to the associated port on your computer. USB 2.0 is commonly built in to computers assembled in the last year or so, and Firewire ports are now becoming standard as well. If you do not have USB 2.0 or Firewire, or if your camera uses an older format, you will have to buy an expansion card for your computer. USB 2.0 and Firewire expansion cards typically run around $30 or less. If you have an older video camera, video capture cards that can accept S-VHS and RCA inputs cost $50 and up.

Lighting (optional). Lighting can be tricky. If you have an abundance of natural and/or artificial light, you can get by without additional lighting. If you want to exert more control, you can buy inexpensive halogen work lights at your local building supply superstore for under $50 each. Halogen lights heat up a room very quickly, so a popular alternative among amateur videographers is to use fluorescent lighting. The downside is that you must construct stands to hold the lights. I found this option to be more effort than I was willing to put in and elected to buy the halogen work lights, which come with their own stands. I just make sure to switch them off when the camera is not running.

Additional equipment (optional). You may find it beneficial to buy a microphone if you find that the microphone built into your video camera is capturing too much ambient noise. Good quality, unobtrusive lapel microphones start at around $50. Another useful buy is a large hard disk if the one built into your computer is 20GB or less. Uncompressed video swallows an astonishing amount of storage space, on the order of hundreds of megabytes per minute. Fortunately, new hard drives are very reasonably priced, with 160GB drives now selling for less than $100 (after rebate).

That's all the equipment it takes. If you have a fairly recent computer, all you probably need to add is the video camera. Even if you are starting from scratch and require something from each of the above categories, you can still get all the equipment you need for less than $500, formerly the cost of a decent video camera alone.

Software

There are two approaches to video software. The standard approach, which will be explored first, is the video editing suite. Video editors range in power from enabling basic manipulation of prerecorded video clips and transitions, to fine control over multiple tracks of audio, color correction, and everything else needed to produce Hollywood-worthy output. An intriguing alternative is software that lets you lay out all of the elements of a video prior to recording and then record everything in one shot. Let's look at these approaches in turn.

Video Editors

Basic video editors are fairly straightforward to understand and operate. The interface from Microsoft's Windows Movie Maker is shown as an example in Figure 1 below. The bottom portion of the screen contains a storyboard into which video clips or other images are slotted. Each item in the storyboard can be enhanced with video effects, as illustrated in the main area of the window in Figure 1. However, basic video editors like Windows Movie Maker provide little control over video effects other than the choice of apply-

ing them or not. Similarly, transitions between items are also available, but not configurable.
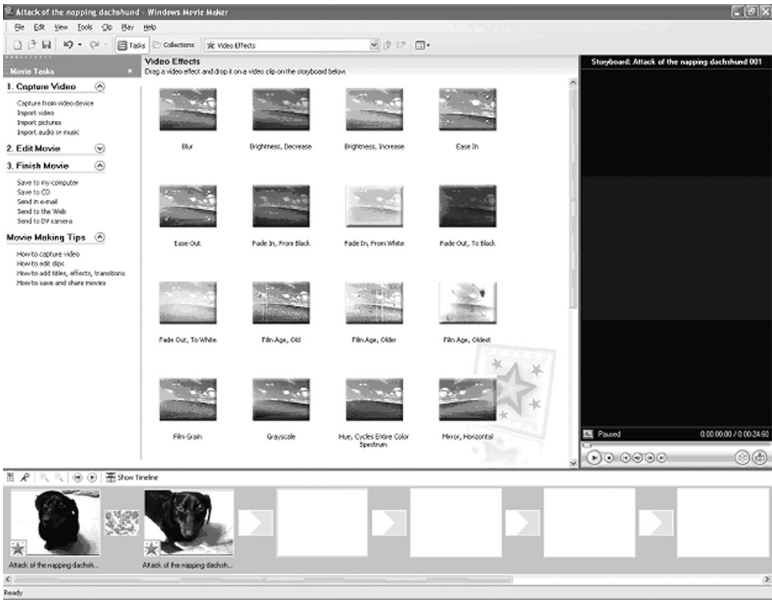
Figure 1. Microsoft Windows Movie Maker Interface.

As an example of the ease of authoring video, let's consider a video that you might create for an experiment. The video provides instructions on how to perform a task that is part of the experiment, which is to assemble several pieces of hardware in a certain order. The video starts with a shot of the "experimenter" explaining the task and objectives. At the end of this intro-duction, the video shows a title card (a text or graphic display) summarizing the key points, while the narrator reiterates them in a voice-over. The video then demonstrates both the correct way and an incorrect way of performing the task, each of which is introduced by a title card. A final title card instructs the participant to contact the experiment administrator with any questions.

Using simple video-authoring software, you could make this film in about an hour and a half, if not less. Here's what you would need to do, using Win-dows Movie Maker as an example.

1. Create the individual pieces of the movie. The simplest thing to do would be to record the three video segments and one voice-over as separate files, and to create the title cards using PowerPoint. To export the PowerPoint slides so that Windows Movie Maker can use them, simply save them as graphic files by selecting one of the options available under **File | Save As…** I would suggest the PNG format for optimal clarity. Total time: 1 hour.

2. Assemble the pieces. This step is fairly straightforward. First, you need to import the pieces you created in the first step. In Windows Movie Maker, you would click on the "Import Video," "Import pictures," and "Import audio or music" links, which bring up standard dialog boxes in which you would select the files. Next, you start building the movie by dropping the video files and title cards, in order, into the slots on the storyboard. The voiceover file needs to be added in separately on the Timeline (not shown in Figure 1) and manually aligned with its title card. You will also need to extend the title card's time onscreen to match the length of the voiceover. In Windows Movie Maker, this is done by dragging the right border of the title card placeholder in the timeline until it is aligned with the end of the video. Total time: 15 minutes.

3. Add finishing touches. Just about all video editing software suites let you add effects to segments and insert transitions between segments. These are simple drag and drop operations in Windows Movie Maker, which helpfully allows you to add multiple effects to a segment. Unfortunately, as noted before, Windows Movie Maker does not support any additional modification of effects or transitions. Total time: 10 minutes.

4. Deploy the final product. The last step is to save the final video file and prepare it for deployment. There are a number of settings to consider, depending on how the file will be accessed. To wit, a file that will be viewed over the Web will be highly compressed so that it can travel over the Internet without breaking up. A file that will be saved directly on a user's computer has no such issues, and the final settings may consider instead factors such as available video window size and sound fidelity. Windows Movie Maker hides the details of all of the settings and offers choices based on how the file will be deployed (e.g., over the Web, via Video CD, etc.). Total time: 5 minutes.

Though the above example may seem simplistic, it really is that easy to create brief videos that convey a lot of information. Second, depending on the difficulty of generating a document that conveys the necessary information, a video demonstrating how to assemble several pieces of hardware could actually be easier to create than a word-processed document. For example, it is easier to record a video of someone assembling several pieces of hardware than to try and draw the hardware and assembly process.

Visual Communicator

I was inspired to write this article after I bought a copy of Serious Magic's Visual Communicator Pro and discovered just how quickly and effectively I could create professional-looking videos with a good Webcam and some lights from my local hardware superstore. Visual Communicator is different from other video software in that it is not actually a video editor. Rather, it is a tool for creating videos. To that end, the "Pro" version comes with a

good-quality lapel microphone and a large sheet of green vinyl for chroma key (AKA "green screen") effects.

What distinguishes Visual Communicator is that it provides a lot of tools for creating professional-looking presentations. The Visual Communicator interface is shown below as Figure 2. The first important tool is a teleprompter window, shown in the center of Figure 2 ("Terry, this is Cara King…"). When the video camera is positioned over the teleprompter area of the screen, the announcer can read the text as it scrolls through the shaded area at the top of the teleprompter and it will look like he or she is looking directly into the camera. The area to the right of the teleprompter is a holder for titles, effects, and other content that will be part of the presentation. This can include graphics, title cards, other videos or sound files, and other TV-like effects such as the little "byline" (or "lower third" in media-speak) that shows the announcer's name and affiliation, or the little window that appears over the announcer's shoulder.

Figure 2. Visual Communicator Interface.

My favorite feature is the chroma key effect, in which the software replaces the green color of the vinyl sheet behind the announcer with a graphic or video. This can be used to place the announcer in a "virtual set" that adds to the effect of the video. Visual Communicator includes several virtual sets, and it is possible to use any graphic file or video as a virtual set, too. As a result, if you want to create a video stimulus showing a worker speaking from a factory floor, all you need to do is find a picture of an assembly line and let the chroma key do the rest.

The Other Considerations

Though I am extremely enthusiastic about video as a medium that is open for anyone to use, I must include a couple of cautions. The biggest is that authoring video puts you in the role of director. If you don't have professional actors to work with, and few of us do, directing your friends and coworkers can be an interesting exercise in tact. Some vivacious people appear to close up in front of a camera. Others can't read off of a teleprompter without sounding like someone reading off a teleprompter. Yet others, of course, are pleasant surprises. It takes time to find the right people to populate your videos, and it takes extensive interpersonal skill to get the result you want without creating offense.

A second major caution is that distributing your video is not always a simple task. If you are going to load a copy of the video on each computer that will run it, then your task is no more difficult than copying the file. Similarly, burning a CD is now a simple process. However, if you are going to deploy it over the Web, then you have to consider such issues as encoding options, described above, and, potentially, server settings and network bandwidth issues.

The final caution is to keep video in its proper place. I am sure that once you start creating your own videos, you will see all sorts of new needs that you can now satisfy with video. Still, it's not always worth the effort to create the impact, and it's important to consider whether video is really the right solution given the problem and other constraints at hand.

The Last Word

I hope I've communicated that anyone can now create powerful, effective videos with relative ease and without laying down a lot of money for equipment. What I find most exciting is that learning to work with video is like learning another language, in which you gain the versatility of a vocabulary with new concepts and new means of expression that you'd never known before. I hope this brief overview will inspire those who have not explored the video option to jump in and see what a great tool it can be.

If you have questions or comments on this article, or suggestions for future articles, please e-mail me at Jason.Weiss@ddiworld.com.

Ground Rules for Adverse Impact

Art Gutman
Florida Institute of Technology

The Supreme Court has been silent on adverse (or disparate) impact since *Wards Cove v. Atonio* (1989). Furthermore, even though adverse impact is featured in the Civil Rights Act of 1991 (CRA-91), there are still residual ambiguities, as evidenced by the controversial ruling in *Lanning v. Septa* (1999; see for example Sharf, 1999). The *Uniform Guidelines on Employee Selection Procedures* (1978) are scheduled for revision. Given our likely role as contributors, I want to propose for discussion nine ground rules for the revision based on the following definition of adverse impact:

> A statistically significant difference in actual or implied selection rates between (or among) two (or more) Title VII protected classes (race, color, religion, sex & national origin) causally connected to selection tests or other selection criteria that, themselves, are subject to psychometric scrutiny in accordance with the SIOP *Principles* (as revised).

Ground Rule 1—Only Actual or Implied Selection Rates

Griggs v. Duke Power (1971), the landmark adverse-impact ruling, featured two causes of adverse impact: (a) cognitive tests (Bennett & Wonderlic) and (b) the high school diploma. So did *Albermarle v. Moody* (1975), which together with *Griggs* served as the basis for the *Uniform Guidelines*. The cognitive tests excluded 94% of *actual* Black applicants as compared to 42% of *actual* White applicants. These were people with names and addresses who tried and failed. The diploma was deemed exclusionary based on demographic data revealing a 34% high-school graduation rate for Whites and a 12% graduation rate for Blacks in North Carolina at the time. Clearly, applicants need not apply if they are knowingly deficient with respect to an exclusionary rule. Therefore, while adverse impact based on standardized tests is generally evaluated using actual applicants, adverse impact based on exclusionary rules occurs by implication.

Other examples of *implied* adverse impact include exclusionary rules based on height and weight criteria (*Dothard v. Rawlinson*, 1977), methadone use (*NYC v. Beazer*, 1979), facial hair (*Fitzpatrick v. Atlanta*, 1993; *Bradley*

v. Pizzaco, 1993), arrest records (e.g., *Gregory v. Litton*, 1972; *Green v. Missouri Pacific*, 1975), misdemeanors versus felonies (*Carter v. Gallagher*, 1971; *Butts v. Nichols*, 1974; and *Hyland v. Fukada*, 1978), and credit information such as wage garnishment (*Johnson v. Pike*, 1971; and *Wallace v. Debron*, 1974). There are others, but these will suffice. Ground Rule 1 says actual or implied selection rates are the *only* viable source of adverse impact.

Ground Rule 2—Title VII Classes

Ground Rule 2 says Title VII is the *only* viable law available for applicants or employees to sue for traditional adverse impact violations. As a starter, consider a portion of Section 1607.2(D) of the *Uniform Guidelines* that states:

> These Guidelines apply only to persons subject to Title VII, Executive Order 11246, or other equal employment opportunity requirements of federal law. These Guidelines do not apply to responsibilities under the Age Discrimination in Employment Act of 1967, as amended, not to discriminate on the basis of age, or under Sections 501, 503, and 504 of the Rehabilitation Act of 1973, not to discriminate on the basis of handicap.

The Supreme Court has ruled that adverse impact is not viable in constitutional claims (see *Washington v. Davis*, 1976). Furthermore, despite early adverse-impact victories in the Age Discrimination in Employment Act (ADEA; see *Geller v. Markham*, 1980; *Leftwich v. Harris-Stowe*, 1983), such claims were effectively precluded by the Supreme Court ruling in *Hazen v. Biggens* (1993). Adverse impact is also irrelevant to the Equal Pay Act because those claims are scripted (i.e., proof of unequal pay for jobs equal in skill, effort, responsibility, and working conditions).

Executive Order 112146 (EO 11246) on voluntary affirmative action is clearly an important issue in the *Uniform Guidelines*, but *not* for lawsuits by applicants or employees. EO 11246 is administered by the Office of Contract Compliance Programs (OFCCP) for nonfederal contractors and the EEOC for federal agencies. These two agencies have sole power to challenge affirmative action violations and order remedies. To both the OFCCP and EEOC, elimination of adverse impact is one of several recommended solutions for reducing underutilization of minorities and women (together with enhanced recruitment, outreach, and training).

Adverse impact is also referenced in statutory language in Section 103(a) of the Americans with Disabilities Act (ADA), but here, it is merely a prelude to the reasonable accommodation scenario. As written in the ADA:

> It may be a defense to a charge of discrimination under this Act that an alleged application of standards, tests, or selection criteria that screen out or otherwise deny a job or benefit to an individual with a disability has been shown to be job-related and consistent with business necessity, and

such performance cannot be accomplished by reasonable accommodation, as required under this Act.

For example, a written test with adverse impact on learning-disabled people requires proof of job relatedness, but the larger question is whether the KSAs needed to perform well on the test relate to essential functions of the job (and if so, if barriers implied by the test can be eliminated with reasonable accommodations). To illustrate, in *Stutts v. Freeman* (1983), Stutts, a dyslexic, was excluded from operating heavy equipment based on low GATB scores. The 11th Circuit ruled the KSAs required to perform well on the GATB are unrelated to successful operation of heavy equipment.

In addition, adverse impact in disability claims is generally facially apparent, meaning, statistical proofs are unnecessary. For example, in *Strathie v. Dept. of Transportation* (DOT; 1983), a DOT regulation excluding bus drivers with hearing aids had an obvious adverse impact on individuals with hearing impairments. So too would any rule excluding individuals with eye glasses, who take medication, who cannot sit or stand for long periods, and so on.

Ground Rule 3—Focus on Selection, Not Recruitment

The reason for limiting the *Uniform Guidelines* to Title VII and Executive Order 11246 is transparent. It protects employers covered by EO 11246 from vulnerability under Title VII. As stated in Section 1607(C) of the *Uniform Guidelines*:

> These Guidelines apply only to selection procedures which are used as a basis for making employment decisions. For example, the use of recruiting procedures designed to attract members of a particular race, sex, or ethnic group, which were previously denied employment opportunities or which are currently underutilized, may be necessary to bring any employer into compliance with federal law, and is frequently an essential element of an effective affirmative action program; but recruitment practices are not considered by these Guidelines to be selection procedures.

Thus, Ground Rule 3 says recruitment is *not* a viable source of adverse-impact claims. Consequently, fears of adverse impact due to Internet-based recruitment are misplaced (see Sharf, 2000; Harris, 2003). There is vulnerability for employers who recruit exclusively on the Internet if doing so leads to significant underutilization of minorities. However, the vulnerability is with respect to EO 11246, *not* Title VII. Of course, if employers knowingly use such practices with the motive to limit minority recruits, this makes for a viable Title VII *disparate treatment* claim. But how likely is that in this day and age?

Another illustration of the connection between adverse impact and selection procedures is in comparable-worth claims. Here, jobs with 70% or more females usually pay less than jobs with 70% or more males, even when job evaluation studies show the "male" jobs do *not* have more internal worth than

the "female" jobs. Thus, the claim is that market forces (or prices) adversely impact jobs congregated by females, as made, for example, by female nurses in *Spaulding v. University of Washington* (1984). However, the ruling in *Spaulding* was that "market prices" do *not* represent a "specific employment practice," and it negated the adverse impact claim. After *Spaulding*, comparable-worth plaintiffs were forced to prove that employers use market forces to intentionally limit female participation, a claim that has failed repeatedly (see for example *American Federation v. Nassau County*, 1996).

Ground Rule 4—Cross-job and Composition Disparities are for Motive Scenarios

Compare *Griggs* to *International Teamsters v. US* (1977) and *Hazelwood v. US* (1977) and you see three types of statistical disparities. *Griggs* featured actual or implied *applicant flow* data (i.e., selection rates). In comparison, *Teamsters* featured *cross-job* disparities (minorities congregated in a less appealing job as compared to nonminorities congregated in a more-appealing job) and *Hazelwood* featured *composition* disparities (underutilization of minorities in the workforce when compared to qualified and available minorities in the labor pool). Ground Rule 4 is a corollary to Ground Rule 1 and says cross-job and composition disparities are more suitable for disparate treatment scenarios than adverse impact scenarios.

Griggs was a prototypical adverse-impact case. In contrast, *Teamsters* and *Hazelwood* were prototypical class-action disparate treatment (or pattern or practice) cases. As explained by this author elsewhere,[1] the Supreme Court ruled that large cross-job and composition disparities are sufficient to establish a prima facie pattern or practice claim. However the implied defense is the same as in individual claims of disparate treatment as prescribed in *McDonnell Douglass v. Green* (1973). That defense, often termed a "burden or production," requires only an articulation (or verbalization) of a legal reason for a selection decision, not factual proof. The plaintiff must then prove the articulation offered is a pretext for discrimination (i.e., baloney).

The teamsters lost because there was no plausible explanation other than facial discrimination (i.e., minorities need not apply) for an "inexorable zero" number of minorities in the more desirable of two bus-driving routes. On the other hand, the Hazelwood School District won because (a) the relevant composition disparity[2] was not statistically significant and (b) the defendant had a plausible legal reason explaining why the disparity existed (they could not successfully recruit from St. Louis because it was too far from the Hazelwood

---

[1] See Gutman (2000), pages 33–38.

[2] In *Hazelwood*, the composition disparity for the entire county (including St. Louis) was statistically significant, but the composition disparity in the immediate area excluding St. Louis was not. The Supreme Court then ruled the appropriate comparison was to the labor pool that excluded St. Louis.

School District and the St. Louis jobs offered better pay). Neither case involved nor implied defenses amounting to job relatedness as required by *Griggs*. Ground Rule 4 says keep it that way.

Why? Basically, *Wards Cove* contains the elements of *Teamsters*, not *Griggs*. There were cross-job disparities such that Eskimos and Filipinos were congregated in a less-desirable job category (cannery work) and Caucasians were congregated in a more-desirable job category (professional work). Ironically, in a prior case with virtually identical facts as *Wards Cove* (*Domingo v. New England Fish*, 1984), the 9th Circuit viewed the cross-job disparities as evidence for a pattern or practice of discrimination and concluded an adverse ruling was unnecessary. Accordingly:

> In this case, plaintiffs presented sufficient evidence of discriminatory treatment...[t]he workforce statistics were not necessary to raise an inference of discrimination. They merely demonstrated the consequences of Nefco's discriminatory hiring practices.

The 9th Circuit should have done likewise in *Wards Cove*. Strangely, the *Wards Cove* Circuit Court decided that adverse impact based on cross-job disparities is a viable claim. Ground Rule 4 says no way!

The controversy in *Wards Cove* focused squarely on a plurality opinion by Justice O'Connor (and three others) in the prior case of *Watson v. Fort Worth Bank* (1988). In *Watson*, O'Connor proposed using the defense from *McDonnell Douglass v. Green* (articulation) to replace the job-relatedness defense from *Griggs* and *Albermarle* (and the *Uniform Guidelines*). Had the Supreme Court followed its own precedents from *Teamsters* and *Hazelwood*, the logical ruling would have been (a) *Wards Cove* is a pattern or practice case, not an adverse impact case and (b) in a pattern or practice case, the burden is on the plaintiff to prove the defendant's articulated legal reason for the statistical disparity (cross-job or composition) is lunchmeat. In other words, there was no need to disturb the *Griggs-Albermarle* tradition in *Wards Cove*.

Ground Rule 5—Subjectivity is not Discretion

Black's Law Dictionary (1990) defines *discretionary acts* as involving "no hard and fast rule as to the course of conduct that one must take or not take and, if there is a clearly defined rule, such would eliminate discretion." In other words, discretionary power implies arbitrary decision making. To us, *subjective* decision making implies judgments open to psychometric scrutiny. For example, we do not endorse discretionary performance appraisals. Yet, to the O'Connor plurality in *Watson* (including Rehnquist, Scalia, and White), the terms "discretion" and "subjectivity" were treated as synonyms, a view later endorsed by Justice Kennedy, who teamed up with the O'Connor plurality to form the majority in *Wards Cove*. Ground Rule 5 says subjective decisions and discretionary decisions are not necessarily the same.

Watson should have been *Griggs* revisited.[3] Clara Watson was passed over for promotion four times by White supervisors based on subjective ratings of interview performance, experience requirements, and past job performance. The 1987 *Principles for the Validation and Use of Personnel Selection Procedures* identifies the selection procedures below as suitable for validation research. The causes of the cross-job disparities cited in *Wards Cove* (word-of-mouth recruitment, walk-in hiring, nepotism, and "vague subjective selection procedures") are conspicuously absent from this list, whereas the causes of adverse impact cited by Clara Watson are underscored.

