Update of a Basic Skills Battery

Comments by Tom Ramsay

Ramsay Corporation designed a Basic Skills battery to select hourly operators at an integrated metals manufacturing facility. It worked well and company officials were satisfied until they experienced a "sea-change" in their job structure four years later.

A review of job analysis information revealed that the company had just signed a new labor agreement reducing the number of pay grades from 33 to 5. Part of this agreement also allowed for production workers to assist and carry out job activities formerly performed exclusively by maintenance employees.

As a result of our job analysis and interaction with job experts, our Basic Skills battery was upgraded to measure additional skills in reading, problem solving and troubleshooting. In addition, other measures of company citizenship are being considered in the selection process.

As jobs become more complex and job tasks are performed by a wider group of people, more flexibility is required for those who perform those tasks.

If you would like to discuss our off-the-shelf test products or custom-designed tests, please call us.

Fritz Drasgow

Greetings from the Great Plains! I hope you are doing well and enjoying summer as you read this column.

The Conference in Chicago

SIOP 2004 was the largest SIOP conference ever. A record 3,685 people registered for the conference, up almost 700 from the previous year. International attendance was outstanding, with 279 people from outside the U.S. coming from 39 different countries. There were 59 booths in the exhibit hall and placement was up 40%.

Participation in conference events was strong: One hundred thirty-three ran in the Fun Run and 66 attended the Hamburger U tour. Moreover, the conference tee shirts sold out. Only one of our usual events did not take place. Southerners **Chuck Lance** and **Jose Cortina** decided that the beginning of April in Chicago might be a tad cool for golf, so they're laying plans for next year when we return to a warmer clime.

Rob Ployhart and the Program Committee deserve a huge round of applause: One thousand sixty-nine reviewers reviewed over 1,000 proposals! Over 600 proposals were accepted and more than 1,900 people appeared on the SIOP program. As our friend **Ben Schneider** says, "The people make the place."

Luis Parra and the Workshop Committee put together an outstanding set of workshops and the presentations were great. **Karen Barbera** and **Irene Sasaki's** Placement Center ran smoothly and provided a valuable forum for recruiters and applicants. The SIOP staff—Esther Benitez, Linda Lentz, Larry Nader, Jen Domanski, and Lee Hakel—handled registration and many last-minute issues with great skill.

The Conference Chair, **Jeff McHenry,** deserves special mention. This was Jeff's final year as Conference Chair, and he has done a superb job over the past 3 years. Jeff planned the opening plenary session with the help of **Steve Ashworth;** it was well received. The highlight, of course, was **Mike Burke's** presidential address. **Dan Turban** and the Awards Committee announced an outstanding set of award winners, and **Leaetta Hough's** Fellowship Committee introduced a group of truly distinguished new Fellows.

Executive Committee

During the past 3 months, I've spent a lot of time finding people to chair SIOP committees and fill various roles. I want to thank these people for agreeing to serve. SIOP could not function without volunteers filling many critical roles.

Talya Bauer is our new Membership Chair, **Jim Beaty** is the Electronic Communications Chair, **Wendy Becker** is the Visibility Chair, **Paul Hanges** is the APA Program Chair-in-Training, **Eric Heggestad** is the APS Program Chair-in-Training, **Mary Doherty Kelly** is the Communications Task Force Chair, **Gary Latham** is the Fellowship Chair, **Liberty Munson** is the Placement Cochair, **Mickey Quinones** is the chair of the Committee for Ethnic Minorities, **Doug Reynolds** is the Professional Practice Chair, and **Steven Rogelberg** is the Education and Training Chair. **Laura Koppes** and **Lisa Finkelstein** have already begun work as our new *TIP* editor and Program Chair, respectively. Upon the recommendation of several committees, a new position was created this year: Continuing Education Coordinator. **Judith Blanton** will serve as our first permanent Continuing Ed Coordinator and help define this role. Two chairs-in-training will be in critical roles for our conference over the next few years: **Joan Brannick** (Workshop) and **Julie Olson-Buchanan** (SIOP Program).

I would like to thank **Dianna Stone** for her work as Financial Officer. Any CFO position involves a lot of hard work and frequently receives little appreciation. Dianna delivered a balanced budget for the 2004/2005 fiscal year with no dues increase, so thank you, Dianna! **John Cornwell** is our new Financial Officer. John is certainly a glutton for punishment, as he served previously as our Financial Officer.

There are two other important changes on the Executive Committee: **Leaetta Hough** is our President-Elect and **Kurt Kraiger** is Member-at-Large.

Next Year's Conference

File your income taxes early so that you can attend the 2005 SIOP conference April 15–17 in Los Angeles. It's in the Westin Bonaventure Hotel where part of the Govinator's *True Lies* was filmed. The hotel recently completed a $50 million renovation and is in mint condition. If you haven't visited downtown LA recently, prepare to be surprised. The new Disney Concert Hall, designed by Frank O. Gehry, is in its sensational inaugural year and the new Cathedral of Our Lady of the Angels, designed by Spanish architect Jose Rafael Moneo, will both surprise and inspire you. And both of these outstanding sites are just a quick walk from our hotel—through landscaped plazas displaying fine contemporary sculptures.

As always, details about the conference are on the SIOP Web site. I look forward to seeing you there!

Dobrý den (Good day) From the Czech Republic!

Laura L. Koppes
University of Hradec Králové
University of Pardubice
Eastern Kentucky University

It is a great pleasure to commence my role as *TIP* editor while living and working in the Czech Republic as a U.S. Fulbright Scholar.   I experienced both exhilaration and apprehension when I prepared and departed for my overseas journey because I knew I was heading for a wonderful adventure. This experience has and continues to far exceed my expectations. As I write this column in my flat, I am having similar thoughts and feelings as I embark upon my maiden voyage as the new *TIP* editor. I know this too will be a great adventure, and I am grateful to serve SIOP in this capacity.

