

# Ramsay Corporation

## Highlights

*Comments by Tom Ramsay*

Here is an update on just a few of the activities occupying our consultants this year:

- Our new *C, B, & A Mechanical Technician Test* battery has won a Bronze Award in the PLANT ENGINEERING Product of the Year Contest. This test battery has alternate forms available in hierarchical format for pay-for-knowledge programs.
- Our *Combined Basic Skills Test* was evaluated in a validation study by Dr. Jill Kmet for FurstPerson. Significant correlations were found with performance criteria for a sample of 63 production employees in a food manufacturing plant.
- Robert Stouder, Director of HR at Wabash Technologies, asked us to produce Dr. Charles Lawshe's *Can You Read a Working Drawing?* (¿PUEDE LEER UN DIBUJO DE TRABAJO?) translated into Spanish and converted from English to metric units for use in their Mexican factories.
- We developed a test of electrical knowledge for PPL, Inc. in Allentown, PA to evaluate Utilities Electricians.
- Bill Bevers, Maintenance Engineer at J. R. Simplot Company in Pocatello, ID, contracted with us to develop two 120-item tests for *Motor Testing & Thermographic Technician (Electrical)* and *Vibration, Lubrication & Thermographic Technician* that were used to select from existing craft workers those who would receive further vendor and on-the-job training.

### RAMSAY CORPORATION

1050 Boyce Road • Pittsburgh, PA 15241-3907

(412) 257-0732 • FAX (412) 257-9929

email: [tramsay@ramsaycorp.com](mailto:tramsay@ramsaycorp.com)

website: <http://www.ramsaycorp.com>

# To select the best job candidates, first select the best tests.

Few decisions are as important as selecting the people who will help your organization succeed. A valid testing system takes the guesswork out of building a pool of qualified, job-ready candidates.

Aon Consulting designs and implements reliable and valid tests for the jobs commonly found in today's private and public sector organizations. Our tests objectively measure abilities, skills and personal attributes that predict job performance, work attitudes and retention. Developed and continuously improved by our world-wide staff of I-O psychologists, our test portfolio contains over 50 field-proven tests. Our extensive research database allows us to efficiently tailor tests to clients' unique competency models. Flexible implementation is assured with varied administration and scoring options, including pencil-and-paper, our Applicant Central website, computer, fax, IVR, and outsourced delivery.

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

Contact us at +1.800.477.7545 or visit [www.aon.com/testing/tip](http://www.aon.com/testing/tip).



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



The Industrial-Organizational Psychologist

**Vol. 41/No. 4 April 2004**

## **FEATURED ARTICLES**

A Message From Your President  
Mike Burke

Variance: A Tool for Cultural Alignment  
Lou Mischkind, Shawn Del Duco, Patrick Hyland, and Joyce Chan

Book Reviews and ScientistPractitioner Currency: A Critical Lever  
Robert G. Jones, John Fleenor, and Lynn Summers

How to Get NSF Research Funding, and Why You Should  
Dianne Maranto, John Hollenbeck and Eduardo Salas

Editorial Departments  
From the Editor: A Fond Farewell  
Debra A. Major

A Matter of Difference: Some Learning About Inclusion: Continuing the Dialogue  
Bernardo M. Ferdman and Martin N. Davidson

On the Horizon: Unfinished Business  
Peter Bachiochi

Spotlight on Local I-O Organizations  
CIOP: Bringing Together Chicagos I-O Community  
Mike Helford

The Career Column: WorkFamily Balance  
Lynn A. McFarland

Practice Network: Lies, Damn Lies, and Statistics: The Use of Multiple Regression Analysis in Pay Discrimination Challenges  
Michael M. Harris and Mary Suszko

Leading Edge: Using Excel Forms

R. Jason Weiss

On the Legal Front: Grutter Goes to Work: The 7th Circuit Courts Ruling in *Petit v. City of Chicago* (2003)

Art Gutman

Education & Training in I-O Psychology: Use of Scenarios to Enhance Undergraduates Knowledge of Organizational Psychology

Nancy J. Stone

The I-O Ethicist

Bill Macey

What I Learned Along the Way

Frank J. Landy

TIP-TOPics for Students

Andi Brinley, Jaime Durley, and Corey Muoz

The High Society: The Origin of Eight Clicks

Paul M. Muchinsky

### **News and Reports**

Institute for the Teaching of Industrial and Organizational Psychology

Michael J. Burke, Ronald S. Landis, and Kecia M. Thomas

19th Annual Industrial-Organizational Psychology Doctoral Consortium

Wendy S. Becker and Kathleen Lundquist

Lesbian, Gay, Bisexual, and Transgender Visibility Within SIOP: Fostering Research Advances and a Culture of Inclusion

Scott B. Button and Brian Welle

Looking Forward to Hawaii: Division 14 Program for This Years APA Convention

Scott Highhouse and Christopher Cunningham

Psychologists Without Borders: Trends and Implications of Cross-Divisional Practice

John C. Scott

Secretarys Report

Georgia T. Chao

SIOP Members in the News

Clif Boutelle

Call for Nominations and Entries: 2005 Awards for the Society for Industrial and Organizational Psychology

Daniel B. Turban

Call for Proposals: SIOP Small Grant Program

Daniel B. Turban

Announcing New SIOP Members

Michele E. A. Jayne

LETTERS TO THE EDITOR

IOTAS

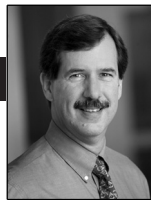
Lisa M. Germano and Debra A. Major

CONFERENCES AND MEETINGS

CALLS AND ANNOUNCEMENTS

SIOP OFFICERS AND COMMITTEE CHAIRS

## A MESSAGE FROM YOUR PRESIDENT



**Mike Burke**

In my opening presidential message in the July issue of *TIP*, I remarked that truly “the members make the society.” As I reflect upon my year as your president, I realize that our society is more than just our members. I would like to take this opportunity to acknowledge not only the contributions of our members, but also the professional contributions of eight special nonmembers who make the society run. The latter individuals make up our Administrative Office team in Bowling Green, Ohio. I am both thankful and amazed at the level of energy, professionalism, and commitment demonstrated by our administrative staff and SIOP members this past year.

**Lee Hakel**, Director of the Administrative Office (affectionately referred to as our AO). Sometimes I think of SIOP as Lee! Lee runs our AO and, believe it or not, she answers just about every phone call to the AO. According to Lee, SIOP members are “unfailingly polite, caring, responsible, and creative.” As SIOP presidential terms go, I am perhaps in the most enviable position of having spent my 3-year term during Lee’s last 3 years as our director. I am very grateful for the assistance and guidance that Lee provided during my time at the helm.

**Esther Benitez**, Manager of Membership, CE, and Sales. Esther is the “shortstop,” fielding whatever gets by Lee in serving as Lee’s backup. For me, it was great just knowing that someone of Esther’s caliber would always be there to assist. Esther’s primary responsibilities center on keeping the member database up-to-date, processing new member applications, and working with workshop chairs on continuing education credit activities. Thank you, Esther.

**Larry Nader**, Information Technology Manager. From the SIOP e-mails you have received, you know Larry as the “Webmaster.” Larry has been a tremendous help this year in moving our officer nomination processes and voting processes to the Web. Larry is in charge of our computer network and works on the design and implementation of many of our online services. Thank you, Larry.

**Linda Lentz**, Finance Manager. Linda is our “cash manager” and also handles financial matters related to the SIOP Foundation. This past year, we considered many issues related to restructuring our financial operations and Linda was always available to provide **Dianna Stone** and me with excellent advice and assistance. Linda, I am grateful for the work you have done for us this year.

**Julie Allison**, Publications Manager. Julie is the AO's "publications hub," responsible for the design and typesetting of SIOP materials such as *TIP*, conference programs, brochures, and so forth. I am particularly fond of the "sky-line motif" for the SIOP 2004 Chicago materials. Thank you, Julie.

**Lori Peake**, Web Site Administrator. Lori is definitely our "multi-tasker," being involved in posting and updating materials online, working on graduate program information, also helping to typeset and proofread SIOP materials, helping members locate information, and the list goes on! Thank you, Lori!

**Clif Boutelle**, the "PR Person." Clif works on contract for SIOP to get the media to run stories on SIOP members' research and work, and to promote the society itself. In addition to writing press releases, Clif works closely with our Visibility Committee. Thank you, Clif.

**Brian Crnobrnja**, our "student in residence." Brian is a Bowling Green computer science major, working part time to help us with projects in several areas of Web programming. He is also working with Kenexa on our Web surveying and with Linda on financial reports. Brian, your help is greatly appreciated.

Along with our AO staff, I would like to thank **Milt Hakel**, our "nonpaid professional helper" in the AO. While you know Milt as an I-O psychologist and past president of SIOP, I also know Milt as someone who gives so much to and cares so much about this Society. Milt assists our AO staff in many ways, especially with respect to database programming. My most memorable moments of working with Milt were a few special days in September of 1998. At the time, he and I were hurriedly working via e-mail and the Web on testing and updating trial versions of one of Milt's programs, Program Builder (the program that evolved into SIOP's conference program management and scheduling system). For Milt the programming was a challenge. For me, Georges, a fast approaching hurricane, was adding significantly to the challenge!

In addition, I would like to recognize our "PPsych helper," **Jen Doman-ski**. Jen works for *Personnel Psychology*, which is housed in the same office complex that our administrative staff works in. Jen meets every week with the SIOP staff, and often fields calls for SIOP when everyone else is busy. Thank you, Jen.

I would also like to acknowledge the efforts of the society officers, committee chairs, committee members, and other volunteers who made this a very special year. Collectively, we accomplished or made significant progress toward almost all goals that we established for the year! Thanks to our Executive Committee for their leadership: **Janet Barnes-Farrell, Georgia Chao, Jose Cortina, Angelo DeNisi, Bob Dipboye, Fritz Drasgow, Bill Macey, Jim Farr, Kevin Murphy, Ann Marie Ryan, Dianna Stone, Lois Tetrick, and Nancy Tippins**. Thanks to our committee chairs and committee

members that dealt with communication issues: **Mike Brannick** (Electronic Communications), **Heather Fox** (APA/APS Relations), **Debra Major** (*TIP*), **Karen Paul** (Communications Task Force), **Lise Saari** (Visibility), **Scott Highhouse** (APA Program), **Howard Weiss** (APS Program), and **Jeff Stanton** (Web Redesign). Thank you to our committee members and committee chairs that focused on membership issues: **Derek Avery** (Historian), **Scott Button** and **Mikki Hebl** (LGBT), **Karen Barbera** and **Irene Sasaki** (Placement), **Irv Goldstein** and **Paul Thayer** (Foundation), **Leaetta Hough** (Fellowship), **Michele Jayne** (Membership), **Kecia Thomas** (CEMA), and **Dan Turban** (Awards). Thank you to those who worked on professional development issues: **Wendy Becker** (Doctoral Consortium), **Allan Church** and **Janine Waclawski** (Professional Practice Series), **Lisa Finkelstein** (Tutorials), **Rodney Lowman** (Ethics Casebook), **Jeffrey McHenry** and **Donald Truxillo** (SIOP Conference), **Luis Parra** (Continuing Education & Workshops), **Rob Ployhart** (SIOP Program), **Elaine Pulakos** (Solutions Series), and **Dawn Riddle** (Education & Training). Thanks to the individuals who worked on science and practice issues: **John Hollenbeck** (Scientific Affairs), **Dick Jeanneret** (Principles), **Robert Pritchard** (Organizational Frontiers Series), **Mark Schmit** (Professional Practice), and **Peter Scontrino** (State Affairs). Finally, thank you to **John Cornwell** (Administrative Office Transition), **Dianne Maranto** (APA), and the many APA staffers who assisted me this year. And again, to the committee members who worked with the above chairs, a BIG THANK YOU!

In closing, I appreciate having had the opportunity and the honor to serve as your president.



Web Assessment Solutions  
CORPORATE | GOVERNMENT | EDUCATION

The logo features the word "PAN" in a large, bold, black, stylized font with a white outline. It is set against a background of a faint, light gray target or bullseye pattern. A registered trademark symbol (®) is located at the top right of the "N".

**PAN<sup>®</sup>**

**Everywhere You Need It To Be.**

- Testing & Assessments
- Global Selection
- Testing Centers
- Biodata
- **Vita** *Vital Information for Talent Assessment*
- **poet** *pan* *Online Educational Testing*

**[www.panpowered.com](http://www.panpowered.com)**

---

1 877 449 TEST

## FROM THE EDITOR



### A Fond Farewell

Debra A. Major  
Old Dominion University

Have I really been doing this for 3 years? Indeed I have. I guess whether that's a short or a long length of time depends on how you mark it. When I began editing *TIP*, my son, Brian, was barely 2 years old; he's now preparing to start kindergarten in the fall. From that perspective, it has definitely been a long time! However, when I think about how much I've learned and how much I've enjoyed working on *TIP*, it certainly seems that the time has flown.

It has been a great experience, in large part because I've had the opportunity to work with an outstanding group of people. Given that this is my last column, I want to make sure they know how much they're appreciated. I have to start with the folks at the Administrative Office (AO). In my estimation, Lee Hakel is the "soul" of SIOP. Her institutional memory is remarkable. For me, she has been an unfalteringly reliable source of SIOP and *TIP* history. Her support and counsel have been invaluable.

Julie Allison and Lori Peake literally put *TIP* together; they make the book happen. Julie and Lori format each article, design the layout, and work with the printer for each issue. They also make *TIP* available on the Web. Reading the final proof of *TIP* is always a team effort at the AO, involving Lee, Julie, Lori, and Esther Benitez. Gail Nader designed the *TIP* cover we've enjoyed for the last 3 years. The AO staff have made it possible for me to focus on the "fun" part of editing *TIP*, secure in the knowledge that all the important details are being handled.

During the past 3 years, I've been fortunate in working with some terrific columnists. Some retired along the way, including **Matt Barney (Macro, Meso, Micro)**, **Lori Foster Thompson** and **Dawn Riddle (Early Careers)**, **Mark Griffin** and **Boris Kabanoff (Global Vision)**, and **Marcus Butts**, **Eyal Grauer** and **Nancy Yanchus (TIP-TOPics)**. Others' final columns appear in this issue, **Bernardo Ferdman** and **Martin Davidson (A Matter of Difference)** and **Peter Bachiochi (On the Horizon)**. A great many will continue their work as **Laura Koppes** assumes the editorship: **Andi Brinley**, **Jaime Durley**, and **Corey Muñoz (TIP-TOPics)**, **Michelle Donovan (Local Spotlight)**, **Art Gutman (On the Legal Front)**, **Michael Harris (Practice Network)**, **Neil Hauenstein (Education & Training in I-O Psychology)**, **Bill Macey (The I-O Ethicist)**, **Lynn McFarland (The Career Column)**, **Paul Muchinsky (The High Society)**, **David Pollack (Conferences & Meet-**

ings), and **Jay Weiss (Leading Edge)**. No doubt we all have our favorites. (As I've told Paul many times, my 90 year-old grandmother is a devoted fan of **The High Society**.)

Issue after issue, these dedicated columnists inform, enlighten, and amuse us. It's important to understand that these columns don't get written during "free time." Instead, they're written at the sacrifice of other important things. To all of the columnists, you have been a dream to work with; thank you for sacrificing the time. SIOP surveys consistently show that *TIP* is one of the benefits of membership that people value most. I'm confident that high quality regular columns are, in large part, responsible.

*TIP* relies on the support of the SIOP Executive Committee. During my tenure, I've had the pleasure of working with three outstanding SIOP presidents: Bill Macey (since recruited to be a regular columnist!), **Ann Marie Ryan**, and **Mike Burke**. Thank you for valuing *TIP* and for your assistance with the sensitive issues that arose from time to time.

I also need to thank my wonderful department chair, Barbara Winstead, for valuing my work on *TIP* and providing me with resources to do my "day job" while editing *TIP*. (Barbara really is an incredible chair, and I'd be willing to say that 100 more times if she'd stay in the position forever!) My graduate assistants, **Rebekah Cardenas** and **Lisa Germano**, have been tremendous assets, assisting with initial editing, coauthoring **IOTAS**, and helping me proof the final copy. I hope you know that I appreciate you both for your work on *TIP* and for the myriad of other ways you help carry the load.

Finally, I'd like to thank my son, Brian Garber, for his patience during *TIP* deadline weeks and for growing into a delightful, inquisitive, remarkable prekindergartener, even though he has a busy working mommy.

### **What's in This Issue of *TIP* for Me?**

By now, you know what's in this issue—something for everyone, of course. Thank you for your attention, feedback, and support these past 3 years. See you in Chicago!

#### ***For Everyone***

7	SIOP President Mike Burke's Message
14	Letters to the Editor
22	The Value of Book Reviews
31	Final Thoughts About Inclusion
39	What's Still "Hot" in I-O
44	Chicago's I-O Group
47	Finding Work-Family Balance
61	Using Excel Forms
97	Stories of Experience
116	Humor: Cliché Origins
121	LGBT Visibility in SIOP

129	Secretary's Report
133	SIOP Members in the News
138	What's New With SIOP Members
141	Upcoming Conferences and Meetings
143	SIOP Award Nominations
159	SIOP Small Grant Program
163	Calls and Announcements
167	New SIOP Members

#### *For Students and Academicians*

27	Seeking NSF Funding
79	SIOP's Institute for Teaching
83	Use of Scenarios in Undergraduate Education
107	TIP-TOPics for Students
115	Chicago Doctoral Consortium

#### *Perspectives on Practice*

15	Understanding Survey Data Through Variance
55	Pay Discrimination
71	Court Ruling Supports Sub-Group Norming
91	Ethical Dilemma in Consulting

#### *APA News*

125	SIOP's Program at APA
128	Collaboration Across APA Divisions

# **SIOP Members Save 20%**

**on books ordered through the**

## **SIOP Administrative Office**

**520 Ordway Avenue**

**Bowling Green OH 43402**

**[419]353-0032**



## LETTERS TO THE EDITOR

### **Praise for Paul Muchinsky's Column, The High Society**

*Letter sent to the editor January 15, 2004*

I just wanted to let you know I appreciate the “tenor” of such a “tenured” voice as Paul Muchinsky’s. As I’m sure not sure all are as sympathetic as I, I wanted to let you know how I felt. More than once his column has brought a chuckle with the realism his experience reflects. I think that such a voice is healthy for all of us regardless of where we stand on any particular issue Paul brings to our minds.

**David Riddle**

City of Omaha, Nebraska

*Letter sent to Paul Muchinsky January 21, 2004*

I just read your fairy tale about Jack and the beanstock, and I’m laughing so hard tears are rolling down my cheeks. What a wonderful way to articulate what some (many? most?) of us believe. I’m making my grad students read this, too.

Thanks for writing this.

**Steve Motowidlo**

University of Minnesota

# **Variance: A Tool for Cultural Alignment**

**Lou Mischkind, Shawn Del Duco, Patrick Hyland and Joyce Chan  
Sirota Consulting**

Many organizations conduct employee opinion surveys to boost morale and align members with the culture of the company. To this end, surveys are constructed with attention to those areas that are fundamental to a business's success (e.g., customer service orientation, innovation, ethical standards).

Survey results are usually reported to individual units or teams as overall statistics, such as a percent of favorable responses or means for various items and indices. This allows each unit to assess its unique strengths and weaknesses. In addition, current results are often compared to prior survey results for that unit, as well as to higher level units (the company as a whole or the 2nd- or 3rd-level organization in the hierarchy). These latter comparisons utilize the concept of dispersion by showing how the unit stands relative to an overall statistic.

However, units and leaders seldom consider the concept of variance in the context of cultural alignment. How does the unit stand relative to other comparable units (between-unit variance)? How much agreement or disagreement is there among unit members (within-unit variance)? Both forms of variance are critical to any cultural alignment effort.

In this article we present a method of examining between-unit variance which has resulted in a better understanding of survey data and greater cultural alignment within organizations. We also demonstrate how within-unit variance adds value to the survey process. Finally, we present avenues of research we are currently pursuing and areas of future research that will allow practitioners to make even greater use of the variance concept in employee opinion surveys.

## **Between-Unit Variance**

An effective approach for comparing unit-level survey data involves creating distributions of business units based on their responses to key survey items or dimensions. Percentiles are then calculated for each of these survey measures, allowing the practitioner to compare each unit's relative standing.

Examining between-unit variance is a quick and easy way to not only gauge overall survey results but also to assess the spread of responses across comparable units. A review of all of the business units allows the practitioner to identify those that performed exceedingly well or poorly and those falling in the middle. Actions are then taken to bring those low-performing units "on-board" with the rest of the units, thereby facilitating alignment with the overall culture of the organization. At this stage, top-performing units often become an excellent resource for those at the bottom. The value of

drawing on real-life actions and solutions from units that have succeeded in the organization is immeasurable.

Between-unit variance analysis also facilitates a macro-level examination of the entire organization. Once low-performing units are identified, the demographic compositions of these units can be inspected to further isolate important distinguishing characteristics. The business function (e.g., Call Center Operations, Direct Manufacturing) and geographic location of a unit, as well as the management status, gender, and ethnicity of a unit's employees often impact unit-level survey results. Therefore, exploring between-unit variance can reveal flashpoints that otherwise might have been masked by only examining overall averages. In sum, between-unit analysis is an effective means for aligning low-scoring units and their members with the culture of an organization and has proven to be an effective way to yield noticeable survey improvements from year to year.

### **An Example**

A large multinational organization administers a company-wide employee survey each year. The survey contains a variety of items and several dimensions that tap key aspects of their company culture.

Following a recent survey administration, we conducted a between-unit variance analysis of the company's results. A large portion of the organization's business units had at least one dimension in the bottom percentile. These leaders (and their superiors) were notified of their relative standing. They were provided with encouragement to improve on the less favorably rated dimensions and were supported by internal consultants and human resource specialists.

On a subsequent survey, a follow-up analysis was conducted to track change over time in employee ratings. While improvement among the low-performing units was expected, the magnitude of the changes was striking. Of the low-performing units in the previous survey, the majority scored above the bottom percentile on each of the current survey dimensions. Moreover, percent-favorable scores improved markedly across all of the dimensions in these low-performing units. In all other units, scores remained relatively unchanged.

Most importantly, focus on helping low-scoring units improve had a positive effect on the entire organization. Company-wide ratings increased significantly on survey items. Actions taken between the survey administrations signaled that management was serious about the survey effort and was willing to concentrate resources on bringing all units into alignment with the cultural values, principles, and practices of the organization.

## **Training**

Between-unit variance analysis also provides a sophisticated and relevant basis for developing training programs. The practices of high-performing managers and units can be isolated and contrasted with the low-performing managers and units to distinguish how they differ quantitatively and qualitatively (by examining written comments, interviewing the managers, etc.). The resulting information forms the basis of an organization-specific and culture-specific training curriculum that includes the strengths and the weaknesses identified by the between-unit variance analysis. This is a far superior alternative to off-the-shelf programs where “one size fits all.”

## **Within-Unit Variance**

In addition to between-unit variance, within-unit variance represents an important dimension when analyzing survey results. A growing body of literature supports the utility of examining within-unit variance for organizational outcomes. For example, Schneider, Salvaggio, and Subirats (2002) found that climate strength, defined as the standard deviation of employee attitudes within bank branches, moderated the relationship between employee perceptions of service climate and customer satisfaction. In our own research, we have also found that within-unit variability plays an important role for organizational outcomes.

Within-unit variance moderated the relationship between employee perceptions and sick leave in a large governmental agency. Specifically, the relationship between ratings of management acting on employee ideas and sick leave was moderated by the extent to which units agreed on the aforementioned survey item. A low degree of within-unit variance yielded a stronger correlation, while units with high variance demonstrated a weaker correlation. All in all, these findings point to the importance of considering within-unit variability when examining survey results, particularly in regard to organizational outcomes.

Both climate strength and between-unit variance analyses are effective ways of analyzing employee opinion data. But combining the two approaches might provide the most actionable results. The moderating effect of within-unit variability described earlier suggests that all low- (or high-) scoring units are not the same. This presents direct implications for intervention strategies.

Specifically, managers can develop interventions with attention to not only how favorable or unfavorable employees are but how much agreement exists among the unit members. Managers whose units exhibit a high level of favorability and a high degree of agreement, for example, are likely to seek to maintain the status quo. On the other hand, those units with low favorability and high agreement may need to be “re-invented.”



## Conclusion

Between-unit variance analyses and within-unit variance represent powerful approaches for examining survey data. By comparing unit-level ratings and variances, practitioners can make more efficient use of employee survey results and bring organizational units and participants into alignment with the overall company culture. We are presently conducting additional research to broaden the scope and further refine what we have labeled Variance Optimization™, including (a) following up with clients who have implemented the between-unit variance approach to assess long-term improvements; (b) using different metrics in between-unit variance analyses; and (c) further exploring the antecedents and consequences of within-unit variance. In conclusion, all of the metrics of survey data distributions—central tendency and between- and within-unit variance—need to be considered in understanding survey data and optimizing the utilization of survey results.

## References

Schneider, B., Salvaggio, A. N., & Subirats, M. (2002). Climate strength: A new direction for climate research. *Journal of Applied Psychology*, 87(2), 220–229.

# **Book Reviews and Scientist–Practitioner Currency: A Critical Lever**

**Robert G. Jones**  
**Southwest Missouri State University**

**John Fleenor**  
**Center for Creative Leadership**

**Lynn Summers**  
**Performaworks**

What good are book reviews? It seems that writing book reviews is an undervalued scholarly activity at many academic institutions. Based on an informal poll, credit is not always ascribed for doing book reviews when tenure and promotion decisions are made. This raises several troubling questions for faculty members, as well as for practitioners and for our profession as a whole. First, we wondered how faculty members are able to advance their own and others' knowledge without critically reading and discussing the most recent ideas being published in book format. It is as if, once we have our degrees, we need no longer participate in the activity we expect of our students every day—to read books and respond critically to them. Second, it seems a little ironic that faculty rely on book reviews (formal and informal) for making adoption decisions for their courses but have no incentive for sharing their evaluations with professional colleagues. The economy of doing this through book reviews is, of course, one attested to by the use of book reviews for adoption decisions. Third, and perhaps more ironically, publishing a scholarly book is highly regarded in many institutions, but reading those books and discussing them is not.

In this article, we will discuss the possible reasons for the undervaluation of book reviews. More importantly, we will explore some of the valuable contributions of the book review process for the reviewers of books, for the consumers of those reviews, and for the vitality of I-O psychology as a profession. In short, the reason we argue that book reviews are undervalued is that their important contributions are not fully appreciated. In particular, critical, well-informed reviews may establish broadly understood and accepted criteria for evaluating science and practice, which we believe to be important to the development of a profession and its members.

## **Currency**

One of the most obvious benefits of book reviews is their use for quick and critical looks at the latest practices and scientific approaches in the field. Keeping current in one's field is considered an important responsibility of professional occupations (see Lowman, 1998, p. 166). Imagine the MD who

has never learned to use MRI scans for diagnosing soft tissue pathology. Such a practitioner might actually get by in his or her work, up to a point, but certainly professional reputation would suffer if this lack of currency were known, and his or her ethical conduct would be suspect. Consider also applied research scientists in academic settings who rely solely on a few journals for currency. In I-O psychology, this would preclude many important sources of ideas from a number of publishers of scholarship. Subsequently, missing appropriate research questions and excluding important sources of prior research could be fatal flaws in their research programs. For both scientists and practitioners, then, book reviews provide an important source of current information.

Unfortunately, it is often difficult to find time and motivation for keeping abreast of recent developments. Book reviews of popular books provide practitioners with a time-efficient and condensed discussion of the ideas likely to be circulating among their clients. For applied scientists more generally, being aware of important scholarly and practice trends can prove invaluable, both for addressing problems using commonly understood, legitimized language (e.g. buzzwords) and for generating important new research threads and practices. Witness for example recent research on work teams, knowledge management, and executive coaching (to name a few), which probably received significant impetus from challenges faced by practitioners. These problems and the trends they disclose often appear in popular management books and cutting-edge scholarly volumes before they appear elsewhere. Reviews of these books are therefore bellwethers for important trends, providing timely familiarity with emerging concepts.

In addition, because of their critical approach, currency can be gained through an understanding of the reviewer's point of view. This is analogous to having critical conversations with expert colleagues prior to making decisions about implementing or otherwise dealing with trendy new "solutions." Taken together, book reviews provide time-efficient sources of critical evaluations regarding practical and scientific trends.

### **Modeling Important Behaviors and Citizenship**

Given the potential value of book reviews for keeping abreast of important new ideas and applications, it is also ironic that academic scholars may be unwilling (often thanks to institutional pressures) to provide this service to practitioners. Again, book reviews seem vital from a practitioner point of view in order to keep current with ideas that are circulating among clients, usually in the form of business books. Similarly, among our academic colleagues, critical reviews of scholarly books may help to advance the field through knowledge dissemination, as well as through the posing of new research questions. A quick glance at book review sections of major journals will reveal some interesting research questions being posed.

In addition to advancing the individual careers of those who formulate and test these new ideas, our view is that this sort of professional citizenship is an important indicator of the vitality of our field. In fact, for change agents in the knowledge management field, having key professionals model involvement in critical analysis of knowledge being disseminated may be an important research question of its own. Similarly, understanding how reviewers serve as “filters” in the management of knowledge may help to make knowledge dissemination more parsimonious and, ultimately, more successful.

### **Establishing Broadly Accepted Criteria**

An even more potentially important contribution of book reviews is the evolving definition of broadly understood and accepted criteria for practice and scholarship. Implicit in any book review are the criteria against which a reviewer evaluates a volume. These criteria may include particularistic (e.g., the reviewer doesn’t like the use of jargon) or professionally irrelevant (e.g., the edited volume has poorly integrated chapters) criteria. However, some criteria may be important indicators of broadly held or accepted notions about the basis for professional practice. For one obvious example of this sort of substantive professional criterion, a reviewer may criticize an author for basing prescriptive statements on anecdote, rather than data. This indicates that the reviewer holds systematically derived, aggregated data to be essential prior to making prescriptive statements. Many I-O psychologists would readily agree with this criterion. In this case, the reviewers’ remarks help newcomers and outsiders understand the implications of our existing, “empirically driven” paradigm.

However, some substantive professional criteria may actually emerge from the process of critical review. For example, in reviewing a scholarly volume on performance appraisal, a reviewer may argue that the author did not account for phenomena that, in the reviewer’s experience, were a common part of performance appraisals in practice. This not only poses an important research question or helps to more broadly define existing theories of models of performance appraisal, this criticism implies that research should meet the standard of dealing with commonplace characteristics of the phenomenon of interest. Although many would agree with this criterion, it is not commonly included as a criterion in the evaluation of scholarly research, for example in blind review rating forms for refereed journals. As such, it represents an emergent criterion for the profession.

Once such emergent criteria gain currency through mechanisms like book reviews, editorial decisions about paper acceptance/rejection, and professional discussions around a current issue, they have the opportunity to become broadly accepted or rejected. But in any case, the profession is enlivened by the debate.

## So Why the Low Rating?

Given these important potential contributions to individuals, research in the field, and development of the profession, why are book reviews generally given a low (or no) weight in evaluating scholarly productivity? We can see no good reason. Advancing knowledge comes in many forms and, as we have argued, reviewing is an important form. To some extent, it is up to the faculty members applying for tenure to make the case for the value of the contributions they make to advancing knowledge. But the lack of explicit inclusion of book reviews in university documents also creates an institutional pressure to choose other, listed activities and to avoid doing book reviews. Similarly, busy practitioners have found ways to influence the definitions of performance and excellence in their organizations to include doing book reviews as “knowledge creation” and “knowledge sharing” contributions.

## Questions to Pose Decision Makers

So, you may ask, what’s to be done? The answer is that we do not have directive answers, but can suggest some questions for our professional colleagues to ask of their decision makers. We suggest posing the questions stated or implied in the headings of this article, to wit:

1. What good does it serve for individual scientists, practitioners, and people seeking promotion to read book reviews? How about to write them?
2. What good are book reviews to our profession?
3. Why do book reviews typically receive lower valuation ratings in organizational reward systems than other organizational contributions and activities for professional development?
4. Should we try to improve the status of book reviews as a professional activity?

We may find that the conclusions we have reached are generally accepted or may find that other views and ideas are dominant. Most importantly, we suspect many people have simply not thought much about these issues before, and we believe they are potentially important for our profession.

Regardless, we would love to hear how you answer these questions. Please contact us at [robertjones@smsu.edu](mailto:robertjones@smsu.edu), [fleenorj@leaders.ccl.org](mailto:fleenorj@leaders.ccl.org), or [lsummers1@nc.rr.com](mailto:lsummers1@nc.rr.com). If we get substantial responses, we will get back to you in a future *TIP*.