> [P]aper-and-pencil tests, performance tests, work samples, personality inventories, interest inventories, projective techniques, tests of honesty or integrity including polygraph examinations, assessment center evaluations, biographical data forms or score application blanks, **interviews**, educational requirements, **experience requirements**, reference checks, physical requirements such as height and weight, physical-ability tests, **appraisals of job performance**, computer-based tests interpretations, estimates of advanced potentials, or any other selection instrument, whenever any one or a combination of them is used or assists in making a personnel decision.

In a brief filed for the American Psychological Association (APA), Bersoff, (1988) argued that subjective tests (or "devices") use the same psychometric procedures for validation as objective tests. Justice O'Connor believed differently, stating:

> Standardized tests…like those at issue in our previous disparate impact cases, can often be justified through formal "validation studies"… respondent warns, however, that "validating" subjective criteria in this way is impracticable

O'Connor suggested it is because subjective decisions are discretionary that they are harder to validate than standardized tests. Accordingly:

> In the context of subjective or discretionary employment decisions, the employer will often find it easier than in the case of standardized tests to produce evidence of a "manifest relationship to the employment in question."

In short, the APA was unable to convince a majority of justices that in accordance with our *Principles*, there is no difference in how to validate an objective test versus (say) a structured (and scored) interview.

Ground Rule 6—Psychometric Scrutiny

The O'Connor plurality was influenced by key lower-court rulings that subjective decision making is not a viable source of adverse impact. How-

---

[3] At least the major part of it was. There were also charges of disparate treatment based on stock statistics that the Supreme Court ignored.

ever, in those cases, the so-called "subjective" decisions were discretionary, not the types of judgments referenced by Bersoff (1988) and the *Principles* as amenable to psychometric scrutiny. Ground Rule 6 says adverse impact rules apply *only* to subjective decisions that are quantifiable and subject to psychometric scrutiny, and do *not* apply to discretionary decisions.

To illustrate, in *Harris v. Ford* (1981), the plaintiff claimed "subjective decisions in determining discharges for 'poor workmanship' impacts disproportionately on women." In *Talley v. US Postal* (1983), the plaintiff claimed "subjective decision making by the primarily White supervisory force has disproportionately affected Blacks and females." Harris was allegedly fired for poor performance and Talley (a postal worker) was allegedly fired for losing her mailbox keys a second time. Both courts reached the same conclusion. As stated by the Harris Court, "subjective decision making...is not the type of practice outlawed under *Griggs*." Ground Rule 6 says discretionary decisions do *not* fall under *Griggs*, but quantifiable subjective judgments do.

The termination decisions in the *Harris* and *Talley* cases were at the discretion of supervisors. Discretionary decision making should fall within the purview of disparate treatment. *Harris* and *Talley* should have had the opportunity to challenge the articulation that they were fired for cause, as would occur under disparate-treatment rules. Any claim here of adverse impact is frivolous without evidence of actual or implied applicant flow-rate disparities. Of course, the *Watson* ruling was unanimous in concluding that subjective decision making is subject to adverse impact rules. What needs to be clarified is that claims as in *Harris* and *Talley* do not fit the description of "subjective decision making" because discretionary decision making is *not* subject to psychometric scrutiny.

Ground Rule 7—The Guidelines are not Equally Applicable to All Causes of Adverse Impact

As stated elsewhere by this author[4], adverse impact is *not* a homogeneous phenomenon. Although the *Griggs-Albermarle* rules for assessing validity are exacting, they are not equally applicable to all causes of adverse impact. They apply best to tests and other procedures that are standardized, or capable of being standardized. However, case law reveals both a lighter and a heavier standard.

Biographical factors such as methadone use (for transit authority cops; *New York City v. Beazer*, 1979) and felony armed robbery conviction (for security guards; *Hyland v. Fukada*, 1978) have been successfully defended with articulations (as in *McDonnell Douglas v. Green*, 1973) of obvious reasons for exclusion. Cases featuring educational requirements have been successfully defended by citing federal studies supporting a high-school diploma for police officers (*Davis v. Dallas*, 1985) and experts testifying that a 4-year college degree is necessary to cope with the exacting training demands

[4] See Gutman (2000) pages 42–50 and Gutman (2003).

for commercial airline pilots (*Spurlock v. United Airlines*, 1972). It is arguable, of course, that the defenses above were lighter relative to *Griggs-Albermarle* because each involved safety sensitive positions. However, cases such as *Lanning* (and so many others) reveal that the defense to adverse impact by standardized tests is no less exacting for police departments as for power companies and paper mills.

At the other extreme, cases such as *Dothard v. Rawlinson* (1977) reveal more exacting standards for exclusion based on physical characteristics such as height and weight. Here, the standard is proving it is reasonably necessary to exclude all or most individuals who fail to meet the standard. If this sounds similar to the BFOQ (bona fide occupational qualification) defense in gender and age cases, it is. Indeed, in *Dothard*, the Supreme Court struck down the height and weight criteria but found it was reasonably necessary to exclude all or most women from being guards in all-male maximum-security prisons. Thus, it was easier to exclude members of an entire class than it was any individual, male or female, based on height and weight.

Therefore, Ground Rule 7 says case law reveals that different types of causes of adverse impact are associated with different standards for defense, and the *Uniform Guidelines* should reflect that fact.

Ground Rule 8—Components Should Be Identified By the Employer

We know from *Connecticut v. Teal* (1982) that any component of a selection procedure that causes adverse impact must be defended, even if there is no ("bottom line") adverse impact after all components are completed. In *Watson*, the O'Connor plurality interpreted *Teal* to mean the plaintiff must identify the cause(s) of adverse impact. As noted in Bersoff's (1988) brief, it was unclear if Fort Worth Bank actually scored their interviews and ratings, or how they were combined to make the promotion decision. In several pre-*Watson* cases with similar facts (*Gilbert v. Little Rock*, 1983; *Griffen v. Carlin*, 1985; *Green v. USX*, 1988), circuit courts demanded defense of the entire selection system if the "bottom-line" outcome was adverse impact and the cause(s) was unclear. CRA-91 requires plaintiffs to identify the cause(s) of adverse impact. However, Sec.105(B)(i) in CRA-91 specifies that the entire selection system must be defended if there is bottom-line adverse impact and the cause(s) are not clear. Accordingly:

> [T]he complaining party shall demonstrate that each particular challenged employment practice causes disparate impact, except that if the complaining party can demonstrate to the court that the elements of a respondent's decision-making processes are not capable of separation for analysis, the decision-making process may be analyzed as one employment practice.

Ground Rule 8 says that as a practical matter, it makes sense to score every selection test or criterion that is scorable and understand the contribution of each such component to the selection rate.

Ground Rule 9—Job Relatedness is Not Synonymous With Business Necessity

The defense to adverse impact in CRA-91 is "job relatedness and consistency with business necessity," as it is in the ADA, which was codified in 1990 (before CRA-91). As noted by Gutman (2003), taken literally "business necessity" implies a heavier defense than job relatedness.[5] Furthermore, there is an element of a literal meaning of business necessity in the BFOQ defense and in the *Dothard* ruling on height and weight criteria. However, in the author's opinion, the 3rd Circuit wrongly interpreted this phrase in *Lanning v. Septa* (1999) when it ruled a test must measure the "minimal qualifications necessary for successful job performance." This runs counter to statutory language in CRA-91 that states:

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

Therefore, Ground Rule 9 says there is no reason to suppose the phrase "job relatedness and consistency with business necessity" changes any of the original meaning or any of the parallel terms in *Griggs-Albermarle* or the *Uniform Guidelines*.

Conclusions

There are other issues, most notably, alternative procedures that produce less or no adverse impact (a requirement in the *Uniform Guidelines*). For example, in *Bridgeport Guardians v. Bridgeport* (1991), one witness (Jim Outtz) proposed more intensive scrutiny of applicants using videotaping procedures, but the 2nd Circuit ruled the city was not obligated to incur extra expenses to do so. Similarly, Barrett (1997) reported that in the 1970s, there was no adverse impact among applicants who passed his course on legal issues before taking a police-entry exam. However the city (Akron, Ohio) stopped offering the course based on financial reasons. Obviously, there is no reasonable accommodation requirement for equally valid alternatives, but perhaps this issue should be entertained (e.g., incentives for companies that pay extra to find equally valid alternatives). I'll leave that for another time (and possibly, another author). For now, let me reemphasize my reason for proposing the ground rules. I hope we can start a dialogue and come to some agreements that

---

[5] It was noted that the literal meaning of business necessity implies something is necessary for the business to survive, whereas the meaning job relatedness does not.

we can then take to the EEOC so as to influence the revision of the *Uniform Guidelines*. I have no direct proof of this, but it is my sense that we have been most successful in court cases on issues SIOP members have agreed on and less successful on issues SIOP members have bickered over.

References

Barrett, G. V. (1997). An historical perspective on the Nassau County Police entrance examination. *The Industrial-Organizational Psychologist, 35*(2), 42–50.

Black, H. C. (1990). *Black's law dictionary* (6th ed.). St. Paul, MN: West Publishing Company.

Bersoff, D. N. (1988). Should subjective employment devices be scrutinized? *American Psychologist, 43*, 1016–1018.

Gutman, A. (2000). *EEO law and personnel practices* (2nd Edition). Thousand Oaks, CA: Sage Publications.

Gutman, A. (2003). Adverse impact: Why is it so difficult to understand? *The Industrial-Organizational Psychologist, 40*(3), 42–50.

Harris, M. (2003). Speeding down the information highway: Internet recruitment and testing. *The Industrial-Organizational Psychologist, 41*(2), 103–106.

Sharf, J. (1999). Third Circuit's *Lanning v. SEPTA* decision: "Business necessity" requires setting minimum standards. *The Industrial-Organizational Psychologist, 37*(2), 138–149.

Sharf, J. (2000). As if "g-loaded" adverse impact isn't bad enough, Internet recruiters can expect to be accused of "e-loaded" impact. *The Industrial-Organizational Psychologist, 38*(2), 156.

Society for Industrial and Organizational Psychology. (1987). *Principles for the validation and use of personnel selection procedures* (3rd ed.). College Park, MD: Author.

Uniform Guidelines on Employee Selection Procedures, 29 C.F. R. § 1607 (1978).

Case Law Citations

Albermarle Paper Co. v. Moody (1975) 422 US 405.

American Federation etc. (AFSCME) v. Nassau County (1996) 96 F.3d 644.

Bradley v. Pizzaco of Nebraska Inc. (CA8 1993) 7 F.3d 795.

Bridgeport Guardians, Inc. v. City of Bridgeport (CA2, 1991) 933 F.2d 1140.

Butts v. Nichols (S.D. Ia. 1974) 381 F.Supp 573.

Carter v. Gallagher (CA8 1971) 452 F.2d 315.

Connecticut v. Teal (1982) 457 US 440.

Davis v. Dallas (CA5 1985) 777 F.2d 205 (No. 97-843).

Domingo v. New England Fish (CA9 1984) 727 F.2d 1429.

Dothard v. Rawlinson (1977) 433 US 321.

Fitzpatrick v. City of Atlanta (CA11 1993) 2 F.3d 1112.

Geller v. Markham (CA2 1980) 635 F.2d 1027.

Gilbert v. City of Little Rock (CA8 1983) 722 F.2d 1390.

Green v. Missouri Pacific Railroad Company (CA8 1975) 523 F.2d 1290.

Green v. USX (CA3 1988) 843 F.2d 1511.

Gregory v. Litton Systems, Inc. (CA9 1972) 472 F.2d 631.

Griffen v. Carlin (CA11 1985) 755 F.2d 1516.

Griggs v. Duke Power Co. (1971) 401 US 424.

Harris v. Ford Motor Company (CA4 1981) 651 F.2d 609.

Hazelwood School District v. United States (1977) 433 US 299.

Hazen v. Biggens (1993) 507 US 604.

Hyland v. Fukada (CA9 1978) 580 F.2d 977.

International Brotherhood of Teamsters v. United States (1977) 431 US 324.
Johnson v. Pike Corp. of America (CD Cal 1971) 332 F Supp 490.
Lanning v. SEPTA (CA3 1999) 181 F.3d 478.
Leftwich v. Harris-Stowe State College (CA8 1983) 702 F.2d 686.
McDonnell Douglas Corp. v. Green (1973) 411 US 792.
New York City v. Beazer (1979) 440 US 568.
Spaulding v. University of Washington (CA9 1984) 740 F.2d 686.
Spurlock v. United Airlines, Inc. (CA10 1972) 475 F.2d 216.
Strathie v. Dept. of Transportation (CA3 1983) 716 F.2d 227.
Stutts v. Freeman (CA11 1983) 694 F.2d 666.
Talley v. United States Postal Service (CA8 1983) 720 F.2d 505.
Wallace v. Debron Corp (CA8 1974) 494 F.2d 674.
Wards Cove Packing Company v. Atonio (1989) 490 US 642.
Washington (Mayor, DC) v. Davis (1976) 426 US229.
Watson v. Fort Worth Bank & Trust 487 US 977 (1988).

SIOP Name Change Results!

*Fritz Drasgow announces that based on recent voting results SIOP's name will **NOT** be changed.*

Neil Hauenstein
Virginia Polytechnic Institute and State University

A reality of graduate training is that programs tend to focus their collective energies on developing the next generation of researchers and practitioners, but not nearly as much energy is expended on training the next generation of college instructors. When a graduate student is given his/her first class to teach totally on his/her own, the typical process is that a department administrator sends a letter with the course assignment and instruction to order a textbook for the class. Once the new instructor begins the semester, as long as there are no complaints from the undergraduates, the department considers the assignment a success.

Our columnists for this issue, **Angela Pratt, Michael Hargis,** and **David Kuttnauer,** went into the trenches at Wayne State and interviewed senior-level graduate students who lend their advice to those facing their first teaching assignment. They give great insights and helpful hints about teaching your first class, and how to balance teaching with your research and your coursework.

As someone who has worked with many students struggling with their first teaching assignment, I couldn't resist adding a few pointers of my own in a postscript.

Teaching Tips for Graduate Students

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

As graduate students, we often teach courses as a means to earn our tuition and ever-so-small stipends. Often we are thrown into the classroom with very little or no teaching experience and are expected to work miracles. For this reason, we thought sharing tips about teaching as a graduate student would be beneficial to *TIP* readers.

Surprisingly, or maybe not so surprising for all of you Web junkies out there, there is a lot of very valuable information on the Internet (see below for a short list of Web sites we found helpful). Many graduate schools post cyber-handbooks on the Web with guides on topics ranging from how to conduct your first class to academic dishonesty and grading. Although some of it may not be rocket science, much of it we found to be insightful. Your university may even post information—check it out! Because information on grading and academic dishonesty is often university specific, make sure you are familiar with the university-specific guidelines that may affect you. Also, if you are lucky enough to be assigned to an I-O class, the SIOP Web site posts

a very helpful guide titled, "An Instructor's Guide for Introducing Industrial-Organizational Psychology" at http://www.siop.org/Instruct/InGuide.htm.

Okay, first, one question that enters all of our minds when we enter graduate school and are faced with many responsibilities and commitments is: How can anyone balance teaching, research, class work, and (can there possibly be an "and"?) family/significant others? To help answer this question, we asked for input from seven upper-level graduate students at Wayne State University, some who have won teaching awards (and all of whom deserve awards).

A few common themes emerged from our experts:

- **Use available resources:** When assigned to teach or TA a class, examine syllabi previously created for the course you are teaching. This can save a lot of time by giving you an idea of what can be accomplished in a semester and give you an example of course layout and assignments. Several of our experts recommend seeking out other graduate students and faculty who have previously taught the course. They are likely to have a lot of valuable information and advice on what did and did not work (e.g., don't try to cover the entire textbook—pick 10 chapters). Often, fellow graduate students and faculty are even willing to share their slides and lecture notes to give you a head-start on preparing the course. **Kristi Wolfe,** a fifth-year student, suggests finding a senior graduate student mentor who is on a similar graduate path as you; he or she is likely to have a lot of helpful advice about teaching and may be a bit more candid and realistic than faculty.

- **Time management:** It is a no-brainer that time management is extremely important when trying to juggle your many responsibilities. We could spend 80 hours a week working on the course we are teaching, but then we would be ignoring the reasons we came to graduate school—that is, to learn about our field and earn a degree. When under time pressure and stress, it is easy to put off things that don't have firm deadlines (like working on your thesis or other research). April Boyce, a third-year student recommends setting aside "nonnegotiable time-blocks" to work on each important area of graduate school. For example, work on your thesis from 8 a.m.–12 p.m. on Monday, go to class 12:30–2:30, prep the course you're teaching from 3–6 p.m. She recommends setting up similar time blocks for everyday of the week and sticking to your schedule. **Linda Bajdo,** another successful student/teacher, recommends making a schedule at the beginning of each week and putting all the important documents that need to be completed that week in separate folders (e.g., one for teaching, one for courses you are taking, one for manuscripts you are preparing or editing). Linda also recommends taking work with you EVERYWHERE. So, while you're waiting in line to get your license renewed or waiting for your child at a sporting event, grade papers, edit manuscripts, or read an article for a course you are taking.

- **Preparation:** Steve Weingarden, a fifth-year student, recommends spending a lot of time preparing your course the first time you teach it so that you will save a lot of time the next time you teach it. Steve also emphasized the importance of creating a detailed, well-designed syllabus, as it will prevent confusion from students later on. Cara Bauer, another advanced student recommends developing "support materials that are easily customizable" so that they can easily be used again. For example, make nice PowerPoint slides with detailed notes to prevent some of the legwork the second time you teach the course.

Some other useful teaching advice also emerged during our interviews:
- **Boundaries:** When asked about teaching tips for other graduate students, Swati Buddhavarapu, a fourth-year student, immediately exclaimed, "Don't date your students." She said she often hears graduate students (in other areas of psychology, of course) talking about their attraction to students, but this can create all sorts of problems with boundaries and fairness to others in the course (not to mention it violates university policy and APA ethical guidelines). Cara Bauer mentioned that setting the appropriate boundaries is essential, but is also one of the more difficult things with which graduate students are faced. Often undergraduate students are very close in age to graduate student instructors and often "view you more as a friend than teacher," according to Cara. Cara recommends playing it tough from the start by setting up clear and specific policies and procedures and sticking to them. You will probably hear every story in the book as excuses for late assignments and missed exams, but if you stick to your rules and keep a smile on your face, everything should be fine. **Lori LePla,** a third-year student, advises that while you must be firm and set boundaries, this should not prevent you from being nice; it is sometimes difficult to keep up a friendly demeanor when explaining a z-score for the tenth time, but remaining accepting and nice is better for everyone!
- **Using I-O training in the classroom:** Cara recommends using your knowledge about realistic job previews when teaching. On the first day of class inform students how much work is involved in the course, how long it will take, and what is expected. Cara points out that this will help avoid the complaint, "I didn't know this would be soooooo hard." Steve also recommends using material you learn in the classes you are taking and bringing them to the classroom you are teaching. This can also be applied to the research you are conducting. Often giving students research examples from your own experience can greatly aid in their learning. Steve points out that teaching can also be a learning experience for you…bring ideas you learn while prepping your courses into your coursework and research. If you can tie everything together, you will save a lot of time and have more fun.

- **And finally,** some useful Web sites from universities:
  http://ase.tufts.edu/cae/pages/Tips.htm
  http://www.cte.iastate.edu/resources/teachingtips.html
  http://www.cat.ilstu.edu/teaching_tips/index.shtml
  http://www.acs.ohio-state.edu/education/ftad/Publications/Teaching-Handbook/

Neil's Postscript

Beyond all the great advice given above, I have also found the following points to be helpful.

- Ask a faculty member who is known for their teaching quality to visit your class and provide feedback. An experienced, good instructor can usually provide helpful strategies for improving your teaching based on a relatively short observation period.
- Do mid-semester teaching evaluations. You can use the standard university form or create your own, especially if the standard form does not have much room for written responses. Your focus should be on the written feedback more so than the numerical ratings. If you perceive that you have gotten off to a rocky start in the class, you may not want to wait until mid-semester.
- Cara Bauer's point about establishing boundaries is critical, but also don't overcompensate in this area. A common occurrence is that the new graduate instructor makes his/her course too difficult. Perhaps these new instructors are using their advanced knowledge to help establish those boundaries to which Cara refers. Review exams and grading strategies with faculty and/or experienced graduate students to ensure you are not being too easy or too hard.
- PowerPoint slides and overheads are teaching aides—you are the teacher! Some rookie instructors are wedded to the notion that they must cover a certain amount of material in each class. New instructors who think like this tend to brush aside questions and limit participation from students so as to ensure the entire lecture is delivered. Students become frustrated when this occurs, especially if some part of the lecture confuses them and the instructor does not take the time to clear up the confusion. Be flexible in class, you can always adjust what is covered or not covered in future lectures.
- If you are offering extra credit in your class, be sure you understand how documentation of extra credit is being managed, and how you will convert extra credit points into your grading point system. You don't want to come to the end of the semester and deal with angry undergrads who claim that they participated in research but did not receive credits they had coming or the points added to their grade were less than they expected.

GOOD LUCK!

Personality and Work is Newest I-O Psychology Module in Guide Series

Clif Boutelle

The role of personality in the workplace is the latest addition to the Instructor Guide Series that was initiated by the Education and Training Committee in 1998.

The series provides teachers of introductory psychology courses assistance in finding custom-made material that integrates industrial-organizational psychology into their curricula.

It was begun as an effort to expose more undergraduate psychology students to I-O psychology and is intended to complement many of the topics typically covered in introductory psychology courses. "There was a general feeling that many of the instructors had no background in I-O and the series was designed to be of assistance to them," said **Todd Harris** of PI Worldwide in Wellesley, MA, who is helping to coordinate production of the series.

The newest module, "Personality and Work," was put on the SIOP Web site in late August. Written by **James Martin** of the University of Missouri at Rolla, it covers such areas as how personality impacts job performance and other work-related outcomes and how managers use personality assessment as a hiring and developmental tool. It brings to 15 the number of learning modules that the Education and Training Committee has created.

Each module is a downloadable Powerpoint file that contains approximately 40 minutes of lecture material, along with 10-minute small-group classroom exercises. Also included are background information and key references for each topic, materials intended to make it easier for the instructor to prepare for the unit.

The instructor's guide can be accessed on the Internet at www.siop.org by clicking on "Publications" and then going to "Instructor's Guide for Introducing I-O Psychology in Introductory Psychology."

Other modules cover such areas as leadership and gender stereotypes, workplace diversity, evaluating work performance, sexual harassment, and work teams.