I thank the SIOP Executive Committee for having the confidence in me to provide the leadership for SIOP's excellent publication. Much of this excellence is attributable to the outgoing *TIP* editor, **Debra Major**. I think we all can agree that Debra is a superb and professional editor, and I appreciate her assistance in the transition of the editorship. Debra has set high standards, and I will strive to do my best to continue the quality you expect. I look forward to collaborating with the SIOP Administrative Office because I know the excellent staff works diligently to meet your expectations.

A few minor changes were made for this issue; however, I expect additional revisions will occur as I learn the ropes. I would also like to hear from you about ideas and suggestions for content and columns. Please send me your thoughts to Laura.Koppes@eku.edu.

Some editorial board members retired with Debra's last issue, and others plan to retire. I appreciate their efforts and I look forward to working with the individuals who will continue. I invited **Adrienne Bauer** to join the editorial board; she will assist me with writing the **IOTAS** section and reviewing and editing submissions. The Committee on Ethnic and Minority Affairs, with the guidance of **Miguel Quiñones**, will provide leadership for the column **Increasing Diversity at SIOP: The Future is Now**, which replaces the column **A Matter of Difference**.

Other changes in this issue are linked to my goals for *TIP*. I would like to use *TIP* as an avenue to cultivate an international community in the society and to broaden our perspective of the world. **Steven Rogelberg's** and

Paula Gill's article in this issue indicates that the number of International Affiliates in SIOP has increased by 138.1% and the number of Student International Affiliates has increased by 4533.3%, from 1991 to 2003. Fritz Drasgow states that 279 individuals from 39 different countries attended the 2004 SIOP conference.

Living in Europe while countries prepared to join the European Union (EU) on May 1 revealed to me that the EU expansion will significantly affect business, politics, and the global economy. For example, a Global Workforce Summit was held June 2–3 in Brussels to discuss workforce strategies and mobility of employees across borders to achieve business success, with a focus on Europe, the Middle East, and Africa. I am convinced that each of us must take the responsibility of knowing our world. One of my Czech students wrote:

> I will remember many interesting things about HRM [human resource management] but also a lot of things about culture differences and your comment about Czech and American people. It was like we all visit U.S.; it was very interesting for me…. It is necessary for me to learn different languages and cultures.

Working in Europe has significantly affected my views of politics, economics, organizations, higher education, psychology, and cultural and societal differences. Learning while living in another country is substantial. For example, it is beyond the scope of this column to share the knowledge I've gained about the transformation of the Czech Republic since the Velvet Revolution in 1989 (fall of Communism) and the anticipated changes as a member of the EU. I know many SIOP members and International Affiliates who have lived and worked in countries different from their home countries. One way to broaden our world views is to share these experiences.

In the next issue, you will see a new column under the leadership of **Natalie Allen**. The purpose of this column is to describe and explain living and working abroad. We invite and encourage International Affiliates who have worked in other countries as well as Americans to submit articles. The article may include the reasons for living in the host country, your activities, knowledge gained, and other insights or observations. If you would like to submit an article, please send it to Natalie at nallen@uwo.ca or Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2 (519.661.3013).

I would like to continue the column **Global Vision**; I am searching for an individual to provide leadership for this column. Please contact me if you are interested or know someone who would be effective in providing global issues with regard to industrial-organizational psychology.

I have asked the current editorial board members to incorporate international perspectives in their articles. In this issue, **Lynn McFarland** in **The Career Column** interviewed several International Affiliates. In **Frank Landy's** column **What I Learned Along the Way**, **Gary Latham** describes

his Canadian experiences. **Art Gutman** for **On the Legal Front** is planning to include discussions on international law; he welcomes members who would like to collaborate with him.

In addition to these columns, I invite submissions from all members to be considered for the **Featured Articles** section, and I especially encourage submissions from International Affiliates. Submissions should speak to the practice, science, or teaching of industrial and organizational psychology. Items for consideration should be appropriate for a newsletter and have broad appeal to the SIOP membership.

You may notice the new cover, which is an attempt to reflect a world perspective!

I did not include in my editorial column **What's in This Issue of *TIP* for Me**? I had difficulty with differentiating between the categories because I think the information in this issue is important for everyone. I would be delighted to provide this differentiation if you find it useful; please let me know! Again, given that *TIP* is for you, I would appreciate knowing your interests.

And the great adventure begins…

Photo 1: University of Hradec Králové, Faculty of Informatics and Management, Office and Classroom Building, Hradec Králové, Czech Republic

Photo 2: University of Pardubice Public Administration Students in Human Resource Management Course, Pardubice, Czech Republic

Personality and Faking on the SIOP Conference Program
Letter sent to the editor April 5, 2004

Context: One of the sessions on the 2004 SIOP Conference Program was a panel of past and current journal editors assembled to discuss faking on personality tests. The discussion was immediately redirected when nearly all of the panel discounted personality tests as being useful under any circumstance, and therefore, rejected any need to discuss faking. "Why paint a burning house?" as one panel member quipped. The following is what I would have liked to have said at the conference.

I am disappointed to hear the cavalier attitude with which the use of personality tests for selection assessment is being dismissed. I agree that the tests are largely inefficient (too few of the factors are really useful) and the research on their ability to predict performance constructs has been disappointing. However, as a practitioner of applied psychology, I would like to offer three suggestions as an alternative to just watching the house burn.

1. Ask different questions

You have all made the point that the research suggests that personality tests (and even interviews) are not very useful in predicting work-related behavior. But the majority of that research looks to be based too often on what is *measurable* rather than what is *meaningful* to a practitioner. Measuring global personality scores against a supervisor's rating of performance is weak in many ways and makes enormous assumptions. Further, the way practitioners use tests may be quite different from the way a researcher scores a test for a publishable study.