## Reference

Lowman, R. L. (1998). *The ethical practice of psychology in organizations*. Washington, D.C.: APA.

# ***HumRRO***

***Human Resources Research Organization***

---

*Meeting Tomorrow's  
Challenges with  
Customized Solutions Today*

---

*Applying Science & Technology...*

Focus Groups  
Interviews  
Statistical Analysis  
and Modeling  
Expert Panels  
Online  
Development  
Surveys  
Psychometrics  
Benchmarking



---

***Human Resources Research Organization***

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

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

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

Virginia • Kentucky • California

# **How to Get NSF Research Funding and Why You Should<sup>1</sup>**

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

**John Hollenbeck**  
**Michigan State University**

**Eduardo Salas**  
**University of Central Florida**

Last December, as part of an APA Science Policy outreach effort, the three of us met with staff at the National Science Foundation (NSF) in Arlington, VA to discuss some of NSF's programs and the potential for I-O and Human Factors psychologists to secure funding and contribute to their research base. NSF has two ongoing programs and one new priority area that hold promise for I-O and human factors research. We want to encourage I-O psychologists to pursue NSF research grants and hope this article will introduce you to the what, how, and why of NSF research.

## **NSF Programs**

### ***NSF 101***

NSF's mission is to "promote the progress of science; to advance the national health, prosperity, and welfare; and to secure the national defense." NSF's FY 2004 budget is about \$5.6 billion, \$4.3 billion of which will be granted for research. It is organized by seven directorates: Biological Sciences; Computer and Information Science & Engineering; Education and Human Resources; Engineering; Geosciences; Mathematical and Physical Sciences; and Social, Behavioral & Economic (SBE) Sciences. NSF's Web page [www.nsf.gov](http://www.nsf.gov) is fairly easy to navigate. Their FY 2004 guide to programs <http://www.nsf.gov/od/lpa/news/publicat/nsf04009/start.htm> is a good way to begin a general search for funding opportunities at NSF. You can also sign onto their electronic mailing list to receive e-mail notices of program announcements via their custom news service at <http://www.nsf.gov/home/cns/index.cfm>.

APA's Public Policy Office monitors NSF and actively advocates for research funding for the behavioral and social sciences. If you would like more all-around NSF information, Heather Kelly is the one to contact at [hkelly@apa.org](mailto:hkelly@apa.org). APA also routinely monitors NSF funding announcements

---

<sup>1</sup>Slightly different versions of this article were submitted to two outlets simultaneously. This article is reprinted with permission from the Human Factors and Ergonomics Society (HFES), which published a similar version in March 2004.

and posts notices that may be of interest to I-O psychologists to the PSWIN electronic mailing list <http://listserve.apa.org/archives/PSWIN.html>. There are three specific programs at NSF that hold promise for I-O and/or human factors research: Decision, Risk and Management Sciences, the Human and Social Dynamics Program, and Innovation and Organizational Change. These programs are described below.

### ***Decision, Risk and Management Sciences (DRMS)***

***<http://www.nsf.gov/sbe/ses/drms/start.htm>***

The Decision, Risk and Management Sciences (DRMS) Program resides within NSF's Social, Behavioral and Economic (SBE) Sciences Directorate. DRMS supports research that explores fundamental issues in management science, risk analysis, societal and public policy decision making, behavioral decision making and judgment, organizational design, and decision making under uncertainty. Research should incorporate social, behavioral, or organizational aspects of operational processes and decision making. Research supported by DRMS should (a) have relevance to an operational context, (b) be grounded in theory, (c) be based on empirical observation or be subject to empirical validation, and (d) be generalizable. DRMS funds approximately \$5.1 million annually, with about a 20% acceptance rate. Grant proposal deadlines are January 15 and August 15.

### ***Human and Social Dynamics (HSD)***

***<http://www.nsf.gov/home/crssprgm/hsd/>***

The Human and Social Dynamics (HSD) priority area is brand new and spans all NSF directorates. The HSD priority area seeks to stimulate breakthroughs in knowledge about human action and development as well as organizational, cultural, and societal adaptation and change. Research about human and social behavior is increasingly characterized by a focus on dynamics—on how cognitive systems, individuals, formal and informal organizations, cultures, and societies evolve and change over space and time. Through the HSD priority area, NSF seeks to promote research and education activities that will enable the nation to better understand the causes and ramifications of myriad forms of change that have altered the world in which we live. HSD aims to increase our collective ability to anticipate the complex consequences of change; to better understand the dynamics of human and social behavior at all levels, including that of the human mind; to better understand the cognitive and social structures that create and define change; and to help people and organizations better manage profound or rapid change. Accomplishing these goals requires a comprehensive, multidisciplinary approach across science, engineering, and education including the development of an infrastructure that can support such efforts.

In its first year, the HSD priority area will support research within and across six emphasis areas: agents of change, dynamics of human behavior,



decision making and risk, spatial social science, modeling human and social dynamics, and instrumentation and data resource development. For a detailed description of the emphasis areas, go to <http://www.nsf.gov/home/crssprgm/hsd/areas.htm>. For 2004, NSF will grant \$18 million in an estimated 40–60 awards. By the time this edition of *TIP* is out, the deadline for these (March 31) will have passed, but think about next year. Watch the NSF Web site to see what grants were awarded and start to think about how to establish your own interdisciplinary team to solicit future grants.

### ***Innovation and Organizational Change (IOC)***

***<http://www.nsf.gov/sbe/ses/ioc/start.htm>***

The Innovation and Organizational Change (IOC) program seeks to improve the performance of industrial, educational, service, health care, governmental, and other organizations and institutions through the support of research on theories, concepts, and methodologies of innovation and organizational change. It is jointly housed in the SBE, Engineering and EHR Directorates. In order to foster innovation and manage change we need to understand effective approaches to organizational learning and redesign, strategic and cultural change, quality and process improvement, innovation, new product and service development, and the development and integration of new technologies. IOC supports research using theory combined with empirical validation to expand the concepts, models, and methodologies of change in organizations and institutions. Proposers should work with partner organizations in industry, education, health care, government, or service. A high priority of the program is to develop valuable research perspectives across disciplinary lines. IOC grants \$75,000 per year—a small sum. But consider this for appropriate projects that could use some additional funding and wouldn't be hurt by having NSF's imprimatur.

## **How to Write an NSF Grant Proposal**

Some general advice: First, each NSF program spells out its specific requirements in program announcements. For the programs noted, these can be accessed via the links above. Second, bear in mind the bigger picture: NSF values innovative research that advances scientific theory and/or method. They are increasingly focusing on multidisciplinary approaches. And, although they are known for being sponsors of basic research, their mission supports applied research as well. Third, don't be afraid to contact the program officers. They're researchers themselves and are often very approachable.

One of the issues we discussed with NSF staff is their peer-review process. Given that I-O psychologists do not traditionally seek funding through NSF, it's no surprise that we are absent from their established reviewer panels, which can be discouraging. But, we learned that you can request up to two reviewers when you submit a grant proposal. This may vary by program, so

it's worth a call to the program officer. On a grander scale, this is an area where organizations like APA, SIOP, and the Human Factors and Ergonomic Society can help by submitting formal nominations for review panels.

There is no silver bullet or a precise prescription on how to write a winning proposal. But, some general tips are worth noting. Remember that your proposal will be peer reviewed. So, ask yourself, what would you look for in a proposal? Usually, we want to see the theoretical grounding of the proposed study. We want to see clearly defined constructs as well as hypotheses. We want to have a good idea of the methodology that will be used and why the investigators have chosen it. And at the end if you are successful, what will the contribution or payoff be? What will be new and exciting? All of these things, we have been trained (hopefully) to do. The final touch must be writing—good writing.

We think it's worth noting that reviewers of any agency don't see first what kind of psychologist (I-O or human factors) is writing the proposal to see if it should be funded. What reviewers look for is ideas, clear ideas, theoretically-based research that advances knowledge. They look for contributions. And so I-O and human factors psychologists have gotten NSF grants on topics like expertise, learning technologies, team effectiveness, human computer interaction, and other similar topics. It is not about who said it but what you have to say.

### **Why?**

Why would an I-O psychologist want to try to secure grant funding from the National Science Foundation? The truth is, we can usually get more money, probably more easily, from other federal departments or agencies and from private corporations.

Since NSF is a significant national source for nonmedical science funding, being active participants in this domain helps raise the prestige of SIOP. As a society we claim to be working at the intersection of science–practitioner interface, but many other psychologists see us only as practitioners. Being active participants at NSF as applicants and reviewers will help bolster our scientific credentials as a discipline. In addition, because of our unique niche at the intersection of science and practice, our group has a much better feel for contextual issues as these relate to building a science on social phenomena. In applying basic psychological research in applied contexts, one inevitably comes across boundary conditions or other difficulties that relate directly to the theory or principles involved. This often calls for a revision of the basic theories in order to better predict and explain social phenomena in complex domains. This is not just application of psychology but rather direct reformulation and improvement of existing psychological theory and principles.

# A MATTER OF DIFFERENCE

## Some Learning About Inclusion: Continuing the Dialogue

**Bernardo M. Ferdman**  
Alliant International University

**Martin N. Davidson**  
University of Virginia

### Part I (Bernardo)



This is our eighth column in the series that we started 3 years ago. It seems that the time has gone by very quickly, yet looking back over the articles, we have covered a lot of ground. At the same time, it feels as if in some ways we have only touched the surface of the complex and challenging issues of diversity and inclusion in organizations. For this last column, we want to build on the previous one, in which we began a dialogue that we shared with our readers and also to provide a way to connect the pieces of all the articles. To do this, we decided to keep our two voices united but distinct, in a sense, so that we could continue to be differentiated as individuals while we discuss key aspects of what we have learned from collaborating on our column and try to point the way to the future. Rather than a back-and-forth conversation, however, we decided to write longer, connected pieces similar to our earlier articles but maintaining our individual voices. Essentially, we would like to embody in the flavor and structure of this column a key aspect of what we have learned about inclusion, which is that for it to be present, for example in our collaboration, it requires working together on a common task while maintaining our identity and ability to express ourselves as distinct individuals (even to the point of sometimes defining that common task differently). The challenge in our work together, and we believe the challenge of diversity and inclusion in organizations, has been finding an effective way to create and maintain structures and processes that allow for and foster—all at the same time—differentiation, connectedness, relationship, and interdependence, essentially allowing us to create a unified whole that is also based on fleshed out, recognizable parts—a whole with its own integrity and that can stand on its own yet that at the same time maintains and even enhances the integrity of its component parts.

I believe that this ability to take in individuals without having those individuals lose themselves is a fundamental requirement of effectiveness in any social system or group. (Of course, as Smith and Berg, 1987, so cogently point out in describing the paradoxes of belonging to groups, the other side of this is that the group can only be formed and take on an identity as such to

the extent that its component individuals give themselves to the group.) This need to preserve the integrity of the parts or individuality of the members is particularly true to the extent that the value to the group or organization of its members is their unique contribution (i.e., they are not simply another “cog in the machine”). Although this has certainly been a major focus of the discourse on diversity, I think there is something new to add when considering this dynamic in the context of a multicultural, diverse society. To get there, I need to take a slight detour.

I have just completed reading a forceful and very thought-provoking book by Gervase R. Bushe (2001) entitled *Clear Leadership: How Outstanding Leaders Make Themselves Understood, Cut Through the Mush, and Help Everyone Get Real at Work*. In articulating his vision of leadership and its associated skills, Bushe presents a compelling case for the importance of self-awareness, descriptiveness, curiosity, and appreciation as fundamental building blocks of interpersonal competence and organizational learning. To the extent that people in organizations can master these skills, according to Bushe, we will be able to reduce or eliminate what he calls *interpersonal mush*. He describes interpersonal mush as occurring “when people’s understanding of each other is based on fantasies and stories they have made up about each other” (p. 5). The goal of successful leadership, in his view, is to replace this with *interpersonal clarity* so that people can work together more effectively, particularly in empowered organizations, such that there is an “environment where [people] are willing to tell the truth about their experience and learn from it” (p. 5). A key aspect of effectively clearing away the mush involves managing the “paradox of individuality versus belonging,” expressed as the tension between *separation anxiety*, the fear of being alone, and *intimacy anxiety*, the fear of being engulfed. As we deal with the feelings and behavior provoked by these anxieties, we often vary along a continuum of *fusion*—thinking and feeling solely in reaction to others—at one extreme and *disconnection*—“extreme individuality without any connection to others” (p. 57)—at the other extreme. When I am fused, the boundaries between me and others are blurred at best and non-existent at worst. When I am disconnected, my boundaries are so rigid that I behave as if the experience of others is irrelevant to me, to the extent that I am not even aware of what others are experiencing. For Bushe, the necessary middle ground of these irreconcilable pulls is *differentiation*, which is “finding a place where belonging and individuality are not mutually exclusive, where I am both separate from you and connected to you at the same time” (p. 62), such that I can know what I am experiencing and want to know what others are experiencing, without confusing the two. It is about having choiceful, healthy boundaries, being willing to learn, and being “clear about the difference between what is inside [me] and what is outside of [me] and between [my] past and [my] present” (p. 69). Bushe highlights the importance to clear leadership of engaging in *organizational learning conversations*. For him, *learning* is “the

outcome of an inquiry that produces knowledge and leads to change" (p. 40). What makes it organizational is that it happens in the context of "the relationships that make up the organization" (p. 41), thus making it a social phenomenon, one that results in changes in patterns of relating and interacting.

So how does all this relate to diversity and inclusion? Reading Bushe's book, I became quite excited as I began to see some of the connections. Particularly, it occurred to me that a key challenge of building inclusion in a diverse organization involves reducing or eliminating what I would now call *intergroup mush*. Paralleling the notion of interpersonal mush laid out by Bushe, intergroup mush occurs when people understand and behave with each other primarily on the basis of the fantasies, stories, prejudices, stereotypes, and other internalized representations that they have of their own and each other's social identities. We know, from extensive research on intergroup relations, that people often interact with others in terms of one or more of the perceived group memberships of the other. There are also times when people actively seek to ignore or minimize others' group memberships. At the same time, I can lose sight of one or more of my own identities, for example because I am primarily focused on a different identity or the situation, or other people in it. Thus, intergroup mush can be present not only when I treat someone on the basis of an overgeneralization derived from one of his or her group identities but also when I ignore or am blind to the full range of social identities that both I and the other person hold.

For example, in engaging and working with Martin, I can highlight in my mind and heart his identity as a professor and a man, two identities that we share. This would lead me to assume a certain degree of similarity and commonality on which to build our collaboration. Or I could highlight his identity as an African American, which contrasts with mine as a Latino and a Jew. The reality is that we are both more complex than that, each including a much lengthier list of social identities. To the extent that I interact with Martin primarily on the basis of either a highlighted similarity or a highlighted difference, I contribute to the intergroup mush. Both he and I are members of a range of social categories, which together combine in unique ways to make each of us who we are (Ferdman, 1995). When I lose sight of this complexity, either in me or him, as well as when we collude to do this together, we are contributing to intergroup mush.

As I see it, the challenge of developing *intergroup clarity* is to find ways to recognize both our similarities and differences, not only at the interpersonal but also at the intergroup level. We really *are* different from each other, and not only because of our different group memberships, but also because those groups have different histories, experiences, and realities. From this perspective, increasing inclusion would require developing the skills to allow ourselves and others to see more of the complete and complex picture of our intergroup realities, as these are expressed in our everyday collaborations. It is about allowing for both similarities and differences at both the individual *and* the group levels at the same time that we are joined together in a com-

mon endeavor. To further parallel Bushe, it is about avoiding fusion, in which I act as if we are the same, as well as avoiding disconnection, in which I believe and act as if we are completely different. By maintaining a sense of both individuality (my own and that of my counterparts) together with intergroup distinctiveness, I can be more attuned to the impact of similarities and differences in our work and call upon them as needed. To the extent that this sensitivity and this skill become part of the everyday way of working in an organization, I would argue that we can describe it as a more inclusive organization. In such an organization, differentiation is not only allowed but celebrated such that we can be aware of and express as they become relevant the pieces of ourselves that connect to different group memberships or identities, all this without losing our connection to our coworkers or to our common tasks or similarities.

## **Part II (Martin)**

The mental dilemma that Bernardo's vision of intergroup clarity raises is the need for people (and organizations) to cultivate a *cognitive* capacity to entertain what for so many seems like contradiction. I agree with Bernardo that increasing inclusion means allowing for group and individual similarities and differences to be acknowledged while simultaneously working toward a common purpose. The challenge is that for so many, emphasizing the individual and emphasizing the group are two mutually exclusive ways of thinking. The part of me that is the individual is complex, personal, familiar, and idiosyncratic. The part of me that is a group member is simple, rough around the edges, associated with stereotypes and even prejudice and bigotry.

The combination of acknowledging both individual and group identity as a means of enhancing inclusion requires the capacity to engage paradox. Heather Wishik and I (Wishik & Davidson, 2004) write about this capacity to embrace paradox as a critical competency for effective management across cultural difference. Our research finds that exemplary managers demonstrate the ability to hold seemingly contradicting concepts simultaneously. The leaders we studied started with two or more apparently inconsistent or clashing phenomena, and eventually found new relationships, different contexts, or unforeseen meanings and consequences which enabled these phenomena to be understood as possibility-laden paradoxes where the clashing elements were simultaneously true. Working through to such a cognitive process provided leaders with new options for strategic action.

In the consulting I do, I see the need for engaging paradox all the time. I recently worked with a set of managers who were seeking to create understanding and develop competence in dealing with difference. An African American manager, in discussing the challenge of talking about race differences in the organization, described the phenomenon of how job candidates are labeled. He noted that Whites who are being recruited are simply "candi-

dates,” but people of color being recruited are usually discussed as “qualified minority” candidates, as though their minority identity would necessarily bring into question their qualification. A White man, a close friend and colleague of the speaker, objected to the statement noting that he discusses qualification with all candidates, not just people of color. The discussion became more heated, as each person questioned the accuracy of the other’s perception.

The episode was noteworthy because it illustrated the rejection of the kinds of paradoxes that are an essential part of an inclusive work community. First, the two managers had seemingly opposing views that were, in fact, both true. The White manager was a human resource professional and had, in fact, used the word “qualified” in all sorts of recruiting contexts. It was clear that many of his White colleagues had done so as well. The African American manager was joined by *all* of the other African American managers in the room in his perception that “qualified” was a ubiquitous modifier when discussing minority candidates in particular. Even though the disputants felt that only one of them could be right, both were. I don’t know in retrospect, if either disputant understood that both were correct. As the discussion concluded, I suspect the African American participant believed he was vindicated and the White participant believed he was wrong.

But the expectation of such a simple win-lose outcome does a disservice to the challenge of paradox in inclusive organizations. Fostering inclusion means fostering multiple realities. And being able to thrive in an inclusive organization means being able to tolerate and embrace the ambiguity that accompanies the paradoxes that multiple realities pose. It is ironic that we have so often used and contrasted the words “tolerate” and “embrace” when talking about diversity and differences. This notion of dealing with paradox adds texture to what it means to truly embrace difference.

Perhaps an even more powerful implication of this skill of embracing paradox is that its importance is not limited only to negotiating cultural or racial or gender difference. It is a competency that provides greater degrees of freedom for any organization member to engage differing perspectives and perceptions.

### **Part III (Bernardo)**

I wholeheartedly agree that living and working with paradox is at the crux of the competencies needed to effectively embrace differences and create inclusion. In 1992, I wrote about this in relation to ethnic diversity in particular. In that chapter (Ferdman, 1992), I pointed out the seeming contradictions between recommendations based on research on the social psychology of intergroup relations and conclusions following from cross-cultural and intercultural studies. The former emphasized the pernicious effects—including prejudice and stereotyping—of highlighting social categories and pointed to the importance of putting more emphasis on the individual and less on the group. The latter emphasized the real differences between groups and the



need to be conscious of group memberships so as to be better able to account for culturally based variations in individual behavior. The challenge for those wanting to work effectively across differences is being able to take both of these seemingly contradictory paths at once: Treating others as individuals rather than simply as representatives of a category, while at the same time understanding that because those others belong to a group other than my own they may not share my values, attitudes, and beliefs, nor do they interpret behavior as I do.

In the years since writing that chapter, and particularly as we have collaborated on these columns, I have become more acutely aware of the multiple layers of complexity that are overlaid on that already intricate picture. As Martin points out and as we have mentioned in prior columns, to create and increase inclusion, individuals must have appropriate competencies and demonstrate corresponding behaviors. Inclusion cannot exist without individuals who seek it and behave accordingly. At the same time, those individuals choose, display, and interpret their behavior and that of others in the context of organizational, intergroup, and socio-historical dynamics that are also very much part of the puzzle of inclusion. For example, in the situation Martin describes, even though the White and the African-American managers were both “correct” in their views, to better understand each other and their perspectives and to find effective points of contact, they (and we) might also consider aspects such as the privilege and power of their respective groups (in the organization and in the society at large, both now and in the past), the stereotypes and images each carries of the other (images that are socially, not just individually, formed and shared), and the norms and history concerning diversity and intergroup relations within their workgroup and organization. At the same time, the two managers each belong to multiple other groups that are also part of the picture.

Creating intergroup clarity involves a complex mix of individual competencies, organizational initiatives, and social change. None is sufficient without the others; at the same time, each one drives and can be a precursor for the others. This means that we can begin at any of those levels yet should not expect any one of them alone to complete the task. It also means that effectively increasing inclusion requires leadership, coordination, and above all, interdependence. The challenge for those of us who would like to increase inclusion for ourselves and others is having sufficient courage to muddle through, while continually increasing not only the clarity of our conviction but also our collective learning about what works and what does not, as well as our ability to partner with those who are both similar and different to us.

#### **Part IV (Martin)**

The conclusion of our column prompts me to reflect more deeply on the critical challenges to building inclusive organizations. We have touched on so



many important aspects in the past 3 years: the basic rationale for inclusion, the challenges of power dynamics, the capacity to engage conflict, and the role of courage in manifesting a vision of inclusion. I'm left awed and excited by the prospect of creating inclusive environments.

I'm also reminded of the cautionary note I gleaned from my first psychology professor. She opened class by stating: "There are people who read the *New Yorker*, people who don't read the *New Yorker*, and people who don't read the *New Yorker* anymore. The last two groups look the same, but they are not!" I think about this whenever I work with people to create inclusion because there is a tendency to think that we can get there by just treating people with respect, care, and compassion and that somehow this simple resolve will do the trick. If anything has come from the territory Bernardo and I have explored, I hope it is that building inclusion is hard work, grounded in a commitment to be aware of the difficulties and to take them on with a sense of hope and a toolkit of skills and perspectives that help to bridge the inevitable gaps in a community. That is the vision of inclusion that I want to realize, and I look forward to building alliances with any readers who may wish to join me in the adventure. Take care.

## Part V (Bernardo)

I join with Martin in feeling awe and excitement at the challenge and possibilities inherent in the project of enhancing inclusion in organizations. It is a project that requires concerted and consistent vision and action on the part of individuals, groups, organizations, and society as a whole; yet, it is one that I believe is quite worthwhile, with beneficial outcomes for all. The journey to inclusion most likely will never end, but it can start right now. I too welcome partners for the trip.

## References

- Bushe, G. R. (2001). *Clear leadership: How outstanding leaders make themselves understood, cut through the mush, and help everyone get real at work*. Palo Alto, CA: Davies-Black Publishing.
- Ferdman, B. M. (1992). The dynamics of ethnic diversity in organizations: Toward integrative models. In K. Kelley (Ed.), *Issues, theory and research in industrial/organizational psychology* (pp. 339–384). Amsterdam: North Holland.
- Ferdman, B. M. (1995). Cultural identity and diversity in organizations: Bridging the gap between group differences and individual uniqueness. In M. M. Chemers, S. Oskamp, & M. A. Costanzo (Eds.), *Diversity in organizations: New perspectives for a changing workplace* (pp. 37–61). Thousand Oaks, CA: Sage.
- Smith, K. K. & Berg, D. N. (1987). *Paradoxes of group life: Understanding conflict, paralysis, and movement in group dynamics*. San Francisco: Jossey-Bass.
- Wishik, H. R., & Davidson, M. N. (2004). *Three core approaches to global leadership and its complexities*. Darden Graduate School of Business. Unpublished manuscript, Charlottesville, VA.

*Serious about **assessing** knowledge and skills?*



## **Assess with Censeo**

Latin for "to assess or evaluate," the word Censeo speaks volumes about our work. As a Human Resource consulting firm providing valid, web-enabled assessment solutions, we're dedicated to helping you select, develop, and retain top talent.

### ***Online Products...***

**Multi-rater Feedback:** Established and customized surveys featuring market-leading flexibility, real-time admin tools, reports delivered within 24 hours, and a full library of personal developmental suggestions

**Survey Platforms:** Employee opinion, customer satisfaction, and automated exit interviews

**Knowledge Testing:** Managing the online delivery, scoring, and reporting of knowledge tests

**Job Fit Assessments:** Pre-employment tools to reduce turnover by selecting candidates with the work preferences and personality for a good job fit

### ***HR Consulting Services...***

Competency Modeling

Best Practice Selection/Development Systems

Custom Assessment Development

Structured Interview Design & Training

Assessment Center Design



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

[info-request@censeocorp.com](mailto:info-request@censeocorp.com)

407.645.1600 x150

## ON THE HORIZON



### Unfinished Business

Peter Bachiochi  
Eastern Connecticut State University

Three years ago when I started working on this column in *TIP*, I had set some general goals to accomplish during my tenure. The primary goal of the column has been to discuss new developments in the I-O field: new technology, research and statistical techniques, employment trends, teaching techniques, and buzzwords that became workplace trends. After a quick review of some of what I (or guest writers) have discussed in the past, I'd like to briefly discuss some of the topics that I wasn't able to get to.

Teaching I-O is a topic that is near and dear to my heart, so I couldn't have been happier to kick off the column with a piece by **Milt Hakel** on the importance of learning-centered teaching. Although that term may seem to be redundant, we can often fall into the trap of teaching what we know and hoping that the class/workshop gets it. Milt gently reminded us that we need to think of the learner first and design the course or the training in such a way to ensure that the student/trainee will leave with the KSAs intended. I also spent some time in one issue on a tribute of sorts to those who see themselves as teachers first.

I've also used the column to draw attention to some underrepresented areas. Nonprofit organizations have started to receive more attention from I-O psychologists recently, but this is a development that has been long overdue. They are a segment of the workforce that is in desperate need of our help, and they provide a unique avenue for multiple research questions. In addition, qualitative research has not had the same stronghold in our field as it does in others. Training at the graduate level needs to include qualitative methods to a greater extent if nothing else but to provide an additional tool for the I-O researcher.

**On the Horizon** has also addressed ongoing trends that show no signs of abating. Specifically, the globalization of SIOP and issues of diversity have been growing in importance in the past 2 decades and are issues with which every organization has had to contend. Computers have also become essential workplace tools, and **Wendi Everton**, **Paul Mastrangelo**, and **Jeff Jolton** provided a column on the personal use and misuse of computers at work. Employers continue to struggle to determine the point at which using computers at work for personal reasons begins to interfere with getting the job done. In another guest column, **Tom Becker** provided a comprehensive

review of the topics covered in our top six journals and provided an excellent “state of the I-O research union” summary.

Two years ago I also conducted a survey of a cross-section of colleagues to get their views of what’s hot or what’s on the I-O horizon. If I had been smarter (now using my 20-20 hindsight), that column could have supplied me with the ideas for many subsequent columns. All the topics raised in that unscientific survey continue to be hot for SIOP, and I’d like to discuss some of them as well as a few topics I simply wasn’t able to get to in my 3-year tenure.

It’s surprising to me that I didn’t do a column on the Internet and the explosion of Web-based applications in the business world. Several companies have moved to exclusively online job applications for many positions and Web-based selection testing as well. Research on the impact and effectiveness of this shift is beginning to bear fruit. Similarly, the use of the Internet as a business research tool has skyrocketed in the last 10 years and many companies have developed data-mining tools to harness the vast abundance of information that is literally at the fingertips of anyone with an Internet connection. Applicants are certainly using company Web pages to do job-hunting research, and companies have also started investigating just how this “new” medium affects applicant perceptions. Simply put, the Web is a topic that deserves additional attention.

Another topic that I have been remiss in addressing is the increased power available for data analyses. Our statistics have become more sophisticated and PC power is keeping up with, if not better enabling, desktop data analyses. For instance, hierarchical linear modeling and structural equation modeling advances have enabled more complex designs that better examine the complex workplace that we try to study. Again, this just scratches the surface, and someone with a stronger statistical background than I could go to town on the latest advances.

On the other end of the spectrum, there has been resurgence in the “softer side” of I-O as well. Greater interest in emotions at work and the concept of emotional intelligence has launched new debates and lines of research. Although many I-O people deny having (or simply don’t have) a more clinical side, there have been many advances in team building, executive assessment, and other topics that draw attention to the need for greater collaboration between I-O and clinical psychologists. Although some of the “I-O hardcore” might argue that these trends are just signs that we’re getting soft, I’m not ready to go that far.

Finally, the topic of diversity deserves a little more attention as well. Although SIOP has taken many great steps in the recent past to address the growing diversity in the workplace, there’s much more to do. I’m currently using a book by Peter Wood, an anthropologist, who has cast a more critical eye upon the (often knee-jerk) treatment of diversity issues in organizations. The diversity movement has taken on a great deal of steam, some of which is

yielding great advances and some of which is just hot air. There is much SIOP can do to ensure that diversity, in all its myriad definitions, is better managed by the organizations that we serve.

Although I've suggested at least another year's worth of columns, I'm going to pass the torch and let someone else have the fun that I've had in the past 3 years. I would like to thank all those who've contributed to the column in one way or another as well as those who have contacted me with comments about the column. Finally, thanks to all of you for listening. As always, if you'd like to contact me about anything in this column, please feel free to contact me at [bachiochip@easternct.edu](mailto:bachiochip@easternct.edu).

## SPOTLIGHT ON LOCAL I-O ORGANIZATIONS

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



Did you see the January *TIP* article, “Finding the Epicenter of I-O Psychology”? Here’s the link if you haven’t: <http://www.siop.org/tip/Jan%2004/08sachau.htm>. The article included a really cool map that showed where all I-O psychologists across the U.S. are located. It was great to see that we’ve already featured many local I-O groups in the areas with the most I-O psychologists (New York, the Bay Area, and Minneapolis) in this column. But there has been one local organization that represents a hotbed of I-O psychologists and until now has eluded us...CIOP—the Chicago Industrial-Organizational Psychologists! Since most of us are currently making plans to head to Chicago for the upcoming SIOP conference we thought it would be fun to feature this local group in this column. And they didn’t let us down.... They are a wild bunch and decided to lead with some great recommendations on how I-O psychologists can make the most of their visit to Chicago! Read on for more details...

### **CIOP: Bringing Together Chicago’s I-O Community**

**Mike Helford**  
**Roosevelt University**



The Top 5 things to do in Chicago for I-O psychologists:

1. Go up to the Sears Tower 103rd floor skydeck and try some “high-altitude job analysis” of the workers below.
2. Help the Chicago Bears develop training for effective team competencies.
3. Take the Chicago riverboat architecture tour and assess satisfaction across building styles.

4. Try deep-dish Chicago pizza while estimating structural equation models.
5. Develop a performance management system to reward high-performing sharks at the Shedd Aquarium.

First off, the Chicago Industrial-Organizational Psychologists (CIOP) would like to welcome everyone to Chicago for the upcoming SIOP conference! We think you’ll find our city to be as splendidly diverse as our local I-O group. As you can see from our “top five list” there are a multitude of ways for I-O psychologists to enjoy the “windy city.” For those of you not familiar with us...CIOP provides a place for I-O psychologists and graduate students to come together, to hear about what is going on “out there,” catch up with each other, and network. In Chicago, we are fortunate to have a large

and active I-O community with lots of local internal and external practitioners and more than *seven* graduate programs in I-O psychology!

We typically meet about five times per year and end each season (which follows the academic year) with our annual dinner meeting in early June. Typically, a regular CIOP meeting includes one or two speakers on a given topic, followed by discussion, usually on a Friday afternoon. After each meeting, we have an informal social get-together (which is announced as “non-CIOP sponsored” for liability reasons) at a nearby restaurant or bar, where we get to rub shoulders and socialize outside of the usual structured meetings for a longer period of time. We typically have 30 to 80 people attend a given meeting, the locations of which bounce around to various sites in the Chicago area. In the past, we did a pretty good job of alternating between academic and corporate sites, but post-September 11th, we had a tougher time finding corporate locations that were willing to host large groups like CIOP. So, recently our meetings have been held more in suburban and academic settings. Our most recent annual dinner meeting was held in the Sears Tower (where else?!) and **Mike Burke** was our featured speaker, who talked about the effect sizes of different modes of training. We typically invite the SIOP president-elect to speak at our annual meeting and have been fortunate to host **Bill Macey**, **Ann Marie Ryan**, **Nancy Tippins**, and **Angelo DeNisi**.