"These are self-contained courses and easy to use," said Harris, adding that nearly every psychology department chair in the country, SIOP student affiliates, and professional publications such as *APA Monitor* have been informed about the Instructor Guide Series.

The Education and Training Committee, which is chaired by **Dawn Riddle** of the University of South Florida, has focused on three guiding themes in developing the instructor's guide series. Those include I-O psychologists helping employers deal with employees fairly, making jobs more interesting and satisfying, and helping workers to be more productive.

The committee is currently considering a module on ethics and I-O and is seeking to identify SIOP members to write the model. Interested persons should contact Harris at 781-235-8872 ext. 113 or toddh22@hotmail.com.

"All of the modules have been written by SIOP members and we are grateful for their interest and willingness to work on this important project, which not only results in a quality educational tool for teachers and students but also expands awareness and the brand of I-O psychology," Harris said.

NEW TO THE SIOP CONFERENCE?

Join us for a reception for Conference Newcomers on

Thursday, April 1 at 5:30-6:30

Diversity: What's In a Name?

Peter Bachiochi
Eastern Connecticut State University

When I tell folks that I'm teaching a course on diversity at work, I get one of several reactions. Some think it's a great topic and ask me about the specific areas that I'm going to cover. Others simply roll their eyes because they've either been to one too many "voluntary" diversity workshops or they've seen the term diversity twisted and turned beyond recognition by administrators where they work. Still others ask me: what does that mean? In my humble opinion, diversity shouldn't be the much maligned or misunderstood concept that it has become and I-O psychologists can play an instrumental role in changing that.

The New Webster's Dictionary is not especially helpful as it defines diversity as the state or quality of being diverse. A quick examination of the definition of diverse yields: different; unlike in character or qualities. Although these definitions are not particularly useful, they do provide a starting point. Psychology is based on the study of individual differences, so who is in a better position to clarify the role of diversity at work than I-O psychologists?

I could cite the litany of references that demonstrate that our society is becoming more diverse, but you've probably seen them. Suffice it to say that the U.S. workforce today has more racial and ethnic minorities, more aging workers, more people with disabilities, more homosexuals who are out of the closet, and more women than in years past. As a result, diversity training seems to have become an industry unto itself. The omnipresence of diversity training unfortunately means that there is some very good training and some very bad training as well. Poorly conceived training has certainly contributed to the cynicism about and/or misunderstanding of diversity. Confusion about the concept lingers, though, and I-O psychologists are uniquely positioned to help clarify the meaning of the diversity construct. I'm happy to say that SIOP members are very active in this battle, but there is much more to be done.

When people hear the word diversity, several images may come to mind. For some, the mere mention of the word engages thoughts of affirmative action run amok. For others, it may conjure images of the two days of training that would have made Rodney King cringe. Still others may simply think of diversity as something that just doesn't apply to them because they're not "one of those people." Somewhere in the midst of these misconceptions lies

the truth about diversity. As our workforce becomes more diverse, management of that diversity becomes a business imperative that channels potential conflict into positive organizational momentum.

As a person who does diversity research and who teaches introductory I-O, I select texts partially based on the quality of their diversity coverage. However, current introductory I-O textbooks don't consistently address this social and workplace shift. Some texts barely make a nod to the shift in the diversity of the workforce, but I'm not writing to condemn them. After all, intro text authors have to make tough choices about the topics they can fit into a reasonably sized text. Rather, I'd like to point out a few that do a good job addressing diversity issues, and each takes a different approach.

Landy and Conte (2004) devote an entire module to diversity as part of a chapter on fairness and diversity issues. They really do more than other books to clarify what diversity is and what it isn't. They differentiate diversity from related concepts such as multiculturalism and multinationalism. They also broaden the view of diversity beyond the traditional view of attributes that are more visible. In a discussion of diversity's benefits and drawbacks, they outline several models of diversity management. In other sections of the text, they also discuss the role of cultural diversity in performance management, teams, leadership, and training.

Muchinsky (2003), rather than having a specific section on diversity, makes reference in multiple chapters to the influence of diversity on specific subtopics. For instance, in his leadership chapter he discusses the challenges that arise when Japanese and American cultures collide or when women take on leadership roles. In the training chapter, he discusses the growth in cultural diversity training programs. Expanding the definitions of diversity, in the chapter on work teams he discusses the importance of team members filling a variety of roles.

Levy (2003) also discusses diversity as central to the study of I-O psychology. He examines the growth in diversity training and provides examples of corporate leaders in diversity management and training. He also reviews the role of culture in leadership and provides some of the reasons why diversity can no longer be ignored in organizational development.

Intro I-O textbooks have made great strides in presenting the importance of managing diversity to organizations. However, I have trouble finding a good textbook on workplace diversity. There are great books that cover gender at work (Cleveland, Stockdale, & Murphy, 2000), race and culture (Cox, 1993), aging (Birren & Schaie, 2001), sexual orientation (Ellis & Riggle, 1996), and other diversity subtopics, but I haven't been able to find a comprehensive text that covers all of these issues. There are management texts that come close (Carr-Ruffino, 1999; Gentile, 2000), but they don't provide the theoretical background based in social psychological research that the topic truly demands. If there is a new psychologically based diversity text out there, I would love to hear about it!

The *Handbook of Industrial, Work, and Organizational Psychology* (Anderson, Ones, Sinangil, & Viswesvaran, 2001) makes a concerted effort to broaden the treatment of I-O topics to account for international perspectives. The editors have done this not only by choosing relevant topics, but also by selecting authors from around the world. Rather than covering diversity-related subtopics per se, they discuss typical I-O topics such as selection, performance appraisal, job satisfaction, and more in light of the cultural differences that exist. The various authors in the volume also discuss how current theories and beliefs may need to be reconsidered when applying them to workers from non-Western cultures.

TIP does its part through the publication of **A Matter of Difference,** a regular column that addresses issues of inclusion and diversity in organizations today. **Martin Davidson** and **Bernardo Ferdman** have discussed inclusive organizations and how diversity can be cultivated. In the process, they have broadened conceptions of diversity beyond majority–minority thinking to encompass issues of fairness, the subtleties involved, and the actions that individuals and organizations can take. After hosting a session at the annual conference, they have also discussed some of the issues faced by SIOP specifically. In the past 2 years they have taken some important steps in helping to clarify diversity management, even if directed at the SIOP membership, primarily.

I wish I could say that I have the definitive answer to what diversity should mean to the modern organization. Our field can contribute significantly to the clarification of the construct, though. We have a body of research and theory that addresses attitude formation, stereotypes, discrimination, power, communication, relationships, leadership, and more that bear on the dynamics underlying workplace diversity. I would argue, however, that sociology and business researchers have contributed more to the topic than psychologists. That's not intended to be a condemnation of psychologists, but we can certainly do more.
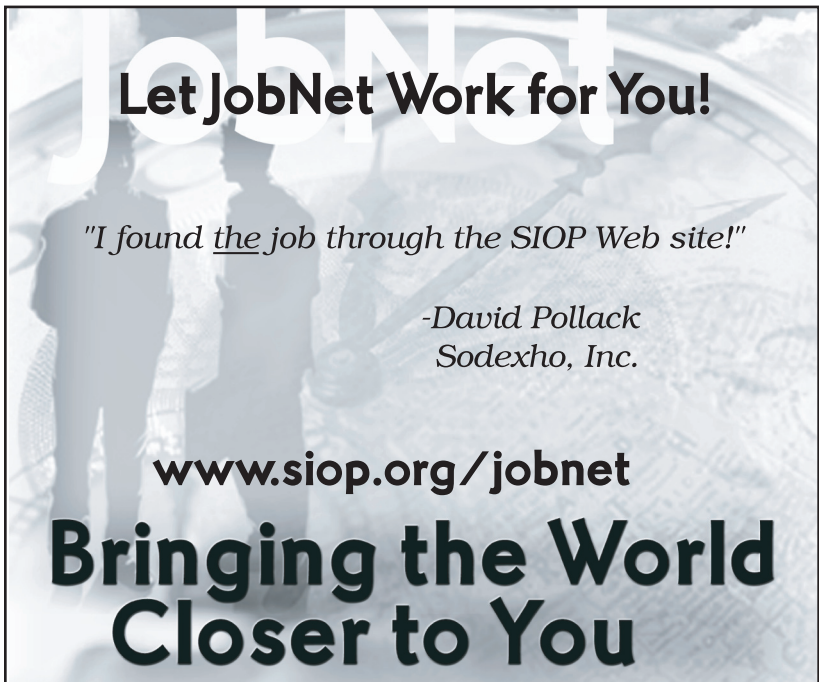
We are at a point where diversity is recognized as an organizational issue that cannot be ignored. Although some may argue that diversity is the latest management bandwagon (which may also explain some of the cynicism about the topic), the clear social trends underlying it are not going away. I-O psychologists are uniquely positioned to facilitate diversity management such that it leads to positive changes in organizations rather than creating additional obstacles.

As always, if you would like to comment on this article, please feel free to contact me at bachiochip@easternct.edu.

References

Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (2001). *Handbook of industrial, work, and organizational psychology*. London: Sage Publications.

Birren, J. & Schaie, K. W. (2001). *Handbook of the psychology of aging* (5th ed.). San Diego, CA: Academic Press.

Carr-Ruffino, N. (1999). *Diversity success strategies.* Boston: Butterworth-Heinemann.

Cleveland, J. N., Stockdale, M., & Murphy, K. R. (2000). *Women and men in organizations: Sex and gender issues at work.* Mahwah, NJ: Lawrence Erlbaum Associates.

Cox, T. (1993). *Cultural diversity in organizations.* San Francisco: Berrett-Koehler Publishing.

Ellis, A. L. & Riggle, E. D. B. (1996). *Sexual identity on the job: Issues and services.* New York: Harrington Park Press/Haworth Press, Inc.

Gentile, Mary C., (2000). *Differences that work: Organizational excellence through diversity.* Prospect Heights, IL: Waveland Press.

Landy, F. J., & Conte, J. M. (2004). *Work in the 21st century: An introduction to industrial and organizational psychology.* Boston: McGraw-Hill.

Levy, P. E. (2003). *Industrial/organizational psychology: Understanding the workplace.* Boston: Houghton-Mifflin.

Muchinsky, P. M. (2003). *Psychology applied to work.* Belmont, CA: Thomson/Wadsworth.

The 2003 Australian Industrial-Organizational Psychology Conference

Janice Langan-Fox
University of Melbourne

The 5th Australian I-O Psychology conference was held in Melbourne in the State of Victoria, on June 26–29th at the Grand Hyatt Hotel. Modeled on the SIOP conference, the Australian conference has attracted a wide range of high quality research. The 5th conference was another outstanding success. More than 18 countries were represented across 580 delegates. Seven keynote presentations were delivered by researchers highly regarded in their particular fields. Speaking on a broad range of I-O topics, were **Michael Frese** (*entrepreneurship and personal initiative*), **Neil Anderson** (*selection and assessment*) **Richard Klimoski** (*teams*), **Roy Lewicki** (*conflict and negotiation*), **Murray Barrick** (*personality*), and Sharon Parker (*work design*). SIOP members were well represented in this list. There was a "Practitioner" keynote—an innovation for this year's conference ("Psychological Testing: Rogues, Romance and Roadside Assistance").

A diverse range of theme topics of interest to both academic and practitioner audiences were covered by the total 164 presented papers. These included 15 symposia, 53 posters, and 60 individual papers on teams, gender and work, groups, organizational change, selection and training, leadership, organizational culture, trust and empowerment, measurement, procedural justice and the psychological contract, motivation, occupational health and well-being, performance, organizational identity, and careers.

In opening the conference, as chair of the organizing committee, I noted that the conference, occurring biannually, was now a highlight of the Australian I-O scene. A number of international events had the potential to influence attendance (terrorism, SARS, war), but early international marketing of the conference seems to have been successful in attracting high numbers of delegates.

Socially, the conference was innovative. For instance, the Conference Dinner/Dance, normally held in the conference hotel, was located at a nearby historic theatre (the Regent); there was a Cocktail Food Fair that accompanied the opening ceremony; and a sit-down luncheon for the Elton Mayo award ceremony, which this year had two awards: practitioner and academic. Dr. Geoff Kelso (presented posthumously) and Professor Tony Winefield of University of South Australia were the winners of these awards.

The next conference will be held in 2005 on the Gold Coast, south of Brisbane, Queensland. Preparations are already underway in preparing for this event. The weather should be a bit warmer in Queensland than that experienced by delegates this year in Melbourne…more than 3,000 miles south!

Secretary's Report

Georgia T. Chao

The fall meeting of the Executive Committee was held on September 20–21, 2003 in Dearborn, Michigan. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Mike Burke** reported that the *Principles for the Validation and Use of Personnel Selection Procedures* (Fourth Edition) was passed in APA Council. The *Principles* have been posted on our Web site and SIOP will print about 7,500 copies for sale. The *Principles* are identified as APA policy so we will also request that they be printed in *American Psychologist.*

Financial Officer **Dianna Stone** summarized SIOP finances and reviewed the budget. For next year's conference, **Don Truxillo** estimated catering expenses to be 25–30% higher in Chicago than last year in Orlando and contract services are projected to be 50% higher. The Conference Committee announced new ways to generate revenue from sponsors; however, they will not offset all the increased costs. Thus, conference fees were increased to $100/$125 for members, $60/$70 for students, and $230/$275 for nonmembers (advanced registration/on-site registration fees). **Irene Sasaki** described how technological updates to the placement center provide improved services but added costs and proposed a fee increase for employers only. The Executive Committee approved a $35 increase for employer fees only; there is no change in fees for job seekers.

Janet Barnes-Farrell reported that the Education & Training Committee has an internship survey for employers that will be sent out via e-mail. Results from this survey will provide benchmarking information for organizations that currently offer applied experiences and those that plan to in the future. Results can also be useful to students interested in internships.

Discussion groups were held on three topics: the upcoming SIOP Membership Survey (to be distributed in January, 2004), I-O psychology as science, and SIOP Foundation ideas. **Dan Turban** presented recommendations for SIOP awards to the Executive Committee. Award winners will be announced at the conference. **Ann Marie Ryan** reported an update on the Jossey-Bass and Erlbaum negotiations for the transition of the SIOP Frontiers Series. September, 2005 is the earliest date these books will be published by LEA. Ann Marie Ryan also reported that Scientific Affairs would explore funding opportunities related to homeland defense.

Judy Blanton reported that currently on our Web site we have a tool kit for SIOP members and students to aid them in understanding licensure and help them obtain licensure in various states and provinces. The State Affairs Committee has developed a second tool kit: Considerations for Evaluating I-O Psychologists for Licensing. This kit was developed for state and provincial boards to use as they develop regulations to evaluate candidates

for licensure. The goal is to raise their awareness of I-O psychologists and to assist these groups when developing regulations that are appropriate for our training and practice.

Mike Brannick developed two policies on advertising and links for the SIOP Web site. For advertising, the use of "pop ups" is prohibited. Advertising on the SIOP Web site is restricted to specific designated locations and users must choose to view commercial material (click on it) before it becomes visible. For links, SIOP representatives may invite other Web sites to link pages within the SIOP Web site.

Lise Saari presented a proposal from the Visibility Committee to enhance the SIOP Web site. An ad hoc team will work with the Administrative Office and committee chairs to develop an RFP for a vendor to enhance the SIOP Web site.

Rob Ployhart reported on the SIOP Program. There were 1,030 submissions for the Chicago conference (15% more than last year). The process was online this year and the reviewer process was streamlined as well.

Our APA Council Representatives, **Angelo DeNisi, Jim Farr, Kevin Murphy, Lois Tetrick,** and **Nancy Tippins,** recommended that SIOP not endorse any candidate for APA president this year.

In other committee actions, work on the Consultant Locator System, international directory, online applications, and the transition for the Administrative Office were discussed. A lot of issues were covered, and I tried to present those that have direct impact on members. If you have any questions or comments, please contact me via e-mail at chaog@msu.edu or by phone (517) 353-5418.

Results of RFP Process:
Kenexa Named as SIOP Survey Vendor

Karen B. Paul

In the July issue of *TIP*, the SIOP Executive Committee issued a Request For Proposals (RFP) for any firms, agencies, or individuals that would like to *volunteer their services gratis* to process SIOP surveys for a period not to exceed 2 years. The Executive Committee appointed a selection committee to choose a survey vendor from the pool of volunteers. The selection committee is pleased to announce that **Kenexa** has been selected as the new SIOP survey vendor.

The selection committee was composed of the following individuals:
Karen B. Paul (Ad Hoc Task Force on Society Communications)
Michael T. Brannick (Electronic Communications)
Lise Saari (Visibility)
Mark Schmit (Professional Practice)
Michele Jayne (Membership)
Allan H. Church (Professional Practice)
Debra A. Major (*TIP*)

Selection Process

Each application was independently assessed by each member of the selection committee in the areas of:
• Security and anonymity
• Technology
• Open-Ended comments
• Previous support of the society
• Logo display requirements
• Attractiveness and usability of the report

Ratings were then averaged and brought into a consensus meeting for final discussion.

Benefits to Using a Single Survey Vendor

• Allows comparisons across data sets for trending that has never been available before
• Reduction in redundancy across surveys to the membership
• Ensures consistency in overall approach and look
• More systematic data collection, processing, and archiving
• Opens up the volunteer process and allows anyone to petition to do the work
• Donations in services like this help keep your member dues low

The selection committee thanks all those who volunteered to process SIOP surveys. The quality of the submissions was excellent and the choice among them was uncommonly difficult. It is the selection committee's hope that the Society will always be blessed with such an abundance of talent and spirit of volunteerism.

Service to Psychological Science

Merry Bullock
Associate Director, APA Science Directorate

Every summer at the APA convention, staff from the Science Directorate and Science Public Policy Office visit with division executive committees to exchange updates on activities and to hear about concerns and current issues. A theme echoed at almost every meeting is that we would all like to work more closely on scientific issues. There are plenty of these—funding, IRB regulations, dissemination of research findings, public perception of science, attracting students, and so on. Although we publicize activities broadly in both electronic and print forms, division members, the lifeblood of our organization and our work, often do not feel well informed about APA's efforts on behalf of science. We hope to help remedy that with this column, which we intend to be a regular feature from the science staff at APA to you. Our column will not be a list of activities. Rather, we will tell you about our current hot-button topics and substantive issues and invite your input, participation, and feedback.

The topic of this first column should be familiar to you: getting our colleagues and students to value and participate in service to psychological science—as reviewers for grants and manuscripts, as panelists for policy, funding and advocacy initiatives and programs, as spokespersons to policy makers and to the public, and as committee members, officers, and ad hoc participants in organized academic and professional activities. The Board of Scientific Affairs (BSA) began discussion of this issue at its last meeting. Their discussion was fueled by a concern that unless scientists actively engage in service to psychology as a discipline, then policies, regulations, and the very future of the field will be determined without input from the scientific community.

Why is service by scientists an issue and why is this an opportune time to address it? There are many answers to this question, all of which boil down to the plain fact that it is devilishly hard to get psychological scientists to agree to serve on boards, committees, workgroups, and other bodies that address policy and action at a discipline- or even subdiscipline-wide level. Such activities, as well as activities such as sitting on departmental or university committees or on the university's IRB or other oversight group are typically not valued and not rewarded.

We all know why—in the life of an academic researcher, research and teaching are high on the list, and service to the discipline or to the institution takes time away from these more heavily rewarded activities. These priorities at the individual level are mirrored at the institutional level—we frequently hear how little service activities are valued by those who hold salary, rank, and tenure decisions in their hands. Because of this seemingly rigid reward structure, we also hear that we are foolhardy to think that we can

change the scientific community's attitudes and commitment to service at the local and national level.

Well, foolhardy we may be, but we believe that the future of our science and discipline depends not only on producing good science but also on producing good leaders in our professional organizations and funding agencies. We need scientists who are willing to advocate for strong psychological science. We need scientists who are willing to take leadership roles in the institutions that regulate us, organize us, and fund us. We need scientists who are willing to bring their expertise and perspectives to organizations like APA.

So what can you do? BSA and the Science Directorate intend to begin dialog at several levels—with department chairs, with university administrators, and with individual scientists at all levels of seniority to explore opportunities for and barriers to service, and to explore strategies to create a culture in which service is more highly valued, especially among graduate students and new faculty. BSA also wants to have a dialog with you—division members and division leaders. We know there is variability across institutions in the extent and ways that service is valued and rewarded, and we want your help in culling practices from those institutions that do manage to make service a feasible and valued part of the academic research life.

This initiative was first discussed at convention at a breakfast meeting with BSA members and with several division presidents. The discussion focused both on ways to encourage scientist/academic division leaders to pursue leadership positions in APA (committees, boards, Council of Representatives, and APA Board of Directors), and ways to encourage division members to be more active in broader service to the scientific community. Those of you who do work with division or APA governance or with Science Directorate or Public Policy Office staff on substantive issues know that this is not an idle request. When we develop activities around research regulation and IRBs, animal care, testing and assessment, advocacy for funding, new research niches for graduate students, or mechanisms for educating the public about science, it is your input, concerns, and activities that determine the content. This service occurs when you respond to our requests for comment or expertise; it also occurs when you serve in APA governance—on boards, committees, Council.

How can service be increased? One can imagine many mechanisms. Service to the psychological community could be inculcated into graduate education as part of what it means to become a psychologist—but this will only be successful when faculty are, themselves, good role models and good mentors, providing expertise and spending time on committee and other service work. Service to the psychological community can be encouraged if you, the members of divisions that care about research and science, help in identifying, recruiting, cultivating, and promoting prospective candidates for governance—at all levels, in APA and in other organizations. What many fail to

realize is how important it is to be well represented throughout policy venues—where the actual decisions that affect research and researchers are forged. Becoming involved in this way is not a quick fix—it is a long-term project. For example, election to the APA Board of Directors, a group that is critical for charting APA's future, requires serving on Council first (not to mention getting known and being active in this body). The reluctance of the science/academic community to recruit and groom candidates for Council and APA boards and committees means that science is always underrepresented in these bodies. The few scientists who do service often wind up doing far more than their fair share.

It's not our intention to try to solve the problem in this column. We would like to alert you to the initiative, to get you to ask "what have I done for psychology lately," and to help BSA, the Science Directorate, the Science Public Policy Office, and the rest of the science community collectively to think about encouraging service to advance the field. Please send your comments and your feedback to us at science@apa.org.