I have used interviews and personality tests to help with hiring decisions for 25 years. In those years, I often conclude that the candidate should not be hired. Sometimes a client ignores what I say and hires the person anyway. On those occasions, when "failure" is defined as "the person leaves the organization due to poor performance within 18 months," the correlation of my recommendations to my definition of "failure" *based on interview data and personality tests* is .999. (It would be 1.00 but one person is hanging on into the 19th month.) Apparently, there is significant value in interviewing and personality testing when the right question is asked.

2. Change your editorial screening

As editors, we in the field look to you to be the distributors of knowledge to the I-O community. Those of us away from the academic setting need this knowledge to be provided in the most effective and efficient manner possible. But your screening hurts the distribution process. My .999 correlation I

talked about above would never be published in one of your journals. **George Hollenbeck,** in his wonderful presentation at this conference, mentioned that he and a colleague practice executive coaching in remarkably similar ways. Both have helped executives grow and become more effective. This model would be very helpful and could lead to improved coaching practices that could help differentiate I-O trained coaches from the pack in the coaching business. But I doubt such a case history or practice model would ever be published in one of your journals. Too small an *N* or a lack of appropriate statistics or some similar methodology issue would kill it. Those of us in the field often change people's lives, but those stories do not get into your journals. Stop acting like chairs on a thesis committee. Methodology is not the only thing to ask yourself when you are reviewing a study. Deciding personality tests are not useful because your studies have not been impressive is not a useful bias for a knowledge screener. Look for insights or techniques that might be helpful to others, too. Consider changing the information you distribute, and you may serve your customers better.

3. Invite a practitioner into your research

Decide to do more joint ventures with practitioners. Those of us who serve clients every day often do not have the time, motivation, or knowledge to do disciplined publishable research. Joint research efforts involving more scientists and practitioners working together would be a powerful model for SIOP.

But use the practitioners for more than just supplying an interesting population or data. Let the practitioner help the scientist ask useful questions. Find the right combination to provide the I-O community useful knowledge. In this way, instead of burning the house, perhaps we can help make the house stronger and more effective.

Duane Lakin
Lakin Associates

Response to *TIP* Article, "Book Reviews and Scientist–Practitioner Currency: A Critical Lever" *(April 2004)*
Letter sent to the editor April 15, 2004

The past and present book review editors of *Personnel Psychology* write that they can "see no good reason" for their informal poll results showing book reviews are undervalued (p. 25, *TIP*, April 2004).

I suggest the reason is the scientist/practitioner role model that guides the training and conduct of people in I-O psychology. Laboring under the presumption that our field is a full-fledged science has several consequences. Among them are these three. One, book reviews are undervalued because they are not seen as making a scientific contribution. Two, a worm's-eye

view of organized life is cultivated because science is incapable of a bird's-eye view (if, as my two daughters with their doctorates in biostatistics tell me, there are so many confounding variables in medical research, think of how many more there would be if our field tried to do bird's-eye research). Three, the science bias, along with the publish-or-perish pressure of academia, produce journal articles, the quickest venue for publication, and most of them tend to be, in my judgment, full of worm's-eye minutiae, a condition that caused me to end my subscription to one of our customary journals decades ago.

Our field needs a new model, one that puts science in a more modest perspective and adds the role of scholar. A scholar, for instance, would be expected to gain insights from a broad, historical analysis of organized life and its milieu. I imagine that what is written and read would be far different and more enlightening if this new model were the guide.

I realize my suggestion is unrealistic because the old model is venerated. All I can do is continue to review books for *Personnel Psychology,* especially books that offer more of a bird's-eye view.

Respectfully,

Gary B. Brumback
Palm Coast, Florida

This Ain't Your Momma's Doublewide!
or
Executive Coaching at the Crossroads

George P. Hollenbeck

Editorial Note: This article is adapted from the 2003 Distinguished Professional Contributions Address presented at the 19th Annual SIOP Conference, Chicago, April 2004.

I couldn't resist this title. Doublewides (a doublewide, for the uninitiated, is a trailer house that is twice the width of a singlewide) are a signature feature of east Texas where I live, featured in jokes, songs, and advertisements.

In the case of my title, this is an actual advertisement, a giant sign as you drive north from Houston, offering doublewides that are truly eye openers!!! My hope is that this speech will open your eyes to a new view of executive coaching and what the future might be, much as mine were opened as I prepared this. If you are a practitioner, I hope your eyes see things changing faster than you knew; if you are a researcher, I want you to know that for you too, there is "gold in them thar hills."

I love talks rather than articles because they give considerable license for unreferenced opinions and biases. I must confess, however, that my opinions are seldom all my own. I steal shamelessly from my friends and colleagues, in this case with their permission. Those from whom I have drawn most heavily for this talk I will call FOGs...Friends of George...and I owe them greatly and thank them mightily for sharing so willingly, knowing up front that I would steal their ideas and perspectives.

I believe that executive coaching is changing rapidly, that I-O psychology has had little impact on coaching, and that I-O and SIOP are truly at a crossroads; we can choose to have influence or we can dribble the opportunity away. But let's choose consciously, not by default. For this talk, I will address four issues:

1. Why Bill Gates has a coach…the lure of executive coaching. Why has executive coaching become so popular?

2. Execution 2004. It's not about the death penalty. This is what is happening today.

3. Why David Peterson and I coach alike—The equifinality of expertise. The fact that David and I coach alike was a real eye opener to me (and I suspect will be to you also) with implications for how we go about the future.

4. The road ahead…alternative futures. My summary will, I think, convince you that I-O has had little or no role in executive coaching and suggest some ways that we can change our coulda/shoulda/woulda's into a DID.