Topics covered by CIOP have been eclectic within I-O and have included executive coaching, person–organization fit, cross-cultural issues, online testing, e-learning, situational judgment tests, legal issues in selection, and marketing of consulting services, to name a few. Each January, we have a session oriented toward students, focusing on career paths within I-O, where a panel of three or four speakers (usually an internal person, external consultant, and an independent) talk about their own walks of life in the field, provide advice for development, and answer questions. This “careers” session is usually held on a Saturday to allow more students to attend who are busy working during the week.

Prior to the late 1990s, CIOP went by the very unpronounceable acronym, GCAIOP (Greater Chicago Area Industrial-Organizational Psychologists). After years of tongue twisting and receiving funny looks (It’s not enough to explain to the lay person about I-O psychology?), we took a vote to find a simpler name, resulting in our current nickname, which you will hear pronounced several ways (same as SIOP, chi-OP, shy-OP, ki-OP, and occasionally just spelling it out). Early on, GCAIOP was run by Bill Macey, Gary Morris, **Nam Raju**, Sally Hartmann, **Joe Orban**, **Jane Halpert**, John Orr, **Paul Sackett** and many others. In fact, GCAIOP was key in hosting the first-ever SIOP conference in Chicago in 1986.

After more than 2 decades, CIOP is going strong with an increase in student membership. Our current board has five members plus a newsletter edi-

tor, and like many local groups, that role is evolving as we move to a Web-based newsletter to save postage costs and more efficiently reach members. The board communicates primarily by e-mail and meets as needed a few times a year. Currently, our board consists of **Brian Kitzman** as program chair and vice president, Michael Barr as membership chair and secretary, **Tom Sawyer** as treasurer, **Mike Helford** as president, and **Melissa Lautner** as newsletter editor. Lastly, the student rep is a new position on our board, initiated by the determined work of Anjani Panchal over the last few years, and our current student rep is **Jacqueline Caruso**. So what keeps the board up at night? Currently we are working to clarify our mission and are experimenting with different meeting formats. It's a challenge, though, as any day of the week, any location, any format never seems to please everyone in this diverse group! And in terms of topics we have also experienced diversity in the preferences of our members...the students tend to prefer more nuts and bolts "I-stuff," while practitioners tend to be a bit more interested in broader "O-stuff." So as any good I-O psychologist would do...we rely on the data (we conduct an annual topics rating survey) to provide us with direction each year.

When you are in Chicago we invite you to truly experience and enjoy our city. Take a moment to go visit the Sears Tower, Shedd Aquarium, Navy Pier, and most importantly...visit CIOP at <http://www.ciop.net> or say hello to us at the conference! We'd also like to thank Michelle Donovan for launching this column and for working with **Dale Rose** to chair a SIOP session on local I-O groups back in 2002...as that was the beginning for us to network and learn about other local I-O groups! It's about time that local groups started talking and sharing our challenges and best practices. We're glad we could contribute by sharing what we're up to at CIOP and we hope to see you in Chicago at SIOP this April!

### Future Spotlights on Local Organizations

Stay tuned for the July issue of *TIP* when we profile the Houston Area Industrial and Organizational Psychologists (HAIOP). This spring they'll be celebrating their 25th anniversary...HAIOP has come a long way in the last quarter-century, and they're eager to share some of their best practices with other local groups.

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





### Work–Family Balance

Lynn A. McFarland  
George Mason University

As a new mother (yes, that cute guy in the picture with me is my son Matt), the issue of work–family balance is one that is now continually on my mind. Lucky for me, Matt doesn't seem to care if I read him *Minki Monkey's Busy Day* or the manuscript I happen to be reviewing, as long as I vary my tone and speak in funny voices (By the way, you should try this. It makes even bland manuscripts interesting.). Still, there are many days it seems work and family are at odds.

I recently decided to take a look at what the I-O literature has to say on the issue. Maybe I would find some effective strategies for reducing this “conflict.” It then occurred to me that most SIOP members are probably like me and have little idea of what our own literature has to say about this important topic. To help sort out this literature, I decided to ask the experts. Five individuals who are among the top experts in this area were kind enough to answer my questions: **Lou Buffardi** (George Mason University), **Lillian Eby** (University of Georgia), **Mike Frone** (State University of New York at Buffalo), **Leslie Hammer** (Portland State University), and **Ellen Ernst Kossek** (Michigan State University). Although each provided unique insights into this issue, their responses to my questions were extremely consistent. Let's begin with a very brief introduction to the issue of work–family conflict and the relevant literature.

### Background

Work–family conflict is “a form of interrole conflict in which role pressures from the work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985, p. 77). The conflict does not operate in one direction. Family sometimes interferes with work (FIW), and work can interfere with family (WIF).

Further, some researchers suggest that conflicts between the work and family domains can occur when (a) time consumed by one role results in a lack of time for the other, (b) strain caused by the activities of one role makes it difficult to fulfill responsibilities in the other, or (c) in-role behavior in one domain is incompatible with the role behavior in the other domain. The time conflict is fairly obvious and probably most salient to us lay people (i.e., non-work–family conflict experts). So is strain—if we're totally stressed-out at

work, we may not be able to deal with our family responsibilities and vice versa. However, the behavior component is less obvious. It has been suggested that we may sometimes behave in ways in one domain that is incompatible with the other domain, such that the behavior in question does not facilitate fulfilling one's roles in the other domain. For instance, being a perfectionist may be useful at work, but the same behaviors may lead to less effective parenting or in other ways inhibit one from adequately fulfilling family responsibilities.

It should be noted that the conceptual grounding of time, strain, and behavior-based dimensions of work–family conflict have been debated. As Mike notes, they do not have strong empirical validation and may confound the work–family construct with its putative causes and outcomes.

What happens if work–family conflicts are not effectively managed? Work–family conflict can result in a number of dysfunctional outcomes, including burnout, decrease in mental well-being, deteriorating relationships, and job and life dissatisfaction. Presumably in the hopes that a better understanding of the causes of work–family conflict will help people avoid it, considerable research has been directed toward trying to understand the antecedents of work–family conflict. Some of the things that lead to conflict are fairly intuitive. For example, working long hours, long commutes to and from work, workload, lack of management support, job involvement, and level of importance assigned to one's work, all predict the extent to which WIF. Further, marital status, number of children, level of importance assigned to family roles, and lack of family support all contribute to FIW.

Further, some people are more susceptible to work–family conflict than others. For instance, research suggests certain personality types are more inclined to experience work–family conflict. Neuroticism, Type A tendencies, and negative affectivity are all related to work–family conflict. As one might expect, age also relates to work–family conflict. There's initial evidence that as we get older, we develop more effective strategies for dealing with these conflicts.

### **Work–Family Synergy?**

OK, maybe synergy is a strong word, but work and family are not always at odds. In fact, there is evidence that work and family can sometimes compliment or facilitate each other. This is sometimes called “positive spillover” and can occur in the form of moods, skills, behaviors, and values. For instance, Ellen pointed out that the KSAs learned on the job may also allow one to be a better parent. Further, there is evidence that people who engage in multiple roles have a better sense of well-being. Lou suggests this may occur because one domain may serve as respite from a hectic or stressful time in the other, thus, allowing one to face another day refreshed. Speaking for myself, I no longer dwell on journal rejections. The moment I come home I

have someone literally screaming with joy to see me and hugging my leg (and my son's happy to see me, too). That kind of welcome home makes it difficult to get too bummed about any work situations I may be dealing with.

As all the experts pointed out, there's a lot we still don't know about work-family facilitation, but the initial results offer some reasons to be optimistic.

So, what if you're not one of the lucky ones who is finding more facilitation than conflict between work and family? Here's some advice from our experts about the best ways to minimize conflict.

### Managing Work and Family

Surprisingly, our literature has more to say about the antecedents and consequences of work-family conflict and less on strategies to effectively manage it. However, there are some studies that have explored this issue and just knowing what causes work-family conflict can lead to an understanding of how to effectively manage conflict.

*Carefully consider work-family issues when choosing a job.* The predecessors of this column once interviewed **Kevin Murphy** and asked him how he manages work-family conflict. One thing he did was to choose a job that would offer him flexibility to deal with his family life. For example, if a potential employer seemed less than favorable about bringing children to meetings, that wasn't a job he wanted. Admittedly, not all of us have so many options to choose from that we can afford to be this selective, but it's certainly worth considering the type of environment that would be ideal and aiming for such positions. Be sure to find out how the organization you're considering feels about bringing kids into work or if there is a strict culture of coming in early and working late. If the organization frowns upon anyone leaving before 5:00 and you have kids that need to be picked up from school, that's got to factor into your job decision or you could be facing years of conflict. Some firms are "family friendly" while others have a reputation of not being so family friendly.

Further, don't feel guilty or feel like you are settling by considering these issues. As Lillian points out, finding a job that allows you to meet your family's needs is an issue of fit. We consider a host of fit issues when we make a job choice; why shouldn't we also consider how the decision is going to fit other aspects of our life? In other words, it's important to take a holistic approach when you're searching for a job. Don't just jump on the most prestigious offer or the one that offers the most money. Work-family issues must also be considered.

*Selection, Optimization, and Compensation (SOC).* SOC is a life-management coping style for work-family situations. Although related, SOC is different from time management. This coping style consists of being more selective in focusing on a few goals, persistence in order to achieve those

goals, and seeking additional resources (e.g., child care) to compensate for lack of time. Basically, it is suggested that those experiencing work–family conflict should take the time to evaluate which goals are most important to them and focus on achieving those goals. Take the time to evaluate your goals and if the activities you engage in on a daily basis help you to meet those goals. Does reviewing a textbook help you meet your goals, or is it a task that takes considerable time but does not help you make progress toward one of your goals? If a task does not help you make progress toward a goal and you have the ability to avoid it (i.e., it's not a requirement of your job), don't hesitate to say no.

Further, it's important to recognize that you don't need to go it alone. You should find ways to compensate for lack of time. This may involve child care, paying to have your house cleaned, having groceries delivered to your home, or getting someone to walk your dog. Lillian points out that it may be easier for folks with money to compensate for lack of time because they can pay to outsource many of these things.

Research shows that application of SOC in both the work and family domains leads to lower job and family stressors which lowers work–family conflict (in both directions). For a more detailed account of this strategy see Baltes and Heydens-Gahir (2003).

*Communicate your responsibilities to those at work and at home.* As Lou points out, a very important part of managing work–family conflict is simply making those around you aware of your responsibilities. For instance, if you only have daycare certain times of the week and need to watch the kids when they're not in daycare, tell your employer this schedule so you can be sure your home responsibilities are considered when meetings are arranged. You should have similar discussions with your significant other as well. There may be days he or she will need to make dinner or pick the kids up from school. It's also a good idea to talk often. Responsibilities at both work and home may change so it's important to inform everyone when that occurs. Also, you may find some things are not working out and you need to devise a new strategy to accommodate all of your responsibilities.

*Time management.* To minimize work–family conflict, it's important to manage your time well. I'm probably not telling you anything you don't already know, but let me add to this. Macan, Shahani, Dipboye, and Phillips (1990) suggest that time management can be broken down into three dimensions. First, goal setting and prioritization involve daily decisions about what is most important to be accomplished. Second, the mechanics of time management include such activities as making "to do" lists. Finally, a preference for organization involves maintaining a methodical, organized approach to work. Just like the SOC model, the time-management model first stresses the importance of deciding on what goals are most important for you to achieve and making sure you focus on those goals.

*Increase your social network.* I know some of you are balking at this suggestion. After all, if you're struggling to make time for work and family, how on earth are you going to fit a social life into the equation? Who has time for friends? Well, believe it or not, there's evidence that increased social support can help decrease work–family conflict. Further, Leslie's own research suggests that decreasing social involvement in nonwork activities actually leads to higher levels of work–family conflict (Neal & Hammer, forthcoming). So, don't quit spending time with friends because you feel like you have too much to do at home and at work. Doing so could make you less effective in both domains.

### **Are Employers at Fault?**

When I first approached the experts my intent was to gain a better understanding of the things individuals can do to reduce work–family conflict. However, it soon became apparent that a lot of the causes and remedies of work–family conflict stem from characteristics of our workplaces. Just about everyone I talked to indicated that the structure of many work environments maximizes work–family conflict. Mike pointed out that over 30 organizational initiatives have been examined in the literature, such as flexible work arrangements, leaves, dependent-care assistance, and general resource services. However, the overwhelming majority of jobs are still 9 to 5 and allow little flexibility for employees to come and go, in-house childcare is still fairly uncommon, and most employers would cringe at the thought of an employee bringing a child to work!

I've always thought being in academics would relinquish me from work–family conflict issues. After all, my schedule is immensely flexible, I can do a lot of my work at home, and I can bring my son to work if I have to. However, as Ellen noted, the biological clock and the tenure clock are entirely at odds. Most people start having children before the age of 35. This means that many folks in academics are going to start having kids before they get tenured. Sure, most universities will allow you to “stop the tenure clock” in theory. But even if you do this, some people can't help but notice how long you've been out and use that to judge your record. What this means is that junior faculty (especially women) who have kids are likely to feel a tremendous amount of work–family conflict early in their careers. In other words, the years that are most instrumental in determining the course of an academic's fate are also those years where he or she is likely to start having a family (simply because it may be now or never), and more focus needs to be diverted from work to family. Ellen suggests that unless your university has developed multiple models for evaluating early career progress, it may be helpful to recognize that the strains you may be experiencing may largely emanate from the organizational system or context you are working in, as much as your own ability to manage both roles.

So what can be done? Leslie suggests work–family conflict is less of a personal issue and more of a public and organizational policy issue. Changing the structure of work will result in more significant gains than trying to identify ways individuals can reduce their work–family conflict. She further suggests that support for work–family issues needs to start at the national level. For instance, employers are not required to provide employees with paid family leave, so many do not. Our national policies have to change if employers are going to behave in ways that will allow employees to reduce work–family conflicts.

### Good Reading on the Topic

I've reviewed some of the work–family conflict literature and some potential strategies for decreasing work–family conflict. Although the experts provided me with a wealth of information, space constraints require this review to be brief. Therefore, I encourage readers to take a look at some very useful literature on the topic that provides more comprehensive and technical reviews. The experts recommended some good articles and book chapters you may find useful. I've listed these below.

### References

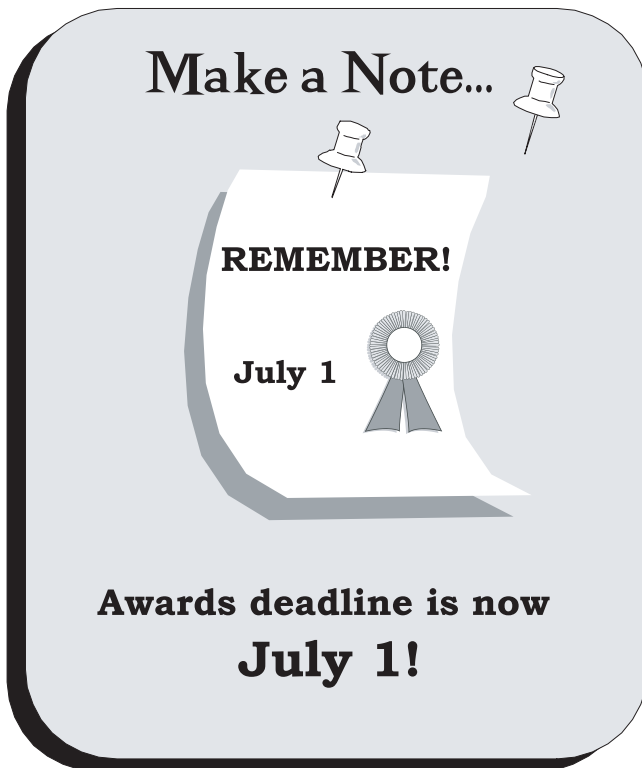
- Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*, 278–308.
- Baltes, B. B., & Heydens-Gahir, H. A. (2003). Reduction of work–family conflict through the use of selection, optimization, and compensation behaviors. *Journal of Applied Psychology, 88*, 1005–1018.
- Bellavia, G. M., & Frone, M. R. (in press). Work–family conflict. In J. Barling, E. K. Kelloway, & M. R. Frone (Eds.), *Handbook of Work Stress*. Thousand Oaks, CA: Sage.
- Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., & Brinley, A. (in press). Work and family research in IO/OB: Content analysis and review of the literature (1980–2002). *Journal of Vocational Behavior Monograph*.
- Frone, M. R. (2003). Work–family balance. In J. C. Quick, & L. E. Tetrick. (Eds.) *Handbook of Occupational Health Psychology*. (pp. 143–162). American Psychological Association: Washington, DC.
- Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work–family conflict: Testing a model of the work–family interface. *Journal of Applied Psychology, 77*, 65–78.
- Frone, M. R., Yardley, J. K., & Markel, K. S. (1997). Developing and testing an integrative model of the work–family interface. *Journal of Vocational Behavior, 50*, 145–167.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review, 10*, 76–88.
- Kossek, E. E. (1990). Diversity in child care assistance needs: Employee problems, preferences, and work-related outcomes. *Personnel Psychology, 43*, 769–791.
- Kossek, E. E., & Ozeki, C. (1998). Work–family conflict, policies, and the job–life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology, 83*, 139–149.

Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of Educational Psychology*, 82, 760–768.

Neal, M. B., & Hammer, M. B. (Forthcoming). *Working couples caring for children and aging parents: Effects on work and well-being*. Mahwah, NJ: Lawrence Earlbaum Associates, Inc.

Thomas, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work–family conflict and strain: A control perspective. *Journal of Applied Psychology*, 80, 6–15.

Williams, K., & Alliger, G. M. (1994). Role stressors, mood spillover, and perceptions of work–family conflict in employed parents. *Academy of Management Journal*, 37, 837–868.



## **Lies, Damn Lies, and Statistics: The Use of Multiple Regression Analysis in Pay Discrimination Challenges**

**Michael M. Harris**  
**University of Missouri-St. Louis**

**Mary Suszko**  
**Suszko & Associates, LLC**



From time to time, I-O psychologists may find themselves involved in a project involving pay discrimination. Surprisingly little, however, has been written in I-O psychology outlets over the last decade or so regarding this topic. The focus of this column is on two ways in which your organization's pay practices may be questioned. Specifically, we cover fundamentals in an OFCCP compensation audit and several issues that may arise in a compensation discrimination lawsuit. In the remainder of this column, we address the use of multiple regression analysis in examining pay discrimination and offer suggestions for I-O psychologists who must either apply this technique or wish to understand challenges to the use of this statistical analysis.

### **OFCCP Challenge**

Large organizations that are federal contractors must be concerned with the possibility of an OFCCP audit. If your organization undergoes a compensation audit by the Office of Federal Contract Compliance Programs (OFCCP; [www.dol.gov/esa/ofccp](http://www.dol.gov/esa/ofccp)), the issue of equal pay for women and minorities will be reviewed.

In a typical OFCCP audit, the agency is checking to see that women and minorities are not paid less than men and nonminorities. As an I-O psychologist, you can help by ensuring that the organization properly analyzes the data using both the OFCCP methodology and advanced statistics. It is also important to encourage the organization and the OFCCP to utilize advanced statistics such as multiple regression and to consider the concept of statistical significance. Apparent differences between men and women or minorities may simply not be statistically significant. Explaining what statistical significance is and how it applies may be an important contribution to the organization.

The OFCCP's method of compensation analysis is often referred to as the "DuBray method" as Joseph DuBray of the OFCCP's Philadelphia office developed the method. Using this approach, the agency looks at pay for indi-



viduals in the same job title or in the same job grade. The typical method of analysis used by the OFCCP is a comparison of means or medians. In this approach, the mean or median salaries of women and men and minorities and nonminorities are reviewed to see if there is a difference. The agency also looks at the mean or median results for relevant factors such as periods of service and performance ratings. On their Web site, the OFCCP has suggestions on how to sort the data on a PC and also how to look at the distribution of data to determine if pay disparities exist.

If the OFCCP finds differences, they conclude that a pay disparity exists. It is then up to the organization to prove otherwise. In that case, and ideally before, an I-O psychologist can encourage the organization to analyze the data using statistical techniques such as multiple regression analysis to determine if any factors account for the differences. Multiple regression analysis will allow one to introduce the standard of statistical significance to determine which factors, if any, are having a significant impact on pay.

If the analysis examines the data by job grade, one would expect that some of the differences could be due to the combinations of different jobs within that job grade and that possibility should be carefully considered using the appropriate statistics.

(For information on the OFCCP's approach to compensation analysis, please see their Web site: [www.dol.gov/esa/regs/compliance/ofccp/compdata.htm](http://www.dol.gov/esa/regs/compliance/ofccp/compdata.htm). It may also be helpful to see EEOC's document on compensation discrimination: [www.eeoc.gov/docs/compensation.html](http://www.eeoc.gov/docs/compensation.html)).

### **Recommendations for I-O Psychologists to Share With Organizations Regarding An OFCCP Compensation Audit**

1. Don't allow yourself to be convinced that there are differences in pay unless all relevant factors are taken into account and advanced statistics such as multiple regression are used.

2. Encourage all relevant parties to understand the importance of statistical significance. Be prepared to explain what statistical significance means and why it is important.

3. Analyze data by job title and not solely by job grade. Make sure that the job titles or job grades being analyzed contain relevant comparisons.

4. Conduct the analysis by both the OFCCP methodology and by tests of statistical significance including multiple regression analysis. Be prepared to help the organization articulate where you do and do not see situations of pay disparity and why.

5. Do an internal analysis of compensation prior to an OFCCP audit. This will help ensure that you know how your compensation structure fares in terms of possible pay disparities and to eliminate any practices that might lead to pay disparities. The OFCCP strongly encourages federal contractors

to conduct analyses of compensation. This is viewed as a key responsibility as part of the self-audit requirements of Executive Order 11246.

### **Court Challenges**

Statistics have played a prominent role in many large pay discrimination cases. In this section, we review some examples of cases where multiple regression analysis has been used and comment on how the courts looked at these statistics.

In a recent case, *Morgan v. UPS* (2000 U.S. Dist. LEXIS 21327), the plaintiffs' experts used multiple regression analyses to argue that black center managers earned less than white managers. One of the two experts concluded that the average pay difference ranged between \$1,275 to \$2,200 per year. The defendants criticized the analyses for two major reasons. One of the criticisms was that the plaintiff's expert converted the 6-point rating scale to a 2-point rating scale, thereby obscuring performance differences. Another significant criticism was that this expert used a database that had a major error in it (i.e., a Hispanic manager who was mistakenly coded as having a salary of \$642 million).

The other plaintiffs' expert argued that the pay difference varied between \$562 to \$852 per year. The defendant argued that this estimate failed to take into account a number of potentially important factors, including time the center managers spent as union members, previous positions held by the center managers, and related factors. The company also argued that his analysis only considered the last 2 years of performance ratings.

To counter the plaintiffs' experts, the company introduced regression analyses performed by their expert. Using all available performance ratings over a number of years, the defendant's expert demonstrated that the difference between black center managers and white center managers disappeared when such factors were entered into the analysis.

The plaintiffs critiqued the company's expert on two grounds. First, the plaintiffs took issue with the defendant's expert for excluding all employees for whom there was any missing data. Indeed, it should be noted that there is rapidly growing literature on missing data in psychological research and this is an issue that is likely to arise again. Second, plaintiffs critiqued the analyses presented by the company on the grounds that performance ratings are subject to discrimination. However, the court concluded that there was insufficient evidence to support the argument that the performance ratings were biased and decided that the defendant's expert's analyses were more acceptable.

In *Reid v. Lockheed Martin* (2001 U.S. Dist. LEXIS 11685), the plaintiffs also challenged the company on a number of issues, including pay levels. In examining pay levels of hourly employees from 43 pay grades across a number of years, as well as within job groups, the plaintiffs' expert found that blacks were paid significantly less in only some of the comparisons. Use of

multiple regression analysis, in which pay grade was controlled, revealed similar results. The court critiqued the plaintiff's expert on the fact that there were large amounts of missing data for some of the analyses, and he acknowledged that the missing data might have influenced his confidence in his results. Analyses for salaried employees revealed similar issues, and even larger proportions of data (as much as 40% in one of the facilities examined) were missing. The expert agreed that having the missing data could change his conclusions. The court determined that the finding that not all job groups or grades revealed race differences in pay argued against the class certification that the plaintiffs sought.

In *Fields and Walker v. Abbott Laboratories* (2001 U.S. Dist. LEXIS 2869), plaintiffs requested class certification in regards to compensation discrimination. In seeking class certification, the plaintiffs' expert introduced multiple regression analyses. In his initial report, the plaintiffs' expert reported that African Americans received significantly lower pay in five of Abbott's divisions, which was attributed to a pay policy that allowed for too much subjectivity. The defendant's expert criticized this report, arguing that each division should have been analyzed separately, that grades and years not included in the lawsuit were included in his analyses, that certain relevant factors were not included in the analyses, and that the analyses only examined current salaries and not salary increases. The defendant's analyses incorporating these criticisms revealed a lack of race differences in pay.

In his subsequent report, the plaintiffs' expert continued to analyze overall pay, rather than pay increases. Based on his analyses, he found that race differences occurred in only two of the five divisions. Even in those two divisions, there were no significant differences in 1998. The court, however, challenged the subsequent report, arguing that their statistical evidence did not support discrimination in promotions, and there was no evidence that merit raises were based on discrimination either. Hence, the court argued that the only remaining source of discrimination in pay would have been at the entry point into the organization, but again the plaintiffs had failed to produce any evidence to support that position.

Multiple regression analysis was used in a more successful fashion in *Barbara Lavin-Mceleney v. Marist College* (1999 U.S. Dist. LEXIS 22499). That case, which was tried and subsequently appealed by the defendant, concerned a pay discrimination complaint filed by a female professor. Alleging that the pay increases were discriminatory, both the plaintiff's and the defendant's expert used multiple regression analysis. In addition, Marist College introduced evidence from a professor employed in the organization. All three of these experts performed similar analyses, in which five factors (rank, seniority, division [i.e., Social/Behavioral Sciences], tenure status, and degrees earned), plus gender, were used as predictors. Apparently, gender remained statistically significant, but the plaintiff's expert attributed that to discrimina-

tion, while the defendant's expert attributed it to chance. The third expert, employed by the college, proceeded to use what she called a "content analysis," and concluded that rather than discrimination, the gender differences were due to women choosing disciplines (e.g., criminal justice) that were paid less in the national labor market. At the trial, the jury decided in favor of the plaintiff, and the court's opinion dealt little with the regression analyses performed by the experts. In upholding this decision, the appellate court addressed the regression analyses in more detail. That is, the defendant argued that the plaintiff needed to identify a specific male to whom she could legitimately be compared. Because the regression analyses are akin to identifying a "statistical composite of male faculty members," the defendant argued that such analyses should not be considered. The appellate court rejected this argument on several grounds and concluded that regression analysis provided a scientifically valid method for identifying discrimination.

Finally, although *Gerlib v. R. R. Donnelley and Sons* (2002 U.S. Dist. LEXIS 10023) did not involve pay discrimination, multiple regression analysis was used to determine the presence of age discrimination in retention and layoffs. Specifically, the plaintiffs' expert introduced evidence of discrimination using a variety of statistical analyses, including multiple regression analysis. These analyses were critiqued by the defendant for a number of reasons, including the use of the wrong statistical model (i.e., ordinary least squares analysis), the omission of certain predictor variables, and other data issues (e.g., why certain time periods were used, but not others), and on that basis, the defendant sought to have the plaintiff's expert barred from testifying. In dismissing the defendant's arguments to bar his testimony, the court highlighted the fact that the plaintiff's expert had anticipated their objections and had explained the reasoning behind his decisions in his report.

### **Recommendations for I-O Psychologists Dealing With a Court Challenge**

1. Carefully consider challenges to your analyses (e.g., which statistical model to use) and prepare explanations for why you have made those choices.
2. If you have missing data, be prepared to cite supporting literature for the approach you take in analyzing the data.
3. If there is evidence that performance ratings account for salary differences, and you wish to attack the pay system, be ready to provide strong evidence that discrimination really has an effect on those ratings. Merely stating that "discrimination affects performance ratings" is not likely to be accepted by the courts.
4. Lumping all employees together across different divisions or geographic locations may not be sufficient in supporting class certification; separately analyzing pay differences by division or unit may reveal that discrimination is not pervasive throughout an organization.

## Summary

In sum, statistics can be used to either attack or support the fairness of an organization's pay system. At the very least, I-O psychologists should become familiar with the use of multiple regression analysis as well as other statistical techniques for examining discrimination issues in regards to pay. We also recommend that I-O psychologists become familiar with the factors that go into an organization's compensation system and how compensation decisions are made. It is also beneficial to be aware of how government agencies audit compensation and what trends are occurring in court cases dealing with compensation. This will allow one to incorporate an I-O psychologist's understanding of statistics and determining significance with the realities organizations face today in the area of compensation.

Please feel free to contact either Michael M. Harris ([mharris@umsl.edu](mailto:mharris@umsl.edu)) or Mary Suszko ([mksuszko@aol.com](mailto:mksuszko@aol.com)) with any comments, reactions, experiences or questions regarding pay discrimination and statistical analyses.





### Using Excel Forms

R. Jason Weiss

Development Dimensions International

Have you ever come across a tool so obviously useful that it actually inspired you to find ways to use it? I did, when I came across some brilliant applications of the forms functionality in Excel. By the end of this edition of **Leading Edge**, I think you, too, will start to see ways to leverage Excel forms to make some piece of what you do easier, faster, more flexible, or more convenient.

In principle, Excel's form controls are no different from standard elements of the Windows interface. We use these controls every day—checkboxes, option buttons—they're the little circles that you click on to choose one from a set of mutually exclusive choices, list boxes (boxes with a list of options from which to select), and so forth. What makes these controls different for our purposes is that we will be using special versions of them designed for Excel spreadsheets. Specifically, the majority of the form controls reviewed here return values to designated cells in your Excel spreadsheet, and some of them draw the options they present from it, as well. Therefore, you can think of building Excel forms as akin to building a specialized Windows interface just for your spreadsheet.

All kinds of applications spring to mind. You can build extremely slick data-collection tools. Use forms to add flexibility in how you perform computations or return data. Create forms that alert the user to data-entry errors. Create interactive tests! The possibilities are truly endless. Excited to learn more? Let's dive in.

#### The Tools in the Toolbox

There are actually two different toolbars in Excel that supply form controls. The main controls we will discuss are in the *Forms* toolbar, though we will use a few from the *Controls Toolbox*, as well. Some form controls are actually on both the *Forms* toolbar and the *Controls Toolbox*, which introduces additional confusion. The difference is that the controls in the *Controls Toolbox* are considerably more powerful than those in the *Forms* toolbar, and are designed more for programming than for quick configuration and use. Since the goal here is to get the most effect with the least fuss, we will rely on the considerably simpler *Forms* toolbar controls and use just a couple of key con-

trols from the *Controls Toolbox*. Both the *Forms* toolbar and the *Controls Toolbox* may be accessed by selecting the *View* menu and choosing *Toolbars*.

Figure 1 shows the form controls discussed here. Figure 2 illustrates the *Forms* toolbar and its component controls. Note the grayed-out controls in the toolbar. These are included for compatibility with Excel 5—a long-ago version of the program—and are only enabled when editing an Excel 5 workbook. Briefly, here are the controls we will be using from the *Forms* toolbar. Note that the controls presented here are ordered by their typical frequency of use, relationship, and function, and not in the order in which they are shown on the *Forms* toolbar.

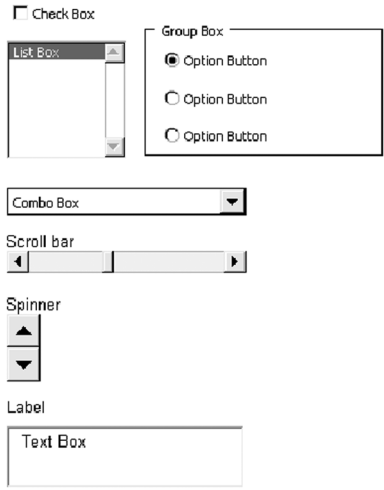


Figure 1. Excel form controls.