APA Science Policy Highlights Value of Research to Military Operations

Heather Kelly
APA Public Policy Office

Dianne Maranto
APA Science Directorate

APA Science Advocacy Training Workshop Focused on Military Research

APA's Public Policy Office convened its 11th annual Science Advocacy Training Workshop at the end of September, bringing in 14 distinguished researchers to focus on "Psychological Science and the Military." Following intensive training in federal legislative process and effective communication with Congress and the media, the psychologists talked with Susan Chipman, PhD from the Office of Naval Research. The group developed a briefing sheet on behavioral science funding within the Department of Defense (highlighting substantial cuts to this program in Fiscal Year 2004), which they used while advocating for increased support in Fiscal Year 2005 during meetings with their congressional delegations on Capitol Hill.

Scientists with expertise including I-O psychology, human factors, and psychobiology, were James Callan (Pacific Science & Engineering, Inc.), **Janis Cannon-Bowers** (University of Central Florida), Nancy Cooke (Arizona State University), **William Howell** (Arizona State and Rice Universities), Dennis Kowal (IDA), **Gerald Krueger** (Wexford Group International), Sandra Marshall (San Diego State University), **Kevin Murphy** (Pennsylvania State University), Michael Paley (Aptima, Inc.), **Elaine Pulakos** (Personnel Decisions Research Institutes, Inc.), **Karlene Roberts** (University of California, Berkeley), **William Strickland** (Human Resources Research Organization), Jennifer Vendemia (University of South Carolina), and **Stephen Zaccaro** (George Mason University).

Bill Howell (left) moderated presentations at the briefing; Howard Weiss (right) presented military families research

APA Science Cosponsored Congressional Briefing
with Senator John McCain

In conjunction with the Science Advocacy Training Workshop, APA co-sponsored a congressional briefing on September 29th with the office of Senator John McCain (R-AZ) titled "Psychological Science in Support of the

Kevin Murphy dons chemical protective suit, demonstrating one of the products human factors psychologist Gerald Krueger presented

Soldier." In his roles as chairman of the Senate's Commerce, Science and Transportation Committee, member of the Armed Services Committee, and former Naval officer and POW, Senator McCain is a strong supporter of defense research on Capitol Hill. His staff provided the Commerce Committee hearing room for the briefing, which was designed to educate congressional defense staffers on the vital contributions of psychological research to our military and national defense. Three APA members, Gerald Krueger (Wexford Group International), Robert Roland (Industrial College of the Armed Forces, National Defense University), and **Howard Weiss** (Purdue University's Military Family Research Institute) presented research on human factors issues in designing infantry suits, operational research on prisoners of war, and military family issues related to service member recruitment and retention. William Howell (Arizona State and Rice Universities, former chief scientist for human resources for the U.S. Air Force, and former APA executive director for science) moderated the panel and offered a vision for future human-centered research within the military.

Psychologists who participated in the science advocacy workshop for Hill visits in support of funding for psychological research.

SIOP MEMBERS IN THE NEWS

Clif Boutelle

It seems SIOP members are being called upon more and more to provide their expertise for news stories about work-related issues. (We have no scientific evidence of that, just our "gut-feeling" from working with reporters and seeing their stories.) We do know that reporters are becoming more aware of I-O and that many of them consider SIOP members to be excellent resources. That's based upon frequent contact with reporters—many of them repeat callers.

The increased exposure is the result of SIOP members willing to take the time to talk with media representatives. That willingness is greatly aiding efforts to increase the visibility of I-O.

When talking with reporters, SIOP members are encouraged to identify themselves as I-O psychologists and use the occasion to promote the profession. There is still a tendency on the part of the media to identify their sources only by title and not mention I-O. But that will slowly happen.

Gaining media attention is not a short dash or a one-shot deal, but rather it is often like a long run in which relationships are built over time, paying off as reporters learn more about I-O and the expertise that SIOP members possess.

Following are some of the press mentions that have occurred during recent months:

Joel Widzer of JlwConsulting in Tustin, CA was included in a Nov. 9 *Boston Globe* article about back-in-the-office stress that road warriors often encounter following business trips. Widzer, who works with companies on travel issues, said "One of the most stressful points of any business trip is returning to the office." He cited a 1997 study that found that employees who travel the most—four or more times a year overseas for extended stays—seek mental-health therapy three times more often than their stay-at-home counterparts.

Robert Hogan of Hogan Assessment Systems in Tulsa, OK and **Paul Babiak** of HRBackOffice in Hopewell Jct., NY were contributors to an article on psychological testing in the November issue of *Business 2.0*. Hogan said that, based upon the personality tests he has administered the past 3 decades, at least 55% of managers in American corporations are unfit for their jobs. Web-based tests that screen corporate executives are surging in popularity, the article claims, and can be traced to the recent wave of financial scandals.

The article also references a B-Scan test designed by Babiak and a colleague that will make its debut early next year. The test can indicate if an executive is a subcriminal psychopath. Babiak notes that subcriminal psychopaths tend to show up more in management ranks than elsewhere in companies.

Several SIOP members were interviewed for an October 30 *ABC News* story on psychological testing. **Ann Marie Ryan**, professor of psychology at Michigan State University and past SIOP president, cautioned that companies

must exercise great care in selecting appropriate tests. Not every test is useful in predicting job performance, she said. **Frank Schmidt**, a professor of human resources at the University of Iowa's Henry B. Tippie College of Business, attributed the rise in testing to a more competitive economy and more research showing the results of such tests are not biased against any particular demographic group. **Richard Jeanneret** of Jeanneret & Associates in Houston noted that measuring the personalities of workers have gained more importance in the workplace in recent years. "We used to focus more on cognitive skills," he said. Robert Hogan of Hogan Assessment Systems in Tulsa, OK said tests are developed to explore a person's "bright side, dark side, and inside. Testing is necessary because the right questions can reveal qualities that an interviewer might not uncover in a job interview."

Bryanne Cordeiro, a doctoral candidate at Penn State, was a co-researcher of a study that found that men who take time off for family are generally regarded more negatively in the workplace than women who take family leave. The research report has appeared in several media, including the October 28 *San Jose Business Journal*.

For an October 27 *Time* magazine article on educational testing and the promising development of a new test to augment the SAT, **Wayne Camara**, vice-president of research for the College Board, which produces the SAT, noted that the ability to predict college performance from a test—any test—hasn't improved much in the past 50 years. One potential problem is that students may be tempted to bluff their answers—a problem that employer-administered personality tests have. **Linda Gottfredson**, education professor at the University of Delaware, said that solving math problems cannot be faked, but "You can fake conscientiousness."

Ben Dattner of Dattner Consulting in New York City, contributed to an October 22 *Chicago Tribune* article about desperate job hunters who jump at the first offer, which can, in the long run, lead to career setbacks. "Interviewers can smell fear (in a candidate), so it's important to present yourself as a good strategic fit even for a transition job. And don't be too eager to ask about money and benefits. That can signal an interviewer that you are motivated only by your own shaky situation," he added.

Also, for a story in the November issue of *HR Magazine* on how companies can best communicate with employees during a cost-cutting process, Dattner said that providing false assurances to employees about the company's financial health while simultaneously asking for their help in cost cutting usually does more harm than good. "Management's messages must be credible during economic slowdowns," he said.

Dattner also contributed to various news reports in *The Washington Post* (October 18), Newsday.com (October 23), the October issue of *Entrepreneur* magazine, and *The Wall Street Journal* (October 28).

Richard Davis, director of organizational development at CPI/Hazell and Associates in Toronto, wrote an October 3 article for the Toronto *Globe and Mail* about executive integration. "Research indicates that approximately 40 percent of external senior executive hires are unsuccessful," he says. Davis provides a detailed process, focusing on properly integrating the new executive into the corporate culture (something that many companies ignore) so that the new person will be successful. "Integration should be treated as a process, not as an event. Successful integration happens over time," he added.

The September issue of *HR Magazine* features a profile on **Fred Frank**, CEO of TalentKeepers in Maitland, FL. The article focuses on his long history of innovation, including one of the earliest (the 1980s) applications of computer technology in assessment centers. His current company specializes in teaching managers the keys to employee retention.

Relationships of workplace "couples"—non-married coworkers who work closely together—were the subject of September 24 *Wall Street Journal* "Cubicle Culture" column, and **Lilli Friedland**, a consultant with Executive Advisors in Los Angeles, and **Dory Hollander**, president of WiseWorkplaces in Arlington, Va., were called upon for their expertise. Friedland says that problems among colleagues include mounting resentments, poor communication, or "growing apart." "I have to teach them how to grow together." Hollander adds male–female relationships differ from same-sex workplace friendships in that "we're sort of wired in our male–female relationships to take on supportive roles, as opposed to same-sex relationships which tend to be more dominative or competitive."

The September issue of *The Talent Economy* quotes **Jonathan Canger**, vice-president of research and development at Human Resource Management Center in Tampa, FL, about how employment statistics can be used as a signal as to whether the economy is improving. He says it is only one factor and that employment growth must be looked at carefully before making any declarations about economic health.

A front-page story in the September 9 *USA Today* called upon **Ken Siegel**, president of Impact Group Inc. of Beverly Hills, CA, and **Tom Lee**, professor of human resource management at the University of Washington, for their expertise. The story dealt with the growing importance of "B players:" those workers in the solid middle and who are neither "A players" or weak workers. They comprise the largest percentage of the workforce and a company's long-term success often rests with them. Siegel said that top executives too often focus only on those executives they consider promising. Lee noted that B players are devoted to their jobs as well as their communities. They have different motivations than the driven A players and represent solid assets to their organizations.

Job stress and burnout was the subject of September 1 story on MSNBC.com by senior writer Jane Weaver, which featured comments from

Ronald Downey, a professor of I-O psychology at Kansas State University. Layoffs and long hours are taking their toll on workers' family lives, productivity, and health. "Households with two working parents or single parent are especially vulnerable to burnout from work overload," said Downey.

A study conducted by **Cheri Ostroff**, a professor of psychology at Columbia University Teachers College, and **Leanne Atwater**, a professor of management at Arizona State University West, received widespread national media coverage in August and September. The study suggests that managers who work with women earn less than men in similar circumstances. It addition, their research showed that the average age of workers under a manager can affect his or her pay. The further that average is from 40—younger or older—the less money the manager is likely to earn. Their study appeared in *The Dallas Morning News*, *The Denver Post*, *The Miami Herald*, *The Washington Times,* and MSNBC as well as other media.

Virginia Huber, a professor of management and organization at the University of Washington, was interviewed August 22 on NPR's *All Things Considered*. She discussed the use of puzzle problems to examine critical thinking skills of job applicants by the Microsoft Corporation.

Paul Mastrangelo of Genesee Survey Services Inc. in Rochester, NY was interviewed for an August 19 story on Workopolis.com, Canada's largest jobs Web site. The story was based on a presentation at the American Psychological Association conference in Toronto. He noted that research shows between 80–85% of employees use their work computers for personal use. "However, that's not all bad," he said. Sometimes nonproductive use of the computer, such as doing online banking, can lead to productivity later because it saves the worker the time spent leaving the office to pay bills. Mastrangelo said that fewer than 10% of workers use their computers counterproductively.

John Aiello, a professor of psychology at Rutgers University, and Dory Hollander, president of WiseWorkplaces in Arlington, Va., added their thoughts to an Aug. 18 story in the *Raleigh News and Observer* about how employees feel when others use their desk. Having one's own desk creates a sense of comfort and control for workers; sharing this space often causes tension between employees, stokes insecurities and affects production. It may seem a trivial issue, they admit, but desk sharing can cause office problems.

A story in the August 14 issue of *The Daytona Beach News Journal* about the use of incentives to encourage workers to improve their performance quoted **Robert Hirschfeld**, a professor of management at the University of Georgia, who has researched the impact of incentives. He warns handing out prizes is no simple task because the practice can backfire. "Ideally," he says, "employers should find workers who like their jobs regardless of the perks."

A story in the August 11 *Crain's Chicago Business* cites **Jennifer Thompson's** take on a workplace trend of people with dual careers. The director of the industrial psychology program at the Chicago School of Pro-

fessional Psychology, Thompson notes that dual careerists "are individuals with a variety of interests or passions and a two-track career allows them to pursue more of those passions."

Workers, hassled from their morning commute, are not the most pleasant of coworkers; in fact, they can be abusive and disruptive in the workplace, according to a study conducted by **David Van Rooy** of Florida International University that was reported in the August 7 edition of *USA Today*. It's not the distance of the commute, rather it's the congestion that makes people testy. He measured drivers' anxiety levels when they had 6-mile or 18-mile commutes in light or heavy traffic. "The more congested the road and the longer heavy traffic lasted, the more depressed, anxious, and frustrated people became," he said.

Bowling Green State University associate professor of psychology **Steve Jex** was quoted in a *Psychology Today* (May/June issue) story about workplace justice. The article cited a study from Finland noting that workplaces rated as having low justice correlated with higher percentages of employees taking sick leave. Jex said research shows that employees' health is adversely affected by workplace bullying and psychological violence. "Organizations are getting more harsh, what with layoffs and people being escorted off the premises."

SIOP members are encouraged to let us know when they have been quoted or contributed to a newspaper or magazine story or have been interviewed on radio and television about a workplace issue. Or, if you know of a SIOP colleague who has been mentioned in a news story, please let us know.

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

Announcing New SIOP Members

Michele E. A. Jayne
Ford Motor Company

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 17, 2003.

Sean Allen
TMP/Hudson HR Consulting
Westerville OH
sean.allen@hhgroup.com

Margarita Almonte-Murphy
Metro North Railroad
White Plains NY
Almontem@aol.com

Annamaria Anthony
Healthy Steps
Imperial Beach CA
aanthony@cox.net

Janice Bajor
Madonna Univ/Oakland Comm Colg
Royal Oak MI
janicebajor@earthlink.net

Todd Baker
Human Performance Systems, Inc.
Alburtis PA
hpstbaker@erols.com

Aletta Barnard
IBM
Smyrna GA
aletta@us.ibm.com

Michelle Bauman
Associated Electric Cooperative, Inc.
Springfield MO
mbauman@AECI.org

Jeffrey Beaubien
American Institutes for Research
Alexandria VA
jbeaubien@air.org

Richard Best
Univ of Texas Health Science
Center-San Antonio
San Antonio TX
rbest@verdict.uthscsa.edu

Dennison Bhola
Lincoln NE
dbhola@neb.rr.com

Mark Bing
Naval Submarine Medical Rsrch Lab
Norwich CT
markbing@sbcglobal.net

Ann-Renee Blais
Defence R&D Canada
Toronto ON Canada
Ann-Renee.Blais@drdc-rddc.gc.ca

Patrick Bosworth
Right Management Consultants
Mesa AZ
pat.bosworth@right.com

Christina Brandt
Charles Blockett, Jr. & Associates
Bath MI
brandtchr@aol.com

Dana Broach
FAA
Norman OK
dana.broach@faa.gov

Brad Chambers
Personnel Decisions Research Insts.
Arlington VA
brad.chambers@pdri.com

Bennett Cherry
Calif State Univ-San Marcos
San Marcos CA
bcherry@csusm.edu

Mubeena Chitalwalla
Dubai United Arab Emirates
mchita1@pride.hofstra.edu

Richard Cober
Transformation Systems, Inc.
Alexandria VA
rich@we-transform.com

Alana Cober
Transportation Security Admin
Alexandria VA
alana.cober@dhs.gov

Claudia Cogliser
Univ of Oklahoma
Norman OK
cogliser@ou.edu

Christopher Croner
Witmer & Associates
Oak Park IL
chrisjcroner@yahoo.com

Amy Daniels
Daniels Consulting Group LLC
Chicago IL
adaniels@danielsconsultinggroup.
com

Nancy Davis
Chicago School of Professional
Psychology
Chicago IL
ndavis@consulting-dynamics.com

Nancy Day
Univ of Missouri-Kansas City
Weston MO
dayn@umkc.edu

Celeste Derecho
Massachusetts Rehabilitation Comm
Sudbury MA
cderecho@comcast.net

Alicia Diaz
Self-employed
Fayetteville GA
aliciaadiaz@yahoo.com

Nelson Diaz-Mora
Rigel Consultores C.A.
Caracas DF Venezuela
rigelcon@telcel.net.ve

Erich Dierdorff
DePaul University
Chicago IL
ec_dierdorff@msn.com

Terrance Donnelly
M. D. Anderson Cancer Center
Houston TX
mdonnel@mdanderson.org

Lisa Earls
BBI International
Grand Forks ND
lisa@bbiethanol.com

Marylene Gagne
Concordia Univ
Montreal QC Canada
mgagne@jmsb.concordia.ca

Amy Gershenoff
Russell Reynolds Associates
Atlanta GA
agershenoff@russellreynolds.com

Amy Hakim
Office Depot
Boca Raton FL
ahakim@officedepot.com

Mary Ann Hannigan
DTE Energy
Troy MI
hanniganm@dteenergy.com

David Hatch
Center for Leadership Solutions
Provo UT
david.hatch@thomson.com

Ida Hernandez
Arrowhead Regional Medical Ctr
Rialto CA
dridapsych@msn.com

Edward Hester
Hester Evaluation Systems, Inc.
Topeka KS
hester@inlandnet.net

Sarah Hezlett
Univ of Illinois HRE Dept
Champaign IL
shezlett@uiuc.edu

Robert Hitlan
University of Northern Iowa
Cedar Falls IA
rob.hitlan@uni.edu

Amy Holtzman
American Institutes for Research
Washington DC
aholtzman@air.org

Louis Jourdan
Clayton College and State Univ
Mableton GA
louisjourdan@mail.clayton.edu

John Kantor
California School of Org Studies
San Diego CA
jkantor@alliant.edu

Nicole Kierein
U.S. Office of Personnel Mgmt
Potomac MD
nkierein@hotmail.com

Jennifer Kisamore
University of Oklahoma
Tulsa OK
jkisamore@ou.edu

Jill Kmet
Furstperson, Inc.
Chicago IL
jillelise.kmet@att.net

Brad Kruse
Qwest Communications
Denver CO
bkruse@qwest.com

Sarah Laborde
Kelsey-Seybold Clinic
Houston TX
sarah@laborde.net

Roxanne Laczo
Best Buy
Minneapolis MN
roxanne.laczo@bestbuy.com

Christelle LaPolice
PDRI
Washington DC
christelle.lapolice@pdri.com

Kaiguang Liang
C&D Management Consulting Co.
Shanghai China
carl.liang@cndgroup.com

Greg Loviscky
SHL USA, Inc.
State College PA
greg.loviscky@shlgroup.com

Kimberly Lukaszewski
State Univ of New York-New Paltz
Kingston NY
kimluke@msn.com

Patrick Lynch
North Star Leadership Group
Glendale AZ
patricklynchphd@hotmail.com

Janet Mantler
Carleton University
Ottawa ON Canada
janet_mantler@carleton.ca

Alyson Margulies
McDonald's Corporation
Chicago IL
alyson.margulies@mcd.com

James Martin
University of Missouri Rolla
Rolla MO
martinjh@umr.edu

Rosemary Maxwell-Lynch
Self-employed
Oakland CA
rosemary@maxwelllynch.com

Kerry Moechnig
Gantz Wiley Research
Minneapolis MN
kmoechnig@gantzwiley.com

Silvia Moscoso Ruibal
Univ of Santiago de Compostela
Santiago de Compostela Spain
pssilvia@usc.es

Melinda Moye
John Deere
Moline IL
MoyeMelinda@JohnDeere.com

R. David Mulligan
ISI
Allentown PA
iservice@fast.net

Troy Mumford
Utah State University
Logan UT
tmumford@b202.usu.edu

Steven Murphy
Carleton University
Ottawa ON Canada
murphy@sprott.carleton.ca

Linda O'Hara
California State Univ-Long Beach
Long Beach CA
lohara@csulb.edu

Andrea Olson
College of St. Catherine
St. Paul MN
andreamolson@stkate.edu

Mathian (Mat) Osicki
IBM Corporation
Astoria NY
mosicki@us.ibm.com

Emilia Pasanen
Nokia Corporation
Helsinki Finland
emilia.pasanen@nokia.com

Lisa Penney
Personnel Decisions Research Insts
Tampa FL
lpenney@luna.cas.usf.edu

Isabel Perez
US Dept of Labor
Centreville VA
perezi582@aol.com

Lorena Perez-Floriano
ITAM School of Business
Mexico D.F. Mexico
lorenape@itam.mx

Suzanne Peterson
Miami University
Oxford OH
peterssj@muohio.edu

Ludmila Praslova
George Fox University
Newberg OR
lpraslov@georgefox.edu

Joel Quintela
Performance Assessment Network
Irving TX
joel@pantesting.com

Palma Robinson
Palma Robinson & Associates
Oakville ON Canada
palma@robinsonassociates.ca

Jan Salisbury
Boise ID

David Sanchez
Las Vegas Valley Water District
Henderson NV
sanchez918@msn.com

Angeli Santos
Univ of Nottingham
Nottingham UK
angelisantos@yahoo.com

Heinz Schuler
Univ of Hohenheim, Stuttgart
Stuttgart Germany
schuler@uni-hohenheim.de

Charlotte Shelton
Rockhurst University
Kansas City MO
cshelton@rockhurst.edu

J. Goosby Smith
Pepperdine University
Malibu CA
jsmith2@pepperdine.edu

Sabine Sonnentag
Univ of Braunschweig
38092 Braunschweig Germany
s.sonnentag@tu-bs.de

Christiane Spitzmueller
Univ of Houston
Houston TX
christiane.spitzmueller@mail.uh.edu

Brigitte Steinheider
Univ of Oklahoma Tulsa
Tulsa OK
bsteinheider@ou.edu

Kelly Switzer
Performance Assessment Network
Indianapolis IN
kcswitzer@yahoo.com

David Yudis
Disney Consumer Products
Stevenson Ranch CA
david.yudis@disney.com

Michael Zottoli
Nationwide Insurance
Lewis Center OH
zottoli.1@osu.edu

Welcome!

25th IOOB Graduate Student Conference

Attention all Students
IOOB 2004
For Grad Students, by Grad Students

March 12-14, 2004
Tulsa, Oklahoma

*For more information, visit us at www.ioob2004.org
or e-mail us at ioob2004@hotmail.com.*

SIOP Annual Conference 2004

Sheraton Chicago Hotel and Towers
Chicago, Illinois

April 2-4, 2003
Preconference Workshops and
Special Events April 1

Welcome from the Conference Chairs

Jeff McHenry
Microsoft Corporation

Donald Truxillo
Portland State University

Welcome to the 19th Annual SIOP Conference and workshops! Chicago is a special place for SIOP. It was the location of our first conference in 1986, planned by a group of visionary SIOP leaders who believed that they could create an outstanding program and event for our members—and then hoped desperately that a few hundred people would show up! The first conference was a tremendous success—a great program, a great gathering of excited members, and a great city for partying and celebrating. I'm sure those visionaries had high hopes for the future of the SIOP conference. But I also suspect very few of them envisioned that the conference would grow as it has, not just in terms of attendance, but also in terms of quality and in terms of the diversity of sessions and activities offered at the conference.