1. Why DOES Bill Gates Have a Coach?

In fact I don't know whether Bill Gates has a coach or not; I use him simply as a symbol for CEOs. I have heard that his replacement, Steve Ballmer, does, and to show that this is not another "west coast phenom," I have heard that across the country the CEO of Johnson & Johnson has two coaches. My question is, how did we go in 20 years from a world in which "real men don't eat quiche" to a world where every executive has a coach or two? How did coaching become so popular?

My simple analysis is that it is a matter of supply and demand. On the demand side, executive jobs became much more difficult, both on the soft side and the hard side. On the soft side, those who told us about a new work force, different in attitudes and gender, ethnicity and cultural background, were right. And the benefits of the new work force do not make it any easier to lead! On the hard side, of course, "Web quarters" and virtual teams and distant bosses and direct reports (nobody is subordinate anymore) have made leadership an order of magnitude more difficult. For executives, the prospect of somebody offering help was indeed alluring.

On the supply side, we saw increasing numbers of available practitioners. Business schools were turning out MBAs who wanted to work on the soft side, not the finance side; schools of social work and helping-oriented psychologists graduated in growing numbers into a world of declining demand …the world of managed health care made being a clinical or counseling psychologist or social worker less attractive, and the restructuring of business produced large numbers of consultants looking for clients. When one wannabe coach was guided to the New Jersey OD Network as a resource he found that it has 900 members!

As a psychologist who had learned that money is not a motivator, I learned a lesson when I went to work on Wall Street. It didn't take long for someone to tell me, "…if you think money doesn't motivate, you just aren't paying enough." When the supply of potential coaches found out what executives were willing to pay for help (not to mention the other rewards), the stampede began. For example, companies may well pay $250–350 per hour for executive coaching, (I was told that $25,000 is the going rate for 6 months of executive coaching), while my clinical friends tell me that a PhD clinician in a competitive metropolitan area typically charges $100–$150 per hour.

The result was, as Wall Streeters say, the market cleared. The demand was met by the supply and the result was that through the 1980s and 1990s, there was an explosion of executive coaching, truly a period of "irrational exuberance." As a February 21, 2000 *Fortune* article read "Coaches are everywhere these days…coaching really is the Wild West of HR." It seemed that everybody wanted a coach and everybody wanted to be a coach. Companies had "coaching practice managers" and stables of 100 or more "approved coaches." Whole cadres of executives and middle managers were

given coaches, whether they needed it or not. Like other fads before it, executive coaching became the new darling of leadership development.

2. Execution 2004…It's Not About the Death Penalty

Like the irrational exuberance of the stock market, all good things come to an end. If the 1990s was about expansion and vision and dreams, the 2000s are about efficiency, getting more from less, and about execution, execution, execution. And, as the executive world goes, so goes the world of executive coaching. Indeed, the fad has peaked.

I began to get wind of this as part of my daily doings in a "coach briefing" from a company that was an early adopter of executive coaching. Its new coaching strategy was entitled "Coaching for Business Results," with the emphasis now on RESULTS, with more use of internal coaches, and a "disciplined" process for managing external coaches. Further collaboration came when an executive responsible for a 2-day executive offsite asked, "Why do we need these OUTSIDERS?", the outsiders being a dozen of the company's "best coaches" who would help facilitate the meeting; need I say that he canceled the outside presence.

As I talked with my FOGs, I heard that organizations were demanding results, that credentials were back in (I have started calling myself Dr. again!), that "time-limitless" coaching was now "no more than 6 months," that companies were looking for single-source providers who could monitor their coaches, and that there was price pressure at the top as well as the bottom of the range. Those of you versed in strategy or marketing will recognize the characteristics of a "commodity" product, rather than a specialty, with all that implies.

One particular FOG (breaking my rule of not thanking FOGs individually, I am especially indebted to Claudia King at Sun Microsystems, an HR rather than I-O colleague) shared information that truly made me sit up and listen and that made me realize that the world of coaching is changing far more rapidly than I had realized. The following description is a mixture of my imagination and fact:

CEO Scott McNealy to EVP-HR: "What is all this executive coaching that is going on?"

EVP-HR to HR team: "Scott wants to know what is going on with executive coaching."

HR team: "Let's put together a 6 sigma team and get a handle on this."

6 Sigma Team: "We need to survey our customers (executives in SUN)."

Executives: "We spent millions on coaching last year, there are no controls, we have paid everywhere from $3K to $100K for coaching, nobody knows if we get anything."

6 Sigma Team: "Let's benchmark with other companies." Result: Best practices are getting things under control, defining coaching, specifying evaluation, who can be a coach, cutting costs and standardizing pay.

6 Sigma Team: Let's define what we want from a vendor (definition of coaching engagement…16 hours of assessment, 14 hours of coaching, 12 hours of evaluation…qualifications for a coach, et.al.) , send out an RFP (sent out 60, got 30 back), select some vendors (selected 6) and put those vendors through a dynamic bidding process. Let's have the vendors meet with our customers (Sun executives) to see who fits best with them.

Customers: "My biggest concern is whether any of these coaches know anything about our business?"

What really got my attention was the dynamic bidding process designed to get the best price for Sun. Here is how it worked: At high noon on the appointed day, all vendors signed onto the Web for an anonymous display of each vendor's $$ bid for a coaching engagement. The "dynamic" of the process was that vendors could change and keep changing their bids depending on what they saw.

As this process was described, I realized that we had truly entered a new era in executive coaching. As so often happens, once sensitized, one sees it everywhere. I heard other stories, none of which I can vouch for, but here are two interesting examples: Cisco's defined coaching process is much more structured than Sun's with coaches billing for telephone minutes; Dell Computer has contracted all their coaching to a single vendor in a $5 million contract.

Indeed, "This is not your momma's doublewide." As one person put it, we have entered the era of Managed Care Coaching, provided by EMOs (executive maintenance organizations). You may say, "Well, that is just high tech; that isn't happening in other industries, and it is California!! What do you expect?"