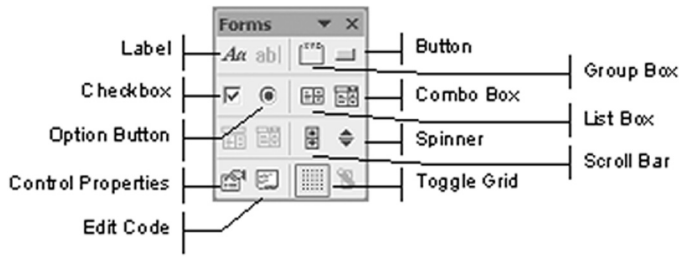


Figure 2. Excel's forms toolbar.

**Checkbox.** The checkbox control can be used to evaluate individual statements or cases as true or false, or to set up an array of nonmutually exclusive options (e.g., “In the following list, select up to three reasons why you chose to major in psychology”).

**Option buttons.** Option buttons, also known as radio buttons, offer a set of predefined, mutually exclusive choices (e.g., highest level of education achieved).

**Group box.** The primary functional use of group boxes is to define groupings of option buttons. For example, if you had a set of option buttons for highest level of education achieved, and another set for gender, the only way Excel would know that they are not one big group is if they were contained in separate group boxes. Without group boxes, selecting one of the gender option buttons would deselect whichever choice was made for highest level of education.

**List box.** The list box provides a set of options from which the form user may choose one or more. The difference between the list box and the other choice-related controls above is that the list box draws its set of options from designated cells within the spreadsheet. The list box therefore has the potential to be much more dynamic than the checkbox or option buttons. For example, the cells designated for the list box may draw from responses to earlier items, creating a customized list box for each form user.

**Combo box.** A combo box is similar to a list box in that it draws its available values from a range of cells within the spreadsheet. It differs in that it does not provide the capability to select more than one option at a time.

**Scroll bar.** The scroll bar is similar to the scroll bar on the side or bottom of any application window. However, there is nothing to say that a scroll bar can not be used creatively to position a response within a rating scale for example. Frankly, from a user interface design perspective, I think this would look a little suspect, but it is an option that is available.

**Spinner.** The spinner provides a way to quickly change a value up or down by designated increments. Single clicks on the up or down arrow buttons change the value up or down by the designated increment. If the arrow buttons are held down, the value continues to change.

**Button.** The button control runs a designated macro. This can be very handy if you are a macro user and will not be sharing your spreadsheet widely. However, given that macro viruses are a widespread concern, many user installations of Excel have macros turned off by default. As a result, buttons are not considered any further in this article.

**Label.** Unfortunately, the label control on the *Forms* toolbar is all but useless. The idea behind the label control is to provide a flexible way of placing text on the spreadsheet, without concern for cell boundaries. As such, the label control is minimally usable. However, the font and paragraph alignment of the



label control cannot be altered, and more flexible options are readily available, so we will not consider the *Forms* toolbar label control any further.

There are several other buttons on the *Forms* toolbar that are not form controls. The *Control Properties* button opens a window offering a number of ways to configure a selected control. The *Edit Code* button is for controls that can be associated with macros; clicking on it opens the macro editing window. Finally, the **Toggle Grid** button lets you show or hide the gray cell gridlines. As will be discussed below, the gridlines should typically be toggled off when deploying a form.

The Controls Toolbox, shown in Figure 3, offers several additional controls that can be leveraged without much extra effort. The Text Box control provides a text-entry area for the form user. The Label control provides a welcome level of control over text formatting compared to its counterpart described above. Properties for both of these controls are accessed by selecting the control on the worksheet and clicking the Control Properties button.

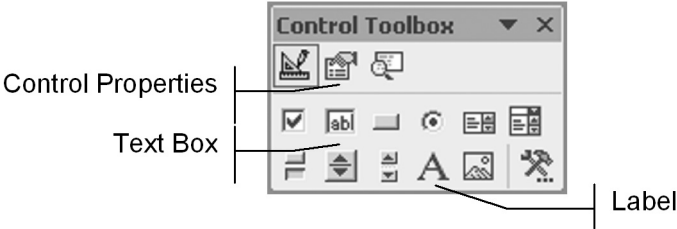


Figure 3. Excel's controls toolbox.

### Getting Control of Your Controls

To place a new control on your Excel spreadsheet, click on its icon on the *Forms* toolbar, then click on the worksheet. The new control will be positioned so that its top left corner is at your mouse cursor. To move, resize, or otherwise configure a control, you must first select it. The easy way to do this is to hold down the Control key on your keyboard and then click on the control. The control will then be bounded by a dotted box with circular sizing handles at each corner and on each side. To move the control, drag it by the dotted border to its new location. To resize the control, drag the circular sizing handles. Finally, to edit the text on the control, known as its *caption*, you can usually click on the caption itself. The dotted pattern of the control's border will change to a hatched pattern to indicate that you are in caption editing mode.

Once you have added and positioned your controls, you need to configure them to work with your spreadsheet. Begin this process by right clicking on the control and selecting "Format Control" from the context-sensitive

menu. The resulting interface has a number of tabs, all of which are fairly similar in content across controls, though the exact set of tabs may differ depending on which control is selected. For example, there is no *Colors and Lines* tab for a Group Box. The last tab, *Control*, is where the spreadsheet-related configuration takes place. Here, too, different controls have different configuration options. Following is a complete list of the configuration options. Figure 4 shows which configuration options apply to each control.

**3-D shading.** Applies shading to the control for a three-dimensional appearance. This is deselected by default. Frankly, the 3-D-shaded version looks much better. I always select it when I create a form that I will share with others.

**Cell link.** The spreadsheet cell where the control will output its value. Table 1 displays the possible output values for each of the controls.

**Value.** The default value for checkboxes and option buttons, set as either *checked* (selected), or *unchecked* (deselected). Checkboxes have a third value called *mixed*. I'm sure there are some good uses for this as a default setting; however, it can only be set when you are designing the form. Someone entering data into the form would not be able to set a checkbox to *mixed*.

**Input range.** The choices listed in a combo box or list box are actually cell values. The input range specifies the addresses of those cells. For example, say you wanted to have a combo box in which someone specifies their favorite color. You would specify available choices in a series of cells (e.g., "Mauve" in cell B1, "Lavender" in cell B2, and so on down to cell B20), then enter the address range of the series (e.g., B1:B20) as the combo box input range. The combo box would then display the color choices, one per row.

**Selection type.** This setting only applies to the list box control. The main option for our purposes is *single* (only one choice can be selected at a time). The other options, *multi* and *extend*, require programming to use and are therefore out of the scope of this article.

**Drop-down lines.** The number of lines of choices (one choice per line) displayed when the user clicks on a combo box. If the value entered for drop-down lines is less than the number of choices specified in the input range described above (e.g., there are twenty colors to choose from, but only six are shown at a time per the drop-down lines setting), the combo box will automatically provide a scroll bar for accessing the additional choices.

**Current value, minimum value, maximum value, incremental change, page change.** These options apply to scroll bar and spinner controls. The *current value* is the numeric value to which the control is currently set. *Minimum* and *maximum* values indicate the range of values allowed. *Incremental change* is the amount by which the control value changes when the user presses the arrow buttons. Finally, *page change* reflects the amount a scroll bar control value changes with each step of the scroll bar.

	3-D Shading	Cell link	Value	Input Range	Selection type	Drop-down lines	Current value	Minimum value	Maximum value	Incremental change	Page change
Checkbox	•	•	•								
Option buttons	•	•	•								
Group box	•										
List box	•	•		•	•						
Combo box	•	•		•		•					
Scroll bar	•	•					•	•	•	•	•
Spinner	•	•					•	•	•	•	
Button											
Label											

Figure 4. Configuration options for controls in the controls toolbox.

Table 1

Cell Link Output Values for Controls in the Controls Toolbox.

Output values	
Checkbox	<i>True</i> if the checkbox is checked; <i>False</i> if it is not checked; #N/A if it maintains a default value set to <i>mixed</i> .
Option buttons	A value corresponding to the option button's ordinal entry to the set of option buttons. The first option button added to the set returns the value 1. The second returns the value 2, and so on. The key to remember is that the value returned relates to the order in which the option buttons were added, not to their relative physical position.
List box, combo box	The numeric position of the selected item. The first item in the list returns a 1, the second a 2, and so forth.
Scroll bar, spinner	The current value of the control.

## Your First Form

Let's explore the power of forms with a simple applied example. Based on no research whatsoever, I believe that there is a driving need for a selection test for circus clowns, and I am enlisting you to help me create the Weiss Circus Clown Selection Test (WCCST). Naturally, it is not represented as having any qualities other than usefulness for helping you get started with Excel forms, so please don't try to select a clown with it.

Start up Excel and make sure you have three worksheets. We will use the first worksheet as our form. Let's rename the worksheet by clicking on the *Format* menu, and choosing *Sheet | Rename*. Rename the sheet to "WCCST." Select the second sheet by clicking on its tab at the bottom of the Excel interface and rename it to "Responses." Select the third sheet and rename it to "ListBoxData."

**Checkbox.** One good way to start out the WCCST would be to have the test taker evaluate some statements. Open the *Controls Toolbox* and place a new *Label* control on the WCCST worksheet. Click on the *Properties* button in the *Controls Toolbox* and in the cell by *Caption*, enter "Check each of the statements below that applies to you." You may need to resize the label control to fit the text. We will include just two statements to evaluate. Add a checkbox from the *Forms* toolbar and enter the following caption: "I like my shoes to be as big and floppy as possible." Click on the *Control Properties* button on the *Forms* toolbar, select the *Control* tab and enter "Responses!B1" into the *Cell Link* box. This means that the response to this checkbox will be recorded in the *Responses* worksheet, in cell B1. Go to the *Responses* worksheet and type "Floppy shoes" in cell A1. This will serve as a reminder of the item when we review the data. Add a second checkbox with another statement of your choice. Set the cell link to "Responses!B2" and enter your reminder prompt on the *Responses* worksheet.

**Option buttons.** Next, let's put in a multiple-choice, skill-testing question. This is an ideal use of option buttons. Go back to the WCCST worksheet and add a group box below the checkboxes. Size it fairly large so that we have lots of room to make adjustments. Delete the caption by editing it and removing all of the caption text. Add a label as described above, and put in the following text: "What is the maximum occupancy of a subcompact car?" Add four option buttons from the *Forms* toolbar, and set their captions to "2," "4," "5," and "10 to 12, depending on their size and flexibility." Select any radio button and go into its *Control Properties*. Set the *Cell Link* value to "Responses!B3." You do not need to set the *Cell Link* value for the other option buttons; all option buttons in a group automatically take the same *Cell Link* value. Go to the *Responses* worksheet and enter "Small car" as a reminder in cell A3.

**Combo Box.** Add a label and set its caption to, “If I could be any animal in the world, I would be a...” Below that, add a combo box from the *Forms* toolbar and resize it as necessary. Go into its *Control Properties* and set its *Input Range* to “ListBoxData!A1:A10.” Set its *Cell Link* to “Responses!B4.” Go to the *ListBoxData* worksheet and enter the following animal names in cells A1 through A10: “llama, goat, monkey, yeti, squirrel, Cornish game hen, wild boar, egret, armadillo, and sloth.” Go to the *Responses* worksheet and enter “Animal” as a reminder in cell A4.

**Spinner.** You can use the spinner control to have the test taker specify the number of balls he or she could juggle. Add a label and set its caption to, “I can juggle the following number of balls at once and still tell jokes.” Add a spinner control from the *Forms* toolbar and set its *Cell Link* to the address of an adjacent cell. Set the *Minimum Value* to 1 and the *Maximum Value* to 25. To keep the output data in one place, we will copy the *Cell Link* location to the *Responses* worksheet. Take note of the spinner’s *Cell Link* address and select the *Responses* sheet. In cell B5, enter “=WCCST![Cell Link Address].” In cell A5, enter “Can juggle.”

**Text box.** Finally, let’s throw in a text box for an essay question. Go back to the WCCST worksheet and put in a final label with the caption, “In 100 words or fewer, just why do you want to be a circus clown, anyway?” Add a text box from the *Controls Toolbox*. Click on the *Properties* button in the *Controls Toolbox* and in the *LinkedCell* field, enter “Responses!B6.” Add the word “Essay” in cell A6 on the *Responses* worksheet.

The last step is to protect the worksheets by preventing users from acting on anything but the form controls. Select the WCCST worksheet. On the *Tools* menu, select *Protection | Protect Sheet*. Deselect all of the checkboxes in the list box at the bottom of the *Protect Sheet* window. You’re done! Play with the various questions and verify your responses on the *Responses* worksheet. Pretty easy, no?

## Deploying Forms

If you are looking to deploy your form to end users, you want it to look as professional as possible. The tips and tricks described below will both make your form look its best and remove distracting trappings of the Excel interface. As an example of what is possible in this regard, I have made available my version of the WCCST for download at <http://www.jasonweiss.net>.

### Improving Your Form’s Appearance

**Use graphics.** I have seen graphics used in two ways on Excel forms. The first way is as pure decoration—a company logo, a fancy graphic title, and so forth. Existing graphics can be added to your form by clicking on the *Insert* menu, and choosing *Picture*. A second way to use graphics is to use cell borders and shading to lend visual structure and color to the form. To do this,

select a group of cells, click on the *Format* menu, and choose *Cells...* The *Border* and *Patterns* tabs offer many interesting and useful formatting options.

**Align form controls.** Form controls are hard to position exactly. Fortunately, the *Draw* toolbar offers several options to make this task easier. To have the control edges automatically align with your worksheet's cell edges, use the snap-to grid. It is enabled by clicking on the *Draw* menu button on the *Draw* toolbar, and selecting *Snap | To Grid*. When working with multiple items positioned in close proximity, such as checkboxes, you may also find it convenient to use the automatic alignment and distribution tools. Select *Draw | Align* or *Distribute* to access this functionality.

### ***Hiding Excel's Busy Interface***

Your goal is to have the user focus on the form, not on Excel. You can hide much of the Excel interface, if you know where to find the options. Select the *Tools* menu, choose *Options*, then click on the *View* tab. At the bottom of the window, under *Window options*, here's what you can uncheck:

**Row and column headers.** These are the row and column labels, *A*, *B*, *C*, and so forth. They are clearly unnecessary, as form users are unlikely to be concerned with cell addresses.

**Gridlines.** This is identical to the *Forms* toolbar's *Toggle Grid* functionality. It removes the worksheet's gridlines from view.

**Sheet tabs.** This hides the worksheet tabs at the bottom of the Excel window. It is also helpful to hide all sheets but the worksheet with the form. Hiding sheets is accomplished by clicking on the *Format* menu and choosing *Sheet | Hide*.

**Formula bar.** This checkbox is at the top of the *View* tab, under *Show*. There is usually no reason not to hide the formula bar from a form user.

### **The Last Word**

As always, I look forward to any feedback on this article—particularly if it was helpful to you. Please e-mail me at [jason.weiss@ddiworld.com](mailto:jason.weiss@ddiworld.com) with your thoughts and reactions. Of course, I will not be able to answer specific Excel questions. Thank you for reading, and good luck with your Excel form projects!



### ***Grutter* Goes To Work: The 7th Circuit Court's Ruling in *Petit v. City of Chicago* (2003)<sup>1</sup>**

**Art Gutman  
Florida Institute of Technology**

The strict scrutiny analysis in constitutional claims features two prongs: (1) a compelling government interest and (2) a policy narrowly tailored to that interest. In June 2003, the Supreme Court evaluated the Law School and undergraduate admissions policies at the University of Michigan. The Court ruled that student diversity is a compelling interest, but the Law School policy (*Grutter v. Bollinger*, 2003) was deemed narrowly tailored, whereas the undergraduate school policy (*Gratz v. Bollinger*, 2003) was not. As important, the *Grutter* Court upheld *Regents v. Bakke* (1978), where Justice Powell was alone in declaring that student diversity is a compelling interest in higher education and that flexible admissions policies (e.g., the "Harvard Plan") may be narrowly tailored to that interest.<sup>2</sup> The issue addressed below is the December 2003 ruling by the 7th Circuit in *Petit v. City of Chicago* endorsing race-based promotions by the Chicago Police Department. In essence, the 7th Circuit used *Grutter* to support what amounts to subgroup norming.

#### **Background Information**

Diversity as a compelling interest (or "operational need") did not simply emerge in 1978 in *Bakke* and then reemerge out of the blue in 2003 in *Grutter* and *Gratz*. There was plenty of action on this issue during the intervening years, including key lower court rulings, quotes by three Supreme Court justices in parallel cases, and proclamations of support by Clinton's Department of Justice (DOJ).<sup>3</sup>

*Detroit Police v. Young* (1979) is a key lower court ruling in which race-based selection was upheld. That ruling was based on four federal commission reports citing the need for a diverse police force in improving community support and law enforcement effectiveness. There was also supporting

<sup>1</sup> I want to thank Bryan Baldwin of the California Department of Justice for alerting me to this ruling.

<sup>2</sup> The key issues in *Bakke*, *Grutter*, and *Gratz* are discussed by this author in the October 2002 and April, July, and October 2003 issues of *TIP*.

<sup>3</sup> Of course, in the ensuing Bush Administration, the DOJ switched sides on this issue.

testimony by the former police chief, the (then) current police chief, and a deputy chief (with a PhD in sociology). The 6th Circuit supported this concept of “operational needs,” ruling:

The argument that police need more minority officers is not simply that Blacks communicate better with Blacks or that a police department should cater to the public’s desires. Rather, it is that effective crime prevention and solution depend heavily on public support and cooperation, which result only from public respect and confidence in the police.

In a similar case, *Talbert v. City of Richmond* (1981), the 4th Circuit endorsed a race-based promotion from captain to major in the Richmond Police Department. Several candidates were deemed qualified, and race was only one of several factors figuring into the promotion decision. The 4th Circuit saw “harmony” between the at-issue promotion decision here and Justice Powell’s ruling in *Bakke*. The 4th Circuit also paid tribute to the Detroit Police ruling, citing verbatim, the aforementioned quote on operational needs.

The three Supreme Court Justices supporting diversity in parallel cases were O’Connor, Stevens, and Ginsburg. In each case, the support was in the context of a ruling against race-based selection. In *Wygant v. Jackson* (1986), O’Connor was the deciding vote in a ruling striking down “role modeling” as a basis for race-based termination. Nevertheless, she took time to cite and support Powell’s ruling in *Bakke*, stating:

Although its precise contours are uncertain, a state interest in the promotion of racial diversity has been found sufficiently “compelling” at least in the context of higher education, to support use of racial considerations to further that interest.

O’Connor also stated that “a plan need not be limited to remedying specific instances of identified discrimination” to pass the strict scrutiny test.

Stevens’ support came in *City of Richmond v. Croson* (1989), a case in which the Supreme Court overturned a race-based government set-aside. Although he agreed with the overall ruling, Stevens, writing separately, noted that the “remedy for past wrong is not the exclusive basis upon which racial classifications may be justified.” Ginsburg’s support came in *O’Donnell v. D.C.* (1992). As a (then) member of the D.C. Circuit Court, Ginsburg supported the main ruling of that court to strike down a race-based set-aside. However, writing separately, she noted that “in his separate opinion in *Croson*, Justice Stevens reasoned, and I agree, that the remedy for past wrong is not the exclusive basis upon which racial classifications may be justified.”

Support from Clinton’s DOJ came in two key documents. The first one, entitled “Post-*Adarand* Guidance on Affirmative Action in Federal Employment,” was written as a “Memorandum to General Counsels” on February 29, 1996. Its purpose was to interpret *Adarand v. Peña* (1995), a complex ruling



involving federal set-aside programs.<sup>4</sup> In the memorandum, the DOJ referenced operational needs, asserting that:

There has never been a majority opinion for the Supreme Court that addresses the question whether and in what circumstances [operational needs] can constitute a compelling interest. Some members of the Court and several lower courts...have suggested that, under appropriate circumstances, an agency's operational need for a diverse workforce could justify the use of racial considerations. This operational need may reflect an agency's interest in seeking internal diversity in order to bring a wider variety of perspectives to bear on a range of issues with which the agency deals. It also may reflect an interest in promoting community trust and confidence in the agency.

The second key DOJ document was an amicus brief<sup>5</sup> relating to the 3rd Circuit's ruling in *Taxman v. Piscataway* (1996), a Title VII case. In *Taxman*, a Black teacher and a White teacher were deemed equal in seniority and performance. Needing to terminate one of the two for economic reasons, the school board assumed it could legally terminate the White teacher based on affirmative action principles. However, in an en banc decision, 9 of 13 judges ruled that race-based preference failed *both* prongs established for Title VII cases in *United Steelworkers v. Weber* (1979). The *Weber* test calls for (1) a remedial purpose, and (2) temporary solutions that do not "unnecessarily trammel" nonminority rights. By 1996, it was fair to assume that the strict scrutiny and *Weber* tests were in perfect harmony, meaning a temporary, non-trammeling solution for a remedial purpose is a narrowly tailored solution for a compelling government interest. Indeed, the Supreme Court had already interchanged terms from the strict scrutiny and the *Weber* tests in prior rulings (e.g., *Local 28 v. EEOC*, 1986 & *United States v. Paradise*, 1987). What stirred the DOJ was the implication in *Taxman* that the *Weber* test applies only to remedial interests and, therefore, not to operational needs.

The DOJ wrote its brief when it appeared the Supreme Court was slated to review *Taxman*. Believing the case was too weak to decide so important an issue, the DOJ conceded the termination in *Taxman* was illegal based solely on Prong 2 of either strict scrutiny or *Weber* (i.e., it was neither temporary and nontrammeling nor narrowly tailored). In the brief, the DOJ emphasized that "diversity" was not a code word for "role modeling," a concept outlawed by the Supreme Court in several cases. It gave as an example *Wittmer v. Peters* (1996), where a boot camp commander made a race-based promotion of a

---

<sup>4</sup> The *Adarand* Court ruled that strict scrutiny applies to federal race-based set-aside programs, thus striking down its own prior ruling in *Metro v. FCC* (1990), which endorsed moderate scrutiny for federal set-asides.

<sup>5</sup> The DOJ brief was reproduced and discussed by Sharf in the January 1998 issue of *TIP*.

lower scoring Black correctional officer to lieutenant, prompting higher scoring White officers to sue. The 7th Circuit, supported this promotion, ruling:

We are mindful that the Supreme Court has rejected the “role model” argument for reverse discrimination [see *Croson & Wygant*]....There are many weak arguments for discrimination, and the “role model” theory is one [of them]....The Black lieutenant is needed because the Black inmates are believed unlikely to play the correctional game of brutal drill sergeant and brutalized recruit unless there are some Blacks in authority in the camp.

The DOJ also cited the *Detroit* and *Richmond* cases discussed earlier to support the operational need for a diversified police force, particularly in times of racial tension.

A final point to note about the history of diversity as a compelling interest is that the Clinton DOJ ultimately got its wish in *Grutter*, albeit posthumously, when Justice O'Connor made it clear that its ruling applies to all parallel statutes. It would be a hollow victory for proponents of diversity if diversity were an acceptable premise in the 5th and 14th Amendments but not in other statutes that cover federal, state, and local governments.

### ***Petit v. City of Chicago* (2003)**

*Petit* is the first application of *Grutter* to the workplace, though not necessarily the best. There are several potentially confusing issues. First, it features a promotional exam (for sergeant) administered between 1985 and 1988. Second, parts of this case were spun off to parallel cases, most notably *Majeske v. City of Chicago* (2000) and *Reynolds v. City of Chicago* (2002), and these parallel cases feature complex tangential issues. Third, at one point, the primary basis for race-based promotion was remedial need, and it became diversity when it was clear the city of Chicago could no longer argue it was making up for past discriminatory acts from the 1970s and before. Finally, and most importantly, one has to sift through the parallel cases and several district court rulings to figure out what the city of Chicago actually did, and why its actions were deemed narrowly tailored.

The one crystal clear ruling in *Petit* relates to the compelling interest (Prong 1) in the strict scrutiny test. Comparing the compelling interests of a university to a police force, the 7th Circuit concluded:

It seems to us that there is an even more compelling need for diversity in a large metropolitan police force charged with protecting a racially and ethnically divided major American city like Chicago. Under the *Grutter* standards, we hold, the city of Chicago has set out a compelling operational need for a diverse police department.

Furthermore, like the Supreme Court, which paid “deference to a university’s academic decisions,” the 7th Circuit paid deference to the “views of experts and Chicago police executives that affirmative action was warranted to enhance the operations of the CPD.” The court cited other expert opinions, including Tom Potter, the well-known former chief of the Portland, Oregon PD, who earlier in this case testified to the “necessity of diversity among police supervisors, both for the community’s perceptions of police departments, but also internally in changing the attitudes of officers.”

The 7th Circuit also favored the Chicago PD on Prong 2 (narrowly tailoring), but as noted above, the “what” and “why” parts are confusing. The “what” part is confusing because the 7th Circuit described the promotional procedure as “standardization” without defining the term. As written, it could have reflected either banding or subgroup norming. The only clear indication it is subgroup norming is from the various district court rulings in this case.<sup>6</sup> Now for the fun part. A consultant to the Chicago PD assumed that racial discrimination in the Chicago PD was eliminated by 1975. Comparing percentages of minorities on the PD versus the city of Chicago for 1975 through 1990, the consultant inferred the number of minorities that would have been hired from 1950 through 1974, absent discrimination. He applied these expected values to internal promotion data from 1987 through 1991, noting all promotions to sergeant were from within. Chi Square analyses revealed significant differences in actual versus expected promotions for African Americans and Hispanics (and women). Means and standard deviations were computed for Caucasians, African Americans, and Hispanics, and separate cutoff scores were established. As best as I could determine, the Z score for the cutoff for Caucasians was applied to African Americans and Hispanics, and strict ranking-order promotions were made based on the standardized scores, irrespective of group.<sup>7</sup>

As a result, using a cutoff of 70 (out of 100) as a passing score, 2,000 candidates were deemed qualified for promotion. Among the top 500 standard scores, 332 were for Caucasians, 138 for African Americans, and 30 for Hispanics. The absolute score of the 332nd Caucasian was 82.98, as compared to 80.70 (standardized = 82.82) for the 138th African American and 80.95 (standardized = 83.43) the 30th Hispanic. The court reasoned that these differences were within the “margin of error” (the standard error of the mean), which was estimated to be least 3 points (if not higher). Ultimately, 458 promotions were made, of which 402 would have been made based on strict rank

---

<sup>6</sup> These rulings can be viewed on Findlaw.com. Go to “US Law Cases & Codes”, then “US District Courts” and then “Northern District of Illinois.” Then select “Recent Opinions” and use “90” for year, “cv” for type and “4984” for the case number.

<sup>7</sup> That’s my best reading of the procedures used. If anyone sees it any differently, please let me know.

ordering of the absolute scores. Therefore, a total of 56 out-rank-promotions were attributable to the standardization process.

The 7th Circuit gave four major reasons why this promotion scheme was narrowly tailored. First, the test itself was never standardized. Of course, this provided the motivation for the Chicago PD to standardize, since they did not want to face an adverse impact challenge. Second, the promotion scheme was seen as consistent with *Grutter* (and *Bakke*), with race as “plus factor in the context of individualized consideration,” as opposed to the “mechanical, predetermined diversity bonuses” struck down in *Gratz*. Third, it was viewed as temporary because it was not used after 1991 in exams given in 1993, 1998, and 2004. Finally, even though it was estimated that 50 or more Caucasians had their promotions delayed, the 7th Circuit reasoned:

While we do not minimize the loss that those who were not promoted suffered, we find that the procedures met the *Grutter* standard for minimizing harm to members of any racial group.

The court also reasoned that “standardizing the scores can be seen not as an arbitrary advantage given to the minority officers but rather as eliminating an advantage the White officers had on the test.”

### Conclusions

Taken together, the *Grutter* and *Gratz* rulings establish boundary conditions for narrowly tailored policies for compelling government interests. *Grutter* tells us Justice Powell had it right when he advocated race as a “plus” factor, and therefore, a potential tiebreaker, but only when diversity is a compelling interest. Such a scheme presupposes a flexible selection system affording applicants individualized assessment at some point in the process. In comparison, *Gratz* tell us a mechanized system done by the points is suspect, particularly if too many points are awarded for race. Against this background, *Petit* is on firm footing only with respect to diversity as a compelling interest in police forces. It is unclear where it stands on the continuum between *Grutter* and *Gratz* on narrow tailoring. It is certainly not in the image of *Grutter*. There was no individualized assessment. But neither it is a snapshot of *Gratz*. The points added in *Gratz* were 20% of the total needed for acceptance, whereas the points added in *Petit* were well within the boundaries of the standard error of the mean. It will be interesting to see how other courts treat cases like *Petit*, where the primary manipulation is statistical in nature. It will also be interesting to see how diversity as a compelling interest plays out in nonsafety-sensitive jobs, particularly in the private sector.

## Case Law Citations

Adarand v. Peña (1995) 115 S.Ct 2097.  
City of Richmond v. Croson (1989) 488 US 469.  
Detroit Police Officers v. Young (CA4 1979) 608 F.2d 671.  
Gratz v. Bollinger, 123 S. Ct. 2411 (2003).  
Grutter v. Bollinger, 123 S. Ct. 2325 (2003).  
Local 28 of Sheet Metal Workers v. EEOC (1986) 478 US 421.  
Majeske v. City of Chicago (CA7 2000), 218 F.3d 816.  
Metro Broadcasting, Inc. v. FCC (1990) 111 L.Ed 2d 445.  
O'Donnell v. District of Columbia (CA DC 1992) 963 F.3d 420.  
Petit v. City of Chicago (2003 CA7) Case Nos. 90 C 4984 & 91 C 668.  
Regents of Univ. of California v. Bakke (1978) 438 US 265.  
Reynolds v. City of Chicago (CA7 2002) 296 F.3d 524.  
Talbert v. City of Richmond (CA4 1981) 648 F.3d 925.  
Taxman v. Piscataway (CA3 1996) 91 F.3d 1547.  
United States v. Paradise (1987) 480 US 149.  
United Steelworkers v. Weber (1979) 443 US 193.  
Wittmer v. Peters (CA7 1996 876 F.3d 916.  
Wygant v. Jackson Board of Education (1986) 476 US 267.

## APA Media Referral Service

APA invites you to join the Media Referral Service (MRS) to share your expertise with the news media. The MRS is a database housed in APA's Public Communications Office, which serves as a resource for the national media in locating psychologists with expertise in a variety of topic areas.

If you are interested in joining, please contact APA at [public.affairs@apa.org](mailto:public.affairs@apa.org) or by phone at (202) 336-5700.

# We've changed so much you may not recognize us.

Change is a good thing. It's exciting, dynamic, and transformational. For over 50 years IPAT has been known as "the 16PF® people".

We still offer world class assessments, including the 16PF Questionnaire, but we are changing to give you much more.

Stop by our booth at the SIOP Conference to learn how we can help you discover, transform, and inspire organizations through:

- Certification training in Strategic Talent Management
- Specialty training and certification in contemporary HR areas such as Leadership Development and Succession Planning
- Specialty training and certification in Protective Services and Integrity testing for the post 9/11 era
- Tailored selection solutions that provide a job-person fit index with proven off-the-shelf and custom scales
- Big 5 Factor reports to drive talent management across the HR lifecycle



*Come see how we can help you and your organization change.*



For more information, stop by our booth, visit us online at [www.ipat.com](http://www.ipat.com) or call 1-800-225-4728, ext. ATC.

# **Institute for the Teaching of Industrial and Organizational Psychology**

**Michael J. Burke and Ronald S. Landis**  
**Tulane University**

**Kecia M. Thomas**  
**University of Georgia**

A goal of the society this year was to begin work on the development of the Institute for the Teaching of I-O Psychology, affectionately referred to as the *Teaching Institute*. The Teaching Institute was conceived to be a visible mechanism through which SIOP could reach faculty at minority-serving institutions. The development of the Teaching Institute was made possible by a generous donation from Personnel Research Associates. Also, based on a proposal developed within our Committee on Ethnic Minority Affairs (CEMA), APA awarded SIOP a CEMRRAT (Commission on Ethnic Minority Recruitment, Retention, and Training) grant to further the development of the Teaching Institute. These funds are initially being used to develop workshops to assist faculty at minority-serving institutions who are charged with teaching I-O psychology or interested in adding I-O psychology material to an introductory psychology course or some other type of psychology course. Below, we will present a vision for the Teaching Institute and provide an update on the first Teaching Institute workshop conducted this past fall.