For 2004, you'll see that we once again have a strong line-up of conference activities—outstanding preconference workshops, an extremely strong program with many more interactive sessions and special events, fantastic tutorials, and numerous opportunities to network and connect with friends. As you read through this publication, you'll find articles that provide a more in-depth description of all of our major conference activities. But I do want to direct your attention to a few special highlights.

The Continuing Education & Workshops Committee headed by Luis Parra has prepared 12 exceptional preconference workshops for Chicago. These professional development opportunities have been planned with the generous input and feedback from many of you and are being carefully designed to bring you the most up-to-date thinking and practice in our discipline. Please note the article listing the extraordinary panel of nationally and internationally recognized experts—both from inside and outside the field of I-O—who will be leading this year's workshops. Be sure to register early to ensure your first choice: You won't want to miss these!

We have a great program planned for Chicago, thanks to Rob Ployhart and the many, many volunteers working with him on the Program Committee. There will be many great symposia, panel discussions, roundtables, and invited addresses. In response to your feedback, we've increased the space allocated to posters to make poster conversations easier and richer. We also have several new and exciting session formats. These include:

- A set of interrelated sessions advancing the science and practice of emergency response, public safety, occupational health, and related topics on Sunday.
- An Identity/Visibility session, where the "customers" of our science and practice will describe how they perceive SIOP's role in the world of business (and how we can enhance our visibility).
- A series of gatherings called a "Community of Interests." These are informal, 50-minute get-togethers focused on a particular topic. SIOP members can come and go as they like, and chat with others conducting similar research projects or working on similar practical projects.
- We are expanding the number of interactive poster sessions to run throughout the conference.

Note that the conference will run through mid-day Sunday, with some very strong sessions planned for Sunday morning.

Lisa Finkelstein and team have arranged a great line-up of tutorials for Sunday morning. The tutorials present a terrific opportunity to drill deep into some hot research and methodology topics. These sessions have been a very popular addition to the program during the past few years, with content that will be rich for those working in both academic and practitioner settings.

Karen Barbera and Irene Sasaki will manage the Conference Placement Center for the 2004 conference. The Placement Center will once again operate completely online. Those who register with the Placement Center will have access to resumés and job descriptions on the Web site before, during, and after the conference. As we did in Orlando, computers and printers will be available on-site to use to search for jobs and candidates. These resources are limited to Placement Center users only. An interview room will also be available again in Chicago. If you're in the market for a new job or looking for candidates to fill your opening, register for the Placement Center early!

Alyson Margulies has arranged for us to have a tour of McDonald's world-renowned Hamburger University training facility. Located at McDonald's corporate headquarters in Oak Brook, Illinois, Hamburger University has become the destination for McDonald's employees around the world to learn about quality, service, cleanliness and value—the core principles of McDonald's. In addition, training that is taught all over the world originates from Hamburger University's field implementation and design departments. Come join us for a day at McDonald's Hamburger University to learn about:

- The history of Hamburger University (HU)
- How the HU curriculum is determined
- How McDonald's recruits and trains instructors
- How training is implemented in the regions

For those of you who intend to eat your way through Chicago but don't want to return home five pounds heavier, you'll want to participate in the annual SIOP Fun Run. Former Chicago residents and longtime running enthusiasts Pat and Paul Sackett are planning this year's 5K race. Participants will be rewarded with refreshments, a classic SIOP souvenir T-shirt, and the knowledge that they've done something truly virtuous in the midst of this year's conference.

One other special event we have planned for this year's conference is a Saturday workshop for high school psychology teachers in the Chicago area introducing them to I-O psychology and providing them with ideas for integrating I-O psychology into their curriculum. This event is funded by the SIOP Foundation and is by invitation only. Please help greet and welcome these teachers during the conference on Saturday and answer any questions they may have about I-O psychology.

Elsewhere in this announcement, there's more detail about the workshops, the tutorials, the Placement Center, and the fun run. Read up and get registered!

Last but not least, we'd like to offer our thanks to all the people involved in helping to ensure that our conference in Chicago will be a rousing success. Lee Hakel and our top-notch Administrative Office staff do the lion's share of planning for conference logistics and ensuring that the facilities are up to our demanding standards. There is no team more conscientious than Lee and her staff. Another group that contributes richly to our conference is our exhibitors and sponsors. Our exhibitors help us stay current on the latest trends in I-O theory and practice, and both our exhibitors and sponsors provide generous financial support for the conference. Finally, we'd like to thank and recognize all of you, our SIOP members, who volunteer your time and participation in the conference. Member involvement is the key to the success of any professional conference, and no professional society gets more support from its members than SIOP. Members plan workshops, review conference submissions, organize the Placement Center, and manage special events like the tour and the fun run. And of course the rich content of the workshops and conference sessions, including tutorials, is provided almost exclusively by members. We have a record number of volunteers involved in planning and running this year's conference and a record number of submissions for conference sessions. All of this volunteer work and support helps ensure that the conference is well tailored to our membership. Thanks to the hundreds of volunteers and the thousands of volunteer hours invested, the 2004 SIOP Conference will be another great event!

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

Reminders

Conference registration: You have two registration options. First, you can register online. All of you who have supplied an e-mail address to SIOP will receive instructions from the SIOP Administrative Office when the registration site comes online. Alternately, you can fill in the registration form in this publication and send it with your registration payment to the Administrative Office. Be sure to indicate which conference activities you'll be participating in—the conference itself, workshops, the preconference tour, Placement, the fun run, and the Sunday tutorials.

Conference registrants who cancel their registration on or before March 10, 2004, will receive a refund of the conference registration fee, less a $60.00 administrative fee. Please refer to SIOP's Cancellation Policy for Workshops and Cancellation Policy for Tutorials in the workshop and tutorial articles in this publication.

Hotel reservations: Chicago will be a popular location for our conference. We are once again expecting 3,000 conference attendees. So please be sure to make your hotel reservations as soon as you decide to attend the conference. We will be holding conference sessions only in our conference headquarters hotel, the Sheraton Chicago Hotel & Towers. We also have rooms blocked for conference attendees at the Embassy Suites, which is just one block away.

We know you have many hotel options in Chicago. We'd like to encourage you to stay in one of the hotels where we have rooms blocked. We've negotiated very competitive rates at these hotels, you'll find them very convenient for participating in conference events, and you'll be right in the heart of downtown Chicago dining, shopping, and nightlife. In a *TIP* article, Donald explains more about why we think the conference hotels are a great deal and how your decision to stay at a conference hotel benefits SIOP.

We'll maintain up-to-date information about hotel room availability on our SIOP Web site at http://www.siop.org/Conferences/04Con/HOTELINFO.htm.

Travel: SIOP's official airline carrier is American Airlines. **Call American Airlines Meeting Services at 1-800-433-1790 with Discount Code 9534AH.** See page 201 for more information.

There are a variety of transportation options from Chicago O'Hare Airport to downtown Chicago. Taxis will cost $35–40 one way, while shuttles will be about half that cost. You can also take the CTA blue line train from O'Hare to downtown Chicago for $1.50, although the Sheraton and Embassy Suites are both close to a mile from the nearest blue line station. Complete information about ground transportation options is available at http://www.ohare.com/ohare/ground_transport/ground.shtm. See page 201 for more information, including transportation details for those traveling from Midway Airport.

Chicago nightlife: Chicago offers world-class entertainment and dining—great restaurants, great theatre, great comedy, great music, and rumor

has it there's even great shopping. Excellen;t online city guides are available from the *Chicago Tribune* (http://metromix.chicagotribune.com/), Citysearch (http://chicago.citysearch.com/), and Digital City (http://www.digitalcity.com/chicago/) to help you plan your evening's activities. In addition, the online guide from Center Stage offers up-to-date information about arts and entertainment in Chicago (http://centerstage.net/).

Conference information: The SIOP Web site will be updated frequently with conference information, hotel information, and links to other sites of interest. Be sure to check http://www.siop.org/Conferences/Confer.htm regularly for conference news and updates. If you have questions that are not answered on the Web site or in this issue, look on page 202 for the names and contact information of people who can be of help. Please feel free to contact either of us at jmchenry@microsoft.com or truxillod@pdx.edu.

We look forward to seeing you in Chicago!

Some Hints to Help With Online Registration

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

Hotel Information

The conference hotel is the Sheraton Chicago Hotel & Towers. Because early press deadlines make it impossible to know the availability of the rooms at the time you read this, SIOP will continually update the hotel information on www.siop.org. If the hotel is sold out, please check the SIOP Web site for additional information. If you have problems booking a room, please call the SIOP Administrative Office.

Sheraton Chicago Hotel & Towers
301 East North Water Street, Chicago, IL 60611
Phone: (312) 464-1000 or (877) 242-2558 Fax: (312) 464-9140
http://www.sheratonchicago.com
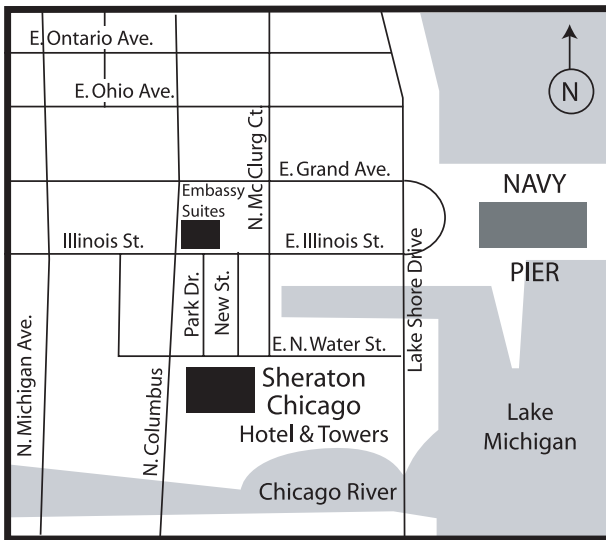
Additional Hotels With Rooms Blocked for SIOP 2004 Participants

All of the conference program will be held at the Sheraton Chicago Hotel & Towers, but additional sleeping rooms have been blocked at the following hotel:

Embassy Suites Hotel Chicago Downtown-Lakefront
511 North Columbus Drive, Chicago IL 60611-5591
Phone: (312) 836-5900 or (888) 903-8884 (reservations) Fax: (312) 836-5901
http://www.chicagoembassy.com

Wanted: Student Volunteers for SIOP 2004 Conference in Chicago

S. Douglas Pugh
University of North Carolina at Charlotte

Graduate Student Affiliates of SIOP wishing to volunteer to assist with the SIOP 2004 conference in Chicago must do so when they register online for the conference. Students not registering online will need to attach a note to their faxed or mailed registration form indicating a wish to volunteer. Last year, more than 80 students were volunteers. In Chicago, 80 student volunteers will be needed, starting on Wednesday April 1 and running through Sunday morning. All volunteers will receive, upon completion of their 4-hour obligation, a token of appreciation in the form of a $60.00 prepaid Master-Card®. This card will be provided at the conference and can be used like an ordinary credit or debit card.

Each volunteer is obligated to serve a total of 4 hours, though it may be served in 2–3 different blocks of time. Volunteers assist in a variety of ways including running errands, assembling materials and signs, stuffing the conference bags, and serving as direction and information providers. Volunteers are selected based on the order that they register and their availability for a particular day and time. Doug Pugh (sdpugh@email.uncc.edu), volunteer coordinator, organizes the volunteers and will contact each selected volunteer a month before the conference by e-mail regarding their assignment and any additional information.

2004 SIOP Tour: Hamburger University

Alyson Margulies
McDonald's

This year, our annual preconference SIOP Tour (Thursday, April 1) will take us to McDonald's world-renowned Hamburger University.

McDonald's possesses one of the strongest corporate brands in the world. McDonald's is deservedly well-known for quality, service, cleanliness, and value—the McDonald's core principles. Hamburger University (HU) was founded in 1961 as the place where McDonald's employees and franchisees from around the world come to learn about the core principles. HU is a key element of McDonald's commitment to provide the best possible training and career-long learning opportunities, as they strive to achieve their vision of being recognized as the world's best developer of people.

Located in the Chicago suburb of Oak Brook, Hamburger University features a 130,000 square foot, state-of-the-art facility on the McDonald's Home Office Campus, with a faculty of 30 resident professors. More than 65,000 managers in McDonald's restaurants have graduated from HU. In addition, training that is taught all over the world originates from Hamburger University's field implementation and design departments. Because of McDonald's international scope, translators and electronic equipment enable professors to teach and communicate in 22 languages at one time. McDonald's also manages 10 international training centers, including Hamburger Universities in England, Japan, Germany, and Australia.

During our Tour visit to Hamburger University, we will learn about:
• The history of Hamburger University (HU)
• How the HU curriculum is determined
• How McDonald's recruits and trains instructors
• How training is implemented in the regions

The day will also include a continental breakfast, a tour of the world-class HU facility, and lunch at the Arches restaurant on the McDonald's campus.

The cost of the tour is $50. This includes bus transportation to and from HU, continental breakfast at HU, and lunch at the Arches. The bus will depart from the Chicago Sheraton at 7:15 a.m. and return at approximately 4:00 p.m.

The Hamburger University tour promises to be very popular. So be sure to register early!

The SIOP Pub Hub:
A Combined Book and Journal Exhibit

The Pub Hub will display (face out) copies of journals, periodicals, and books related to the science and practice of I-O psychology. You may send up to 20 copies of a brochure, which will be displayed at the exhibit. 3,000+ conference attendees will be able to examine your publication themselves.

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

Please consider placing your book, journal, or periodical at SIOP 2004. Payment is required at the time you make your reservation. Sorry, no refunds or returns of publications. The rate is low: 1 title is $125.00, 2 titles are $240.00, 3 titles are $360.00, 4 titles are $480.00, 5 titles are $600.00, and 6 titles are $720.00. Send two copies of each publication, and if you wish, up to 20 copies of your brochure before March 5th. SIOP reserves the right to reject unrelated publications.

Pub Hub Reservation Form

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

Contact's name: _____

Company: _____

Address: _____

_____

Phone: _____

Fax: _____

E-mail: _____

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

Complete title, including any subtitle

Author or editor's name and affiliation

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

A 25-word description of the publication

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

For books: year of publication and ISBN number

For periodicals: frequency of publication and ISSN number

Two copies of each book or periodical must reach the SIOP office by March 5, 2004.

New Session Format for SIOP 2004:
Community of Interests Sessions

Donald Truxillo
Rob Ployhart

We want to give everyone a heads-up about an exciting new session format at the 2004 SIOP conference in Chicago, the Community of Interests Session.

The purpose of these 50-minute sessions is to provide an informal opportunity for members with an interest in particular research or practice topics to connect with other likeminded people. Such connections could lead to research collaborations, professional connections, or just lively discussion.

There will be 16 Community of Interests sessions at the 2004 conference. Sessions will be held in the Exhibit Hall, and they will be unstructured—the point is to provide a venue for people to meet and get to know one another. The sessions will therefore be interactive and provide an opportunity to talk with others about a particular topic. If you are a practitioner looking for information about current research or practice, an academic seeking collaboration for research, or a graduate student wanting to get some feedback on a thesis topic, this is the place to do it! While seating and writing materials will be provided, there will be no facilitator.

The list of topics for this year's sessions are:
- Sexual Harassment
- Emerging Leadership Theories
- Multilevel Methods
- Situational Judgment Methods
- Emotions
- Diversity
- Counterproductive Work Behaviors
- Adaptability
- Team Performance
- Organizational Justice
- Occupational Health Psychology
- High-Tech Recruitment and Selection
- Individual Assessment
- Organizational Change/Change Management
- Cross-Cultural Issues in I-O
- Retirement

Look for session times in the conference program. If these sessions are successful, the plan is to add new topics in 2005.

SIOP Conference Placement Center: What You Need To Know

Karen M. Barbera
Personnel Research Associates

Irene A. Sasaki
The Dow Chemical Company

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

Key Features of This Year's Conference Placement Center

- The center is once again being run as a fully online process. Paper copies of the resumes and job postings will NOT be offered on site. It is to your advantage to register early and to conduct as much of your search as possible online prior to the conference.
- A bank of computers will be available in the Placement Center for searching the database. These will be offered on a first-come, first-served basis with time restrictions imposed if lines exist. It is recommended that you bring a laptop to the conference if you have one. The conference hotels have Internet access within the guest rooms.

Registration Process

The Conference Placement Center preregistration will be done online from the SIOP Web site. Some key facts:
- Job seekers and employers will enter/upload resumes and/or job descriptions into password-protected databases. You will be able to conduct keyword searches of the database enabling you to identify the jobs or job seekers that best fit your needs.
- You will have access to the appropriate database until **May 31, 2004** and will be able to search the database and print the relevant resumes or job descriptions.
- Bring the relevant resumes or job descriptions to the conference. Booklets containing resumes or job descriptions will NOT be provided at the conference. Only limited printing facilities will be available at the computer stations within the center, and restrictions on the amount of printing will be imposed.

- Private mailbox numbers will be e-mailed along with Placement Center registration confirmation.
- Resumes are limited to TWO (2) pages and job descriptions to FOUR (4) pages.
- If you are registering anonymously, click the appropriate box on the online registration form, and do not enter your resume or job description.
- It is to your advantage to register at least 2 weeks prior to the conference to allow job seekers/employers sufficient time to search the database and print out your postings/resumes.

Who May Register for Placement Services

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

Registration Costs

The registration fee for SIOP Student Affiliate job/internship seekers is $40.00, for SIOP member job/internship seekers $45.00, and for nonmember job/internship seekers $100.00. The employer registration fee is $135.00 and covers one or more positions. **No refunds will be given for cancellations.**

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

Helpful Information for Job Seekers

Visit the Conference Placement Center section of the SIOP Web site for information on using the Placement Center and enhancing your job search process. Useful tips on resume writing and interviewing are provided there that may be particularly helpful for new entry-to-market job seekers of applied positions. Tips and guidance on applying for positions in academia are also provided. See also the article in this issue of *TIP* on this same issue.

Job Seeker and Employer Information After the Conference

Access to the Web site to view job seeker and employer information will be available beginning 1 week after the conference to those interested in this option. The cost is $65.00 for access to the resumes and $40.00 for access to the job postings. Paper copies of the resumes and job postings are not available. Also remember that your access to the database extends through May 31, 2004.

Questions?

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

SIOP 2004 Expanded Tutorials

Lisa M. Finkelstein
Northern Illinois University

On behalf of SIOP and the Expanded Tutorials Subcommittee, I am pleased to announce the Fifth Annual Expanded Tutorial Sessions at the SIOP 2004 conference in Chicago. The goal of the Expanded Tutorials is to provide a more in-depth opportunity to explore an important area of research or a current methodological issue from a scholarly perspective. Thus, they are primarily academic in nature and address state-of-the-art research and theory from the perspective of top scholars.

The following tutorials are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 19th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Three (3) hours of continuing education (CE) credits are awarded for the participants in one (1) Expanded Tutorial.

If you have any questions, please contact me at lisaf@niu.edu or (815) 753-0439.

- **Duration:** Sessions are 3 hours long and you can earn 3 CE credits for attending.
- **Enrollment:** Enrollment for each session is limited to 40 individuals.
- **When:** Sunday, April 4, 9:00 a.m.–12:00 noon. The location will be at the conference site; the specific location will be provided in the conference program.
- **Cost:** Each Expanded Tutorial will cost $75.00 (U.S.).
- **Registration:** You must complete the Expanded Tutorials section of the general conference registration form (also available on the SIOP Web site) and include payment in your total.
- **Cancellation:** Tutorial fees canceled by March 10, 2004, will be refunded less a $25.00 (U.S.) administrative fee.

Topics and Presenters

Getting Your Hands Dirty: Academic and Applied Perspectives on Conducting Organizational Research. Elaine Pulakos, Personnel Decisions Research Institutes, and Ann Marie Ryan, Michigan State University. Coordinator: Susan White.

Work Motivation in the 21st Century: Mapping New Directions for Theory and Research. Ruth Kanfer, Georgia Institute of Technology. Coordinator: Gilad Chen.

Measurement Invariance: Conceptual and Data Analysis Issues. David Chan, National University of Singapore. Coordinator: Steve Scullen.

Using Conditional Reasoning in Organizational Research. Lawrence James and Michael McIntyre, University of Tennessee, and Jose Cortina, George Mason University. Coordinator: James LeBreton.

Tutorial 1

Getting Your Hands Dirty: Academic and Applied Perspectives on Conducting Organizational Research

Elaine Pulakos
Personnel Decisions Research Institutes

Ann Marie Ryan
Michigan State University

A defining test of many psychological theories is how they stand up in the "real world," and—for I-O psychology—the real world usually means organizational settings. Accordingly, studies conducted in these field settings are often seen as more credible than those conducted in lab settings. However, conducting research in organizational settings comes with many challenges. This tutorial will focus on overcoming these obstacles to effectively carry out research programs in organizational settings.

Drs. Pulakos and Ryan will share their wealth of personal experiences and "lessons learned" about conducting I-O research in organizational settings. Particular attention will be paid to the integration of applied consulting projects and research—both in terms of integrating research questions into ongoing projects as well as utilizing past projects as a source of data. This session will also discuss overcoming the obstacles that are often encountered with field studies (e.g., locating sites for field research, obtaining funding, obtaining buy-in). Participants will be actively involved in the tutorial through focused discussions and exercises, ensuring that topics of interest and concern to the participants are addressed.

Elaine Pulakos (PhD, Michigan State University) is vice-president and director of the Washington, DC office of Personnel Decisions Research Institutes. She is a fellow of APA and SIOP, and has served as SIOP president, member-at-large, secretary, and program chair. Her interests focus on the areas of staffing, performance management, and employee development, with recent work addressing the topic of adaptive performance. Dr. Pulakos has consulted with numerous public and private-sector organizations, crafting solutions and designing and implementing operational human resource systems to meet their specific needs.

Ann Marie Ryan (PhD, University of Illinois at Chicago) is currently a professor of I-O psychology at Michigan State University. Her primary research interests are in the areas of fairness in hiring practices, the use of

noncognitive selection tools, and practical application questions in employee attitude surveying. Ann Marie is currently serving as editor of *Personnel Psychology* and as past-president of SIOP.