I'd reply, "Don't bet on it. Things often, if not usually, start in high tech and in California and make their way east…around the world."

But, is there an alternative? If I-O executive coaching is to differentiate itself, how? As I began to ponder, that is where my big surprise came in.

3. Why David Peterson and I Coach Alike

One very helpful FOG is David Peterson, who willingly shares his expertise, as well as his writing. David was kind enough to send me a case study he had written for a new issue of *Consulting Psychology Journal,* a case study describing in detail a coaching episode with Jennifer, an executive at HP. I started to read the 38 pages as it printed out, and I found that I couldn't put it down. I couldn't believe what I was reading. I thought…well, before I tell you what I thought, let me tell you my cognitive structure around David and me.

Keep in mind that although I know David only professionally (I have attended his SIOP workshops, have been on programs with him, have shared ideas via e-mail or the telephone); I am opinionated. From my limited view,

David and I are about as different as two people can be. In that view, David is studious, serious, determined, methodical, quiet, has a sense of humor; on the other hand, I admit to being flippant, shooting from the hip, easily distracted, disruptive, a dilettante, opinionated. I think of David as representing the best of Minnesota dustbowl empiricism. As for me, even though I got a PhD at the University of Wisconsin, my years in NYC and Boston made me a lot more "holistic," if you will. I assumed that David's coaching would not fall far from the tree: assessment, gap analysis, action plan, etc. etc.

Much to my surprise, as I read David's case, I was reading about my own coaching. I marveled at how David (so different from me as a person and in approach) was doing all the things I would have done!!!! No matter how we started our coaching careers, 20 years or so ago, we are both (at least arguably) experts now, and as experts we do the same things. (I realize that David may shudder at that conclusion, and without one of my cases to read, he can't really defend himself!).

I remembered an old study of schools of therapy from about 1950 that was making the rounds when I was a graduate student. It compared experienced and inexperienced therapists of the same schools of therapy—Freudian psychoanalysis, client centered therapy, interpersonal therapy. The study found that experienced therapists of different schools were more alike in their practice than the inexperienced and experienced therapists of the same school. At least that is my 40+ year memory!! Indeed, there is a kind of equifinality among experts, and I'd suspect that the same holds true of executive coaches. And better yet, this surprise got me thinking about coaches as experts.

There is a fascinating literature of expertise that cuts across many disciplines to the point that we can generalize about characteristics of expertise and experts. It takes a long time to become one (the rule is at least 10 years—in anything—chess, mathematics, guitar, you name it), it doesn't happen by accident (it takes hard, concentrated effort), it is domain specific (When you're rich they may think you really know, but you don't!), and self-regulation is a key (Many are called, but few are chosen!). Experts are truly different from you and me, they have more knowledge—but not just more declarative knowledge, also latent knowledge and procedural knowledge that enables them to seem to the uninitiated almost magical!

The essence of building expertise is building new cognitive structures and patterns that enable the expert to function as an expert. As I thought about coaches as experts, it also occurred to me that becoming experts is what I-O psychologists are extremely good at. Expertise is what enables David and me to coach alike. And it is expertise that can lead I-Os and SIOP into the future. What path will we take?

4. The Road Ahead…Alternative Futures

One alternative is to continue as we are. After surveying the field, I concluded that we don't have much history: We have ignored executive coaching, we have had little or NO impact on the field, we have obsessed on a few "Does it work?" questions, and may well get caught up in an endless loop of surveys of what is going on around us.

I get a lot of pushback on this from I-Os—this is not a politically correct conclusion within SIOP, but let me give you just a few examples. Remember my SUNny story? As I looked at the final six vendors that Sun chose, only one of the firms had I even heard of! That one is well-recognized in our field, but intriguingly its coaching practice is not headed by an I-O psychologist! I googled one of the unknown-to-me vendors that offered a background on some of its coaches. Here are four executive coach educations to get you thinking: educated in Japanese studies; master's in social work; masters in future studies; PhD Systems Engineering; doctorate in psychology (Whatever that is!). I don't want to disparage their coaches—they may be terrific—but I-Os they aren't.

Another example. One of my FOGs was kind enough to send me a copy of *Profiles in Coaching: the 2004 Handbook of Best Practices in Leadership Coaching,* a new book published by Linkage. The book presents 50 short essays about leadership coaching by "50 Top Coaches." My initial reaction was that not one I-O psychologist appeared on the list of top coaches, but then I saw **Warner Burke'**s name. I have never heard Warner describe himself as an I-O psychologist, but indeed he qualifies: He is not just a member but a Fellow of SIOP and a quick check of the SIOP program revealed that he has been on the program for the last several years. Okay, I concede....ONE of the 50 is an I-O psychologist. Another, Marshall Goldsmith, one of the editors of the volume, does list a PhD in psychology, but a *New Yorker* profile of Marshall describes him as a "happiness doctor" rather than a psychologist. A guru, yes...an I-O? Hardly.

One more example. Where do people get trained to be I-O psychologists? To paraphrase my title, it ain't in your momma's doublewide. **Joyce Bono** and her associates at the University of Minnesota were kind enough to share some preliminary results from their extensive survey of executive coaching practice conducted last year. None of 15 mainstream I-O programs offered a coaching-related course; how about Royal Road University? Or how about the International Coaching Federation with its 6,000 members?

Perhaps yet again, I do us an injustice. I learned that **Bob Lee** is the U.S. affiliate of International Centre for the Study of Coaching at Middlesex University, London, offering an executive coaching education program in New York City, as well as that Bob teaches a course in coaching at the New School…albeit it is in the business school, not psychology! And I am sure

there are others I have missed, but I argue that like Warner Burke these are the exceptions that prove the rule.