## **A Vision for the Teaching Institute**

Ethnic minorities make up a very small percentage of psychologists in general and I-O psychologists in particular. SIOP's Executive Committee and CEMA have recognized this situation and considered proactive efforts to address low ethnic minority representation in the field. The Teaching Institute represents one long-term method for addressing this problem. The overarching purpose of the Teaching Institute is to assist in communicating and developing relationships with faculty who teach at institutions of higher education that serve largely ethnic minority populations such as the historically Black colleges and universities (HBCUs), the tribal colleges, and Hispanic-serving institutions, with the ultimate goal of increasing ethnic minority representation in the field of I-O psychology. To move toward this ultimate goal, we have established goals and identified initial activities for the Teaching Institute.

## **The Goals of the Teaching Institute**

Specifically, the goals of the Teaching Institute are to:

- Convey SIOP's goals and values regarding diversity to faculty teaching psychology at minority-serving institutions.
- Provide an opportunity for faculty at minority-serving institutions to gain or refresh their knowledge of I-O psychology.
- Gain insight and recommendations from faculty working at minority-serving institutions regarding how to best attract and recruit ethnic minority students into the field.
- Develop materials to assist students to prepare and apply for graduate study in I-O psychology.
- Develop networks among I-O graduate faculty, I-O practitioners, and faculty at minority-serving institutions in order to facilitate attracting and recruiting ethnic minorities to the field of I-O.
- Increase the visibility of the diversity-related I-O psychology research and practice to faculty and students affiliated with minority-serving institutions.

### ***The Activities of the Teaching Institute***

Initially, the Teaching Institute will offer workshops comprised of several different types of activities including:

- Review of course syllabi and teaching modules. These discussions will emphasize strategies and resources for effectively teaching I-O psychology and how I-O psychology can be integrated into other psychology courses.
- Panel discussions of emerging trends in the field. These discussions will focus on emerging trends from the perspective of research and practice to assist faculty in effectively representing the scientist-practitioner foundation of the field.
- Conversation hours/meals with local practicing I-O psychologists who can discuss opportunities for summer employment and internships in the field as well as future areas of development for which students may want to prepare.
- Panel discussions led by faculty at minority-serving institutions regarding diversity issues and strategies that SIOP may want to consider to increase the attractiveness of I-O psychology to minority students.

## **The Fall Faculty Teaching Workshop**

On November 21, 2003 the first Teaching Institute workshop was conducted at Tulane University with faculties from psychology departments at Dillard University, Xavier University of New Orleans, and Prairie View A&M University. Faculty from Southern University of New Orleans also





Back Row: Mike Burke, Milt Hakel, and Charlotte Henry  
 Second Row: Rick Carter, Alberto Galue, Michelle Collins, and Sue Ann Sarpy  
 Front Row: Elliott Hammer, Marla Baskerville, Peter Metofe, and Vida Brown

provided support for this workshop. Michael Cunningham, a Tulane University faculty member from the Department of Psychology, presented an enlightening opening address entitled "Professional Organizations and Populations of Color." The workshop itself included highly interactive discussions concerning how to better recruit minority students into the field of I-O psychology, how to incorporate information on I-O psychology into undergraduate psychology courses at minority-serving institutions, and the nature and types of work that I-O psychologists perform in academia, private organizations, and public organizations. Workshop participants were provided with information on the Teaching Institute, information on

SIOP, CDs and workshop handouts that included PowerPoint lectures on topics in I-O psychology (including those prepared by workshop presenters and those developed by SIOP's Education and Training Committee), example syllabi, and articles from *TIP* concerning both the teaching of I-O psychology and SIOP's diversity efforts.

Notably, in one session, SIOP panelists **Bob Dipboye, Bryan Edwards, Vince Fortunato**, and Ron Landis answered numerous questions related to how faculty members at schools without I-O programs could best advise students wishing to pursue graduate-level training in the field. Discussion centered on how doctoral programs evaluated GRE scores, the importance of research experience, how to advise students to present themselves in personal statements, and other topics related to the application process. In consideration of the questions raised and comments made in this session, Ron Landis has taken the lead on developing a document titled "Applying to a Graduate Program," which will be posted on the SIOP Web site to provide guidance for students and faculty advisors.



Ron Landis, Bob Dipboye, Bryan Edwards, and Vince Fortunato

Another highly interactive session, led by Rick Carter, **Michelle Collins, Alberto Galue, and Sue Ann Sarpy**, involved discussions on the nature of practice in I-O psychology within public-sector organizations, consulting, industry, and nontraditional academic work. Participants commented favorably on these sessions and how the discussions provided useful information and encouragement for incorporating I-O psychology material into their psychology classes.

We would like to acknowledge the individuals who encouraged, participated, and assisted in the delivery of the workshop including **Marla Baskerville**, Vida Brown, Lana Chambliss, Edwina Frank, Elliott Hammer, Thomas Hebert, Charlotte Henry, Eartha Johnson, Peter Metofe, Ron Murphy, Kit Nast, Lisa Schulte, and Keith Wismar.

We anticipated that the initial workshops offered would provide a springboard for further workshops and cooperative efforts between faculties at minority-serving institutions and I-O psychology faculty and practitioners in other cities and thus further contribute to the goals of the Teaching Institute.

### **The Future of the Teaching Institute**

A second workshop will be conducted in the future. This workshop will focus on helping faculty best prepare students for admission to graduate programs in I-O as well as provide information about various career paths chosen by those in the profession. Also we expect this workshop to be an opportunity for the development of networks between HBCU faculty, I-O graduate program faculty, and I-O practitioners throughout the southeast.

In closing, we hope that all SIOP members will join us in supporting the efforts of the Teaching Institute as a way for dealing with our differences in a new and constructive manner and for providing a long-term means to assist in the development of a more inclusive society. If you desire to participate in the activities of the Teaching Institute or have suggestions, please contact Kecia Thomas (kthomas@arches.uga.edu) or Mike Burke (mburke1@tulane.edu).

## EDUCATION & TRAINING IN I-O PSYCHOLOGY

Neil Hauenstein

Virginia Polytechnic Institute and State University

The use of case studies tends to be associated with the business school curriculum rather than I-O psychology classes. Our guest columnist, **Nancy Stone**, discusses her modifications of the traditional case approach to teach organizational psychology principles. She describes the development and use of what she labels learning “scenarios” as a powerful learning tool. I’m impressed by any exercise that will keep undergraduates in discussion mode for one or two class periods!



Changing topics, be thinking about colleagues to nominate for the SIOP teaching award. This will be the second year of the teaching award, which recognizes “a sustained record of excellence in teaching” (to quote from the award description) in either or both undergraduate and graduate instruction. If you are planning to nominate a colleague, and you have not notified him or her of this intention, do so very soon. Putting together a teaching portfolio for submission to the Award Committee is a demanding process. The same advice applies if you plan to nominate yourself for the teaching award. Let yourself know as soon as possible!

### Use of Scenarios to Enhance Undergraduates’ Knowledge of Organizational Psychology<sup>1</sup>

Nancy J. Stone  
Creighton University

At the undergraduate level, with the luxury of teaching industrial psychology and organizational psychology as two independent courses, it is possible for students to gain a great depth of knowledge about these two areas. In industrial psychology, given the nature of the material, it is possible to assign projects to the students (e.g., job analysis, selection, training). Having students perform projects in organizational psychology is more difficult than in industrial psychology because the field is more abstract, more holistic, and less concrete. It is possible, though, to develop scenarios, or short case studies, that require students to know and to apply their knowledge of the important concepts and that can lead to educationally beneficial group discussions.



---

<sup>1</sup> These ideas were presented in the panel, “Strategies for Teaching Industrial-Organizational Psychology” at the American Psychological Association Annual Convention in 2002, Chicago, IL.

Scenarios can be used to help students (a) identify problems, (b) determine potential causes of the problems, and (c) develop solutions to the problem. That is, the students “experience” organizational concepts with these scenarios as industrial psychology students “experience” job analysis with a job analysis project. In addition, the scenarios can be used to address specific issues (e.g., learning, communication, organizational change), and to have the students integrate past and current course topics.

Although some textbooks include case studies, and other resources make case studies available, I find that for my purposes these case studies are too long and the students do not connect with them or see the whole picture. The scenarios I write are shorter than most case studies (a paragraph or two). The topics of the scenarios are current situations familiar to the students, and I target a few specific topics we are currently covering or have covered in class. It is important to have questions after the scenario to help guide the discussion. Then, the scenarios are written and distributed to the students so they can study them and prepare for the discussion. Finally, I make sure I distribute discussion rules for the students to follow (e.g., no talking over another person, no repeating of ideas, having to build on another person’s comments). Some examples of topics I use for my scenarios include restaurants (new in the area or expanding), class activities (e.g., talk about study groups), student groups, the university, community activities or changes (e.g., the development of a new convention center, river front development).

Once the scenario has been written, students should be able to identify problems (or potential problems). I try not to make the problems too obvious so the students have to come up with the conditions for the problems. That is, the students have to learn to ask questions about the situation, to consider more than one possible explanation for the current situation, and to learn to justify their reasoning or actions. Once the class has identified a few problems, we work on determining the potential causes of the problems. The students can often come up with a number of causes of the problems, but they do not always link them to the identified problems in the first step. Thus, this requires that the students tie the causes to the identified problems. Next, the students come up with solutions. Again, students will often come up with solutions but fail to link the solutions to the cause or the problem. The discussion is structured to help the students link the solution, cause, and problem together. An example of one of my scenarios follows.

*Let’s consider CAHR (Creighton’s Association for Human Resources). It is a struggling organization on campus. Through some activities, the organization has attracted a few members (10–15), but involvement is low. The officers of the organization do not meet regularly, so there usually is a short agenda, if any. Because of this, CAHR often does not meet. Given that CAHR gives students the opportunity to meet with HR professionals, to tour various HR departments, and to go the monthly HRAM (Human Resources*

*Association of the Midlands) luncheon meetings, it is baffling why there is not more interest in the organization. (Remember the definition of a small group and that a small group is a system).*

Some of the questions I might pose to the students include:

1. What is the purpose of CAHR?
2. What type of leadership would be best?
3. Who has power and how may it or should it be implemented?
4. What type of decision making would be best to increase member motivation and satisfaction?
5. How could communication be changed to promote a more cohesive group?
6. What is the group structure and how does it affect the dynamics of CAHR? Also, how could it be changed to increase membership?
7. How should/could new members be socialized, which could increase motivation?

From past experience, I discovered that the answers students gave did not necessarily flow logically from the problem to the solution. In fact, sometimes students would tend to respond with only one or two options that they knew well, as opposed to identifying the problem and then logically developing the solution. For example, I might ask what type of leadership would be most effective in this situation. A student might reply that a task-oriented leader might be best. The problem with this answer is that the student has not justified the response by connecting the answer to the problem within the scenario. Thus, I tend to begin with a discussion of what the issues are in the scenario.

Therefore, I begin with a fairly concrete question. "What are the problems identified in the scenario?" Usually, students can identify that involvement is low, there are few or no meetings, and there is little interest. I will write these responses on the board under the rubric of "Problems" or "Issues." Then, I ask the students what some of the possible reasons for these problems might be, and we focus on one issue at a time. This is when I remind them that CAHR is a small group and there are reasons why people join groups (we have already discussed this in class). That is, people join groups in order to meet goals. This leads us into a discussion of the purpose of CAHR. That is, what are the goals of CAHR? (There are hints in the scenario suggesting networking, for example.)

After the students have identified at least one goal of CAHR, I am likely to return to our identified "problems" and ask the students what the possible causes are for the problem. For example, I could ask the students what they thought were reasons for the problem—"involvement is low." At this point the students usually can come up with possible reasons. That is, the students will indicate that the members of CAHR have goals of networking and learning about HR and that these goals are not being met. Thus, on the board next to "Problems" I have written "Causes" under which I have listed, "not meet-

ing goals,” next to low involvement. The students and I will work through two or three identified problems and their possible causes.

Once the students understand the problems and possible causes, then we return to the question, “What type of leadership would be best?” Again, the students might say “task-oriented;” however, now the students can justify their response by indicating that the task-oriented leader is needed to ensure that the members of CAHR can network with professionals and learn about HR so that the goals of the members are being met.

One problem that arises in the process described above is that students often ignore theory. That is, I want the students to tie in the theories of leadership as well. Thus, I will ask the students to explain their response in terms of a leadership theory. That is, what theory can explain why being task oriented will help the members meet their goals and will be good leadership? This question might lead to silence. Normally, I will give them some time to ponder the question. If I am not getting any response after a while, then I ask the students to list off theories of leadership, which I write on the board. Thus, this often leads to a brief review or discussion of leadership theories. After the discussion on leadership theories, the students are better able to identify at least one theory (e.g., path-goal theory) that supports their decision to use a task-oriented leader. At this point, the students should have a better understanding of what the problem is, what a possible cause of the problem is, a possible solution, and how to justify their solution.

Next, we might move to the question about power. Again, it might be necessary to review before proceeding. I generally start with the more general questions and then become more specific if the students are having trouble answering. This helps give me an understanding of the students’ grasp of the material. That is, I might ask what the power issues are in this scenario. If the responses are few or not quite right, I will ask more specific questions such as what power is, what are the different types of power we discussed, and who can have power.

Once the students have an understanding of power, we go back to the original list of problems. Returning back to the issue of low involvement and the cause of not meeting one’s goals, the students will often argue that an expert power base is needed in the leader. That is, the leader needs to be an expert in knowing how to complete the necessary tasks that will result in the members reaching their goals.

I use this process of asking more general questions first, returning to the underlying problems and causes, and asking more specific questions to guide the students in their thought processes when I address other topics such as decision making, communication, and group structure. These scenarios tend to work well periodically throughout the semester whereby the students start with simpler scenarios in the beginning and have more complex scenarios by the end of the semester. The simpler scenarios in the beginning of the semes-

ter give the students the opportunity to learn the process of working with these scenarios and how to analyze these situations. Depending on the depth and amount of material one wants to cover, the discussion of a scenario can easily take a 50-minute class or two. I find that these scenarios help the students pull the material together.

In summary, in order for the scenarios to be effective, they should be written and distributed to the students so they can refer back to and reread the situation. The scenarios should also be descriptive enough about the situation without being too long so the students can grasp the situation but also have room for the students to consider various possibilities when discussing the solutions. Given that some undergraduates have limited work experience, the scenarios should also describe a situation with which the students may already have some familiarity (e.g., student groups, the university, the university's town or city, sport teams). Finally, it is extremely important that discussion rules are distributed and followed in order for the discussion to be productive.



**Available From SIOP**

**online at [www.siop.org](http://www.siop.org)**

**or (419) 353-0032**

## **The Dark Side of Organizational Behavior**

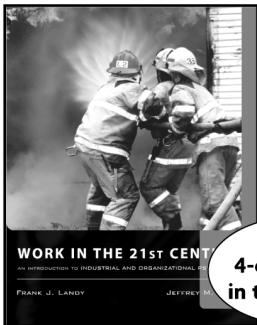
**Ricky W. Griffin and Anne O'Leary-Kelly, Eds.**

Focuses on the causes, processes, and consequences of behaviors in organizations that have a negative impact on the organization, the people in them, and the people and institutions in their environments.

**\$53.00/SIOP Member Price \$42.40**

**ISBN: 0-7879-6223-6**

**FROM MCGRAW-HILL – AVAILABLE NOW!**



## **Work in the 21st Century: An Introduction to Industrial and Organizational Psychology**

Frank J. Landy, *SHL North America*

Jeffrey M. Conte, *San Diego State University*

0-07-283022-0, ©2004, 704pp,

Web site: [www.mhhe.com/landy1](http://www.mhhe.com/landy1)

**1st  
4-color book  
in the market!**

Combining topnotch research, consulting, and teaching credentials, Landy and Conte's goal is to provide students with an up-to-date knowledge base that helps them become sophisticated "consumers" when the principles of I-O psychology are applied in the workplace. Students will gain familiarity with I-O concepts so they are able to apply the principles to themselves, supervisors, subordinates, and fellow workers. More importantly, they will become critical evaluators of contemporary issues and research so that their education carries well past the conclusion of the course.

### **FEATURES**

- Modular approach – features self-contained sections within chapters to facilitate student understanding and instructor flexibility of assignments. Each module ends with critical thinking questions, point summaries, and key terms.
- Cutting-edge topics and research coverage – reviewers praised this as far and away the most up-to-date text in the field! Examples include The Five Factor Model of Personality, emotional intelligence, culture and emotions, genetics and job satisfaction, achieving balance between work and non-work, stress and violence, measuring motivation, integrity testing, computer-based assessment, electronic performance monitoring, managing diversity, male vs. female leaders, cross cultural teams, bullying, etc.
- Clear writing, articulate explanations – clear prose and interesting examples make the book accessible to a wide range of students.
- Free Study Guide on CD packaged with every text!
- Full multimedia package integrated with the text including Instructor's Manual, PowerPoint Slides, Test Bank, and Online Learning Center.



**For more information about these and other McGraw-Hill titles, please call us at  
1-800-338-3987, email us at [psych@mcgraw-hill.com](mailto:psych@mcgraw-hill.com) or visit our  
WebSite [www.mhhe.com/psychology](http://www.mhhe.com/psychology)**



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**

At times, we find ourselves in situations where the clear path is seemingly easy to determine, but those with whom we work don't see it quite that way or are not required to follow our Ethics Code. In this column, we explore a situation that follows from a psychologist's attempt to persuade a client to do the right thing, as described in his/her words...

I recently completed a test development and validation project. As part of my efforts, I trained the on-site personnel in administration, scoring, and interpretation of test outcomes. After completing the project, the senior HR manager informed me that he/she had previously used an adjective checklist as part of the selection process that effectively included a clinical interpretation of test scores. The HR manager claimed that the procedure was "valid," but was unable to provide support of that claim. The HR manager stated his/her intent to continue to use that previously used process as a first hurdle, and then use the newly developed testing procedure as a second hurdle. I advised the HR manager that this was inappropriate and that the selection process would now be compromised by his/her insistence on using a procedure that lacked evidence of validity. However, despite my strong admonitions and guidance, the HR manager continues to use the process. My dilemma is how to best proceed at this point.

One of our panel members immediately differentiated between the situation where the psychologist is an external consultant and where the psychologist is an internal staff member. Citing the Ethical Code as follows:

#### 1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

#### 3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

Our panel member went on to say that that if the situation...constitutes misuse, then the ethical problem hinges around whether or not the psychologist has taken reasonable steps to prevent the situation from occurring. What is reasonable depends partially on whether the psychologist is an employee of the organization or a consultant to it. It might be reasonable for the employee to write a letter to the HR Manager's boss, the top-level HR person, or the CEO informing him/her of the problem associated with using an invalid test. It might be considerably less reasonable for a consultant to inform senior executives of the potential consequences of using an invalid selection instrument.

The further reaction of some of our contributing panel members was that perhaps this isn't an ethical dilemma at all but a political one. As one put it...

The ethical choice seems clear, and the person chooses the right response. Beyond that, if he/she is a consultant, I see nothing he/she can do ethically but bow out.... If the person is a staff member in HR, again he or she did the ethical thing. Beyond that, the situation is trickier with respect to having a strategy of responding that is politically acceptable, but I do not see these as ethical issues as much as strategic ones. The person chose the ethical response. Now the issue is how to stand up to it.

In response, another of our panel members again referred to the Ethics Code:

Ethical Principle 1.03 Conflicts Between Ethics and Organizational Demands:

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

In this context, our panel member added:

What is the ethical obligation in a corporate setting to keep on resisting the use of the measure judged to be invalid? Does the psychologist have an obligation to go to higher authority? What other options are open to him/her? I believe this is... "the political issue," but, as in most things, the beauty and devil are in the details.

As this panel member sees it, the issue is one of "how long and how vociferously a psychologist should persist in combating an issue of apparently inappropriate behavior...". The details according to another of our panel members might be as follows:

1. Make sure that the HR manager knows the risks to the organization and the limits of my (the psychologist's) involvement—for example, if it is challenged legally, I cannot defend the unvalidated adjective checklist.
2. (a) Offer to collect empirical validity evidence for both procedures and try to convince the manager to hold off using the adjective checklist in the meantime. (b) If the manager is adamant, request that the checklist be given as a last hurdle, rather the first, so as to impact fewer people, while engaged in doing 2(a).
3. As a last resort, repeat the warnings noted in (1) to the HR manager's superior(s). I view this as an obligation I have to the welfare of this client (the organization, not the HR manager) that overrides the awkwardness it's likely to cause between me and the HR manager.
4. As a last, last resort (i.e., if I felt that my professional reputation was at risk), I'd withdraw from the project and indicate in writing what the risks are, that my measures should not be used in this fashion, and that I will not be able to support such usage if asked.

Another of us added that if the client of record is not the HR manager, the ethical obligation has not yet been met:

If the client of record is someone else [i.e., other than the HR manager] within the organization the consultant retains the obligation to bring the situation to the attention of the client of record. This could involve a meeting with all concerned parties and should require presentation of the data from the new system (validity and adverse impact information) as well as the same information on the checklist (should that be available). This meeting could clear the air and I would recommend that the meeting be held with corporate counsel present.

I see this as less of an ethical issue and more of an organizational/professional one...the person bringing the question did express her/his views on the continued use of a tool that had unknown validity and could potentially reduce the utility of the valid system just created. The professional responsibility to inform the client has been met at least partially depending on how broadly we define the client. The real issue for me is whether or not ALL the relevant clients have been informed.

### **An Attempt at Closure**

From a summary perspective, we seemingly converge on the following recommendations:

- Inform all client contacts involved with the project of the risks inherent in implementing the apparently unvalidated procedure. Put that in writing if appropriate.

- Inform the client of your willingness and ability to defend the use of those components of the selection system for which you have been responsible in developing and implementing.
- Gather all the information available on the unvalidated procedure. Detail what would be necessary to defend any components of the selection process for which you have not been responsible, including what would be necessary to establish evidence of validity.
- Reiterate that your support in defending their selection process is limited to those elements for which you have evidence of validity and proper implementation.

### Thoughts on “When Have I Done Enough?”

As I prepared an initial draft of our response to this dilemma, I reminded myself that the contributor asked specifically, “What do I do next?” This question implies a sense of discomfort with simply leaving the situation as it is. Put in other words, the ambiguity is not in the initial requirement to fully inform, but as described above, in the choice of just how far to pursue a course of action. Our sense of discomfort may arise from an assessment of personal risk or the recognition that the wrong choice may damage others. We may also recognize that the wrong choice could impact our own ability to work effectively within the organization in the future. Interestingly, this is perhaps not altogether different from the kinds of ethical situations organizational leaders regularly confront. Badaracco (2002) provides examples in some detail, and suggests that “quiet leaders...aren’t high-profile champions of causes, and don’t want to be. They don’t spearhead ethical crusades. They move patiently, carefully, and incrementally. They do what is right—for their organizations, for the people around them, and for themselves—inconspicuously and without casualties” (p. 1). Not surprisingly, this is easier said than done—and perhaps more importantly, suggests that our courage is needed most when we don’t know whether we have, in fact, done enough.

### Revisiting an Earlier Column

In the October 2003 issue of *TIP*, we described a dilemma regarding publication credit and our panel’s response(s). As a follow-up, **Betsy Shoenfelt** wrote to suggest that we reference the January 2003 *APA Monitor* article that discusses changes to the new Ethics Code and specifically discusses why students in some instances should not be referenced as first authors on articles substantially based on their thesis research. The article may be found on the APA webpage at <http://www.apa.org/monitor/jan03/newcode.html> and reads in part as follows:

During the revision process, the Ethics Code Task Force received many comments expressing concerns over the 1992 requirement that master’s

students be listed as the primary author on work substantially based on their theses. Because many students write theses on work to which they are not the chief contributors, making them the first author on such work could conflict with other standards that stipulate that authorship reflect contribution.

“There are many instances where the student should be the first author,” says [Celia] Fisher [chair of APA’s Ethics Code Task Force], “Standards 8.12a and b cover that. But there are instances where it would not be appropriate, and therefore we didn’t want to make it a rule.”

Moreover, says Fisher,

the added language about student-faculty discussions of publication credit mean master’s students will be able to discuss with their advisers the different research and publications options before beginning their theses.

Many thanks to Betsy for the suggestion and clear enhancement to the thoughts expressed in our earlier column. We would appreciate further comments and suggestions for improvement!

### **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](http://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, DC: Author.
- Badaracco, J. L., Jr., (2002). *Leading quietly: An unorthodox guide to doing the right thing*. Boston: Harvard Business School Press.



precision in  
employee selection  
and development

HOGAN  
ASSESSMENT SYSTEMS

The Science of Personality™

Providing 20 years of industry-leading assessment solutions

[www.hoganassessments.com](http://www.hoganassessments.com) • 800 . 756 . 0632

## WHAT I LEARNED ALONG THE WAY

**Frank J. Landy**  
**SHL North America**

This is the fourth installment in a column dedicated to recollections. This issue includes the recollections of **Paul Thayer** about writer's block, **Mark Schmit** about the experience of work on the lower rungs of the ladder, **Jim Farr** on the vagaries of federal funding, and **Art Gutman** describing his transition from an experimental to an I-O psychologist. I still need recollections for subsequent columns. With 3,000+ professional members, I would expect about 10,000 (printable) recollections in the population, so please get them to me at [Frank.Landy@shlgroup.com](mailto:Frank.Landy@shlgroup.com).

### Writer's Block

**Paul Thayer**  
**North Carolina State University**

It is 1959. Bill McGehee and I had signed with John Wiley & Sons to write *Training in Business and Industry* in 1958. We've agreed to meet at APA and discuss progress, compare notes, and so forth. At both APA meetings since signing the contract, we've met over martinis, talked about our families, our jobs and Bill's fishing but haven't gotten around to the book either time.

We've agreed on which chapters to write and to submit drafts for the other's revision. I find it very difficult to write a book when I'm working a 60-hour week at LIAMA (later LIMRA) and traveling a bit. The only time I have to write is between 10 at night and 2 in the morning.

Writer's block is a serious problem. I finally come up with a solution. I am writing my chapters longhand. I sit at the kitchen table after my wife and kids have gone to bed and pour a glass of beer from an imperial quart. I start to write. If nothing comes, I sit there with my beer until I fill a page with writing, no matter how bad it is. To heighten the level of motivation, my rule is that I cannot leave my chair FOR ANY REASON until I have written a complete page.

The stuff isn't very good at first, but once I start writing, it gets better, and I only need to throw half of it away (not the beer, the writing).

Yes, motivation does contribute to higher performance!

Incidentally, Bill and I did not take kindly to each other's revisions. When I received his revision of one of my chapters, I wrote long letters explaining why he should have left things as they were. He reciprocated in kind. Believe it or not, the collection of such letters was longer than the book manuscript.

We never did meet face to face to discuss the book. Everything was done via the U.S. mail. But, we did finish the book, and it was published in 1961.

## **The Roots of Work Addiction**

**Mark J. Schmit**

**SHL USA–Litigation Support Group**

I have always had a passion for jobs. This may sound like a strange lead in, but let me explain. I find the selection process intriguing, and I am fascinated by the enculturation into a new job and organization. There is nothing more rewarding than mastering the new job-learning curve and enjoying the thrill of the first big accomplishments. For me, it has always been a bit like the thrill of falling in love for the first time. I couldn't have found a better career fit than being an industrial-organizational psychologist where I can study all these things that have always excited me so much.

I would consider myself a job adventurer (my term, not in *Webster's*). Some have mistakenly labeled my journey with a "job hopper" tag, but I have never seen it that way. I have always had a certain degree of logic behind all of the self-imposed changes in my life. I have no regrets, just lots of great memories and experiences to build on into the future.

My first job was like many youngsters' first job...I was a paper carrier. I was just 10 years old, but I had more money than any 10-year old in my neighborhood. I then moved up the "food" chain of jobs in my teens. When I turned 14 and was eligible to obtain a work permit, I took a job cleaning a small café. My boss quickly learned my potential for being trusted with the store and made me head cook for 3 hours after school every day. Unfortunately, he used this time to head to the local tavern and bury himself in a bottle. This was my first experience in playing psychologist, as I often had to convince my boss that he should let me work the rest of the night as cook because he would clearly be dangerous anywhere near an open fire!

When I turned 16, I figured it was time to move up to working in a corporate job. I made my big move by landing a job at Kentucky Fried Chicken. Now I was on the fast track. Within a year I was made Crew Chief...I had made it to management! You know how research has shown that internal referrals are, on average, more successful than any other recruitment source? Well, this may be true, but when you're 17 and you're the boss, never hire all of your best friends. Trust me, this  $n = 1$  study is all you need. I learned a hard lesson about who is ultimately responsible for performance and nonperformance. All turned out well though...it only took me about a year to make a new set of friends.

My summers in high school were spent at camp. I worked for a Boy Scout camp, which eventually led to working as a chaperone for a troop of boys traveling all across Europe in 1978...the great experience of my young life.



I graduated from high school in 1979 and being the 70s it was a time for experimentation. So I passed up college to pursue the love of my life...jobs! From here I worked anywhere from two to four jobs at the same time for the next 6 years. I worked as a bartender (in a nautical-themed disco! I first met my wife there, so it wasn't all bad), a truck driver for a moving company, a "pounder" in tape factory (a pounder knocks big rolls of industrial grade tape apart with a metal club), a sandwich truck driver, a freight truck driver (yes, I have driven an 18-wheeler), a forklift driver in a pallet factory, a pulp thrower/blower in a paper mill (don't ask...ever smell a paper mill?...I made and dwelled in that smell), a stocker at a department store, a medical supplies delivery and setup technician, and an industrial roofer (I went to Florida for a summer to do this...should have waited until winter to explore this one).

At this point I decided I wanted to move to the next level in my life, so I went on to college. I spent about 6 years as an undergraduate because I worked full time while going to school (at this point I was married and had a 1-year old son). I worked many different jobs, mostly to meet the changing demands of my course schedules, but again, I also couldn't resist the many opportunities to try new jobs. During my college years, I worked as a hotel desk clerk, a convenience store clerk, a computer help desk attendant, a counseling center assistant, a security guard, a college recruiter intern, a latch-key after-school program director, and a day camp director during the summers. In my longest and most rewarding gig, I worked in HR for a large insurance company. I was exposed to many aspects of HR including direct contact with some I-O psychologists who did contract work for the company. My major area of study was psychology, but I was also working toward a minor in HR administration. So, my love of jobs, my experience in the HR job, my contact with the I-O psychologists in that job, and a stimulating course in psychometrics, convinced me to go onto graduate school for a PhD in I-O psychology. I could not have made a better choice!

## **Research Funding and Adaptive Behaviors**

**Jim Farr**

**Pennsylvania State University**

A couple of weeks after I completed my PhD at the University of Maryland in July 1971, I joined Frank Landy at Penn State to work on a grant that Frank had recently been awarded by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. LEAA's research division had funded a group of projects concerned with various personnel and staffing issues in law enforcement and wanted all project senior staff to become aware of the collective goals of the funded work. LEAA staff convened a 2-day meeting in Washington, DC, in the fall of 1971 at which each project was described by the principal researchers in a 60–90 minute presen-

tation. Our project was focused on the development of behaviorally anchored rating scales (BARS) for the evaluation of performance of municipal police officers. We planned to gather data in several dozen U.S. cities and to develop separate BARS for use by supervisory and peer raters. Our presentation was scheduled for the afternoon of the first day, and we had structured our presentation to begin with the rationale and procedural steps for developing BARS and then to discuss the specific research and applied questions that were our research goals. Frank and I probably overly prepared for this presentation because we knew that another presenter at the meeting would be “I-O guru” **Marvin Dunnette**, who would be speaking about his project entitled something like “Psychiatric Standards for Police Officers.” We thought that this sounded like an unusual topic for Marv but thought that perhaps some of the University of Minnesota clinicians were involved. Marv was scheduled to present on the first morning just prior to lunch and, as his presentation unfolded, Frank and I were quite surprised that a major portion of it was a discussion of BARS methodology. Such a discussion did fit the Dunnette project since their major goal was to develop BARS for municipal police officers! Frank and I kept glancing at each other during Marv’s presentation, each thinking “What are we going to talk about?!?” Fortunately, lunch intervened prior to our presentation.

At lunch we talked with Marv and his colleagues (including **Rich Arvey**) about how we collectively could keep these seemingly somewhat different projects. Marv told us that a couple of weeks earlier he had been asked by LEAA staff to change the title of his project to “Psychiatric Standards” from the original “Performance Standards.” Frank and I noted that we planned to collect data in multiple locations and to develop supervisory and peer BARS. Marv’s project focused on supervisory BARS but for several “target” ranks (e.g., developing BARS for the ranks of corporal and sergeant, in addition to police officer) and would gather most data in the Twin Cities area. Frank started our afternoon presentation with something like, “Dr. Dunnette has already given a pretty good description of the BARS procedure,” and then attempted to recover from that modest gaffe by noting that his older daughter always complained when he “complimented” her by saying “that was *pretty* good.” After some laughter (even from Marv!), Frank jumped the discussion of our project on to the different research questions that we would be able to address given our planned methodology. As I recall, we all thought at the end of the day that the two projects sounded sufficiently different, although we also thought that the LEAA staff had not realized how similar they were until about the time they had asked Marv to change the title of his. So much for the new PhD’s idealistic view of the wisdom and rationality of the federal research funding process! The experience also taught me the importance of being well-enough prepared for presentations and discussions

with funding agencies and client organizations that one could roll with the punches of unexpected events and modify one's material as needed.