Coordinator: Susan White, Personnel Decisions Research Institutes

Tutorial 2

Work Motivation in the 21st Century: Mapping New Directions for Theory and Research

Ruth Kanfer
Georgia Institute of Technology

Recent advances in psychological theory and changes in the workplace have spurred a major shift in the way that researchers conceptualize and study employee work motivation. Developments in personality, emotion, and cognition have refocused attention on the influence of nonability individual differences on work choices and goal striving. Economic, technological, and organizational changes have encouraged new research on the influence of sociocultural and environmental factors on motivation. Such research has focused on aspects of workplace behavior such as employee development, organizational citizenship, and organizational attachment. The emergence of new theories, paradigms, and organizational concerns provides a rich matrix for the study of work motivation in the coming decades. This tutorial will review progress over the past century, describe promising trends in theory development, and illustrate their potential for application to a variety of organizational issues.

Specific topics to be addressed in the tutorial are as follows: (a) the evolution of work motivation through the late part of the 20th century; (b) the rise of person-centered paradigms; (c) motivation in the context of engagement, (d) motivational approaches to workplace change, and (d) motivation over time. Examples of progress and enduring issues in each area will be discussed.

Ruth Kanfer is currently a professor of psychology in the School of Psychology at Georgia Institute of Technology. She received her PhD from Arizona State University, was a postdoctoral fellow and visiting professor at the University of Illinois, and served on the psychology and industrial relations faculty at the University of Minnesota prior to moving to Georgia Tech in 1997. Her research interests are in work motivation, nonability predictors of skill training and job performance, work transitions, and workforce aging. She is author of over 60 publications and two edited books, and has served on the editorial boards of industrial-organizational, applied, experimental, and social psychology journals. She is past division chair of the Organizational Behavior Division of the Academy of Management.

Coordinator: Gilad Chen, Georgia Institute of Technology

Tutorial 3

Measurement Invariance:
Conceptual and Data Analysis Issues

David Chan
National University of Singapore

In virtually all areas of I-O psychology, we often make direct comparisons between two or more groups of individuals (e.g., male vs. female, White vs. African American, supervisors vs. coworkers, Culture A vs. Culture B) in their responses to the same set of items/measures. On the basis of absolute differences in the scores on the measurement scale, substantive inferences are made about between-group differences in the level of the construct purportedly represented by the items/measures. The validity of these inferences is dependent on the often untested assumption that, across groups, the same items/measures are measuring the same construct and measuring it with the same precision. When this assumption of measurement invariance is in fact violated, absolute differences in scores between groups, and therefore inferences based on these differences, are likely to be misleading or not meaningful. Hence, measurement invariance is often a statistical hurdle that should be cleared before making direct between-groups comparisons of scores. On the other hand, measurement invariance or lack thereof may also reflect or represent substantive between-groups differences that are of theoretical interest.

This tutorial will introduce the conceptual and data analysis issues involved in measurement invariance. The focus is on the logic of measurement invariance although numerical examples using structural equation modeling will be presented to illustrate the various issues, including how tests of measurement invariance can be performed. Measurement invariance of responses over time may also be discussed.

David Chan (PhD, Michigan State University) is currently associate professor at the National University of Singapore and scientific advisor to the Center for Testing and Assessment in Singapore. He serves on the editorial boards for six journals. His research includes areas in personnel selection, longitudinal modeling, and adaptation to changes at work. He has received several scholarly awards including the Distinguished Early Career Contributions Award, the William Owens Scholarly Achievement Award, the Edwin Ghiselli Award for Innovative Research Design, the APA Dissertation Research Award, the Michigan State University Social Science College Award, and the Best Paper Award from the Human Resources Division of the Academy of Management. He has worked with several public and private organizations in Singapore and the United States on personnel selection and related projects. He is currently a consultant to the Prime Minister's Office

in Singapore, the Ministry of Community Development and Sports, the Singapore Police Force, and the Singapore Prison Service.

Coordinator: Steve Scullen, North Carolina State University

Tutorial 4

Using Conditional Reasoning in Organizational Research

Lawrence R. James and Michael D. McIntyre
University of Tennessee

Jose M. Cortina
George Mason University

During the last 15 years I-O psychologists have witnessed a rekindled interest in the use of personality variables in organizational research. Traditional measurement approaches rely on direct or introspective self-reports of personality variables or observational assessments collected via assessment centers or interviews. This tutorial will present an alternative approach to personality called Conditional Reasoning. This approach indirectly measures unconscious cognitive biases that individuals with different latent motives rely on to justify or rationalize their behavior. Conditional Reasoning tests assess these cognitive biases by engaging respondents in inductive problem-solving exercises. Simply stated, respondents with different motives pick different solutions to the Conditional Reasoning problems. This tutorial will introduce the theory underlying Conditional Reasoning and discuss the process of item development and validation.

Lawrence R. James received his PhD in I-O psychology from the University of Utah. He holds the Pilot Oil Chair of Excellence in Management and Industrial-Organizational Psychology at the University of Tennessee and is president of Innovative Assessment Technology. His research has contributed to areas such as personality theory and measurement, organizational climate, leadership, personnel selection, and research methods. Larry currently serves on the editorial boards of *Journal of Applied Psychology, Organizational Research Methods, Academy of Management Review, Human Performance,* and *Journal of Organizational Behavior.* He has spent the last 10 years developing and refining the conditional reasoning methodology for personality assessment. He has held a number of positions in Divisions 5 and 14 of APA and holds the status of Fellow in both divisions.

Michael D. McIntyre received his PhD in I-O psychology from the University of Tennessee (Knoxville). He works as a research assistant professor in the I-O psychology program at the University of Tennessee. Michael is also one of the founding partners of Innovative Assessment Technology, a company specializing in the development and validation of innovative

approaches to personality measurement. He has spent the last 10 years developing and refining conditional reasoning tests of personality.

Jose M. Cortina received his PhD in I-O psychology from Michigan State University. He works as an associate professor in the I-O psychology program at George Mason University. Jose currently serves on the editorial boards of four journals and is an associate editor of the *Journal of Applied Psychology*. He was honored by SIOP with the 2001 Ernest J. McCormick Award for Distinguished Early Career Contributions. Over the last 3 years he has worked on the development and validation of conditional reasoning tests designed to measure human adaptability.

Coordinator: James M. LeBreton, Wayne State University

SIOP Preconference Workshops:
What You Need to Know

Luis Parra
Mercer Human Resource Consulting

We are pleased to present the 2004 SIOP workshops. We anticipate that the workshops will fill up quickly, so register NOW to get the workshop of your choice! We operate on a first-come, first-served basis. On-site workshop registration is available ONLY if someone who has preregistered for a workshop fails to show up.

The following workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 19th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Seven (7) hours of continuing education credit are awarded for participation in two (2) half-day workshops.

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

Date and Schedule

The workshops take place on Thursday, April 1, 2004—the day before the regular program of the SIOP conference begins. More specifically:

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

How to Register

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

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

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

Cost

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

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

If Your Organization is Paying by Check…

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

Cancellation Policy for Workshops

If you must cancel your workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352-2645. Workshop fees (less a $60.00 administrative charge) will be refunded through February 29, 2004. A 50% refund will be granted between March 1, 2004 and March 10, 2004. No refunds will be granted after March 10, 2004. All refunds will be made based on the date when the written request is received at the Administrative Office.

Continuing Education and Workshop Committee

Luis F. Parra (Chair), Mercer Human Resource Consulting

Joan Brannick (Programming Coordinator), Brannick HR Connections

Bob Barnett, MDA Consulting Group

Mariangela Battista, Starwood Hotels & Resorts Worldwide, Inc.

Erika D'Egidio, Jeanneret & Associates, Inc.

Marcus Dickson, Wayne State University

Michelle Donovan, Intel Corporation

Eric Elder, Bank of America

Monica Hemingway, The Dow Chemical Company

Pete Hudson, Waste Management, Inc.

Ken Koves, Sprint

Kyle Lundby, Data Recognition Corporation

Gloria M. Pereira, University of Houston-Clear Lake

Patrick Powaser, Occidental Petroleum

Mickey Quiñones, University of Arizona

Wendy Richman-Hirsch, Mercer Human Resource Consulting

Susan W. Stang, Performance-Based Selection, Ltd.

General Conference Registration Form

☐ **Check if address below is a permanent change/correction.**

Address: _____

_____

_____

Name as you want it to appear on your badge *(Please print)*:

_____

E-mail: _____

Job/School Affiliation as you want it to appear on your badge:

_____

Phone: **(W)** _____ **(H)** _____

CONFERENCE REGISTRATION

			AMOUNT
☐ **SIOP member**	**$100**	**($125 on-site)**	
☐ **SIOP nonmember**	**$230**	**($275 on-site)**	
☐ **Student Affiliate***	**$60**	**($70 on-site)**	

***You must be a Student Affiliate of SIOP to get the $60 registration fee. Students who are not members need to pay the $230 nonmember registration fee.**

$ _____

Optional

WORKSHOPS–Please indicate your top six choices (in order of preference):

	Workshop #	Workshop Title
1st	_____	_____
2nd	_____	_____
3rd	_____	_____
4th	_____	_____
5th	_____	_____
6th	_____	_____

If your first six choices are unavailable, will you:
☐ Accept any open session.
☐ Request a refund of workshop fee.

WORKSHOP FEES: (Membership in SIOP will be checked.)
☐ **SIOP Member/Student Affiliate**   **$400**
☐ **Nonmember of SIOP**   **$600**

$ _____

EXPANDED TUTORIALS: SUNDAY, APRIL 4   **$75**
(Choose one)
☐ **Getting Your Hands Dirty**
☐ **Work Motivation in the 21st Century**
☐ **Measurement Invariance**
☐ **Using Conditional Reasoning in Organizational Research**

$ _____

CONFERENCE PLACEMENT CENTER: Anonymous Registration ☐ Yes ☐ No
☐ **Student Affiliate: Internship/Job Seeker**   **$40**
☐ **SIOP Member: Job Seeker**   **$45**
☐ **Nonmember: Internship/Job Seeker**   **$100**
☐ **Employer: All positions**   **$135**

$ _____

5K RACE ☐ $20 Quantity ___	T-shirt is included with cost of 5K Race.	Send entry form to Administrative Office by3/3/04	$ _____

TOUR* ☐ $50 Quantity ___	*Tour time conflicts with workshops. One person may not attend both	$ _____

SIOP 2004 T-SHIRT $12 Qty: S___ M___ L___ XL___ 2XL___	T-shirt is included with cost of 5K Race.	$ _____

PUB HUB   ☐ $125: one title   ☐ $240: 2 titles   ☐ $360: 3 titles   ☐ $480: 4 titles

☐ **$600: 5 titles   ☐ $720: 6 titles**   Send two copies of each book or periodical to Administrative Office by 3/5/04

$ _____

This credit card belongs to   ☐ myself   ☐ my employer

Charge my credit card (Visa, MasterCard, or American Express)

_____   _____
Account Number   Expiration Date

_____
Signature

GRAND TOTAL

(US Dollars, please)

SIOP 2004 Preconference Workshops

Thursday, April 1, 2004

1. **Talent Management: Care and Feeding of Senior Leaders**. Lt. Col. Cassie Barlow, U.S. Air Force and Ben E. Dowell, Bristol-Myers Squibb Company. Coordinator: Wendy L. Richman-Hirsch, Mercer Human Resource Consulting.

2. **Fit to Compete: Developing Strategic Alignment in Organizations.** Michael Beer, Harvard University and The Center for Organizational Fitness. Coordinator: Bob Barnett, MDA Consulting Group, Inc.

3. **Developing Leadership Without Emotional Intelligence is Like Dancing Without Rhythm.** Richard E. Boyatzis, Case Western Reserve University. Coordinator: Mariangela Battista, Starwood Hotels & Resorts Worldwide.

4. **Talent Acquisition: New Realities of Attraction, Selection, and Retention.** Wayne F. Cascio, University of Colorado-Denver and Larry Fogli, People Focus, Inc. Coordinator: Gloria M. Pereira, University of Houston-Clear Lake.

5. **Leveraging Technology in Organizational Surveys: Critical Issues in the Online Survey Process.** Kristofer Fenlason, Data Recognition Corporation and Kate Suckow, Microsoft Corporation. Coordinators: Michelle A. Donovan, Intel Corporation and Kyle Lundby, Data Recognition Corporation.

6. **Recent Developments in Employment Litigation.** Wade M. Gibson, W. M. Gibson & Associates and Keith M. Pyburn, Jr., Fisher & Phillips, LLP. Coordinator: Pete Hudson, Waste Management, Inc.

7. **States, Traits, and Fates.** Timothy A. Judge and John D. Kammeyer-Mueller, University of Florida. Coordinator: Mickey Quiñones, University of Arizona.

8. **Coaching for Leadership: Partners on a Journey.** Robert J. Lee, Management Consultant and Anna Marie Valerio, Executive Leadership Strategies. Coordinator: Eric Elder, Bank of America.

9. **Global Perspectives on Leadership Development.** David B. Peterson, Personnel Decisions International. Coordinator: Patrick R. Powaser, Occidental Petroleum.

10. **Measuring the ROI in Consulting Projects: Developing a Balanced Profile of Consulting Success.** Jack J. Phillips, Jack Phillips Center for Research, a Division of Franklin Covey, and Patricia Pulliam Phillips, The Chelsea Group. Coordinator: Ken Koves, Sprint.

11. **Service Climate: Tactics and Measures.** Benjamin Schneider, University of Maryland and PRA and Susan S. White, PDRI. Coordinator: Marcus Dickson, Wayne State University.

12. **Successful Consulting: Signs, Symptoms, and Remedies.** Vicki V. Vandaveer, The Vandaveer Group, Inc. Coordinator: Erika D'Egidio, Jeanneret & Associates.

SIOP 2004 Workshop Descriptions

Thursday, April 1, 2004
Sheraton Chicago Hotel & Towers

Workshop 1 (half day)

Talent Management: Care and Feeding of Senior Leaders

Presenters: **Lt. Col. Cassie Barlow, U.S. Air Force**

                   Ben E. Dowell, Bristol-Myers Squibb Company

Coordinator: **Wendy Richman-Hirsch, Mercer Human Resource Consulting**

There is growing recognition that organizations can gain competitive advantage through the effective management of their people. This workshop focuses on the fundamental elements of talent management systems in both government and private industry. The workshop is directed towards experienced professionals working within organizations to build sophisticated talent management practices.

Specifically, this workshop will include discussion and demonstration of:
- Leading edge talent management applications
- The interplay between business strategy, talent strategy, and talent philosophy
- The challenges faced in building integrated talent management systems
- Potential ways to assess high-potential talent and leveraging data from such assessments
- Ways to utilize assignments to develop high-potential talent
- How to create a business case for senior leadership to focus on talent management
- Common lessons learned in managing talent management systems
- How to build and manage a talent management system in your organization

- How to utilize other developmental opportunities to develop high-potential talent
- How to analyze the needs of your high-potential talent pool

Cassie B. Barlow is the Plans and Analysis Division Chief in the Air Force Senior Leader Management Office. She has directed and carried out many applied organizational development interventions and research projects for a variety of government agencies, with an emphasis on leadership development and personnel assessment. Her primary research interests are in executive development, leadership, performance management, and organizational development. Her articles have recently appeared in the *Journal of Business and Psychology* and *The Psychologist Manager*. She has also been a contributor to the SIOP program for the last several years. Cassie received her PhD in I-O psychology from Rice University.

Ben Dowell is vice-president, Talent Management for the Bristol-Myers Squibb Company. He is responsible for leading a group which provides coaching and consulting to the senior management of the company focused on the identification, selection, and development of senior leaders. Prior to joining Bristol-Myers Squibb in 1989, Ben held a number of management development and human resource generalist positions in various divisions of Pepsico including Frito-Lay, Pepsico Foods International, and Pizza Hut. Prior to Pepsico, he was assistant professor of Administrative Sciences in the Graduate School of Business, Kent State University, and managing partner of The Kent Group, a consulting firm he cofounded. Ben received his PhD in I-O psychology from the University of Minnesota.

Workshop 2 (half day)

Fit to Compete: Developing Strategic Alignment in Organizations

Presenter: **Michael Beer, Harvard University and The Center for Organizational Fitness**

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

In a dynamic and unforgiving competitive arena, companies will increasingly win by creating an organization that has both the alignment and capabilities for superior execution of current strategies, as well as the capacity to reinvent the business in response to emerging opportunities and threats.

This workshop will present an integrated approach to building organizational capability as a source of advantage—organizational Fitness. The approach builds on the disciplines of strategic management, organizational design, organizational behavior, human resources management, and organizational change and development—developed and refined through two decades of action research with leading corporations.

The workshop will introduce and provide a set of immediately applicable principles, tools, and frameworks that will help participants:

- Develop a compelling statement of business and organizational direction
- Deepen the understanding and commitment of senior management and the larger organization to this direction
- Create an honest organizational conversation to assess the organization's current effectiveness based on the unvarnished truth
- Diagnose the businesses as a total system, including identifying the root causes of critical barriers to effectiveness and their impact on business performance
- Systematically work through the implications of these barriers for organizational realignment and redesign, and develop a plan for change

The workshop will be of interest to any practitioner who seeks to enhance his/her ability to identify both the organizational changes required to improve organizational performance, as well as how to build broad commitment and capabilities to effectively implement change.

Michael Beer is chairman of the Center for Organizational Fitness and the Cahners-Rabb Professor of Business Administration, Emeritus, at the Harvard Business School. He is a distinguished educator, author, and consultant in the areas of organization effectiveness and change, leadership, and human resource management. Mike has authored or coauthored numerous book chapters, articles, and seven books, including *Managing Human Assets* and *The Critical Path to Corporate Renewal,* for which he won the Johnson, Smith & Knisely Award for the best book on executive leadership. His consulting experience spans the manufacturing, financial services, consumer, information technology, and pharmaceutical/medical technology industries. He joined the faculty at Harvard in 1975, after serving as director of Organizational Research & Development at Corning, Inc. He holds a PhD in organizational psychology and business from Ohio State University.

Workshop 3 (half day)

Developing Leadership Without Emotional Intelligence is Like Dancing Without Rhythm

Presenter: **Richard E. Boyatzis, Case Western Reserve University**

Coordinator: **Mariangela Battista, Starwood Hotels & Resorts Worldwide**

Great leaders move us. They move us through a basic human process: our emotions. Although they talk of strategy and competition, the great leaders establish a deep emotional connection with others called resonance. They are

literally, in tune with others around them. Their own levels of emotional intelligence allow them to create and nurture these resonant relationships. Based on decades of research into emotional intelligence competencies, Richard will lead participants through examples of what resonance looks and feels like, as well as ideas to develop someone's "resonant leadership" capability and their emotional intelligence.

This session will address the following:

- The experience of "resonant leadership" in an organization and the role of emotional intelligence
- The leadership styles that produce resonant relationships and those that are toxic in organizations
- Understanding emotional intelligence at the neural and behavioral levels
- How EI competencies lead to outstanding performance
- A process for developing sustainable improvement on EI
- How to coach others to develop EI
- Developing a culture of leadership, in which everyone is excited about being a leader, inspiring others, and spreading the contagion of EI

Richard E. Boyatzis is professor of organizational behavior and chair of the Department of Organizational Behavior at the Weatherhead School of Management at Case Western Reserve University. Prior to joining the faculty at CWRU, he had been president and CEO of McBer & Co., COO of Yankelovich, Skelly & White, and served on the board of the Hay Group.

Richard has consulted to many *Fortune* 500 companies, government agencies, and companies in Europe on various topics including executive and management development, organization structure, culture change, R&D productivity, economic development, selection, promotion, performance appraisal, and career planning. His latest book, with Daniel Goleman and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence,* is a national best-seller and is being published in 22 languages besides English. He is the author of numerous articles and books on human motivation, self-directed behavior change, leadership, value trends, managerial competencies, power, and alcohol and aggression. He has a PhD in social psychology from Harvard University.

Workshop 4 (half day)

Talent Acquisition: New Realities of Attraction, Selection, and Retention

Presenters: **Wayne F. Cascio, University of Colorado-Denver**

Larry Fogli, People Focus, Inc.

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

Organizations of every stripe are facing new realities in their efforts to attract, select, and retain talent. This workshop is intended for HR practitioners who must deal with new realities wrought by the shift from manufacturing to service jobs; multiple generations in the workforce; demographic diversity; the globalization of product, service, and labor markets; new forms of organizations; the Internet; and advances in technology. Workshop participants will learn about the latest methods organizations are using to attract, select, and retain talent in global markets. Such approaches include the use of employment branding, as well as techniques to measure fit, talent, and character, in addition to, or in some cases in place of, traditional KSAOs. Participants also will learn about practical, effective retention strategies in light of new employment realities characterized by, among other things, temporary and part-time employees, altered psychological contracts, and diversity in readily detectable attributes as well as in underlying ones.

Wayne F. Cascio received his PhD in I-O psychology from the University of Rochester. He is professor of management and international business at the University of Colorado at Denver. He is past chair of the HR Division of the Academy of Management and past president of SIOP. He has authored or edited 18 text books, more than 80 journal articles and 30 book chapters, and consulted with more than 150 organizations on six continents. Currently he serves on the Boards of Directors of CPP, Inc., the Society for Human Resource Management Foundation, and the Academy of Management.

Lawrence Fogli received his PhD from the University of California, Berkeley, in organizational behavior and business administration. As a former corporate executive and vice-president of human resources and as an external consultant, his expertise has been applied to several major companies and industries in design and implementation of management and personnel systems to improve both individual and company effectiveness. He has expertise in both strategic and specific functional human resource areas such as organizational restructuring, improving customer service delivery, employee hiring and promotion systems, employee and customer surveys, and performance improvement and management systems.

Larry has published widely in professional journals and books. He has served as a part-time faculty member in the Haas School of Business, University of California, Berkeley; School of Business and Economics, California State University Hayward; the Department of Psychology, San Francisco State University; and the Department of Psychology, California State University Hayward.

Workshop 5 (half day)

Leveraging Technology in Organizational Surveys: Critical Issues in the Online Survey Process

Presenters: **Kristofer Fenlason, Data Recognition Corporation**

                                 Kate Suckow, Microsoft Corporation

Coordinators: **Michelle A. Donovan, Intel Corporation**

                                 Kyle Lundby, Data Recognition Corporation

Few forces have changed the face of organizational surveys as much as the development of online technology. Less than 10 years ago it was cutting-edge to conduct an online survey. Today it is commonplace.