My conclusion is that if we are to have an alternative future to our dismal past we have to make a choice. If we choose to, what would that future look like? I can imagine a future where I-O leads the way, doing what we do best, examining the issues and becoming experts. We need to examine the following:

1. How DID we get here? My cursory supply/demand suggestion is just that. We need somebody to think that through. Why is coaching such a fad?

2. What DOES happen in executive coaching? What is the coach doing? Why? What is the coachee doing and why?

3. When DOES executive coaching work? Like it or not, executive coaching in one form or another will be with us a long time. We don't need broad outcome studies of "does it work"…we need to know when it works and when it doesn't. And why?

4. WHO does executive coaching work with? New executives, old executives? People in transition? What kinds of coaches?

5. Shouldn't we put the PSYCHOLOGY back in I-O? Like it or not, executive coaching works at the intersection of business and several areas of psychology. As a FOG said, "Executive Coaching is the ultimate application of Applied Psychology." Somehow in our growth as I-Os, FOGs tell me that we have forgotten our roots...and our future.

SIOP can lead the way. We can begin by making a concerted effort to get going in the area. Start with an Executive Coaching Task Force to examine what IS executive coaching and how can we contribute? If executive coaching is the ultimate application, then what is cutting-edge practice? We can sponsor research in the area…we won't need any more surveys of usage; let us become experts in the microanalysis of how coaching works. There is a wealth of expertise from studies of counseling that we can apply. Let's bring in the notions of expertise and cognitive structures. And several of my FOGs suggested that we have not stepped up to our role as educators, either of coaches or of executives. Certification programs are beginning to abound, but what do they mean? We need to educate about what we bring to the table. What does it mean to have an I-O psychologist as a coach?

Is it too late? My FOGs tell me NO. Most would say the field is still in flux, that we have a 2–5 year window when we can make an impact or lose the whole thing.

How do we get going? SIOPs fast growth and size, while offering many advantages, run the risk of making us stodgy and bureaucratic. My years as chair of many of our SIOP committees has made me painfully aware of the slowness of committee decision making. But the world is not waiting. Many of us now operate in Internet time, with long-term planning now a very short horizon ahead. We can't wait 5 years to decide.

Our colleague Tim Hall uses a short poem by Shel Silverstein when teaching MBAs in an attempt to get his MBA students in leadership to take charge of their leadership development! I'll close with that poem as a plea for us to JUST DO IT:

All the Woulda-Coulda-Shoulda's
Layin' in the sun,
Talking' 'bout the things
They woulda-coulda-shoulda done…

All those Woulda-Coulda-Shoulda's
All ran away and hid
From one little did.

End Notes

My long career has been, to a greater extent than I like to admit, the result of Friends of George, far too numerous to thank individually here but to whom I am much indebted. My special thanks for this talk go to these: Joyce Bono, **Peter Cairo, David Campbell,** Susan Enis, Ray Flautt, Tim Hall, **Gil Hoffer,** Laurie Hutton-Corr, Dick Kilburg, Claudia King, Bob Lee, Mike McGrath, **Joel Moses,** Karen Otazo, David Peterson, **Rob Silzer,** Sharon Ting.

The Growth of Industrial and Organizational Psychology: Quick Facts

Steven G. Rogelberg
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Paula M. Gill
Bowling Green State University

At the University of North Carolina–Charlotte, we are in the process of establishing an interdisciplinary doctoral program in Organizational Science. As part of our efforts, each of the core disciplines comprising the proposed program (I-O, OB/HRM, Organizational Sociology, and Organizational Communications) provided data demonstrating the growth of their field. Part of the I-O data we collected stemmed directly from the SIOP archives. We thought that these data may be of interest to SIOP members.

The Data

With the help of the SIOP Administrative Office, we collected trend data on I-O and organizational psychology graduate programs, SIOP conference attendance, and SIOP membership.

Graduate Programs

To identify the number of I-O graduate programs across time, we used two sources. The earliest complete listing of graduate programs was found in the *Graduate Training Programs in Industrial-Organizational Psychology and Organizational Behavior* published by SIOP (1986). To examine the current set of graduate training programs, the SIOP Web page (January 15, 2004) was used (http://siop.org/GTP/GtpLookup.asp). In both sources, we only quantified those graduate programs that were either explicitly I-O psychology or explicitly organizational psychology.

By examining the data, it is evident that there is a substantial growth in the number of I-O and organizational psychology graduate programs. Over the 18-year span, there was found to be a 47.7% increase in doctoral programs overall and a 221.7% increase in MA/MS programs overall.

Table 1

Program type	Number of programs	
	1986	2004
MA/MS I-O Psych	22	66
MA/MS Org. Psych	1	8
MA/MS Overall	23	74
PhD I-O Psych	40	52
PhD Org. Psych	4	13
PhD Overall	44	65

Conference Attendance

In April 1986, SIOP held its first conference independent of the APA annual convention in Chicago, IL. It was estimated that 776 attendees attended the conference. In 2004, the annual convention was held again in Chicago. A total of 3,685 individuals registered for the conference. This record attendance represents a nearly 400% increase in attendees in less than 20 years.

Membership

We were able to obtain detailed membership data from as early as December 1991. We compared these data to the membership data reported on December 2003.

Table 2

Area of membership:	December 1991	December 2003	Percent of increase:
Member	1,968	2,532	28.7%
Associate	176	339	92.6%
International Affiliate	84	200	138.1%
Students	888	1,990	124.1%
Student International Affiliate	3	139	4533.3%
Total	3,314	5,519	66.5%

These data are depicted graphically below.