## **What a Long Strange Trip It's Been**

**Art Gutman  
Florida Tech**

In preparing this recollection, I picked the above title because of my life-long love affair with the Grateful Dead. I could have done the Beatles ("Long and Winding Road"), but I'm an original "Dead Head" who grieves for Jerry Garcia. Also, for you Sinatra fans, "I Did It My Way" wouldn't work because as you will soon learn, my way was a recipe for failure.

Just a small bit about conditions of birth—I was lucky to have them. I was an anoxia baby born to Holocaust victims in a German deportation camp in 1948. Unconsciously, I guess, my passion for studying workplace discrimination stems from a lifetime of wondering what a crime it was for my ancestors to be Jewish. That's an easy translation to any group, including classes not protected by federal laws. I was a very slow learner who could not read well until a smart school psychologist in Brooklyn figured out I was thinking in the wrong language. Thank goodness—my parents knew I wasn't retarded, but they had no way of proving it.

As a senior at Tilden High School I had a record as a reasonably good student, but I set the 4-year detention record for things like making wisecracks and jokes; I am now rewarded for doing those things as an instructor. Go figure! I went to school with Rosalie Nurman from seventh grade through high school. Trust me, this will become important later. I didn't want to go to Brooklyn College, too close to home. I wanted to go out of town, so I went to Hunter College in the Bronx (now Lehman College). I was floundering. It was fall 1965 in a school that had turned co-ed in 1961. There were six females for every male and I was bound and determined to meet all six of them. And if one of my buddies dropped out, I would meet his six as well. In this arena, I expended considerable mental and emotional energy. Unfortunately, I was flunking chemistry and earning Ds in calculus. In fact, had it not been for a valiant effort at studying second semester, I would have flunked out after my first year.

I spent a total of 5 years (10 semesters) at Lehman. Through my 5th semester, I scrupulously chose BS courses I knew I could do well in. One day, while registering for my 6th semester, I was in the poly sci line and it was full. The psych line was empty and I was in a hurry, so I took my first psych course. Don't recall ever again seeing a short psych line and a long poly sci line. Best thing that could have happened to me. I had great profs who inspired me. As a result, my college career got the boost it needed, and

things went smoothly after that. My undergrad mentors helped me find a home in the social psych grad program at Syracuse University.

I was as brilliant in my first year of grad school as I was in my first year of college. My performance was lousy, and it looked like I was history. Ed O'Connell, whom I grew to adore, took me aside and told me I had excellent presentation skills and a great sense of humor. He encouraged me to consider a life on stage (and even offered to put me on one and pay the fare). No offense, but I was bored with all the attitude-change stuff, and I was going to leave in the summer of 1971, but a young prof who had befriended me talked me into switching to the experimental program. He thought I'd be good with rats and dogs. I did lots of animal experiments and I taught experimental courses. Also, since the class in front of me mysteriously disappeared—the program director was a bear and either scared out or flunked out the entire graduate class in experimental that had preceded me—I became a lab leader, breaking in new grad students and supervising the undergraduate research assistants. It was great.

OK. It's winter 1974. I have lots of job interviews, none to my liking (or theirs either). So I asked my advisor to help me apply for an NIMH post doc. It's Friday and the deadline is Monday. We phone Bruce Overmeir seeking a sponsor, but he's away skiing. Dave Thomas was at our lab 2 weeks earlier, so we call him, and he agrees to be my sponsor. Miraculously, I got the post doc and am off to the University of Colorado in Boulder.

The first year of my post doc is interesting. I'm writing up my dissertation for publication when my advisor arranges a job interview for me from the University of Pittsburgh. I do a super colloquium and am feeling great until they reopen the search and offer the job to another candidate. Ugghh.

The following year I get a job at Georgia State University coordinating the intro psych program. Two colleagues tell me I'm crazy to take the job, and they're right. The chair is also the principal investigator of a major project (on language in apes) and tells me I can't do animal learning research and coordinate the program at the same time. Like a moron, I tell him I don't need this job, and he fires me. Luckily for me, I was then recruited for a job at Florida Tech, where I've been truckin' ever since the fall of 1979.

It's summer 1983. I'm at APA on a hotel bus when a tall dark-haired gentleman I vaguely recognize examines my nametag and asks if I know Franke Webbe at Florida Tech. I tell him that I do. He asks where I'm from and we learn we're both from Brooklyn. I tell him I got older on East 56th Street and this tall dark-haired gentleman, whom I come to know as **Ed Levine**—asks me if I know his wife, Rosalie Nurman. I said sure—she once gave me a black eye (a fact Rosalie denies to this very day). Needless to say, Ed and Rosalie are now near and dear to me over and above any professional gifts from Ed (and there have been many). Once again, destiny puts me face-to-face with a great man!

While I am doing my animal work at Florida Tech, I also get a chance to do some consulting with a local company, teaching their engineers some basic statistics and program evaluation. I propose some stuff related to structuring their interview process and the company lawyer stops me at every turn telling me about this federal law (Title VII) and how I have to be careful about the questions I ask of applicants or employees. The questions I wanted to ask had to do with arrests, high school diploma, drug and alcohol history, and so forth. Seemed good to me. I have since discovered that virtually every question I proposed would have been the start of a very nasty lawsuit. I now, reluctantly, realize that a lawyer was RIGHT. There, I've said it—he was RIGHT! Phew, that wasn't that hard. At his advice, I take a Continuing Legal Education (CLE) course through Wake Forest University. Talk about an epiphany!

It's 1986 and the director of our Personnel Psych program at Florida Tech is about to go on a 2-year hiatus. I am asked to take over. And I agree. I introduce a personnel law class into the curriculum, but no book works well for me—so I decided to write my own. I have a close friend, an editor at Sage and I promise her I can write the book in 3 months. She agrees to sign the project. It takes 16 months (but I think this is less than one standard error from 3 months).

In 1993 I discover SIOP. I don't feel like an I-O psychologist at this point, so I defer joining. But in the next few years, after writing and validating a few selection tests and redesigning a police force selection system (for compliance with the ADA) I begin to feel more at home. So, I join SIOP in 1996. In late 1999, I send an article to **Allan Church** (on the ADA), and we chat about it over the phone. He invites me to write my own column, which he names **On the Legal Front**, a column I still write every 3 months (**Debbie Major** wouldn't buy the 16-month gig that worked with Sage).

I guess I'm a lucky person. I met the right people at the right times and was at least smart enough to listen to them. Clearly, the most important person in my life was Rosalie. To this day, she insists that she never gave me a black eye (Ed's excuse that he has bags under his eyes and they are genetic still sounds fishy—why is the area ABOVE his eye usually black as well??) She promised that if I ever tell that story again she WILL punch my lights out. Sounds a lot like a TRAIT to me. Excuse me while I see if I have some ice in the freezer.

# CMI

**COMPETENCY MANAGEMENT INCORPORATED<sup>©</sup>**

***Realizing excellence  
through human resources<sup>®</sup>***

**We just made it easier!**

**cmihr.com**

- ▶ Integrated Competency Based HR Systems
- ▶ Management Assessment & Development
- ▶ Employee Selection & Competency Testing
- ▶ Employee/Client Surveys Linked to Financials
- ▶ Quality & Customer Satisfaction Programs
- ▶ EEO, ADA, ADEA Litigation Support

**www.cmihr.com**

**☎ + 1 313.885.4421**

**CMI: Unveering professionalism, quality & service  
in global Human Resources consulting**

## TIP-TOPICS

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

Chances are you are either just returning from a wonderful trip to Chicago for SIOP or you are beginning to wind down after another semester of school. For those of you who will be graduating in the next few months, here is an early congratulations for all of your hard work! We hope that this column has given you some of the tools and advice necessary to help make that transition from graduate school to your professional life a little bit easier.



This issue dives into the world of internal consulting, which is often referred to as working in “industry.” Once again, we take you through the sections of our column that discuss how to develop as a practitioner, student, and researcher on your way to a position as an internal consultant. In addition, we give a general job description that describes the basic job duties and provides a glimpse into the everyday life of an internal I-O psychologist. Finally, we show how internal consultants’ jobs are similar and different from other paths I-O psychologists may take in our **Career Connections** section.

All of the internal consultants we contacted have obtained their doctorates and are working for specific organizations that specialize in services and products other than consulting. Of course, the responsibilities of an individual consultant will vary depending on the structure of the organization in which she/he works and the needs of that organization. In fact, there is not even a distinct division between internal and external consulting. One respondent to our survey reported that while most of her work is internal, she performs some external consulting duties for the clients of her organization as well.

Overall, internal consultants do not just answer to one person or department. They must interact with a broad range of individuals at all levels of the organization, from senior-level management to hourly employees. They may have frequent dealings with doctoral-level colleagues, human resource executives, senior business executives, line leaders, and local and international union leaders. Therefore, an internal consultant’s ability to communicate effectively with and consider the needs of employees at all levels is essential.

In general, internal consultants perform much of the same tasks as that of external consultants (see Muñoz, Brinley, & Durley, 2004). However, the true nature of their job depends on the type of positions they hold. Some consultants specialize in more “industrial” topics, such as designing and implementing performance appraisal systems and measuring human performance, creating and administering employee surveys, and conducting training. Other consultants cover areas that may be considered more “organizational,”

such as change management, leadership development, and identifying organizational effectiveness needs in relation to business objectives. Other areas of consulting may include conducting 360° feedback, competency modeling, mentoring, succession planning, career development, coaching, and designing promotion and retention systems.

With respect to thoroughness of their graduate education in preparing them for their current jobs, internal consultants do report much on-site learning. Although they claim their graduate training was essential for establishing rigorous thought processes, solid methodological foundations, and an understanding of basic job duties, it did not prepare them for certain aspects of the job. Issues such as managing relationships, facilitating meetings, and conducting focus groups had not been included in their graduate training but were expected of the consultants once they were hired. Also, understanding corporate policies, politics, and culture takes time and cannot be learned or taught in graduate school. Many of these issues are idiosyncratic to each organization and must be learned on-site.

The ability of internal consultants to conduct research highly depends on the organization for which they work. All the consultants report that time constrains them from doing more research, and beyond that, their autonomy in carrying out research varies, from self-selected projects that mutually benefit the company to projects that are wholly dictated by the company and/or the demands of the job. But, even those research opportunities that are determined by the organization offer some freedom for the consultant who usually has full oversight of the methodology utilized and the manner in which the research is carried out. Also, because the consultants are often the “owners” of certain aspects of HR (e.g., appraisal forms, tests, surveys), they do have some influence over how the research is handled and which topics are investigated. However, there is little tolerance for purely scientific pursuits. Organizations are typically more concerned with building political support for programs from higher level executives than establishing scientific validity, but a good consultant should be able to address both of these issues with an appropriate research agenda.

Although all the consultants we contacted seemed very satisfied with their jobs and preferred it to alternative career paths, they did report several drawbacks to internal consulting. Some consultants are required to travel for work, which can wreak havoc on their work–family balance. They report the need to manage this balance carefully and to set clear expectations with the company about their willingness to travel early in their tenure. Long work-days can also create conflict with one’s personal life, and time constraints also may prevent a consultant from staying current with the literature.

Another disadvantage to working as an internal consultant is their status as “one of the crowd.” This may compromise their reputation as an expert, and because they are integrated into the culture of the organization, they may



lose their objectivity. Internal consultants must successfully navigate company culture while working to adapt it, goals which may seem conflicting at times. They are also more influenced by organizational politics, increasing their need to please many different people, which can be very challenging. Also, an internal consultant is typically involved in many different projects, so one has to multitask, be very organized, and manage time effectively. Finally, rapid fluctuations in the economy over the past few years have increased job instability and insecurity in all fields, even more so with consulting.

In contrast, internal consultants report many advantages of their jobs. A major benefit is the ability to positively influence the working conditions of many people. They not only have the opportunity to design and implement organization-wide programs, but they also get to witness the effects of their interventions, which can be very gratifying. Internal consultants are also able to have a direct impact on the bottom line, even in large companies. The work is fun, challenging, and offers the ability to be creative. The nature of the work also varies, ranging from strategy and decision making to administration and project planning. Many internal consultants enjoy the opportunity to work with a diverse group of people. They also claim to have relatively low stress and are not usually required to travel much, depending on the job.

### **Developing the Student**

Our panel offered advice about specific courses to take that would enhance consulting skills. To grasp the daily operations of an organization, basic business classes such as marketing, finance, accounting, strategy, and management fundamentals were recommended. The respondents further encouraged taking as many classes as possible in the business school as a supplement to your psychology curriculum, including courses like organizational design, program evaluation, and ethics. Organizations experience different challenges, thus learning about multiple organizational systems (e.g., selection, performance appraisal, talent planning, organization design, union-management relations) will make you exceptionally attractive to a variety of companies. The statistics and research methods that you obtain through program requirements will also prove essential. Other recommendations include fine-tuning presentation skills by taking a public speaking or coaching class and/or joining a Toastmasters group.

Outside of the classroom you can continue your education by perusing a few books and magazines that will aid in your understanding of internal consulting. Business bestseller lists can provide a useful starting point; these are the books that management usually reads. Keeping abreast of the literature and the popular terms of the average business employee will improve your communication and interaction in an organizational setting. An “absolutely critical read” is *Flawless Consulting* by Peter Block (1999). In addition to excellent consulting tips, this book also utilizes case studies to perfect your

consulting skills and expertise. Texts on productivity and efficiency, such as *Execution* (Bossidy, Charan, & Burck, 2002) and *Getting Things Done When You are Not in Charge* (Bellman, 2001) can provide tips on how to deliver satisfactory results in today's demanding workplace. Additional bestsellers, such as *Influence* (Cialdini, 1993), *Thinking such as the Fifth Discipline* (Senge, 1994), and *Good to Great* (Collins, 2001), were noted as beneficial to an internal consultant. Newspapers and/or magazines, such as the *Wall Street Journal*, *Fortune*, and trade journals, will also acquaint you with the lingo of the business world.

### **Developing the Researcher**

If your desired career is internal consulting, there are certain ways to streamline your research to complement that path. The issues that you research should be directed toward applied topics that simultaneously advance I-O psychology while having practicality for multiple organizations. Apply theory to practical scenarios. Interacting with practitioners may help you find out how your theory might be applied. Once your data has been collected and analyzed, spend additional time on the discussion of your results to highlight how organizations can implement your findings into programs that would have an impact on their company.

Research directed at an organizational setting would benefit from the use of organizational data and real-world employees rather than undergraduate samples. You can obtain this data by helping local businesses, government agencies, or external consulting firms. Being proactive by networking with alumni can provide you with the necessary connections to acquire an internship, which can also provide an opportunity to collect organizational data.

It is extremely important to know how to balance your theory and ethics with the organization's needs. When conducting research for an organization, statistical rules and research methods are often relaxed, resulting in "quick and dirty" research due to time and economic constraints. Management in the private sector is frequently interested in financial figures, so extending your research to reflect the bottom line will increase your credibility.

Students interested in internal consulting should attend conferences to gain insight into current hot topics, network with other consultants in the field, and formulate and develop research ideas. Presenting at conferences or at local I-O meetings is important and helps develop the skills needed to pitch proposals and present findings to management. The Society for Human Resource Management has a particularly good conference for beginners in the field. And, as one of our respondents put it, "to succeed in I-O you must be a player at SIOP."

## Developing the Practitioner

Not surprisingly, many of our experts recommended an internship as one of the best ways to gain applied, practitioner-related experience. Most of our experts explained that internships provide invaluable learning experiences to gain necessary skills that lead to success as an internal consultant. Our panel of experts strongly suggested seeking internships that offer experience dealing with clients in order to achieve interpersonal education that may be lacking in your graduate training. These internship opportunities are definitely preferable to those that focus on data entry and analysis. Furthermore, presentation skills and the ability to communicate technical information in everyday terms are especially crucial for internal consultants. In an organizational environment, there may be only one I-O psychologist employed in the company, and she/he may be surrounded by individuals with differing educational backgrounds. Therefore, the ability to translate I-O jargon into layperson language becomes very important.

Searching for a job as an internal I-O consultant follows many of the strategies that we have mentioned in previous **TIP-TOPics** columns (see Muñoz, Brinley, & Durley, 2004). For instance, our survey respondents mentioned that networking is vital for landing your dream job. This can be accomplished through professional conventions such as SIOP, alumni gatherings, and consulting projects that you may work on during graduate school. Another strategy mentioned was to really get involved with your local I-O professional society. Chances are if you live anywhere near a metropolitan area or if you have a general idea of the city or part of the country in which you would like to live after graduate school, there will be local professional societies for I-O psychologists. These groups usually have regular meetings, newsletters, and listings of local job openings. In addition, the job placement services that SIOP provides are beneficial in finding internships and job postings. More information regarding these services can be found at the SIOP Web site ([www.siop.org](http://www.siop.org)).

Another important issue to consider is whether to become a specialist or a generalist. While there was not consensus on this topic, these practitioners did highlight the benefits of each approach for their given professional situation. For example, some mentioned that becoming a specialist would be more advantageous because you would be able to hone your skills for a specific area and really become a “champion” or expert in that area (e.g., employee surveys, assessment, etc.). On the other hand, others mentioned that becoming a generalist was more important for an internal consultant because within an organization, you come across a variety of situations and handle many different problems. Furthermore, you can make a broader impact and potentially go much higher within your company by branching out and applying your I-O skills to multiple departments. There are benefits to both approaches and

the circumstances of your job, responsibilities, and given organization will probably dictate which approach is most suitable for you.

### **Career Connections**

Many of you reading this know that you want a career in an applied setting, but you have no idea whether internal or external consulting would fit you the best. We asked our panel of experts in the field what made them choose the career path of internal consulting. An overwhelming answer was that the number one advantage to being an internal consultant was being able to recommend and implement new strategies and getting to stick around to see the results. Most of these psychologists had worked as external consultants before and enjoyed the increased freedom to dictate the details of the project. However, they were never around to see the lasting impact of their efforts. The ability for these psychologists to actually see their recommendations and programs become part of their organizational culture and impact the bottom line was a tremendous advantage of internal consulting.

Another interesting point made by our experts was that it is fairly easy to move from an external consulting position to an internal one, and vice versa. Many of the same qualifications, skills, and abilities are required for both types of consulting positions. Once again, the main difference between the two is with internal consulting you are able to see the impact of your efforts. The similarities of these paths can make the decision to take either an internal or an external consulting position very difficult. Perhaps the best way to make an educated decision is to work in both types of settings. Gaining experience in both internal and external consulting is an excellent strategy in order to make an informed decision about which one is best for you when it comes time to take a full-time position. In addition, many external consulting companies require employees to work internally in order for them to gain experience with the “in’s and out’s” of organizational life before they are hired.

Another career connection—the transition from internal consulting to academia—can be achieved by keeping up-to-date with the literature as well as continuing your research. If you are interested in making this career shift down the road, you should present your ideas at conferences as well as consider publishing as an internal consultant. Though it may be more difficult given time constraints and the needs of your organization, be persistent and keep submitting to a wide range of journals.

Interestingly, none of the consultants we contacted—either internal or external—have sought licensure. This may be due to the extremely small sample we obtained. However, it may be the case that licensure is most important and relevant for independent consultants who do not work for a consulting firm or other organization. If you are considering consulting, we highly recommend contacting consultants at the location in which you wish to work in order to determine whether licensure is necessary and/or appropriate.

In closing, our experts identified “tips” that would assist in the development of your knowledge, skills, and abilities as an internal consultant. While courses and business bestsellers will provide you with the theory of industrial operations as well as popular business jargon, they do not hold a candle to real-world experiences. Our respondents stressed the importance of being proactive in your education. Furthermore, seek out professors who also consult or network with alumni and local I-O professionals to gain additional opportunities. Their expertise is invaluable!

Thanks again to our panel of experts for providing such valuable information: **Eden Alvarez-Backus** (Sony Electronics, Inc.), **Marilyn Blackburn** (Lockheed Martin), **Jeffrey Boyd** (Georgia-Pacific Corporation), **Robin Cohen** (Avon Products), Scott Mondore (UPS), **Mark Morris** (JCPenny), **Darby Settles** (General Motors), **Cheryl Toth** (IBM Corporation), and **Megan Verret** (Yum! Brands). If you would like more information on any of these topics, please feel free to contact us: Andi Brinley (amtbrinley@aol.com), Jaime Durley (jdurley@uga.edu), and Corey Muñoz (cmunoz@uga.edu).

## References

- Bellman, G. M. (2001). *Getting things done when you are not in charge*. San Francisco: Berrett-Koehler Publishers, Inc.
- Block, P. (2001). *Flawless consulting*. San Francisco: Jossey-Bass/Pfeiffer.
- Bossidy, L., Charan, R., & Burck, C. (2002). *Execution: The discipline of getting things done*. New York, NY: Crown Publishing Group.
- Cialdini, R. B. (1993). *Influence: The psychology of persuasion*. New York, NY: Morrow, William, & Co.
- Collins, J. C. (2001). *Good to great*. New York, NY: HarperCollins Publishers.
- Muñoz, C., Brinley, A., & Durley, J. (2004). TIP-TOPics. *The Industrial-Organizational Psychologist*, 41(3), 73–79.
- Senge, P. M. (1994). *Thinking such as the fifth discipline*. New York, NY: Doubleday & Company, Inc.

# **EDITOR SEARCH FOR**

## *The Journal of Applied Behavioral Science*

Nominations are being sought for the position of Editor of The Journal of Applied Behavioral Science. The person selected will become Editor no later than January 1, 2005. The term of office is a minimum of three years with the possibility of renewing the appointment for an additional three years.

The primary goal for the Journal is to enhance our knowledge about change, both unplanned and planned with particular emphasis on the latter. Although the intent is for the Editor to be based in North America, a goal for the Journal is to become more international with respect to journal content, readership, and constituents.

### **Specific qualifications for the Editor include:**

- A doctoral degree in one of the applied behavioral sciences.
- Academically based within North America.
- Commitment from the candidate's university for support with office space, equipment, clerical assistance.
- Considerable experience and excellent reputation as a reviewer, editorial board member or editor of a related journal.
- Solid publication record of scholarly works in the behavioral sciences.
- Demonstrated capacity to handle demanding administrative work and meet deadlines.
- Willing to travel on occasion as an ambassador for the Journal.
- Appreciation and understanding of the dynamic between theory/research and application, and how one feeds the other (theory/research informing practice and vice versa) regarding the development of knowledge that is useful.

### **Nominations, including self-nominations, will be accepted until June 15, 2004. Submissions should be made via e-mail and need to include:**

- The nominee's name, full address, telephone number, and e-mail address.
- A letter describing the nominee's qualifications and experience relevant to the selection criteria.
- A current curriculum vitae.
- A detailed proposal indicating how the candidate would further the established mission as described.
- A letter from the candidate's dean confirming the required support.

**NTL**<sup>®</sup>  
**INSTITUTE**

### **Submit nominations to:**

*W. Warner Burke, E. L. Thorndike Chair of Psychology and Education, Teachers College, Columbia University, 525 West 120th Street, Box 24, New York, New York, 10027. [wwb3@columbia.edu](mailto:wwb3@columbia.edu) (212) 678-3831*

## **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 the Sheraton Ballroom IV; we will also have breakout sessions in the Chicago Ballroom X.

The consortium will focus on career issues. Our theme this year is "What We've Learned Along the Way." The impressive lineup of speakers includes **Joyce Bono, Mike Burke, Gilad Chen, Jan Cleveland, Jim Farr, Tove Hammer, Ann Howard, Steve Kozlowski, Frank Landy, John Mathieu, Kevin Murphy, Stephanie Payne, Ed Salas, Scott Tannenbaum, and Jeanne Wilson.** Thanks speakers for volunteering your time. We look forward to another successful doctoral consortium in 2004!

Registration materials for the consortium were sent in January to program chairs listed in SIOP's database through both regular postal mail and e-mail. Enrollment is limited to one student per program up to a maximum of 40 participants. The consortium is designed for upper-level students nearing the completion of their doctorates.

If you need additional information, please contact Wendy S. Becker at [w.becker@albany.edu](mailto:w.becker@albany.edu) or (518) 442-4176 or Kathleen Lundquist at [KKL@appliedpsych.com](mailto:KKL@appliedpsych.com) or (203) 665-7779.



## THE HIGH SOCIETY

### The Origin of Eight Clichés

Paul M. Muchinsky\*

The University of North Carolina at Greensboro

English is a rich language that can be used to animate the human experience. A person skilled in word usage can paint a verbal picture as majestic as any of the grand masters could do with oil on canvas. Yet, we have found ways to befoul and despoil our beautiful language by banal clichés. These clichés become established means of communication and are reified in the process. But where do these clichés come from? How do they enter our language? I took it upon myself to track down the origin of eight clichés that I find to be particularly irritating. With great shame and guilt I confess to you that I have, in moments of weakness, invoked some of these deplorable linguistic crutches in my own orations. As part of my own therapeutic process of recovery I have rooted out their source. Tracing their origin was like trying to locate studies to include in a meta-analysis. It required intensive detective work, but I did get the job done. Without further ado, bear witness to the primal birth of these verbal vulgarities.

1. Herbert and Thelma Morton were childhood sweethearts, got married at 17, and celebrated their 75th wedding anniversary. Shortly thereafter, Herbert passed away. Thelma was distraught over the loss of her life partner. She paid a visit to the Eternal Paradise Mortuary to select a coffin for her late husband. After much deliberation Thelma selected a beautiful rosewood coffin with brass fittings. Funeral director Clyde Wormer complimented Thelma on her choice of coffin. Then the conversation took a strange turn.

Thelma: "I want the best for my Herbie. He was such a wonderful man. I'm going to bury him in the back yard in my garden."

Clyde: "I'm sorry, Mrs. Morton, but there are state laws regarding burial locations. You cannot bury a coffin in a back yard."

Thelma: "But you don't understand! I don't want to be apart from my Herbie. We were inseparable. I want him buried in my garden so I can see his resting place whenever I wish."

Clyde: "Like I said, Mrs. Morton, you cannot bury a coffin on private land."

Thelma: "Oh dear, what should I do?"

Clyde: "I suggest you think outside the box."

---

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



Thelma: "Are you talking cremation?"

Clyde: "Yes. You can keep his ashes in an urn in your house."

Thelma: "Why didn't I come up with that? I kept thinking in the box."

2. Michigan celebrated the sesquicentennial anniversary of its statehood on January 26, 1987. The governor declared the entire year to be a year of celebration for the state. 365 cities and towns were selected to sponsor one day in the year. The governor not only wanted the large cities such as Flint, Dearborn, and Lansing to be a sponsor for a day but also many of the small towns that comprise the rural areas of the state. The celebratory year was kicked off by the day sponsored by Detroit. It was a glorious day, replete with speeches, galas, pomp, and circumstance. That day was followed by the day from Ann Arbor, which put on another splendid affair. And so it went, day after day. But suddenly a day arrived like no other. It was April 15th. There were all sorts of calamities that broke out that day—floods, fires, earthquakes, volcanic eruptions, and a tidal wave on Lake Michigan. It was a terrible day. April 15, 1987, the day from Hell. Hell, Michigan 48169. You can look it up.

3. Otto Kleinschmidt is the chief inspector for quality control at the Geneva Clockworks Company. The company makes timepieces that are extremely accurate, recording time to a fraction of a second. Their products are so highly respected they are used by the International Olympic Committee. The key to the precision of their products is an extraordinary sense of balance between two timing mechanisms. The two mechanisms must be totally in balance to achieve precise time keeping. The balance is assessed by two highly sensitive levels. The first level measures balance to within one one-hundredths of an inch. If the timepiece fails to achieve this degree of balance, Kleinschmidt orders it back to the shop floor for rework. If the level indicates the timepiece has achieved this degree of balance, it advances to an even more precise test, a level that measures balance to one one-thousandths of an inch. Only after passing this second test is the timepiece certified as being ready for shipment. All the employees hold their collective breath when Kleinschmidt assesses the balance with his first level. They know only one of two outcomes are possible. Either Kleinschmidt will say, "Take it back, it needs rework," or what they all hope to hear, "Take it to the next level."

4. Every year the ancient town of Lochlassie, Scotland celebrates a high holy day. The day marks the slaying of a dragon that threatened the city with destruction thousands of years ago. The day is celebrated by a formal gathering that features high dances, high tea, and the eating of two special high dishes, curds and whey. Curds and whey are both dairy products and are used in the making of cheese. Over the years the locals came to agree on a single recipe for making curds, but there are two recipes for making whey. Most of the townspeople prefer the more modern recipe for making whey that is lower

in cholesterol. The old high recipe for making whey has been used since antiquity. The responsibility for preparing the curds and whey fell to Elsie MacTavish and Maggie McGuiness. Elsie had been preparing the celebratory food for over 50 years. Maggie is learning the craft of food preparation from Elsie, as one day Maggie will assume Elsie's role in this time-honored tradition. Elsie has developed her own distinctive recipe for whey that is enjoyed by most townspeople. Yet, she is sensitive to the old high recipe for whey that has been used for centuries. Elsie and Maggie debated at great length as to which recipe they would follow. Elsie was indifferent as to which recipe she would follow as she wanted to defer to Maggie's preference. However, Maggie was very uncertain and couldn't decide between Elsie's recipe and the high recipe. Elsie grew impatient with Maggie's indecision and finally said, "Make up you mind, Maggie. Either it's my whey or the high whey."

5. The Ledbetter Manufacturing Company produces electrical relays used in heat conductors. The company produces relays in two sizes: small and large. After production the relays are sent to the packing department. The department has two customized packages for preparing the relays for shipment. Small relays go into a form-fitted envelope, and large relays go into an impact-resistant box. Both packing methods are customized to the product size. Ledbetter recently got a special order for relays that are mid-sized. As can be the case with highly bureaucratized companies, the sales department that procured the special order informed the production department, but no one bothered to inform the packing department. It wasn't long before the first mid-sized relay was produced, and in turn made its way to the packing department. Orville Stumphhead, superintendent of the packing department, stared at the mid-sized relay in disbelief. It was too big for the envelope but too small for the box. He gathered his packing crew around him and said, "We must find a way to expand the envelope."

6. The Oven Fresh Baking Company decided to market a new product besides their traditional bread and rolls. They would test market a line of croissants made of special dough that was light and fluffy. The company purchased the special dough which was shipped in 32-gallon drums. When asked when the company would kick off the new croissant project, company spokesperson Jim Turner said the dough would be rolled out next Tuesday.

7. The fire department has a special unit that responds to the spillage of hazardous material on highways, including acid, chemical, and petroleum spills. The unit, called HAZMAT, travels in a specially constructed vehicle whose doors are almost 3 feet above the road. The extra distance is designed to protect the HAZMAT crew from when they first step out onto the road. The HAZMAT crew has experimented with various types of protective footwear. They first tried heavy boots, but they were too bulky. It was easy to trip when the vehicle door first opened and they stepped down to the pavement. Likewise, snap-on galoshes were also found to be cumbersome. Currently the

HAZMAT crew uses synthetic polymer rubbers that protect their feet yet do not impede stepping and walking. The HAZMAT crew is instructed to grab a safety handrail in the cab of the vehicle by the door and step directly down onto the pavement, one foot at a time. That spot where the first foot lands is where the rubber meets the road. [Author's Note: I had considered an earthier version for this cliché. It involved a favorite place on Lovers Lane where amorous couples would park. In the interest of good taste I went with the HAZMAT version.]

8. Two disk jockeys at a radio station were discussing what music they were going to play during their respective time slots. The first DJ decided to play a selection of urban hip-hop and rap. He said he would be playing Dr. Dre, Little Bow Wow, Destiny's Child, LL Cool J, and Snoop Dog. Hip-hop and rap were hot, so many different performers would be played during his time slot. The second DJ decided to play heavy metal. However, unlike the first DJ, this DJ decided to play the music of only one group whose songs were very popular and were climbing the charts. Said the second DJ, "I'm just playing Devil's Advocate."

I didn't know if you were going to like this column or not, so I just decided to run it up the flagpole and see who salutes.