By many measures, the use of Web surveys in organizations has been wildly successful. However, the pace of this development and deployment has been—and continues to be—brisk. This session invites participants to take a more reflective "walking tour" through each stage of the Web survey process—from survey administration, to data reporting, and follow-up/action planning. We will look back to take stock of how far we've come—highlighting key learnings from practice and research—and look ahead to examine emerging issues that have the potential to significantly affect the survey process but that may not typically receive much attention.

Some of the topics we will cover include:
- Design and usability testing of online surveys
- Designing surveys for disabled users
- Dual mode (Web and paper) surveying
- Survey administration success factors
- Strategies for ensuring and communicating about anonymity and confidentiality
- Security issues
- Issues and options in Web reporting
- Tracking responses: Legal, practical and ethical considerations

This session provides an introduction and overview of key Web-survey issues. It also includes a review of the current state of research and best practices, and considers critical emerging issues in Web surveys.

Kristofer Fenlason is director of Organization Effectiveness at Data Recognition Corporation (DRC) where he is responsible for developing and providing consulting services in the employee opinion and 360° feedback arenas. Over the last 15 years Kris has provided in-depth survey and 360° feedback consultation to more than 75 clients from a diverse mix of industries including financial, manufacturing, consumer products, packaged foods and food distribution, chemical, oil, communications, and high-tech. Kris received his PhD in I-O psychology from Central Michigan University. He has both published and presented on several of his primary research and consulting interests, including the challenges associated with dual-method (paper and Web) surveying, the usability of Web-based surveys, linkage research, exploring methods for determining relative importance in survey predictors, and job stress.

Kate Suckow is currently a senior researcher in the MS People Research team at Microsoft. Kate manages the MS Poll Survey, Microsoft's worldwide employee opinion survey. In addition, she works on initiative teams that span the HR organization (e.g., employee retention, the Microsoft culture), consults on surveys and research being conducted in other parts of the company, conducts other corporate-focused research, and represents Microsoft within the IT Survey Consortium. She has also managed the Exit Survey, Pulse Survey, and the 360° feedback process. Kate received her PhD in I-O psychology from Purdue University.   In addition to working at Microsoft, Kate has also worked for both Lucent Technologies and AT&T, within the selection teams. She has published journal articles on the topics of organizational justice and goal modeling. Her conference presentations include topics such as the impact of emotions on job satisfaction, attitudes of temporary employees, testing technology for Web surveys, and the survey cycle and survey changes within Microsoft.

Workshop 6 (half day)

Recent Developments in Employment Litigation

Presenters: **Wade M. Gibson, W. M. Gibson & Assoc.**

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

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

Testing and employee selection practice are impacted by continuously evolving legislation, case law, and the actions of federal and state regulatory agencies. This workshop will provide a review of recent developments in case law and regulatory trends, including recent Supreme Court decisions and administrative agency holdings. This year the technical focus will be on transporting validity and alternative methods to otherwise establish job relatedness without conducting site-specific validation studies.

Wade M. Gibson is a principal at W. M. Gibson and Associates, a consulting firm where he helps organizations develop, validate, and implement effective employee selection programs. He has provided litigation support and expert witness testimony in matters involving validation and employment statistics and published numerous scholarly and professional papers on various testing issues. Wade received his PhD in I-O psychology from Bowling Green State University.

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

Workshop 7 (half day)

States, Traits, and Fates

Presenters: **Timothy A. Judge and John D. Kammeyer-Mueller, University of Florida**

Coordinator: **Mickey Quiñones, University of Arizona**

When asked about personality, most I-O psychologists immediately think about stable traits and dispositions that can be used for selection purposes. A review of the personality literature, on the other hand, shows that what we consider "personality" is only a small slice of the picture, with far more research proposing that people are far from fixed entities and indeed respond dramatically to social contexts and processes. Using Magnusson's concept that personality is the mediator between contexts and behavior, this review will highlight the distinction between personality as a trait and personality as a process.

The search for individual differences that can reliably predict behavior in organizations has long been among the most sought-after quantities in all of I-O psychology. In recent years, clear evidence has shown that the broad traits represented in the five factor model of personality are able to predict such important outcomes as job satisfaction, task performance, deviance, leadership effectiveness, and organizational citizenship. However, effect sizes are typically modest, and evidence increasingly suggests that within-person variations over time which can explain all of these outcomes as well.

Moods, emotions, cognitions, and other ephemeral states may be at the heart of this within-person variation. In concept, these states are closely

linked to traits, but they also help to explain when and how traits have their effects of attitudes and behaviors. Given the recency of research on states, it is not surprising that research on traits and states has not been integrated. In this presentation, we will present preliminary models that show how states and traits are related, and show how these models have much to offer for understanding and predicting work attitudes and behaviors.

Timothy A. Judge is a professor in the Department of Management, Warrington College of Business, University of Florida. He obtained his PhD from the University of Illinois. His research interests are in the areas of personality and individual differences, job attitudes, careers, and leadership. Tim is a Fellow of the American Psychological Association and of SIOP. In 1995, he received the Ernest J. McCormick Award for Distinguished Early Career Contributions from SIOP, and in 2001, he received the Larry L. Cummings Award for mid-career contributions from the Organizational Behavior Division of the Academy of Management.

John D. Kammeyer-Mueller is an assistant professor of Management in the Warrington College of Business at the University of Florida. He obtained his PhD from the University of Minnesota. His research examines organizational entry, job change, career processes, and the impact of individual differences on these areas. His work has been published in the *Journal of Applied Psychology, Industrial Relations, Research in Personnel and Human Resources Management,* and the *International Handbook of Work and Organizational Psychology.*

Workshop 8 (half day)

Coaching for Leadership: Partners on a Journey

Presenters: **Robert J. Lee, Management Consultant**

                      Anna Marie Valerio, Executive Leadership Strategies

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

The increasing demands placed on organizational leadership in the current business environment are driving the greater use of coaching. This workshop focuses on the use of coaching with people who may not have made conscious decisions about where leadership fits into their lives. The workshop is targeted to both relatively new and experienced coaches, as well as to other practitioners who are interested in issues of leadership. We invite participants who have been using specific coaching and/or leadership models, as well as those who are forming their own.

Coaching assignments arise because a spotlight has been put on someone's performance or potential, or perhaps they're in a particularly challeng-

ing business situation or transition. The leadership dimensions of their situation may not be clear, leading to the frustrating possibility that the coach is trying to help the client be better at something he or she hasn't decided to do.

Coaching can be a powerful way to help a client become clear about where leadership fits into his or her life. Coaches should be prepared to help clients examine their leadership options in light of realistic commitments and available benefits, and hopefully come to conscious decisions about the leadership roles they want to play. The subject matter of most leadership-related coaching is a combination of self-management issues, interpersonal style and skills, and the demands of leadership roles—the "soft skills" areas. Coaching accelerates and intensifies the learning so that improved performance in these areas is more likely to be achieved, despite the well-known difficulties and the time limitations. The workshop explores ways to help the client become clear about what needs to be improved, and why.

We also will look at how coaching can be helpful with aspects of leadership that emerge as the individual moves up in the organization.

Robert J. Lee is a management consultant and executive coach in New York City. He was president of the Center for Creative Leadership from 1994 to 1997, and was a founder and president of Lee Hecht Harrison during the 20 prior years. His experiences in both leadership and career development were the basis for his book *Discovering the Leader in You* (Jossey-Bass, 2001, co-authored with Sara King of CCL). He teaches coaching at New School University and is a on the faculty of the International Center for the Study of Coaching at Middlesex University in the UK. He received his PhD in I-O psychology from Case Western Reserve University.

Anna Marie Valerio is president of Executive Leadership Strategies, LLC, a consulting firm specializing in executive coaching and the design and implementation of human resource and organization development solutions. Her areas of expertise include leadership development, organization and individual assessment, culture and climate change, business strategy formulation, executive education strategy, and performance management. Her background includes consulting experience with clients in high technology, entertainment, healthcare, and telecommunications. Prior to consulting, she held various professional roles in Verizon, Sony, and IBM. She holds a PhD in psychology from City University of New York.

Workshop 9 (half day)

Global Perspectives on Leadership Development

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

Coordinator: **Patrick R. Powaser, Occidental Petroleum**

As the business world becomes more and more globally integrated, the challenges of developing leaders around the world increase. This workshop provides a platform for better understanding what "leadership" means in different cultures, for addressing the challenges involved in translating U.S.-based beliefs and techniques to non-U.S. applications, and for capitalizing on insights from other perspectives on leadership development.

This workshop will touch on the following:
- The meaning of "leadership" in different locations and cultures
- An exploration of the versatility of competencies and their associated behaviors around the world—do they work the same in different regions?
- Impact of culture on one's ability to develop into a leader
- The interrelationships among an emerging global business culture, company culture, and local culture
- Differences in the leader–employee dynamic
- Leaders as communicators in different settings

This session will emphasize practical application of the latest lessons of leadership development around the world.

David B. Peterson is senior vice-president at Personnel Decisions International (PDI) in Minneapolis, where he has been practice leader for Coaching Services worldwide since 1990. He provides executive coaching, organizational consulting, and workshops on coaching and leadership development to business leaders and professionals in a wide range of leading organizations, including Hewlett-Packard, Capital One Financial Services, 3M, Shell, Saudi Aramco, and the Mayo Clinic. With his colleague Mary Dee Hicks, he has authored two best-selling books which provide practical advice to help people develop themselves and coach others, *Development FIRST* (1995) and *Leader As Coach* (1996). An expert on coaching, executive development, and organizational learning, David has been quoted in *The Wall Street Journal, Fortune, Time, Business Week,* and *USA Today.* He holds a PhD in I-O and counseling psychology from the University of Minnesota.

Workshop 10 (half day)

Measuring the ROI in Consulting Projects:
Developing a Balanced Profile of Consulting Success

Presenters: **Jack J. Phillips, Jack Phillips Center for Research, a Division of Franklin Covey**

                           Patricia Pulliam Phillips, The Chelsea Group

Coordinator: **Ken Koves, Sprint**

Clients are requiring more accountability from consulting interventions. In some cases, clients are demanding that all types of data be developed including business impact and return on investment (ROI)—measures understood by managers and executives. In a few cases, clients prefer to have a forecasted ROI before an intervention is approved. Because of the change in client expectations, consultants need a balanced approach to accountability. No longer can success be gauged solely on client satisfaction and the quality of the relationship between the client and consultant. Consultants need a variety of measures, including measures that show the monetary contribution of the project.

This presentation is geared to those individuals involved in consulting who want to know more about measuring the impact of their interventions. In this session, Jack and Patti Phillips will discuss how the ROI methodology has been used consistently to measure the impact of consulting projects. This workshop is based on the groundbreaking work that has been implemented in 37 countries and published in over a dozen books.

The workshop is designed to provide:
- Ability to list the major influences driving consulting accountability
- Understanding of all the key steps and processes in the ROI methodology
- Ability to identify at least four ways to isolate the effects of a consulting project
- Ability to identify at least eight ways to convert data to monetary value
- Understanding of the key challenges and issues involved in implementing the ROI methodology

Jack Phillips is a world-renowned expert on measurement and evaluation. Jack provides consulting services for *Fortune* 500 companies and workshops for major conference providers throughout the world. He is also the author or editor of more than 30 books—15 about measurement and evaluation—and more than 100 articles. His expertise in measurement and evaluation is based on extensive research and more than 27 years of corporate experience in five industries (aerospace, textiles, metals, construction materials, and banking). He has served as training and development manager at two *Fortune* 500 firms, senior HR officer at two firms, president of a regional fed-

eral savings bank, and management professor at a major state university. Jack holds a PhD in human resource management from the University of Alabama in Tuscaloosa.

Patricia Pulliam Phillips is chairman and CEO of The Chelsea Group, a research and consulting company focused on accountability issues in training, HR, and performance improvement. Patricia conducts research on accountability issues and works with clients to build accountability systems and processes in their organizations. She has helped organizations implement the ROI process in countries around the world and has been involved in hundreds of ROI impact studies in a variety of industries. She has numerous publications on ROI, including several in the *Infoline* Series and *In Action* casebooks from the American Society for Training and Development (ASTD), as well as *The Human Resources Scorecard: Measuring Return on Investment, Butterworth-Heinemann* (2001) and *The Bottomline on ROI, Center for Effective Performance* (2002), which won the 2003 ISPI Award of Excellence.

Workshop 11 (half day)

Service Climate: Tactics and Measures

Presenters: **Benjamin Schneider, University of Maryland and PRA**

Susan S. White, PDRI

Coordinator: **Marcus Dickson, Wayne State University**

Services are an important part of our economy, and more attention must be given to issues of how to effectively manage a service organization. One critical aspect is establishing an organizational climate that supports the delivery of quality service, as service quality is a prime mechanism for retaining current customers and attracting new ones. This workshop focuses on how to create a strong Service Climate—and on how to KNOW when you've created one. The workshop will be of interest to practitioners who are focused on enhancing internal or external customer service, or who consult with organizations with those concerns.

This workshop will include:
- Background on the development of the climate construct and climate research
- Discussion of the different types of climates, with a focus on the role of Service Climate in service organizations
- Explanation of how a specific strategic initiative can be converted into climate concepts and measures
- In-depth case studies of organizations that have linked Service Climate to important organizational outcomes and used these results for guiding the implementation of organizational interventions

- Discussion of how the Service Climate approach could be expanded to other climates, like Safety Climate or Climate for Innovation

Benjamin Schneider is professor of psychology at the University of Maryland and a senior research fellow with Personnel Research Associates, Inc. In addition to Maryland, he has taught at Michigan State University and Yale University. His academic accomplishments include more than 90 professional journal articles and book chapters, as well as seven books. His interests concern service quality, organizational climate and culture, staffing issues, and the role of personality in organizational life. He was awarded SIOP's Distinguished Scientific Contributions Award. In addition to his academic work, he has consulted with numerous companies, including Chase-Manhattan Bank, Citicorp, AT&T, Allstate, Sotheby's, the Metropolitan Opera, Prudential, the States of Alabama and Pennsylvania, GEICO, IBM, American Express, and Giant Eagle.

Susan S. White is a research scientist with the Washington, D.C. office of Personnel Decisions Research Institutes, Inc (PDRI). She received her PhD in I-O psychology from the University of Maryland. Her current work focuses primarily on the design and implementation of human resources systems in organizations, including selection, performance management, and training programs. She has also worked extensively in the area of service climate and service quality, and has published her work on these topics in the *Journal of Applied Psychology* and the *Journal of Service Research.*

Workshop 12 (half day)

Successful Consulting: Signs, Symptoms, and Remedies

Presenter: **Vicki V. Vandaveer, The Vandaveer Group, Inc.**

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

Considering that at least half of SIOP members are in applied settings—where they serve as either internal or external consultants—and that at least half of our academic members are also doing "consulting," this workshop focuses on both the fundamental principles of effective consulting for psychologists and some key learnings from experience and from other areas of psychology. The format is highly interactive, designed to maximize learning for all, including the workshop leader. Let's share experiences, learnings, and insights—one of which is NEVER to declare "success" until you are done. The workshop leader is not "done"…only stopping mid-way to share learnings and receive more from the participants. The practice of consulting psychology is a journey of continual learning—a magnificent blend of applied science and art—and richly rewarding for both client and consultant when done well.

This workshop will include the following topics:

- What IS "consulting"? (Definition, quick review of four primary models of consultation)
- What is "success"? How would one define and measure it for oneself?
- Essential consultant competencies, and how to develop and hone them
- Identifying your "brand value proposition" for your clients and building your business strategy crisply around that
- Developing and maintaining strong client relationships: Guiding principles
- Ethical dilemmas: Example cases, and guidelines for preventing and/or resolving
- System perspective and understanding Self as instrument in the consulting relationship

Highly recommended prereading: (a) Edgar Schein's *Process Consultation Revisited*; (b) Rodney Lowman's *Handbook of Consulting Psychology*.

Vicki V. Vandaveer, founder and CEO of The Vandaveer Group, Inc. based in Houston, Texas, received her PhD in I-O psychology from the University of Houston. Her 27+ years of experience in both internal and external consulting have included 8 years with Shell, 5 years with Southwestern Bell (beginning at AT&T divestiture), 2 years with Jeanneret, 1 year with Hay Group, and 11 years in private practice consulting as owner of The Vandaveer Group. The focus of her practice is primarily executive coaching, executive team coaching, and consulting to top management on merging and/or shaping corporate culture(s). Her firm's clients are primarily (a) U.S. global companies in the oil and gas, consumer products, telecommunications, computer, and healthcare industries; and (b) large professional service firms—law and accounting. Her consulting practice is international, and she has considerable experience working with and enhancing the effectiveness of multinational, multicultural leadership teams, and facilitating effective cross-cultural organization change. Experience includes Asia (Singapore, Hong Kong, Malaysia, Thailand, Philippines, India, Pakistan, Sri Lanka), Africa (Central and Southern Africa, East Africa), Australia, New Zealand, Europe (U.K., France, Germany, Greece, Italy), Canada, and Latin America (Brazil, Mexico).

13th Annual SIOP 5K Race/Fun Run
Registration Form

Please join us for the annual 5K (3.1 mile) Race/Fun Run in Chicago.

When? Saturday, April 3, 7:00 AM. (No, that's not a typo. We start early so you can run, shower, and get to sessions).

Where? The course will be along Lake Michigan, with a start and finish within a short walk from the convention hotel. You can roll out of bed just in time for the race and get back to the hotel quickly after the race.

Costs? The race fee is $20, which includes a t-shirt.

How to register? You can register online as you register for the conference, or you can send in this form if you register for the conference by mail. You can register at the conference, but it would help greatly with race planning (and t-shirt ordering) if you registered in advance.

What can I win? There's no prize money. But you will see your name in *TIP* if you finish in the top three in your age/gender group (under 40; 40–49; 50–59; 60 and up). And please enter the team competition. We'll have three two-person team categories (advisor-advisee, mixed-doubles, and scientist/practitioner), and a four-person university or organization team category. (Rumor has it that a European university plans to make a run at the team title. Let's make sure there's some good competition!)

Questions? E-mail or call Paul Sackett at the University of Minnesota (psackett@tc.umn.edu; 612-624-9842).

Mail form or fax to SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green OH 43402, Fax (419) 352-2645

Name:_____

Address: _____

Telephone: _____

E-mail: _____

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

Team Entry:

__ Advisor-Advisee (other team member: _____)

__ Mixed-Doubles (other team member: _____)

__ Scientist-Practitioner (other team member: _____)

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

_____)

Directions and Transportation Information

Sheraton Chicago Hotel & Towers
301 East North Water Street
Chicago IL 60611
Tel: (312) 464-1000 or (877) 242-2558
Fax: (312) 464-9140
http://www.sheratonchicago.com/index2.html

Driving Directions to the Hotel

From the North: Take I-90 to Ohio St Exit and drive east on Ohio St. Continue two to three miles and turn right onto Fairbanks Court/Columbus Dr. The hotel is three blocks down on the left.

From the South: Take I-94 to Lake Shore Dr. and then take Randolph St. Exit; turn left onto Randolph St. Continue and turn right onto Columbus Dr. Go three blocks over the bridge and the hotel is on the right.

From the West: Take I-55 to Lake Shore Dr. and then take Randolph St. Exit; turn left onto Randolph St. Continue and turn right onto Columbus Dr. Go three blocks over the bridge and the hotel is on the right.

Transportation

Shuttles/taxis: From O'Hare International Airport, Blue Line train runs 24-hour service which is $1.50 one way. Takes 40 minutes to reach downtown; exit train at Lake/Clark. Hotel is about a $5.00 taxi ride from train station.

The O'Hare airport shuttle departs for the downtown hotels every 10–15 minutes throughout the day and leaves the hotel every half hour at :25 and :55 past the hour between 4:55 a.m. and 7:25 p.m. One-way fee is about $20.00 and $37.00 for round trip. Taxi service to the hotel costs $35.00 to $40.00.

From Midway Airport the Orange Line train runs from 5:15 a.m. to 11:30 p.m.; cost is $1.50 one way. Travel time to downtown is 25 minutes; exit train at Randolph/Wabash. The hotel is about a $5.00 taxi ride from train station.

The shuttle service from Midway departs every 20 minutes all day long and departs the hotel every half hour at :05 and :35 past the hour between 5:35 a.m. and 7:35 p.m. One-way fee is about $15.00 and round-trip fee is about $27.00. Taxi service to the hotel costs $25.00 to $30.00.

Airlines: *American Airlines is the official carrier of SIOP 2004*. The following discount is available: (a) 5% discount for Coach Class and 10% discount for First Class tickets purchased 29 days or less prior to travel date (b) 10% discount for Coach Class and 15% discount for First Class for tickets purchased 30 days or more prior to travel date. The Coach Class discount applies to the lowest applicable fare that is available for your date and time of travel. You or your travel agent must call American Airlines Meeting Services at **1-800-433-1790** with **Discount Code 9534AH** (discount valid March 28–April 7, 2004 for travel to Chicago IL). Online bookings at www.AA.com will not receive the discount (but fare and schedule information is available)

Need Information? Here's Whom to Contact

Hotel Registration

Sheraton Chicago Hotel & Towers   (312) 464-1000

Registration for the Conference, Preconference Workshops, and Other Conference-Related Events

SIOP Administrative Office   (419) 353-0032, fax (419) 352-2645, siop@siop.org

Preconference Workshops

Luis Parra (202) 331-5202 or Luis.F.Parra@mercer.com

Placement Center Services

Karen Barbera (847) 640-8820 or kbarbera@pra-inc.com
Irene Sasaki (678) 269-1245 or isasaki@dow.com

Serving as a SIOP Conference Volunteer

Lee Hakel (419) 353-0032 or siop@siop.org
Doug Pugh (704) 687-4422 or sdpugh@email.uncc.edu

SIOP Program

Rob Ployhart (703) 993-1279 or rployhar@gmu.edu

SIOP Membership

SIOP Administrative Office (419) 353-0032 or siop@siop.org

General Information about the 2004 SIOP Conference

Jeff McHenry +33 1 70 99 10 29 or jmchenry@microsoft.com

SIOP Web Site   www.siop.org

Chicago Information

http://www.metromix.chicagotribune.com/

Tour

Alyson Landa Margulies (630) 623-3372 or alyson.margulies@mcd.com

5K Race/Fun Run

Paul Sackett (612)-624-9842 or psackett@tc.umn.edu

Airline Transportation

American Airlines (800) 433-1790

Conference Programs will be mailed to <u>all</u> SIOP Members
(This does not mean that you are already registered)

Committee Volunteer Form

Society for Industrial and Organizational Psychology, Inc.
Division 14 of the American Psychological Association
Organizational Affiliate of the American Psychological Society

Committees are generally made up in the spring and summer, but you may submit this form at any time. Please submit a completed form to the address given at the bottom of this page.