Increase in SIOP Membership during a 14 year span
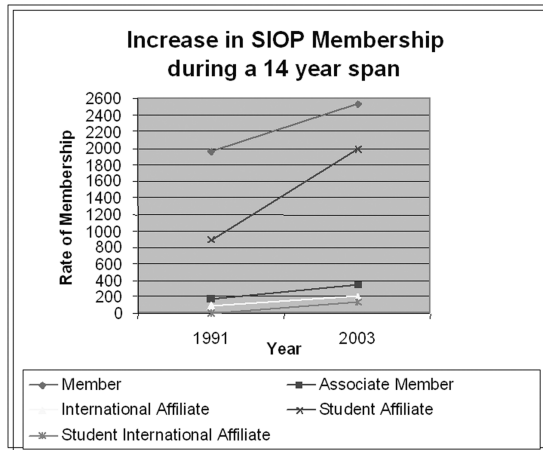
Figure 1.

Summary

Despite the fact that the indices we used to assess the growth of I-O have limitations and are somewhat narrow in scope, they each yield a similar set of results—I-O psychology as a discipline is growing at a considerable pace. The next challenge is to systematically identify the factors (e.g., public awareness of I-O; high school and undergraduate student curriculums that promote student demand; university administrators' perceptions of the importance of I-O; increased funding opportunities; organizational needs) behind the growth and to examine how these factors can be sustained and further nurtured.

Rankings of Graduate Programs in I-O Psychology Based on Student Ratings of Quality

Kurt Kraiger[1] and Anthony Abalos
University of Tulsa

Graduate training programs in industrial-organizational (I-O) psychology are periodically ranked on objective and subjective criteria related to the quality and output of their graduate faculty. For example, the *U.S. News and World Report's* (1995; 2001) rankings are based on psychology department chairs' judgments of program reputation. Objective criteria used to rank I-O programs include the number of I-O faculty in a program serving on editorial boards (Jones & Klimoski, 1991), the number of faculty publications (Levine, 1990; Winter, Healey, & Svyantek, 1995), and total student conference presentations (Payne, Succa, Maxey, & Bolton, 2001; Surette, 1989, 2002).

As often noted, the basis for any ranking system is subject to criticism (cf., Cox & Catt, 1977; Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Winter et al., 1995). For example, rankings based on program reputation may be unrelated to current faculty productivity given halo (general reputation of the university), turnover, or raters who do not fully understand the discipline or activities of individual institutions. As our department chair likes to proclaim, "When you look at the nighttime sky, some of the brightest stars have burned out a long time ago."

Objective systems based on faculty research productivity have been criticized as well. Gibby et al. (2002) noted problems with the criterion of membership on editorial boards: It is an indirect and contaminated measure of research productivity; it fails to measure direct contributions of the faculty to the development of graduate students; and it may penalize programs with young, productive faculty who have not yet attained the professional stature that triggers invitations to the editorial boards of prestigious journals.

The most popular objective method for ranking I-O programs has been counting faculty publications (Gibby et al., 2002; Levine, 1990; Winter et al., 1995). There are several advantages to such ranking systems. The criterion is reasonably objective and virtually all academic departments use publication counts in the assessment of faculty productivity. Further, research that leads to a publication frequently involves students. Finally, to the extent that the publication-based ranking system considers only upper-echelon journals, there are built-in controls for the quality of the research. The most recent such ranking system was by Gibby et al., who reviewed both narrow and

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[1] Send correspondence or requests for individual program feedback to Dr. Kurt Kraiger, McFarlin Professor of Psychology, Department of Psychology, University of Tulsa, 600 S. College Ave., Tulsa, OK 74132 or kurt-kraiger@utulsa.edu.

broad lists of journals and also considered both recent and career accomplishments when compiling those lists.

While the relative merits and drawbacks of using various criteria for ranking programs will continue to be debated, it is likely that similar systems will be used to rank graduate training programs in I-O psychology. In addition to the shortcomings of these systems already addressed, we would like to add two others. First, all rankings to date place limited emphasis on the quality of the training experience from the perspective of the student. For example, Gibby et al. (2002) noted that rankings based on editorial board membership may be deficient in that "involvement on editorial boards may take away time otherwise spent engaged with graduate students" (p. 17). Instead, they advocated for the use of number of publications as the criterion for ranking programs. However, such rankings fail to measure faculty time spent with, or impact on, graduate students. It is possible that when graduate faculty devote too much time on publishing or editorial duties their classroom preparation suffers. We do not mean to suggest that teaching and research are mutually exclusive. Many faculty excel (or fail) at both. Further, active engagement in research may result in grants, joint authorships, and research experience that are all valuable to students. However, our point is that no ranking system to date explicitly quantifies these opportunities for students. Further, for students pursuing a nonacademic career path, variables such as availability of internships, networking opportunities, and skill training may be more important determinants of satisfaction with graduate school than faculty productivity. A ranking system that assesses the experience of being a student may provide alternative, important information for prospective students or undergraduate faculty who provide recommendations to their students on potential graduate programs.

The second shortcoming we would like to address is the focus of most ranking systems solely on doctoral programs (notable exceptions are systems based on student presentations at conferences). Currently, there about 98 North American MA/MS programs and 66 PhD programs listed on the SIOP Web site. Since MA programs typically take in many more students than doctoral programs, it is reasonable to assume that there are currently two to three times as many MA students as PhD students in North America. Accordingly, it seems important to provide rankings of MA programs to provide guidance to prospective students or undergraduate faculty who provide recommendations to students pursuing that degree option. However, traditional criteria used to rank doctoral programs may be inadequate for ranking MA programs. Departments that offer terminal MA programs typically assign higher teaching loads (than departments with doctoral programs) and often place more emphasis on instructional activities (compared to research and publishing). Further, students entering terminal MA programs may have different expectations for their graduate training, with a greater emphasis on faculty

accessibility, applied classroom training, and internship or practicum opportunities. Thus, while a ranking system for terminal MA programs would provide important information for prospective students or undergraduate advisors, it should be based on variables relevant to the professional objectives of faculty in those programs.