## **START PLANNING NOW FOR SIOP 2005!**



**April 15–17, 2005  
Workshops April 14**

**The Westin Bonaventure  
Los Angeles, California**

# **Lesbian, Gay, Bisexual, and Transgender Visibility Within SIOP: Fostering Research Advances and a Culture of Inclusion**

**Scott B. Button**  
**Personnel Decisions Research Institutes**

**Brian Welle**  
**Catalyst**

Amidst public controversy, ongoing legal and political scrutiny, and strongly rooted social beliefs, lesbian, gay, bisexual, and transgender (LGBT) employees and the issues they face in the workplace are receiving more attention now than ever before. Recent examples include the controversy over gays and lesbians openly serving in the U.S. Armed Forces, the adoption of domestic partner benefits and antidiscrimination policies by many of the nation's largest employers, and the continuing public policy debate over the need to protect employees against workplace discrimination based on sexual orientation.

SIOP, like many other organizations, is beginning to examine its culture in relation to its LGBT members. The SIOP Executive Committee has made a concerted effort to promote LGBT visibility and inclusion by establishing an ad hoc committee on LGBT research and membership issues. The purpose of the committee, which is cochaired by Scott Button and **Mikki Hebl**, is to encourage research on LGBT workplace issues and promote a LGBT voice within SIOP. Among the goals of the committee are to increase the visibility of LGBT workplace issues at the annual conference in Chicago, create a discussion group for sexual minority members and those who conduct research in this area, and to serve as a resource to the editors of leading I-O journals as they receive papers on this topic and search for appropriate reviewers. The committee will also be hosting a reception in Chicago to bring together sexual minority members within the Society, heterosexual colleagues who support the committee's mission, and anyone interested in conducting research in this area.

The formation of the committee is, in large part, a response to discussions that have taken place at recent SIOP conferences. At the Society's 17th annual conference in Toronto, the issues faced by LGBT members of SIOP surfaced spontaneously in two separate sessions (i.e., Ferdman, Davidson, Dipboye, Gelfand, McDonald-Mann, & Ryan, 2002; McDonald-Mann, 2002). In each of these sessions, the issues and concerns faced by sexual minority members, along with possible strategies for addressing these issues were touched upon. Both sessions were sponsored by the Committee on Ethnic and Minority Affairs (CEMA).

Last year, in Orlando, a panel discussion was held to extend, expand, and document the discussion that was initiated in Toronto (Button, Ragins, Holt,

Cornwell, Ferdman, Thomas, & Welle, 2003). Panelists included sexual and racial/ethnic minority members who collectively represented the perspectives of graduate students, academicians, and applied practitioners. The session was intended to surface issues faced by sexual minority members, identify areas of concern shared across minority groups, and identify possible avenues for improving the climate for diversity within SIOP. The format of the session encouraged audience participation, and the discussion drew heavily upon participants' input and perspectives.

The panel discussion, which was expected to draw only a small audience, was attended by approximately 60 people (Standing room only!) and sparked a spirited dialogue. Many panelists and audience members discussed feeling isolated within the Society because of a lack of visibility and little accommodation of their perspectives, life experiences, and research interests. These sentiments were most strongly endorsed by the graduate student attendees. A number of participants agreed that they frequently felt like outsiders at the annual conference because of the invisibility of LGBT SIOP members and research that specifically addressed this population. Some students also shared their concern that conducting research on this topic is "risky," and very few of them have faculty advisors who support this line of inquiry. Even when faculty is supportive of such research efforts, they typically have little knowledge in this area and are uncertain where or to whom to refer students.

The underrepresentation of topics related to LGBT employees on the annual SIOP program and in the I-O literature was also discussed at some length. Practitioners in the audience felt that a greater prevalence of research in this area would be very useful to the ongoing work in their organizations. Although many organizations have forged ahead with establishing LGBT-friendly policies and creating inclusive work environments, well-conceived and conducted research in this area would build increased support for these affirming measures and renew discussions within reluctant organizations. The practitioners also believed that research of this kind could do much to enhance the broader visibility and relevance of SIOP.

A large part of the discussion was focused on alliance building—identifying ways that LGBT members of SIOP can work with members of other minority groups to address their concerns. Many participants agreed that there is some commonality in the issues faced by sexual and racial/ethnic minority members within the Society. Perceptions of invisibility and exclusion, in particular, seem to be shared. However, most participants felt that the issues are different enough that they should be addressed separately. Several indicated that CEMA should continue to focus on issues related to racial/ethnic minority members and that a new committee should be formed to address issues related to LGBT members of SIOP. Some participants also commented that homophobia and racism could make a more global approach difficult to implement.

The discussion generated a number of ideas on how to better include LGBT students, practitioners, and academicians in the Society. Participants enthusiastically agreed that research in this area should be more prevalent at the annual conference—it would help reduce perceptions of invisibility, raise awareness of these issues, and generate more collaborative research in the area. In order for this to happen, however, SIOP members must be willing to conduct research on LGBT workplace issues and present their results. At the same time, the conference reviewers must be open to reviewing and accepting these submissions and be educated on the special challenges (e.g., sampling issues, few established measures) that make such research so difficult to conduct.

The participants also agreed that a LGBT discussion group should be created on the SIOP homepage. Such an outlet would hopefully encourage SIOP members to conduct research in this area, inspire collaboration among researchers and applied practitioners, circulate information on research issues or opportunities, and provide a resource for faculty members in need of information or guidance in this area. The discussion group could also be used to publicize the availability of jobs or internships of potential interest to sexual minority members within the Society.

Although these suggestions certainly point to the need for changes within the Society, panelists and audience members alike noted the positive changes that they have witnessed within SIOP. Over the past 5 to 10 years, the presence of sexual minority members and research of relevance to LGBT employees have become more visible within SIOP. Topics related to gay and lesbian workplace issues have increasingly appeared at the annual SIOP conference, including same-sex sexual harassment (DuBois, Kustis, Knapp, & Faley, 1994), organizational climate for sexual minorities (Button, 1997), sexual identity management (Button, 1999), discrimination in hiring (Foster, Mannix, & Hebl, 2000), gay family-friendly policies (Hammer, Brockwood, Huang, & Nice, 2002; Ragins & Cornwell, 2001), and heterosexism in the workplace (Ragins & Cornwell, 2002a). Some of this research has also begun to appear in leading journals for I-O research such as *Personnel Psychology* (Day & Schoenrade, 1997) and *Journal of Applied Psychology* (Button, 2001; Ragins & Cornwell, 2002b).

The newly formed committee on LGBT research and membership issues is committed to capitalizing on these recent advances within SIOP. By taking into account the perspectives of the many LGBT SIOP members, and a growing number of researchers examining LGBT workplace issues, this committee will work with the Executive Committee to make SIOP an organization that is inclusive of all of its members and encourage I-O psychologists to become prominent contributors to the research in this area.

## References

- Button, S. B. (1997, April). Considering sexual diversity: Steps in the right direction. In K. M. Thomas (Chair), *New directions for diversity research: Insights from ethnic identity theory*. Symposium conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, St. Louis, MO.
- Button, S. B. (1999, May). *Identity management strategies: A quantitative investigation*. Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.
- Button, S. B. (2001). Organizational efforts to affirm diversity: A cross-level examination. *Journal of Applied Psychology*, 86, 17–28.
- Button, S. B., Ragins, B. R., Holt, J., Cornwell, J. M., Ferdman, B. M., Thomas, K. M., & Welle, B. (2003, April). *Sexual-orientation diversity in the broader context: Issues and avenues*. Panel discussion conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.
- Day, N. E., & Schoenrade, P. (1997). Staying in the closet versus coming out: Relationships between communication about sexual orientation and work attitudes. *Personnel Psychology*, 50, 147–163.
- DuBois, C. L. Z., Kustis, G. A., Knapp, D. E., & Faley, R. H. (1994, April). Same-sex sexual harassment in the workplace: An empirical investigation. In C. L. Z. DuBois (Chair), *Sexual harassment in the workplace: A look at underresearched issues*. Symposium conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, Nashville, TN.
- Ferdman, B. M., Davidson, M. N., Dipboye, R. L., Gelfand, M. J., McDonald-Mann, D. G., & Ryan, A. M. (2002, April). *Dialogue on diversity and inclusion in organizations: SIOP and beyond*. Symposium conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario, Canada.
- Foster, J. B., Mannix, L. M., & Hebl, M. (2000, April). *Gay and proud: A field-study approach to examining hiring discrimination against homosexual individuals*. Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.
- Hammer, L. B., Brockwood, K. J., Huang, Y., & Nice, M. (2002, April). *Work and family among gay and lesbian dual-earner couples*. Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario, Canada.
- McDonald-Mann, D. G. (2002, April). *Roundtable session: Committee on ethnic minority affairs (CEMA)*. Session conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario, Canada.
- Ragins, B. R., & Cornwell, J. M. (2001, April). We are family: The influence of gay family-friendly policies on gay employees. In L. T. Eby and C. L. Noble (Co-Chairs), *New developments in research on family-related HR policies and practice: Beyond Ward and June*. Symposium conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.
- Ragins, B. R., & Cornwell, J. M. (2002a, April). It's not what you say, it's what you do: The impact of organizational policies and practices on heterosexism in the workplace. In J. Z. Carr and J. Greenberg (Co-Chairs), *Contradictions in promoting diversity: What works when?* Symposium conducted at the Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario, Canada.
- Ragins, B. R., & Cornwell, J. M. (2002b). Pink triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86, 1244–1261.



## Looking Forward to Hawaii: Division 14 Program for This Year's APA Convention

Scott Highhouse  
APA Program Chair

Christopher Cunningham  
APA Program Assistant

Make plans to attend this year's APA convention in Honolulu, Hawaii from Wednesday, July 28 through Monday, August 1. Division 14 submissions were up more than 100% over 2003! What follows is a summary of the submissions accepted for this year's SIOP program. The schedule is tentative, so be sure to check the official conference program for the final times and locations.

### SIOP Divisional Programming

*Wednesday, July 28*

**8:00 a.m.–9:50 a.m.**

**Conversation hour: *Below the Tip of the Iceberg: Psychological Aggression at Work*.** Rashaun K Roberts, National Institute for Occupational Safety and Health, Paula L. Grubb, National Institute for Occupational Safety and Health

**9:00 a.m.–10:50 a.m.**

**Symposium (Cosponsoring with Division 5): *Recent Developments in Psychological Testing: Update for Assessment Professionals*.** Heather R. Fox, Towson University, Susana Urbina, University of North Florida, Bruce Thompson, Texas A&M, Bruce Bracken, College of William & Mary, Stephen Sireci, University of Massachusetts, Marcia Andberg, Marcia Andberg Associates, Nancy Tippins, Personnel Research Associates

**10:00 a.m.–11:50 a.m.**

**Symposium: *Multiple Perspectives on the Alleviation of Work–Family Conflict*.** Karen Korabik, University of Guelph, Margarita V. Shafiro, Portland State University, Melissa Warner, University of Guelph, Steven Poelmans, IESE Business School, Tripti Pande Desai, Institute for Integrated Learning in Management, Donna S. Lero, University of Guelph

**12:00 p.m.–1:50 p.m. \***

**Symposium: *The Role of Hope in Contemporary Business*.** C. R. Snyder, University of Kansas, Fred Luthans, University of Nebraska–Lincoln,



Robert A. Giacalone, University of North Carolina–Charlotte, Hal S. Shorey, University of Kansas, Robert H. Schwartz, University of Toledo

**12:00 p.m.–12:50 p.m.**

**Conversation hour: *Burnout Intervention: Challenges in Research and Practice*. Michael P. Leiter**, Centre for Organizational Research & Development, **Christina Maslach**, University of California–Berkeley

**Thursday, July 29**

**8:00 a.m.–8:50 a.m. \***

**Symposium: *The Reciprocal Relationship Between Safety, Performance, and Employee Well-Being*. Walter Reichman**, Sirota Consulting, Shawn Del Duco, Sirota Consulting, Rebecca Atkins, University of Newcastle, H. Peter Pfister, University of Newcastle, Mark Fleming, Saint Mary's University, Steven M. Smith, St. Mary's University, **Steve Harvey**, Bishop's University, Kelly Dye, St. Mary's University, Lori Francis, St. Mary's University, **Kevin Kelloway**, St. Mary's University, **Kelly Bolton**, University of Houston, Arla L. Day, St. Mary's University

**9:00 a.m.–10:50 a.m.**

**Symposium: *Team Cognition: Understanding the Factors Influencing Process and Performance*. Eduardo Salas**, University of Central Florida, Stephen M. Fiore, University of Central Florida, Nancy J. Cooke, Arizona State University, Michael Lewis, University of Pittsburgh, **Joan R. Rentsch**, University of Tennessee

**11:00 a.m.–11:50 a.m.**

**Poster session: Quality of Work Life and Diversity Issues (33 posters)**

**Friday, July 30**

**8:00 a.m.–9:50 a.m.**

**Discussion: *Theoretical and Methodological Advances in the Work and Family Domain*. Lois Tetrick**, George Mason University, **Lou Buffardi**, George Mason University, **Leslie Hammer**, Portland State University, **Richard Klimoski**, George Mason University, **Mina Westman**, Tel Aviv University

**12:00 p.m.–1:50 p.m.**

**Symposium: *Work & Family: Constructing a View Using Multiple Methods, Occupations, Cultures*. Jeanette N. Cleveland**, Pennsylvania State University, **Debra A. Major**, Old Dominion University, **Tammy D. Allen**, University of South Florida, **Alma McCarthy**, National University of Ireland, **Janet L. Barnes-Farrell**, University of Connecticut

*Saturday, July 31*

**8:00 a.m.–9:50 a.m.**

**Symposium: *Practical Applications of Item Response Theory for Industrial-Organizational Psychologists*.** Robert A. Terry, University of Oklahoma, **William L. Farmer**, Navy Personnel Research, Nelda J. Milburn, FAA Civil Aerospace Medical Institute, Andrea S. Vincent, University of Oklahoma Health Sciences Center, **Jorge L. Mendoza**, University of Oklahoma

**12:00 p.m.–1:50 p.m. \***

**Symposium: *Work and Nonwork Relationships, Values, and Attitudes: A Multicultural Perspective*.** Ayala M. Pines, Ben-Gurion University, Mustafa F. Ozbilgin, University of Surrey, Olympia Kyriakidou, University of Surrey, Eran G. Vigoda, University of Haifa, Geraldine Healy, University of Hertfordshire

**12:00 p.m.–12:50 p.m.**

**Poster session: Measurement and Assessment in Organizations** (27 posters)

**1:00 p.m.–1:50 p.m.**

**Symposium: *Cross-Cultural Models Applied to Identity Processes Within Organizations*.** Fiona Lee, University of Michigan, Amy M. Trahan, University of Michigan, Eric J. Neuman, University of Michigan, Brianna Barker, University of Michigan, Batja Mesquita, Wake Forest University

*Sunday, August 1*

**8:00 a.m.–8:50 a.m. \***

**Conversation hour: *Facilitating Global Participation in Cross-Cultural Training, a Conversation Hour*.** **Kurt Kraiger**, University of Tulsa, **Richard Brislin**, University of Hawaii at Manoa, Dharm P. S. Bhawuk, University of Hawaii at Manoa

**9:00 a.m.–10:50 a.m.**

**Symposium: *Expanding Horizons: Bringing Occupational Health Psychology to the Workplace*.** Leslie B. Hammer, Portland State University, Heather R. Fox, Towson University, **Robert R. Sinclair**, Portland State University, Judith C. Holder, Duke University Medical Center, Steven L. Sauter, National Institute for Occupational Safety and Health, Takashi Haratani, National Institute of Industrial Health, Joseph D. Matarazzo, Oregon Health & Science University

**11:00 a.m.–11:50 a.m.**

**Poster session: Organizational Psychology** (30 posters)

\*Scheduled to take place outside of the main convention center.

# **Psychologists Without Borders: Trends and Implications of Cross-Divisional Practice**

**John C. Scott**  
**Applied Psychological Techniques, Inc.**

An interdivisional, cross-cutting symposium cosponsored by Division 14 and four other divisions was selected for inclusion on the 2004 APA convention program following a highly competitive review process. This symposium, entitled Psychologists Without Borders: Trends and Implications of Cross-Divisional Practice, will present diverse perspectives regarding the current state of cross-divisional practice, the need for proficiency standards, the quality of existing training and ethical practice issues.

This symposium is particularly timely since the boundaries that have existed between SIOP and other disciplines have become increasingly blurred within recent years. While this can be reciprocally beneficial to all involved, it can also raise concerns about lost opportunities, differential proficiency standards, ethical practice challenges and incongruous training requirements. These concerns are inevitable and need to be addressed if the overlapping disciplines are to operate collaboratively and even benefit from one another's expertise.

A collaborative model will be proposed for addressing these challenges that leverages the expertise from overlapping disciplines.

**Sponsoring Divisions:** The following divisions are cosponsoring this symposium:

- 13 (Society of Consulting Psychology)
- 14 (Society for Industrial & Organizational Psychology)
- 31 (State Psychological Association Affairs)
- 39 (Psychoanalysis)
- 42 (Psychologists in Independent Practice)

## **Panelists:**

Warren R. Loos is a clinical psychologist specializing in behavioral medicine and trauma, and is the founder and president of HeartThrive.com, a Behavioral Cardiology Telehealth practice.

Douglas Riddle is chief assessor and feedback manager for the Center for Creative Leadership where he manages over 80 executive coaches.

Sandra Shullman is managing director of the Columbus office of the Executive Development Group and is a member of APA's Board of Directors.

John Thorn is a counseling psychologist with a training background in organizational behavior and is past chair of Wyoming's licensing board.

**Nancy Tippins** is president of the Selection Practice Group of Personnel Research Associates (PRA) and is past president of SIOP.

Christine Truhe is founder and president of Truhe Consulting and director of the Career Psychology Group at Rutgers University.

## Secretary's Report

Georgia T. Chao

The winter meeting of the Executive Committee was held on January 10–11, 2004 in Detroit, Michigan. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Mike Burke** reported that the first *Institute for the Teaching of I-O Psychology* faculty-teaching workshop was conducted at Tulane University in November. The workshop was very well received and plans are underway for conducting a follow-up workshop in Atlanta in spring 2004, directed by **Kecia Thomas**. There was strong interest on behalf of students in the workshops as well. Students were very interested in help applying to graduate schools.

Financial Officer **Dianna Stone** summarized SIOP finances. Highlights include: some activities (ex. JobNet, sponsorships for the conference) are doing well, investments (Vanguard) are improving, PubHub Online is about to debut, and book sales go up every time we e-mail the membership on new books. Dianna Stone also presented a financial restructuring plan. The plan proposes to better match financial management with our mission, with a reorganization of committee clusters, and to establish financial targets.

Discussions were held on several topics: (a) approval of routine e-mails to membership, (b) funding of an International Award, and (c) identification of issues important to SIOP for APA. Every year, SIOP routinely sends e-mails to the membership for a variety of reasons (e.g., register for the SIOP conference, reminders to vote, APA/APS conferences, new books, etc.). These e-mailings will continue without direct approval from the Executive Committee. Funding for an International Award remains open. APA Council Representatives will introduce topics related to concerns about psychologists practicing outside their area of training, particularly with a focus on business organizations; and finding common grounds with other divisions in their breakout sessions at the next APA Council meeting.

**Jose Cortina** led the report on membership issues. The Lesbian Gay Bisexual Transgender (LGBT) ad hoc committee submitted a *TIP* article describing the outcomes of the panel discussion on LGBT issues at last year's conference and plan a discussion group attached to the SIOP Web site to deal with LGBT issues. The Executive Committee noted that it was important that, regardless of their sexual orientation, people be welcomed to participate in LGBT activities. Advocacy of participation from all members is also the case for CEMA (Committee for Ethnic and Minority Affairs) and international activities. It was also decided that the recipient of the Distinguished Teaching Award will be invited to give a 1-hour address, related to his or her contributions, at the subsequent SIOP conference. **Leaetta Hough** presented recommendations for SIOP Fellowship to the Executive Committee. New

Fellows will be announced at the conference. **Janet Barnes-Farrell** led the report on professional development. A new position, continuing education coordinator, was approved to ensure APA guidelines and requirements are met for continuing education activities. **Bob Dipboye** led the report on communications and reported an increase in submissions for the APA conference (to be held in Hawaii). **Ann Marie Ryan** reported that the SIOP membership survey was sent out this January, and the salary survey will be sent out later this spring.

**John Cornwell** presented a plan for the Administrative Office transition. It includes a timeline for the transition, from now to Lee Hakel's retirement in April 2005, and ends with a 10-month performance review of the new director in January 2006. The plan for the transition should be approved at the April meeting.

A lot of issues were covered and I tried to present those that have direct impact on members. Frankly, there wasn't a single member who was enthused about going to Detroit in January for this meeting, but the Executive Committee is committed to trimming costs. In fact, the costs of the fall meeting were about 17% less than costs of previous meetings. If you have any questions or comments, please contact me via e-mail at [chaog@msu.edu](mailto:chaog@msu.edu) or by phone 517.353.5418.

## ***SIOP Seeks Missing Information***

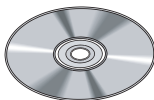
The 1981–1982 and 1984–1987 winners of the Robert J. Wherry Award for the Best Paper at the IO/OB Conference are missing from our records.

If you are one of these winners or can identify the winner, please contact the SIOP Administrative Office by phone at (419) 353-0032 or by e-mail at [siop@siop.org](mailto:siop@siop.org)

***Thank you for your help!***



## 19th Annual Conference



### CD-ROMS

The Society for Industrial and Organizational Psychology and Audio Transcripts, Ltd. have teamed up to professionally record the information-packed presentations at the 19th Annual SIOP Conference, held April 2–4, 2004 in Chicago, Illinois. Available recordings include symposia, panel discussions, practitioner forums, master tutorials, and special presentations. CD-ROMs are priced at \$189.95.

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



**901 North Columbus Street, Suite 116, Alexandria, Virginia 22314**  
**Phone: 703.683.8273 Fax: 703.683.3770 [www.digitalrecord.org](http://www.digitalrecord.org)**

## SIOP MEMBERS IN THE NEWS

### Clif Boutelle

The news media continue to find SIOP members to be rich sources of information for their stories about workplace-related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site ([www.siop.org](http://www.siop.org)). There are more than 100 different workplace topics with more than 1,700 SIOP members who can serve as resources to the news media to talk about those topics.

SIOP members who are willing to talk with the news media about their research interests are encouraged to list themselves in Media Resources. It can easily be done online. The key to any listing is the brief (very brief) description of expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

Every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology. It is often a slow process, but more and more reporters are learning about I-O and how SIOP members can contribute to their stories.

Following are some of the press mentions that have occurred in the past several months:

Checking credit history of potential employees is not a valid method of predicting job performance or likelihood to stay with the organization, say **Jerry Palmer** and **Laura Koppes** of Eastern Kentucky University. Their research was reported in several media during February, including the *Orlando Sentinel*, *Fresno Bee*, and *Advance* news magazine.

The January 30 issue of *Science* magazine referred to a test codesigned by **Paul Babiak** of HRBackOffice in Hopewell, Jct., NY. The test can reveal psychopathic tendencies of corporate executives. Called B-Scan 360, it is currently being evaluated with the help of organizational clients and comprises a list of 107 behavioral descriptors such as “lies” and “makes a slick presentation” that could be “red flags” for psychopathy.

**Paul Mastrangelo** of Genesee Survey Services, Inc. in Rochester, NY was interviewed on a local television station WROC-TV about research he had conducted on “cyber-slacking,” or the personal use of company computers to play games, make purchases and look up information on the Internet.

Making performance reviews more effective for managers was the focus of an article in the January 23 issue of the *Toronto Globe and Mail* written by **Richard Davis** of CPI/Hazell and Associates in Toronto. Among his tips: Be firm. Some managers have a tendency when providing feedback to back off if the reaction is negative or defensive. Feedback should also be often and timely and be related to recent events, not something that happened months ago.

**Dory Hollander**, president of WiseWorkplaces in Arlington, VA, was a contributor to a January 19 *Washington Post* story about how the nurturing instincts of women can reinforce stereotypes about women. That is why they are often asked to do tasks (e.g. take notes at a meeting) that are below their job descriptions. "Women tend to be more accommodating (than men) because it's part of their makeup," Hollander said.

Taller people earn more money according to a study coauthored by **Daniel Cable** of the University of North Carolina and **Tim Judge** of the University of Florida. Several news media around the country, including the January 13 Wichita Falls (TX) *Times Record News* and the January 18 Toledo *Blade*, carried stories about their study which appeared in the spring issue of the *Journal of Applied Psychology*. Their findings suggest that someone who is six feet tall could earn as much as \$166,000 more over a 30-year career than someone who is five-foot-five.

Arla Day of St. Mary's University in Halifax, Nova Scotia and **Adam Butler** of the University of Northern Iowa were major contributors to a January 12 story in the *Des Moines Register* on coping with the departure for other jobs of coworkers who are close confidantes and social friends. "It's not the end of the world," advised Butler. "You made friends once when you first took the job and you're going to make them again," he said. "Don't look at the situation as your loss," said Day. "Reappraise the situation in a positive light. Be happy for your friend and his or her new job," she added. "Instead of losing friends, you now have a place to stay when you visit their new city."

A meta-analysis by **Nathan Kuncel** and **Sarah Hezlett** of the University of Illinois at Urbana-Champaign and **Deniz Ones** of the University of Minnesota showed that intelligence in the workplace is not that much different than intelligence in the classroom. They reviewed more than 100 studies involving some 20,000 people, and their findings contradicted the popular notion that abilities required for success in the real world of work differ greatly from what is need to achieve success in school. Their findings, originally published in the January issue of *Journal of Personality and Social Psychology*, appeared in newspapers and magazines throughout the U.S. and internationally, including the January 11 issue of the London *Times*.

**Dirk Steiner** of the Universite de Nice-Sophia Antipolis in Nice, France and **Jerald Greenberg** of The Ohio State University were quoted in a Jan. 6 article in *Le Monde*. The topic was organizational justice and distributive justice for salaries.

How to jump start a work staff after being on vacation for a couple of weeks was the subject of a January 6 story in the Fort Worth *Star-Telegram*. The writer sought suggestions from **Robert Robinson**, owner of The McColium Group in Katy, TX. "I would start off with a genuine, sit-down-around-the-table meeting...to fire up the workplace engines," he said. Those projects



that drifted to the back burner need to be brought to the front burner. "Then, I'd follow up with 'how was the vacation?' later," he added.

When Donald Trump's reality show, *The Apprentice*, made its debut in January, much was written about the program in which eight men and eight women compete with each other to become president of one of Trump's companies. **Ben Dattner** of Dattner Consulting in New York City told *The Christian Science Monitor* (January 16) that Trump, "like all employers, was going to have to make a prediction about which contestant was going to be successful." And in a *Psychology Today* (January 14) story that examined Trump's bigger-than-life ego and narcissistic personality, Dattner said "Narcissism works well in situations where big changes are necessary for growth. They (narcissistic personalities) can make tough decisions with being distracted by empathy, sadness or guilt."

In a Nov. 25 *Wall Street Journal* "Managing Your Career" column about how newcomers to a job can best adapt to the organizational culture, Dattner noted that new hires sometimes "push too hard, too fast and do it in an undiplomatic way." He said they have to learn to strike the right balance as they navigate their way into a different business culture and win support.

For a story on the effectiveness of motivational speakers in an early December issue of the *Daytona Beach News Journal*, writer Jim Haug called on **Suzanne Peterson** of Miami University and Laura Koppes of Eastern Kentucky University. Peterson noted that motivational speakers can be effective if they stress the positive. "But as a practical matter people cannot change their personality traits. So it makes no sense to say things like 'Be assertive, not aggressive.' People must learn to work within their personality traits," she said. Koppes noted that "everyone has different aspirations" and that "it's an open question as to whether one person can motivate another."

**Joe Colihan** of IBM Global Employee Research in Minneapolis, MN was quoted in the December 24 *Atlanta Journal Constitution* for a story about an executive pay controversy at cash-strapped Delta Air Lines. After cutting his own salary, the CEO sent a memo to Delta employees saying that executives faced pay cuts as well because when "sacrifices are required, it should be shared by all employee groups," not just the pilots and other workers. Colihan noted that the CEO's memo was a "step in the right direction. The choice those other executives are making (about deferring their pay) is a big one. They have to decide, 'Am I in it for myself or am I in it for the team?'"

Lee Hakel and Esther Benitez of SIOP's Administrative Office in Bowling Green were interviewed about the planning needed for SIOP's annual conference in Chicago for the winter issue of *Illinois Meetings and Events*. Also, **Mike Burke**, SIOP president, touted the conference's "broad applicability to not only practicing I-O psychologists and researchers but to anyone who's potentially interested in the applications of psychology to organizations."

The December 7 Toledo *Blade*, in an article about the changing trends of corporate Christmas parties and recognitions, quoted **Ronald Downey** of Kansas State University. He noted that many companies nationwide have diminished holiday perks for reasons other than cost. "With a mixture of religious beliefs and backgrounds, it is impossible to please everyone," he said.

**Joel Widzer** of JlwConsulting in Tustin, CA outlined several strategies to combat fatigue for business travelers who have to spend long hours in the air and cross several time zones in the September issue of *Global Business Jet* magazine. He listed several countermeasures developed by NASA and the U.S. Air Force, including strategic napping and use of caffeine, social interaction, exercise, and proper drinking and eating habits.

Please let us know if you or a SIOP colleague have been quoted in the media. We will be glad to include to include it in **SIOP Members in the News**.

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](mailto:siop@siop.org), or fax to (419) 352-2645.

## **PubHub is now Online!**

**SIOP presents a valuable new resource for I-O psychologists.**

**✦PubHub Online is:**

- *A searchable online posting of books and other materials*
- *A low-cost way to reach your target audience worldwide*
- *An opportunity to easily purchase books online either through SIOP or from the publisher (SIOP members save 20% on SIOP-sponsored books)*
- *Visibility for your publication*

**✦List your publication on SIOP PubHub Online**

**✦Purchase books from SIOP PubHub Online**

**[www.siop.org/PubHub](http://www.siop.org/PubHub)**



# THINK OF IT AS A PSYCHOLOGY DEGREE FOR BUSINESS.

## Master's Programs

- Industrial Organizational Psychology
- Organizational Behavior
- Organization Development
- Organizational Psychology

## Doctoral Programs

- Consulting Psychology
- Industrial-Organizational Psychology
- Organization Development
- Organizational Psychology



Alliant International  
University

Prepare to lead the world.

866-U-ALLIANT [www.csos.alliant.edu](http://www.csos.alliant.edu)

**Lisa M. Germano and Debra A. Major**  
**Old Dominion University**

## Awards

**Damon U. Bryant**, SIOP student affiliate and 2003 Robert J. Wherry award winner, was selected as a Harold T. Gulliksen Psychometric Fellow for 2003–2004. The fellowship is sponsored by Educational Testing Service in Princeton, NJ. Bryant is a PhD candidate at the University of Central Florida.

According to the United States Department of State and the J. William Fulbright Foreign Scholarship Board, **Laura L. Koppes**, associate vice president at Eastern Kentucky University, was awarded a Fulbright Scholar grant to develop doctoral curriculum, lecture in I-O psychology and human resources management classes, and conduct research at the University of Hradec Kralove in the Czech Republic during the 2004 spring semester. When Laura assumes the editorship of *TIP* this May, we believe it will mark the first time that *TIP* has been edited from outside the US.

**Edwin A. Fleishman**, SIOP Fellow and past president of SIOP, has been awarded the American Psychological Foundation 2004 Gold Medal for Life Achievement in the Application of Psychology. The award will be presented at the APA convention in Honolulu, Hawaii this July.

## Transitions, Appointments, and New Affiliations

**Jennifer Frame** accepted the position of human resource site service leader at the St. Charles Operations facility in Hahnville, Louisiana for the Dow Chemical Company. Previously, she was the implementation leader for Global Employee Surveys at Dow in Midland, Michigan.

After completing her internship, **Julie Fuller** accepted the position of manager of organization and management development (OMD) for the corporate division at PepsiCo. Fuller will be responsible for organizational capability efforts for the corporate division and the shared services IT organization as well as setting the agenda for core People Processes which include 360-feedback and organizational health surveys. She will be working with **Allan Church** and **Paul Russell** who are with the corporate OMD team.

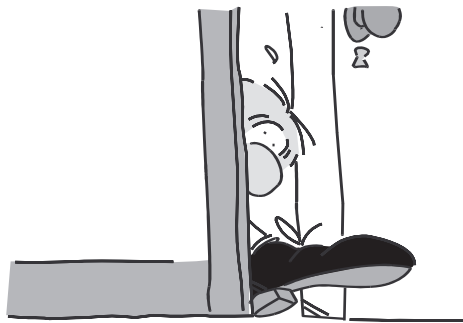
**Rick Jacobs** arranged a buyout of the State College-based business from SHL. The new entity, EB Jacobs, consists of 12 people and plans to continue its work with police, fire, and transportation agencies as well as expand its client base in the private sector.