Mailing Address and Contact Information

Name _____

Address _____

_____

City _____ State/Province _____

Zip/Postal Code _____ Country _____

Office Phone_____ Fax _____

Home Phone _____

E-mail Address _____

Job Title _____

Organization_____

Highest Degree _____

Year Granted _____

Institution _____

Society Status: ☐ *Member*   ☐ *Associate Member*

☐ *Fellow*   ☐ *International Affiliate*

Committee Preference: If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most-preferred committee assignments.

___ Awards

___ Education & Training

___ Electronic Communication

___ Ethnic & Minority Affairs (CEMA)

___ History

___ Membership

___ Placement

___ Professional Development Workshops

___ Professional Practice

___ Program Review-APA Convention

___ Scientific Affairs

___ State Affairs

___ Visibility

___ Program Review-SIOP Conference **(signup only online at www.siop.org)**

___ **Please check here if you are an APA member, and are willing to serve on an APA committee.**

___ **Please check here if you are an APS member, and are willing to serve on an APS committee.**

___ **Please check here if you would be willing to serve as a mentor for a new SIOP member.**

Prior Society Service: If you have previously served on SIOP committees, please list their names and the years you served.

_____

_____

Prior APA/APS Service: If you have previously served on APA or APS boards or committees, please list their names and the years you served.

_____

_____

References: Please provide the names and addresses of two Members or Fellows of the Society who SIOP may contact to obtain additional information about you.

_____

Name

_____

Address   City   State   Zip

_____

Name

_____

Address   City   State   Zip

Date _____   **Signature**_____

Please mail or fax the completed form to SIOP Administrative Office, PO Box 87, Bowling Green, OH 43402-0087. Fax (419) 352-2645. If you need further assistance call (419) 353-0032.

Lisa M. Germano and Debra A. Major
Old Dominion University

Awards

DiversityBusiness.com named Applied Psychological Techniques, Inc. (APT) one of the top 50 diversity-owned businesses in Connecticut for 2003. DiversityBusiness.com's Div50 Award annually honors each state's top 50 diversity-owned businesses in sectors such as technology, manufacturing, food service, and professional services. The 2003 award recipients will be honored at DiversityBusiness.com's 4th Annual Multicultural Business Conference, March 17–19, 2004.

SIOP Fellow **W. Warner Burke** was the first recipient of the 2003 Distinguished Scholar–Practitioner Award from the Academy of Management. Burke also received the Lifetime Achievement Award from the Organization Development Network.

Milt Hakel, professor of psychology and an Ohio Eminent Scholar at Bowling Green State University, has been named a fellow of the American Association for the Advancement of Science for his efforts to encourage investment in research addressing international concerns. He will receive this honor in February at the association's annual meeting in Seattle.

Transitions, Appointments, and New Affiliations

David Arnold, vice-president of development and professional compliance with Pearson Reid London House, was re-elected to serve as General Counsel for the Association of Test Publishers (ATP). ATP membership consists of approximately 150 of the largest test publishers from North America and Europe and is comprised of four different divisions representing the following areas of testing: I-O, clinical, educational, and certification.

Murray Barrick joins **John Fleenor** and **Nancy Tippins** in working with **Ann Marie Ryan** as an associate editor for *Personnel Psychology.*

In August 2003, **François Chiocchio** accepted an assistant professor tenure-track position at Université de Montréal's I-O program, where he joined André Savoie and Luc Brunet. Previously, Chiocchio was employed with the Personnel Psychology Center, a Canadian federal public service organization whose mandate is to provide assessment services to departments and agencies.

Fritz Drasgow was a Visiting Erskine Fellow at the University of Canterbury in Christchurch, New Zealand where he worked on research and golf with Sasha Chernyshenko.

Marilyn Gowing was promoted to senior vice-president and government practice leader at Aon.

During the fall of 2003, **Todd Maurer** accepted a position at Georgia State University's Department of Management. Previously, he was a member of Georgia Institute of Technology's I-O psychology department.

Edmund Piccolino, who joined The Empower Group as managing director and head of Empower's New York office in January 2003, has been promoted to executive vice-president, Americas region, and will function as a member of The Empower Group's Global Leadership Team. Previously, Piccolino worked for Kodak Polychrome Graphics as vice-president and chief personnel officer.

David Pollack accepted a position as the senior director of HR process improvement with Sodexho, Inc. Previously, he was the director of research and development with the Department of Homeland Security.

Miguel Quiñones taught at the Papal Catholic University of Chile's School of Psychology during October 2003.

The University of North Carolina–Charlotte is very pleased to welcome new faculty member **Charlie Reeve,** starting the fall of 2004. He will be joining colleagues **Anita Blanchard, Kim Buch, Dave Gilmore, Jo Ann Lee, Steven Rogelberg** and **Bill Siegfried** in psychology and Bob Giacalone, **Chris Henle, Doug Pugh,** Beth Rubin, **Ben Tepper,** and **Kelly Zellars** in management. Reeve will be a member of the I-O psychology program and the forthcoming interdisciplinary doctoral program in organizational science.

The I-O program at Auburn University welcomes the addition of **Daniel J. Svyantek** and **Adrian Thomas** to its faculty. They join current I-O affiliated faculty Virginia O'Leary and **Philip Lewis.** Svyantek is the new director of the I-O PhD program at Auburn University. Questions about the program may be addressed to him at svyandj@groupwise1.duc.auburn.edu.

Mike Zickar, member of the Bowling Green State University I-O faculty, was elected to the Bowling Green City Council with a commanding 65% of the vote in his first run for public office.
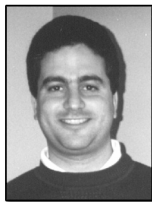
CONFERENCES & MEETINGS

David Pollack
Sodexho, Inc.

Please submit additional entries to David.Pollack@Sodexhousa.com.

2004

February 2–4   Association of Test Publishers 5th Annual Conference. Theme: Technology in Testing: Advancements and Best Practices. Palm Springs, CA. Contact: Lauren Scheib, (866) 240-7909 or www.testpublishers.org.

March 4–6   Annual Conference of the Society of Psychologists in Management (SPIM). San Francisco, CA. Contact: Lorraine Rieff, spim@lrieff.com or 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/ (CE credit offered).

March 12–14   Annual IO/OB Graduate Student Conference. Tulsa, OK. Contact: ioob2004@hotmail.com or www.ioob2004.org.

March 18–20   Conference on Applied Organizational Psychology: A Scientific Approach to Improving Productivity and the Quality of Work Life. Hempstead, NY. Contact: Hofstra University, 516-463-6298 or Conference@hofstra.edu.

March 27–30   Annual Conference of the American Society for Public Administration. Portland, OR. Contact: ASPA, (202) 393-7878 or www.aspanet.org.

April 2–4   19th Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).

| April 12–16 | Annual Convention, American Educational Research Association. Chicago, IL Contact: AERA, (202) 223-9485 or www.aera.net. |

April 12–16   Annual Convention, American Educational Research Association. Chicago, IL Contact: AERA, (202) 223-9485 or 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.

May 18–21   34th Annual Information Exchange on "What is New in Organization Development and Human Resource Development." Chicago, IL. Contact: Organization Development Institute, (440) 729-7419 or DonWCole@aol.com.

May 21–27   Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, (703) 683-8100 or www.astd.org.

May 27–30   Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).

June 20–23   Annual Conference of the International Personnel Management Association Assessment Council. Seattle, WA. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.

June 27–30   Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).

July 12–17   24th O. D. World Congress. Vilnius, Lithuania. Contact: Organization Development Institute, (440) 729-7419 or DonWCole@aol.com.

July 28–Aug 1   Annual Convention of the American Psychological Association. Honolulu, HI. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).

Aug 6–11   Annual Meeting of the Academy of Management. New Orleans, LA. Contact: Academy of Management, (914) 923-2607 or www.aom.pace.edu.

Aug 8-12	Annual Convention of the American Statistical Association. Toronto, Canada. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
Sept 20–24	Annual Conference of the Human Factors and Ergonomics Society. New Orleans, LA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or http://hfes.org (CE credit offered).
Oct 5–8	2004 International Congress on Assessment Center Methods. Las Vegas, NV. Contact: DDI, Cathy.Nelson@ ddiworld.com or www.assessmentcenters.org.
Nov 3–6	19th Annual Conference of the American Evaluation Association. Atlanta, GA. Contact: AEA, (888) 232-2275 or http://eval.org.

CALLS & ANNOUNCEMENTS

Nominations for the Michael R. Losey Human Resource Research Award

The Society for Human Resource Management (SHRM), the SHRM Foundation, and the Human Resource Certification Institute invite nominations for the Michael R. Losey Human Resource Research Award. Consideration will be given to individuals who have made outstanding research contributions and who will use this award to facilitate HR research. Nominees should have considerable experience and a proven track record as demonstrated through published works and other HR related accomplishments. The winner of this award will be presented with a $50,000 check at the SHRM Annual Conference in New Orleans in June 2004. **The nomination deadline is January 16, 2004.** For more information visit **www.shrm.org/LoseyAward or contact the SHRM Research Department: (703) 535-6301 or loseyaward@shrm.org.**

Innovations in Assessment Award Nominations

The International Public Management Association Assessment Council (IPMAAC) is pleased to announce that the nomination form for the 2004 Innovations in Assessment Award is now available. This award recognizes an individual or team of individuals for the development and application of an innovative personnel assessment tool or procedure. The award is open to any individual or group of employees in the personnel assessment field responsible for developing and applying an innovative assessment tool or procedure within recent years.

The Innovations in Assessment Award will be presented formally at the upcoming IPMAAC Conference that will be held in Seattle, WA June 20–23, 2004. The winner will receive an engraved plaque to commemorate their accomplishment and a waiver of the conference registration fee for one person. In addition, award recipient(s) will be invited to share their innovation with the IPMAAC membership during a scheduled presentation at the conference and in an Assessment Council News article next year.

The nomination deadline is 5:00 pm EST March 5, 2004. Detailed information is available for the 2004 IPMAAC Innovations in Assessment Award in the nomination form that is available for download at www.ipmaac.org.

For more information about the award, please e-mail **Martin W. Anderson, IPMAAC Innovations Award Committee Chair & Board Member, at martin.anderson@po.state.ct.us.**

2004 Harry and Miriam Levinson Award
Call for Nominations

The American Psychological Foundation requests nominations for the 2004 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology. The Levinson award is administered by the APA Office of Division Services in conjunction with APA Divisions 13 (Consulting Psychology), 14 (I-O Psychology), and 39 (Psychoanalysis). Individuals representing the three divisions solicit nominations, review nomination materials, and submit the recommended recipient's name and credentials to the APF board of trustees for final approval. The recipient receives $5,000 and a certificate of recognition.

Eligibility. The Levinson Award is given annually to an APA member who has demonstrated exceptional ability to integrate a wide variety of psychological theories and concepts, and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations.

Nomination procedure. Nominations must include (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials must be submitted in electronic format only. A "cover" e-mail note with the two attached files (in Microsoft Word or PDF formats) should be sent to APA Division Services.

Deadline. March 15, 2004. Announcement of the recipient is expected about April 15.

For more information, please contact the **American Psychological Foundation at foundation@apa.org.** The APF encourages nominations for individuals that represent diversity of race, ethnicity, gender, age, and sexual orientation.

Journal of Occupational and Organizational Psychology
Call for Papers

The *Journal of Occupational and Organizational Psychology* (*JOOP*) is planning a special section devoted to diary studies in work psychology, edited by Wendelien van Eerde, David Holman, and Peter Totterdell. Diary studies are being used increasingly in organizational research as a means to examine the dynamic processes of behavior over different time spans (e.g., hourly, daily, annually). The objective of this special section is to publish a selection of four to five papers that illuminate the use of diary methods in organizational research.

Manuscripts must be received by **February 27, 2004.** Authors should prepare and submit manuscripts in accordance with regular JOOP guidelines and submission procedures. When submitting, please indicate that manuscript is for the Special Section. For more information on requirements, **please visit www.bps.org.uk/publications/jOP_13.cfm.** Informal enquiries are welcome and should be addressed to **W.V.Eerde@tm.tue.nl.**

Nominations for APA Boards or Committees

The following American Psychological Association (APA) boards and committees will be seeking to fill vacancies on the 2004 Board and Committee ballot.
- Committee on Structure and Function of Council
- Finance Committee
- Ethics Committee
- Membership Committee
- Policy and Planning Board
- Publications and Communications Board
- Committee on International Relations in Psychology
- Board of Educational Affairs
- Board of Professional Affairs
- Committee for the Advancement of Professional Practice
- Board of Scientific Affairs
- Board for the Advancement of Psychology in the Public Interest
- Commission for the Recognition of Specialties and Proficiencies in Psychology
- Board of Convention Affairs
- Committee on Rural Health

For further information please see the **Association News section of the December 2003 *APA Monitor.***

Institute of Education Sciences Research Grants

The Institute of Education Sciences is pleased to announce four research grant competitions for FY 2004:
- Cognition and Student Learning Research Grants
- Reading Comprehension and Reading Scale-up Research Grants
- Teacher Quality Research Grants
- Mathematics and Science Education Research Grants

Information regarding program and application requirements for each of the competitions is contained in the applicable Request for Applications

package (RFA), which is available at **www.ed.gov/programs/edresearch/ applicant.html.** Applicants are encouraged to **contact the appropriate IES Program Officer for additional details** regarding a competition.

Additional competitions will be announced in upcoming weeks. Interested potential applicants should check the Web site periodically.

APS Call for Papers

The American Psychological Society (APS) will be holding its annual meeting next year in Chicago, from May 27–May 30, 2004. APS is an organization that promotes the scientific values and objectives of psychology, including I-O psychology. Each year the conference program includes a high-quality I-O program as well as other important papers and presentations across psychology that are relevant to I-O. SIOP members are encouraged to submit papers and attend the conference. **The submission deadline is February 2, 2004.** For more information visit **www.psychologicalscience.org/convention.**

APA Ad Hoc Committee on End-of-Life Issues

The American Psychological Association (APA) Ad Hoc Committee on End-of-Life Issues is interested in finding out what psychologists are doing in the areas of dying, suicide, bereavement, traumatic loss, and end-of-life issues. If you are doing work in this area, please take a few moments to go to (**http://watson.apa.org/eol/divmem/**) and complete the committee's 5-minute survey. You must be an APA member to participate.

Survey results will be summarized and posted on the APA Web site at (http://www.apa.org/pi/eol). Individual responses to the survey will be confidential and only aggregate data will be made available to the public. Since this survey is being disseminated through multiple channels, you might receive it more than once. We ask that you complete the survey only one time.

If you have any questions, please contact **John R. Anderson, Staff Liaison for End-of-Life Issues, at janderson@apa.org, or at 202-336-6051.**

United States Postal Service

Statement of Ownership, Management, and Circulation

1. Publication Title	2. Publication Number	3. Filing Date
The Industrial Organizational Psychologist TIP	0 7 3 9 _ 1 1 1 0	September 30, 2003

4. Issue Frequency	5. Number of Issues Published Annually	6. Annual Subscription Price
Quarterly (January, April, July & October)	4	$20.00 - individual $30.00 - institutional

7. Complete Mailing Address of Known Office of Publication *(Not printer) (Street, city, county, state, and ZIP+4)*	Contact Person
SIOP 520 Ordway Avenue, PO Box 87, Bowling Green OH 43402-0087	Lee Hakel Telephone (419) 353-0032

8. Complete Mailing Address of Headquarters or General Business Office of Publisher *(Not printer)*

same as above

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor *(Do not leave blank)*

Publisher *(Name and complete mailing address)*

Society for Industrial and Organizational Psychology, Inc.
520 Ordway Avenue, PO Box 87, Bowling Green OH 43402-0087

Editor *(Name and complete mailing address)*

Debra A. Major
Old Dominion University Psychology Dept, 250 Mills Godwin Building, Norfolk VA 23529

Managing Editor *(Name and complete mailing address)*

Lee Hakel
SIOP, 520 Ordway Avenue, PO Box 87, Bowling Green OH 43402-0087

10. Owner *(Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)*

Full Name	Complete Mailing Address
Society for Industrial and Organizational Psychology, Inc.	520 Ordway Avenue, PO Box 87, Bowling Green OH 43402-0087

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box ⟶ ☒ None

12. Tax Status *(For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)*
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
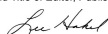☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months *(Publisher must submit explanation of change with this statement)*

13. Publication Title	14. Issue Date for Circulation Data Below
The Industrial Organizational Psychologist TIP	October 2002, January 2003, April 2003, July 2003

15.	Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a.	Total Number of Copies *(Net press run)*		6,487	7,209
b. Paid and/or Requested Circulation	(1)	Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541. *(Include advertiser's proof and exchange copies)*	6,078	6,741
	(2)	Paid In-County Subscriptions Stated on Form 3541 *(Include advertiser's proof and exchange copies)*		
	(3)	Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution		
	(4)	Other Classes Mailed Through the USPS		
c.	Total Paid and/or Requested Circulation *[Sum of 15b. (1), (2),(3),and (4)]* ▶		6,078	6,741
d. Free Distribution by Mail *(Samples, complimentary, and other free)*	(1)	Outside-County as Stated on Form 3541		
	(2)	In-County as Stated on Form 3541		
	(3)	Other Classes Mailed Through the USPS	2	3
e.	Free Distribution Outside the Mail *(Carriers or other means)*		20	50
f.	Total Free Distribution *(Sum of 15d. and 15e.)* ▶		22	50
g.	Total Distribution *(Sum of 15c. and 15f)* ▶		6,100	6,791
h.	Copies not Distributed		387	418
i.	Total *(Sum of 15g. and h.)* ▶		6,487	7,209
j.	Percent Paid and/or Requested Circulation *(15c. divided by 15g. times 100)*		99%	99%

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the _____January 2004_____ issue of this publication.　　☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner | Date

Lee Hakel　　September 30, 2003

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

Society for Industrial and Organizational Psychology
2003–2004 Officers and Committee Chairs

EXECUTIVE COMMITTEE

President
Michael Burke
mburke1@tulane.edu
(504) 862-3328
President-Elect
Fritz Drasgow
fdrasgow@uiuc.edu
(217) 333-2739
Past President
Ann Marie Ryan
ryanan@msu.edu
(517) 353-8855
Secretary
Georgia Chao
chaog@msu.edu
(517) 353-5418
Financial Officer
Dianna Stone
Shashcub@bellsouth.net
(407) 823-3664
Members-at-Large
Robert L. Dipboye
dipboye@rice.edu
(713) 348-4764
Janet Barnes-Farrell
barnesf@uconn.edu
(860) 486-5929
Jose Cortina
jcortina@gmu.edu
(703) 993-1347
Representatives to APA Council
Kevin Murphy
krmurphy@psu.edu
(814) 863-3373
James L. Farr
j5f@psu.edu
(814) 863-1734
Angelo S. DeNisi
adenisi@cgsb.tamu.edu
(979) 862-3963
Lois E. Tetrick
ltetrick@uh.edu
(713) 743-8516
Nancy T. Tippins
nancytippins@att.net
(214) 559-7148

COMMITTEE CHAIRS

†*APA/APS Relations*
Heather R. Fox
hfox@towson.edu
(410) 704-3588
Awards
Dan Turban
turban@missouri.edu
(573) 882-0305
†*Communications Task Force*
Karen B. Paul
kbpaul1@mmm.com
(651) 733-9925

Cont. Education & Workshop
Luis Parra
Luis.F.Parra@mercer.com
(202) 331-5202
Education and Training
Dawn Riddle
riddled@moffitt.usf.edu
(813) 632-1428
†*Electronic Communications*
Michael Brannick
mbrannic@luna.cas.usf.edu
(813) 974-0478
Ethnic and Minority Affairs
Kecia Thomas
kthomas@arches.uga.edu
(706) 542-0057
Fellowship
Leaetta Hough
Leaetta@msn.com
(651) 227-4888
Foundation
Irwin L. Goldstein
irv@bsos.umd.edu
(301) 405-1680
Paul W. Thayer
pthayer@mindspring.com
(919) 467-2880
Historian
Derek Avery
davery@sju.edu
(610) 660-1115
Long Range Planning
Robert L. Dipboye
dipboye@rice.edu
(713) 348-4764
Membership
Michele Jayne
mjayne@ford.com
(313) 337-1014
Organizational Frontiers
Bob Pritchard
rdpritchard@compuserve.com
(979) 845-2508
Placement
Karen Barbera
kbarbera@pra-inc.com
(847) 640-8820
Irene Sasaki
isasaki@dow.com
(678) 269-1245
†*Principles Revision*
P. Richard Jeanneret
dick@jeanneret.com
(713) 650-6535
Professional Practice
Mark Schmit
mschmit@gantzwiley.com
(612) 332-6383
Professional Practice Series
Allan Church
AllanHC@aol.com
(914) 253-2236
Janine Waclawski
janine.waclawski@pepsi.com
(914) 253-2479

Program–APA
MaryBeth Mongillo
marybeth_mongillo@dell.com
(512) 723-4245
Scott Highhouse
shighho@bgnet.bgsu.edu
(419) 372-8078
John Scott
Jscott@appliedpsych.com
(203) 655-7779
Program–APS
Mike Coovert
coovert@luna.cas.usf.edu
(813) 974-0482
Howard Weiss
weiss@Psych.Purdue.edu
(765) 494-6227
Paul Tesluk
ptesluk@rhsmith.umd.edu
(301) 405-4968
Program–SIOP
Robert Ployhart
rployhar@gmu.edu
(703) 993-1279
Scientific Affairs
John Hollenbeck
jrh@msu.edu
(517) 355-2413
SIOP Conference
Jeffrey McHenry
jmchenry@microsoft.com
+33 1 70 99 10 29
Donald Truxillo
truxillod@pdx.edu
(503) 725-3969
State Affairs
M. Peter Scontrino
mpeterscontrino@aol.com
(425) 392-5694
TIP
Debra A. Major
dmajor@odu.edu
(757) 683-4235
†*Visibility*
Lise Saari
saari@us.ibm.com
(914) 642-4618

†*Ad Hoc Committees*

ADMINISTRATIVE OFFICE

SIOP Administrative Office
520 Ordway Avenue
P. O. Box 87
Bowling Green OH 43402
(419) 353-0032 Fax (419) 352-2645

Web site: www.siop.org
E-mail: siop@siop.org