**Dawn Riddle** accepted a position as senior cognitive engineer for CHI Systems, Inc., a research and development company focusing on improving human performance in complex systems.

After an 18-month stint in Organization and Management Development (OMD) in Pepsi-Cola North America (PCNA), **Janine Waclawski** takes on a new role as an HR generalist. She now supports Marketing, Finance, Public Affairs, SoBe and HR for the Pepsi division. Her colleagues on the PCNA OMD team are fellow I-O psychologists **Jeff Schippmann**, who moved from his role in PepsiCo Corporate, and **Venetta Coleman**, who joined Pepsi as a senior manager last year from Darden Restaurants. Schippmann and Coleman own the entire development agenda for PCNA.

The I-O program at Tulane University is pleased to welcome **J. Craig Wallace** to its faculty. Wallace comes to the program from Georgia Institute of Technology and will join SIOP members **Ron Landis** and **Bryan Edwards** in the Department of Psychology and colleagues **Art Brief**, **Mike Burke**, and Mary Waller in the Freeman School of Business.

## Make sure you're there to answer when opportunity knocks.



You know a lot about behavior and how to change it. You have a unique understanding of how to apply those principles in work settings. SIOP's Consultant Locator System, a free service to the public through [www.siop.org](http://www.siop.org), matches consultants like you with people, companies, members of other "helping professions," or other I-O professionals that need I-O consulting services.

**An updated and improved version of SIOP's Consultant Locator is now available!**

**[www.siop.org](http://www.siop.org)**

## CONFERENCES & MEETINGS



**David Pollack**  
**Sodexho, Inc.**

Please submit additional entries to [David.Pollack@Sodexhousa.com](mailto:David.Pollack@Sodexhousa.com).

### 2004

- April 2–4      19th Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, (419) 353-0032 or [www.siop.org](http://www.siop.org) (CE credit offered).
- April 12–16      Annual Convention, American Educational Research Association. Chicago, IL Contact: AERA, (202) 223-9485 or [www.aera.net](http://www.aera.net).
- April 13–15      Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (202) 223-9318 or [www.ncme.org](http://www.ncme.org).
- May 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](mailto: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](http://www.astd.org).
- May 27–30      Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or [www.psychologicalscience.org](http://www.psychologicalscience.org) (CE credit offered).
- June 20–23      Annual Conference of the International Personnel Management Association Assessment Council. Seattle, WA. Contact: IPMA, (703) 549-7100 or [www.ipmaac.org](http://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](http://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@ddi-world.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.

## 2005

- April 2–5      Annual Conference of the American Society for Public Administration. Portland, OR. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
- April 6–9      Annual Conference of the Southeastern Psychological Association. Nashville, TN. Contact: SEPA, (850) 474-2070 or www.am.org/sepa/ (CE credit offered).
- April 15–17      20th Annual Conference of the Society for Industrial and Organizational Psychology. Los Angeles, CA. Contact: SIOP, (419) 353-0032 or www.siop.org. (CE credit offered).

**Call for Nominations and Entries:**  
**2005 Awards for the Society  
for Industrial and Organizational Psychology**

**Daniel B. Turban, Chair  
SIOP Awards Committee**

**NOTE THE DEADLINE  
FOR RECEIPT OF NOMINATIONS  
JULY 1, 2004!**

Distinguished Professional Contributions Award

Distinguished Scientific Contributions Award

Distinguished Service Contributions Award

Distinguished Early Career Contributions Award

Distinguished Teaching Contributions Award

S. Rains Wallace Dissertation Award

William A. Owens Scholarly Achievement Award

M. Scott Myers Award for Applied Research in the Workplace

**DEADLINE FOR RECEIPT OF NOMINATIONS: JULY 1, 2004!**

Send nominations and entries for all awards to:

**Daniel Turban  
College of Business  
517 Cornell Hall  
University of Missouri  
Columbia, MO 65211-2600**

**New Informal Nomination Procedure**

To insure that the Awards Committee has a sufficient number of high quality nominees, we are asking nominators (self-nominators are welcome) to send the name of their nominee to Daniel Turban ([turban@missouri.edu](mailto:turban@missouri.edu))



by **June 1, 2004**. Full nomination packets are then due by **July 1, 2004**. Please note, however, that nomination packets will be accepted (are encouraged) even if nominators do not send the name of the nominee by June 1st.

---

## **Nomination Guidelines and Criteria**

### **Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, Distinguished Early Career Contributions, and Distinguished Teaching Contributions Awards**

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

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

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

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

5. **Ten copies** of all submission materials are required. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by **July 1, 2004**.

### ***Administrative Procedures***

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

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

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

### **Distinguished Professional Contributions Award**

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

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

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

### ***Criteria for the Award***

The letter of nomination should address the following points:

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

### **Distinguished Scientific Contributions Award**

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

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

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

### ***Criteria for the Award***

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.
2. The most important theoretical and/or empirical contributions.
3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The stature of the nominee as a scientist vis-à-vis other prominent scientists in the field of I-O psychology.

### **Distinguished Service Contributions Award**

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

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

### ***Criteria for the Award***

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

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

### **Distinguished Early Career Contributions Award**

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

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2005 award, nominees must have defended their dissertation no earlier than 1998.

The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

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

### ***Criteria for the Award***

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice.
2. The most important contributions to science and/or practice.
3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.
5. While the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.
6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 1998.

### **Distinguished Teaching Contributions Award**

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

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

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

### ***Criteria for Evaluation of Teaching***

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O psy-

chology courses or related areas is expected. The criteria are flexible and may involve the following:

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

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

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

The nomination packet should include (a) a current curriculum vitae, (b) a short biography, and (c) a teaching portfolio. The contents of the portfolio should include materials that address the criteria above.

### ***Administration Procedures***

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

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

### **S. Rains Wallace Dissertation Research Award**

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

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

### ***Criteria for Evaluation and Submissions***

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

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

### ***Guidelines for Submission of Proposal***

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the American Psychological Society, or the American Psychological Association.
2. Each entrant should submit 10 copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before **July 1, 2004**, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be received by **July 1, 2004**.

### *Administrative Procedures*

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

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

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

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

### **William A. Owens Scholarly Achievement Award**

*In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2003).*

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2003 publication date will be considered.

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

### ***Criteria for Evaluation of Publications***

Publications will be evaluated in terms of the following criteria:

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

### ***Guidelines for Submission of Publications***

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations. Self- and other-nominations are welcome. The Owens Award Subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.

2. Publications having multiple authors are acceptable.

3. Ten copies of each publication should be submitted.

4. Publications must be received by **July 1, 2004**.

### ***Administrative Procedures***

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.

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

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

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

### **M. Scott Myers Award for Applied Research in the Workplace**

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

This annual award, honoring M. Scott Myers, will be given to an individual practitioner or team of practitioners who have developed and con-



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

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

### ***Criteria for Evaluation of Projects or Products***

Nominations will be evaluated on the extent to which they:

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

### ***Guidelines for Submission of Projects or Products***

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.

2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.

3. Each nomination package must contain the following information:

- a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.
- b. A technical report which describes the project or product in detail. This may be an existing report.
- c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.
- d. A list of three client references who may be contacted by the Myers Award Subcommittee regarding the project or product.
- e. (Optional) Any other documentation which may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).

4. Nominees who are nonrecipients of the award will be reconsidered annually for 3 years after their initial nomination.

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

### ***Administrative Procedures***

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I-O practitioners.

2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.

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

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

### **Past SIOP Award Recipients**

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

#### ***Distinguished Professional Contributions Award***

1977	Douglas W. Bray	1991	Charles H. Lawshe
1978	Melvin Sorcher	1992	Gerald V. Barrett
1979	Award withheld	1993	Award withheld
1980	Award withheld	1994	Patricia J. Dyer
1981	Carl F. Frost	1995	Allen I. Kraut
1982	John Flanagan	1996	Erich Prien
1983	Edwin Fleishman	1997	John Hinrichs
1984	Mary L. Tenopyr	1998	Gary P. Latham
1985	Delmar L. Landen	1999	Lowell Hellervik
1986	Paul W. Thayer	2000	Joseph L. Moses
1987	Paul Sparks	2001	David P. Campbell
1988	Herbert H. Meyer	2002	George C. Thornton III
1989	William C. Byham	2003	George P. Hollenbeck
1990	P. Richard Jeanneret		

#### ***Distinguished Scientific Contributions Award***

1983	William A. Owens	1995	Frank Schmidt & John Hunter
1984	Patricia C. Smith	1996	Fred Fiedler
1985	Marvin D. Dunnette		

1986 Ernest J. McCormick	1997 Charles L. Hulin
1987 Robert M. Guion	1998 Terence Mitchell & Victor H. Vroom
1988 Raymond A. Katzell	1999 Neal Schmitt
1989 Lyman W. Porter	2000 Benjamin Schneider
1990 Edward J. Lawler III	2001 Daniel R. Ilgen
1991 John P. Campbell	2002 Gary P. Latham & Robert D. Pritchard
1992 J. Richard Hackman	2003 Walter C. Borman & Paul R. Sackett
1993 Edwin A. Locke	
1994 Bernard M. Bass	

### ***Distinguished Service Contributions Award***

1989 Richard J. Campbell & Mildred E. Katzell	1997 Ronald Johnson
1990 Paul W. Thayer	1998 Neal Schmitt
1991 Mary L. Tenopyr	1999 Richard Klimoski & William Macey
1992 Irwin L. Goldstein	2000 Paul Sackett
1993 Robert M. Guion	2001 James Farr
1994 Ann Howard	2002 Award withheld
1995 Milton D. Hakel	2003 Award withheld
1996 Sheldon Zedeck	

### ***Distinguished Early Career Contributions Award\****

1992 John R. Hollenbeck	1999 Richard DeShon
1993 Raymond A. Noe	2000 Award withheld
1994 Cheri Ostroff	2001 Daniel M. Cable & Jose Cortina
1995 Timothy A. Judge	2002 Michele J. Gelfand
1996 Joseph Martocchio	2003 David Chan
1997 Stephen Gilliland	
1998 Deniz S. Ones & Chockalingam Viswesvaran	

### ***William A. Owens Scholarly Achievement Award***

1998 Avraham N. Kluger & Angelo S. DeNisi
1999 David Chan & Neal Schmitt
1999 Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, & Arnoldo Bautista
2000 Paul Tesluk & Rick Jacobs

---

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

- 2001 Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, & Murray R. Barrick  
 2002 E. Allan Lind, Gerald Greenberg, Kimberly S. Scott, & Thomas D. Welchans  
 2002 Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, & Kevin E. Plamondon  
 2003 Katherine J. Klein, Amy B. Conn, & Joann Speer Sorra

***M. Scott Myers Award for Applied Research in the Workplace***

- 1998 Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance  
 1999 Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, & Therese Revitte  
 2000 HumRRO, PDRI, RGI, Caliber, & FAA  
 2001 Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kimberly A. Smith-Jentsch, Carol Paris  
 2002 Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, & Edwin A. Fleishman  
 2003 Award Withheld

***Edwin E. Ghiselli Award for Research Design***

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

***S. Rains Wallace Dissertation Research Award***

- |                        |                            |
|------------------------|----------------------------|
| 1970 Robert Pritchard  | 1988 Sandra J. Wayne       |
| 1971 Michael Wood      | 1989 Leigh L. Thompson     |
| 1972 William H. Mobley | 1990 Award withheld        |
| 1973 Phillip W. Yetton | 1991 Rodney A. McCloy      |
| 1974 Thomas Cochran    | 1992 Elizabeth W. Morrison |
| 1975 John Langdale     | 1993 Deborah F. Crown      |

---

\*Award suspended due to lack of nominations.

1976	Denis Umstot	1994	Deniz S. Ones
1977	William A. Schiemann	1995	Chockalingam Viswesvaran
1978	Joanne Martin & Marilyn Morgan	1996	Daniel Cable & Steffanie Wilk
1979	Stephen A. Stumpf	1997	Tammy Allen
1980	Marino S. Basadur	1998	David W. Dorsey & Paul E. Tesluk
1981	Award withheld	1999	Taly Dvir
1982	Kenneth Pearlman	2000	Steven E. Scullen
1983	Michael Campion	2001	Robert E. Ployhart
1984	Jill Graham	2002	Award withheld
1985	Loriann Roberson	2003	Mark G. Ehrhart
1986	Award withheld		
1987	Collette Frayne		

***John C. Flanagan Award for Best Student Contribution at SIOP***

1993	Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick L. Oswald & Jeff W. Johnson
1997	Syed Saad & Paul Sackett
1998	Frederick P. Morgeson & Michael A. Campion
1999	Chris Kubisiak, Mary Ann Hanson, & Daren Buck
2000	Kristen Horgen, Mary Ann Hanson, Walter Borman, & Chris Kubisiak
2001	Lisa M. Donahue, Donald Truxillo, & Lisa M. Finkelstein
2002	Remus Ilies
2003	Amy Colbert

***Robert J. Wherry Award for the Best Paper at the IOOB Conference***

1981	Mary Anne Lahey	1995	Mary Ann Hannigan & Robert Sinclair
1981–82	Missing	1996	Adam Stetzer & David Hofmann
1983	Maureen Ambrose	1997	Scott Behson & Edward P. Zuber, III
1984–87	Missing	1998	Dana Milanovich & Elizabeth Muniz
1988	Christopher Reilly	1999	Michael Grojean & Paul Hanges
1989	Andrea Eddy	2000	Jennifer Palmer
1990	Amy Shwartz, Wayne Hall, & J. Martineau	2001	Steven M. Rumery
1991	Paul Van Katwyk	2002	Damon Bryant & Dahlia Forde
1992	Sarah Moore-Hirschl		
1993	Daniel Skarlicki		
1994	Talya Bauer & Lynda Aiman-Smith		

### ***SIOP Gold Medal Award***

2002 Lee Hakel

### **SIOP Members Who Have Received APA Awards**

#### ***Award for Distinguished Professional Contributions***

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

#### ***Award for Distinguished Scientific Contributions to Psychology***

1957	Carl I. Hovland	1972	Edwin E. Ghiselli
------	-----------------	------	-------------------

#### ***Distinguished Scientific Award for the Applications of Psychology***

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

#### ***Distinguished Scientific Award for an Early Career Contribution to Psychology***

1989	Ruth Kanfer	1994	Cheri Ostroff
------	-------------	------	---------------

#### ***Award for Distinguished Contributions to the International Advancement of Psychology***

1994	Harry C. Triandis	1999	Edwin A. Fleishman
------	-------------------	------	--------------------

### **SIOP Members Who Have Received APF Awards**

#### ***Gold Medal Award for Life Achievement in the Application of Psychology***

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	Edwin A. Fleishman

### **SIOP Members Who Have Received APS Awards**

#### ***James McKeen Cattell Fellow Award***

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

**Web Assessment Solutions**  
**CORPORATE | GOVERNMENT | EDUCATION**



**Everywhere You Need It To Be.**

**Featuring over 400 web-based assessments  
from these and other leading publishers:**

- Harcourt Assessments
- Pearson Reid London House
- The Test Agency
- CPS
- Hogan Assessment Systems
- SkillCheck
- G. Neil
- Sigma Assessment Systems
- Ramsay Corporation
- Devine Group
- PSI
- The Kingwood Group
- People Focus
- CCI Assessment Group
- Biodata by P&G
- Pfaff and Associates
- Personnel System Corporation
- Kaplan DeVries
- Helm and Associates
- Psychometrics Publishing
- PsyMetrics
- Resource Associates
- Alliant International University
- 3D Group
- Ducocchon Press
- Hallmarks of Excellence
- Human Synergistics
- Self Management Group

**[www.panpowered.com](http://www.panpowered.com)**

**1 877 449 TEST**

# Call for Proposals: SIOP Small Grant Program

Daniel B. Turban  
University of Missouri–Columbia

The purpose of the SIOP Small Grant Program is to:

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

For 2004, the SIOP Foundation has agreed to award \$10,000 to this program in order to fund research grants. In addition to this call for proposals, there will be another call in the October issue of *TIP*; up to \$5,000 will be awarded for each call. A subcommittee (of the Awards Committee) will review and administer the Small Grant Program. Furthermore, given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee will include both academicians and practitioners.

## General Procedures and Policies

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

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

## Guidelines for Proposal Budgets

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



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

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

### Size of the Awards

Currently \$5,000 is available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is, not surprisingly (!), \$5,000.

### Criteria for Selecting Award Winners

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

- **Significance:** Does the proposal address an important problem relevant to both the academic and practitioner membership of SIOP? Will the proposal advance knowledge and practice in a given area?
- **Appropriateness of budget:** Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested or is there evidence that additional expenses will be covered by other sources of funding?
- **Research approach:** An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- **Innovation:** Does the proposed research employ novel concepts, approaches or methods? Does the proposal research have original and innovative aims?
- **Aimed at a wide audience:** The proposal should be clear, understandable, and communicable to a wide audience and have implications for **all** members of SIOP (academics and practitioners).
- **Realistic timeframe:** Likelihood that the project can be completed within 1 year of award date.
- **Academic–Practitioner partnership:** Does the grant involve a partnership between an academic and practitioner?

### Deliverables

All grant award recipients will be required to deliver a final report to the SIOP Small Grant Subcommittee and the SIOP Foundation Committee within 1 year of the date of the award. Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. It is strongly encouraged that the results of the research be submitted for presentation at the annual SIOP conference.

## Topic Areas of Interest

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

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

## Format of the Proposal

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

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

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1-inch margins.

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

## Submission Deadlines and Procedure

Potential recipients should submit 8 copies of the research proposal by **July 1, 2004** to the SIOP Administrative Office at the following address:

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

## Questions

Please direct all questions regarding the Small Grants Program to:

Daniel B. Turban  
College of Business, 517 Cornell Hall  
University of Missouri  
Columbia, MO 65211  
Phone: (573) 882-0305  
E-mail: [Turban@missouri.edu](mailto:Turban@missouri.edu)

## Small Grant Program Submission Checklist

Project Title:

---

---

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

---

---

---

---

---

Submission Checklist:

- ☐ Proposal does not exceed 10 pages of text (excluding references, tables, appendices)
- ☐ If Student Affiliate is principal investigator, did you include a letter of endorsement from a SIOP member?
- ☐ Does the budget clearly describe how the award funds will be spent?
- ☐ Have you included 8 copies of the proposal?

Please submit **8** copies of the proposal to the SIOP Administrative Office by **July 1, 2004**.

## CALLS & ANNOUNCEMENTS

### Call for Contributions 2nd Edition *International Encyclopedia of Ergonomics and Human Factors*

This is an invitation to contribute to the 2nd edition of the *International Encyclopedia of Ergonomics and Human Factors* in the following categories:

1. Technical articles in your respective areas of expertise
2. An article (a biography and a black-and-white photograph) about the
  - a. late ergonomists, or
  - b. those who have already retired from the active service who have made outstanding contributions to the field of HF/E in your country and internationally.

Details about the writing requirements and deadlines are available on the Web at <http://www.louisville.edu/speed/ergonomics/ency2005/>.

Please contact the assistant editor, Ms. Bohdana Sherehiy (b0sher01@athena.louisville.edu), about potential contributions. Submission deadline: **June 1, 2004.**

---

### APA's 5K "Ray's Race and Walk" Saturday, July 31, 2004

The annual race and walk at the 2004 Honolulu Convention of APA will be held on Saturday morning, July 31st, at 7 a.m. The race will be held on the Kapliani Trail near Waikiki Beach, walking distance from the major hotels. More details will appear in the *APA Monitor on Psychology*, the Division 47 Web site ([www.APA47.org](http://www.APA47.org)), and in your convention packet. Trophies will be awarded to the overall men's and women's winners and to the top three in each 5-year age group from under 25 to over 75.

Preregistration is available until **July 23, 2004**. The entry fee for preregistered runners is \$20 (\$10 for students), which includes a commemorative T-shirt, raffle chance, and post-race refreshments. After July 23, the registration fee is \$25 (\$14 for students). Please visit <http://www.psyc.unt.edu/apadiv47/running.html> for the race application.

---

### Fourth ITC International Conference Equitable Assessment Practices: Building Guidelines for Best Practices

The International Test Commission (ITC; [www.intestcom.org](http://www.intestcom.org)) is featuring its fourth international conference, *Equitable Assessment Practices*:

*Building Guidelines for Best Practices*, to be held October 7–10, 2004 on the campus of the College of William and Mary in Williamsburg, Virginia.

This ITC conference will highlight advancements for developing and using tests and assessment data in a manner that helps ensure fairness for all individuals, regardless of age, gender, race/ethnicity, and exceptionality. The conference will explore and discuss issues related to equitable assessment practices and fairness in testing as well as offer skill-building training. Assessment contexts addressed by the conference include industrial/organizational, occupational/vocational, clinical/counseling, education/school, health/medical, and test publishers/research laboratories.

International conference keynote speakers will include **David Bartram** (SHL Group, United Kingdom), Fanny Cheung (Chinese University of Hong Kong), Elias Mpofu (formerly of Zimbabwe, now Pennsylvania State University, USA), and Robert Sternberg (Yale University, USA). Invited conference workshops will include speakers such as Barbara Byrne, Peter Isquith, Elizabeth Lichtenberger, Thomas Oakland, Hector Ochoa, Gale Roid, Robert Stern, **Lawrence Weiss**, Bruno Zumbo.

Abstract submissions for symposia, papers, posters, and conference workshops that focus on theoretical issues, empirical research, or case studies relating to equitable assessment within any of the above contexts are invited. Topics may include a variety of testing methods and procedures and may address issues related to differential effects of examinee demographics in test construction and application.

Conference registration is \$295 (US) for ITC members and \$330 for ITC nonmembers; however, nonmember registration fee entitles the registrant to a 1-year complimentary individual membership in the ITC.

Direct inquiries to **Bruce A. Bracken, President, International Test Commission, (babrac@wm.edu), Phone: (757) 221-1712, Fax: (757) 221-2975.**

The ITC Conference Web site ([www.itc2004.com](http://www.itc2004.com)) contains conference plans and registration and abstract submission forms.

---

**Call for Workshop Submissions:  
Future Challenges in OCB Theory and Research  
November 7–10, 2004  
Ben-Gurion University, Eilat Campus, Israel**

The purpose of the meeting is to gather a group of 30–40 scholars and researchers interested in the field of OCB for a 2-day workshop to discuss the state of the art and future challenges in OCB research. An intimate event of this nature will provide a unique opportunity for researchers to informally share views and experiences and establish helpful professional networks for future discussion and collaboration.

Proposals are being accepted for three types of session formats:

- Traditional presentation based on empirical research, case studies, or theoretical analysis. Within this format, joint presentations by multiple participants are also encouraged.
- Symposium on a particular topic with 3–4 presenters. The roles of chair and discussant of the symposium are expected to be allocated to one or two of the symposium's presenters.
- Interactive sessions. Given the small and informal gathering, we would like to encourage presenters to depart from the traditional format of formal presentation and instead adopt an approach in which they moderate or facilitate an interactive session with the audience on the OCB theme or issue on which they are focused.

Each proposal should be summarized in no more than 5 pages, describing the following:

- Presenter(s) contact information (name, affiliation, e-mail, phone)
- The topic or theme of the presentation/symposium/interactive session;
- Proposed length of session
- For symposia, a brief description of each presentation in the symposium
- In a proposal for an interactive session, describe how participant involvement in a creative inquiry and dialogue on the issue specified will be achieved

Send submissions as Word attachments to Amos Drory (amosd@som.bgu.ac.il) or Yitzhak Fried (i.fried@wayne.edu). Questions should also be addressed by e-mail or phone to Drory (phone: 011-972-8-647-2781) or Fried (phone: 313-577-4509). **Submission deadline: June 10, 2004.**

---

### **I-O Participation in Government Health Services Research Grants Registration Due by April 14, 2004**

***April 21st, 2004 from 8:30 a.m. to 4:30 p.m.***

***Agency for Healthcare Research and Quality in Rockville, Maryland***

The National Institutes of Health and AHRQ wish to facilitate increased contributions to their health services research grants programs by investigators with a solid grounding in mainstream organizational and management science theories and methods. The event is sponsored by NIMH, NIDA, NIAAA, NCI, and AHRQ. If you are interested in expanding your research to health service organizations this workshop might be for you.

There is no cost for the workshop, but registration is required. To participate, send an e-mail with "WORKSHOP" in the subject line to **org.science@nih.gov** to obtain a brief registration form and flyer with driving and public transit information.

A shorter workshop will be held by the AOM HSR Caucus in New Orleans during the Academy of Management Conference in August. To register for this latter event, send an e-mail with "AOM Workshop" in the subject line to **org.science@nih.gov**.

---

### **2005 APA Scientific Awards Program: Call for Nominations**

The APA Board of Scientific Affairs (BSA) invites nominations for its 2005 scientific awards program. The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and the names and addresses of several scientists who are familiar with the nominee's work.

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 2005 program, nominations of persons who received doctoral degrees during and since 1995 are being sought in the areas of:

- behavioral and cognitive neuroscience
- social
- perception, motor performance
- applied research (e.g., treatment and prevention research, industrial-organizational research, educational research)
- individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics)

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, you can go to the Science Directorate Web page ([www.apa.org/science/sciaward.html](http://www.apa.org/science/sciaward.html)) or you can contact **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by e-mail, [swandersman@apa.org](mailto:swandersman@apa.org).**

The deadline for all award nominations is **June 1, 2004**.

## **Announcing New SIOP Members**

**Michele E. A. Jayne**  
**Ford Motor Company**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of February 19, 2004.

**Kirk Barney**  
CWH Management Solutions  
Denver CO  
kbarney@gocougs.wsu.edu

**Todd Carlisle**  
The Empower Group  
Oakland CA  
skikyd@hotmail.com

**Denise Bibeau-Reaves**  
Advantage Management, Inc.  
St. Petersburg FL  
dbr@tampabay.rr.com

**Francois Courcy**  
Univ of Sherbrooke  
Sherbrooke QC Canada  
francois.courcy@usherbrooke.ca

**Jamie Borich**  
Hogan Assessment Systems  
Tulsa OK  
jborich@hoganassessments.com

**E. Jane Davidson**  
The Evaluation Center, WMU  
Kalamazoo MI  
Jane.Davidson@wmich.edu

**Terence Bostic**  
CMA  
Saint Louis MO  
tbostic@att.net

**Karel De Witte**  
University of Leuven  
Leuven Belgium  
karel.dewitte@psy.kuleuven.ac.be

**Ellyn Brecher**  
The College of New Jersey  
Moorestown NJ  
brecher@tcnj.edu

**Elizabeth Deitch**  
Loyola University  
New Orleans LA  
eadeitch@loyno.edu

**Kenneth Bruskiewicz**  
PDRI  
Minneapolis MN  
ken.bruskiewicz@pdri.com

**Daniel Denison**  
Int'l Inst for Mgmt Development  
Ann Arbor MI  
Denison@IMD.ch

**Trent Burner**  
Wal-Mart Stores, Inc.  
Centerton AR  
trent.burner@wal-mart.com

**Christine Dunning**  
Univ of Wisconsin-Milwaukee  
Milwaukee WI  
cdunning@uwm.edu



**Doris Fay**

Aston University  
Birmingham UK  
d.fay@aston.ac.uk

**Andy Garza**

ExxonMobil Corp  
Beaumont TX  
psychological@msn.com

**Megan Gerhardt**

Miami University  
Oxford OH  
gerharmm@muohio.edu

**Heidi Glickman**

Wal-Mart Stores, Inc.  
Rogers AR  
hglickm@wal-mart.com

**David Gorleski**

Novo Nordisk Pharmaceuticals  
New Providence NJ  
dgorleski@hotmail.com

**Esther Greenglass**

York University  
Willowdale ON Canada  
estherg@yorku.ca

**Stephanie Haaland**

Linfield College  
McMinnville OR  
shaalan@linfield.edu

**Guido Hertel**

University of Kiel  
Kiel Germany  
hertel@psychologie.uni-kiel.de

**Giles Hirst**

Aston University  
Birmingham UK  
g.hirst@aston.ac.uk

**Crystal Hoyt**

University of Richmond  
Richmond VA  
choyt@richmond.edu

**Aparna Joshi**

University of Illinois at Urbana  
–Champaign  
Champaign IL  
aparnajo@uiuc.edu

**Donald Kieffer**

New England Institute of Technology  
Providence RI  
dkieffer@neit.edu

**Jason Lebsack**

The Nebraska Medical Center  
Omaha NE  
jlebsack@nebraskamed.org

**Gunter Maier**

Univ of Bielefeld  
Bielefeld Germany  
G.Maier@uni-bielefeld.de

**Greg Marsh**

PSI  
Glendale CA  
gmarsh@psionline.com

**James Meehan**

Talent Plus, Inc.  
Lincoln NE  
J007meehan@aol.com

**Jessica Meyer**

Publix Super Markets, Inc.  
Lakeland FL  
jessica.meyer@publix.com

**Paul Michael**

Alliant International Univ  
San Diego CA  
pmichael2@alliant.edu

**Brian Miller**

James Madison University  
Harrisonburg VA  
millerbk@jmu.edu

**David Morris**

Sempra Energy  
Murrieta CA  
dmorris@sempra.com

**Stephanie Myers**

Univ of Tennessee  
Atlanta GA  
smyers@water.com

**Nicole Nelson**

Transportation Security Admin  
Alexandria VA  
nicole.nelson@dhs.gov

**Andrew Odze**

Motorola  
Schaumburg IL  
Andrew.N.Odze@Motorola.com

**Patricia Ohlott**

Center for Creative Leadership  
Greensboro NC  
ohlott@leaders.ccl.org

**Kelly O'Neil**

JPMorgan Chase  
New York NY  
kelly.oneil@chase.com

**Frederick Panzer**

HumanR  
Fairfax VA  
fpanzer@humanr.com

**Cheryl Paullin**

Personnel Decisions Research Insts  
Minneapolis MN  
cheryl.paullin@pdri.com

**Robert Roe**

Univ of Maastricht  
Maastricht The Netherlands  
r.roe@os.unimaas.nl

**Robert Rubin**

DePaul University  
Chicago IL  
rrubin@depaul.edu

**Charles Scherbaum**

Baruch College, CUNY  
New York NY  
charles\_scherbaum@baruch.cuny.edu

**Phillip Shelton**

Brainbench  
Gainesville VA  
phillip.shelton@brainbench.com

**Adrienne Sims**

Novartis Pharmaceuticals  
Montclair NJ  
adriennedoc@aol.com

**Kristin Tull**

PRADCO  
Twinsburg OH  
ktull@pradco.com

**Elizabeth Umphress**

Texas A&M University  
College Station TX  
eumphress@cgsb.tamu.edu

**Stephen Vodanovich**

Univ of West Florida  
Pensacola FL  
svodanov@uwf.edu

**Mary Voelker**  
Marquette University  
Milwaukee WI  
mary.voelker@marquette.edu

**Marc Wenzel**  
Performance Assessment Network  
Springboro OH  
mwenzel@pantesting.com

**Melody Wollan**  
Touro University International  
Cypress CA  
mwollan@touro.edu

**Michelle Zbylut**  
U.S. Army Research Institute  
Leavenworth KS  
michelle.zbylut@leavenworth.  
army.mil

**Fred Zijlstra**  
University of Surrey  
Guildford Surrey UK  
f.zijlstra@surrey.ac.uk

*Welcome!*

**SIOP MEMBERS SAVE 20%!**

***Do You Have This Book Yet?***



**The Human Resources Program-Evaluation Handbook**

(2003) Jack E. Edwards, John S. Scott, &  
Nambury S. Raju (Eds.)

Includes new perspectives on organizational program-evaluation, methods to assess the efficiency of human resources programs, identification of potential pitfalls, real-life examples, and additional references for program-evaluation best practices.

\$89.95 *SIOP Member Price \$71.96*

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



## Become a [surveysage.com](http://surveysage.com)® Partner

Deliver state-of-the-art online multi-rater feedback services to your clients without investing in servers or software. Our technology puts the multi-rater process entirely in *your* hands:

- ❖ *Your brand*
- ❖ *Your content*
- ❖ *Your clients*

seamlessly supported by a technology platform on a 24 x 7 basis, and requiring no off-line intervention from PRA.

*Gain competitive advantage.* Offer global solutions to your clients without the administrative burdens associated with less capable solutions. This leaves you to concentrate on delivering high value-added solutions to your clients.

Contact us at 847.640.8820 for more information on this unique opportunity.



Personnel Research Associates, Inc.