Accordingly, our research was conducted with three objectives explicitly defined. The first was to develop a ranking system of graduate programs in I-O psychology based on a broader set of criteria than has traditionally been considered. Specifically, our goal was to develop a ranking system based on current graduate students' evaluations of variables important to the quality of life and quality of training from a student's perspective. Second, we wanted to develop a ranking system that would be applied to both terminal master's and PhD programs. Finally, we wanted to determine if the set of criteria students used to evaluate quality of life and quality of training differed between students in terminal master's versus PhD programs.

This research study consisted of three phases. First, in the criterion development stage, current graduate I-O students (both MA and PhD candidates) helped develop the criteria used to evaluate the quality of a program. Second, we had both program directors and graduate students review this list of criteria and evaluate the importance of each variable for judging the quality of graduate programs (either MA/MS or PhD) in general. Third, we elicited ratings from current graduate students for their respective programs. These ratings were weighted by the importance judgments obtained in the second phase to compute an overall index. In phases two and three, all I-O psychology programs listed on the SIOP Web site were contacted and invited to participate in the study.

Scaling Issues

It is important to note that in phase three, when we sent out requests to program directors to provide a link to their graduate students to rate their programs, there were a number of program directors who refused to do so. There were others who begrudgingly agreed to do so (so as not to be left out), but expressed reservations (as did the first group) about the validity of the ratings. The concerns expressed by these program directors are important and should be reviewed before the rankings are presented.

One specific concern came from program directors in expensive metropolitan areas. Because we included cost of living as a variable in the calculation of our final index, some directors felt that their programs would be disadvantaged in our rankings; further, there was a perception that inclusion of this criterion was unfair, since it is beyond their control. For example, a graduate program in an expensive area might do everything possible to create a positive climate for its students but still not rank highly if it is penalized for its location. We included variables such as location and cost of living in the

survey because respondents in phase one of the research indicated that these variables contributed to the quality of life as a graduate student. However, we recognize that inclusion of these variables may create inequities in the calculation of an overall index for variables beyond the control of individual programs. More importantly, when we calculated variable weights in phase two, cost of living actually received a slightly negative weight, so that the more favorably students rated local cost of living, the worse the overall weighted index for their school. Accordingly, we excluded cost of living from the calculation of the overall weighted index; it has been included only in a ranking based solely on cost factors (see Table 6).

The other issues raised by program directors dealt with concerns about the fairness of the process, the validity of the ratings, or the suitability of student ratings as a criterion for judging graduate programs. Three directors refused to solicit student ratings because they believed that such opinions were unimportant for evaluating program quality. Because of their concerns about the fairness of the process or the validity of the data, six directors were unwilling to participate, while others participated while expressing reservation. Issues raised included concerns that (a) other program directors might only send the survey to graduate students likely to express positive opinions (or avoid sending to students likely to provide negative opinions); (b) other program directors might send the survey to all students but with instructions to provide only positive ratings; (c) the surveys would be sent to all students but students with negative attitudes would be the most motivated to respond; (d) students in some schools would choose to either rate their program more negatively than warranted to express overall dissatisfaction or more positively than warranted to express overall satisfaction and enhance the reputation of their program.

Our response to these concerns is that they represent valid issues and are applicable to any type of survey administration. We are clear that we are providing subjective criteria for ranking programs. Sampling and response biases may affect the validity of any data based on personal attitudes, opinions, or judgments. Our intent is that the rankings generated by these ratings will be used in conjunction with other, more objective rankings to help prospective students make important decisions about where to attend graduate school. We caution all readers to remember the source of our data and realize its limitations.

Method

Survey Development

As noted above, the survey was developed in three phases. In phase one, University of Tulsa I-O graduate students were asked to list the criteria people use to choose a graduate program or to recommend a program to another person. Taking this initial list of possible criteria, we logically combined related criteria, then wrote definitions for each. The final list of 20 variables appears in Figure 1.

1.	Faculty support and accessibility	Overall extent of faculty support, accessibility, and involvement in student affairs. Includes faculty advising and interaction outside of the classroom.
2.	Quality of instruction	Overall quality of classes; the extent to which classes prepare students for careers in academic or applied settings.
3.	Balance between applied and academic emphases	A program with both applied and academic foci; faculty with applied experience to augment academic knowledge.
4.	Research interests of the faculty and the program	Faculty with varied research interests, and which students find relevant.
5.	Overall quality of research that takes place in the program	The number of faculty publications at this program compared with that at other programs.
6.	Research opportunities for students	Includes willingness of professors to include students in their research and actual student involvement.
7.	Opportunities for work in the local community	Includes quality and quantity of available internships and jobs; program's relationships with local organizations.
8.	Cost of living	Cost of living in the city in which the program is located.
9.	Placement services and employability of students after graduation.	Includes faculty aid with searching for internships and jobs; and/or a formal job placement service; network between current students and alumni.
10.	Average graduation rate/length of time required to complete degree—Master's Students only[2]	
11.	Average graduation rate/length of time required to complete degree—Doctoral students only	
12.	Connection with the I-O community	Active faculty and student involvement in professional organizations and conferences.
13.	Overall quality of students	Includes selectivity of the program in admitting students and number of student publications. The quality of students at this program compared with that at other programs.

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[2] Responses to items 10 and 11 were collected for research purposes but not used to rank programs.

14.	Availability of funding	Available funding through assistantships; monetary support for attending conferences. The availability of funding at this program compared with that at other programs.
15.	Location of the university	Qualities of the city in which the program is located such as weather, cost of living, availability of housing, entertainment opportunities, and so forth.
16.	Variety or breadth of course offerings	
17.	Class size	Size of classes that are conducive to learning.
18.	Culture of the program	Collaborative versus competitive atmosphere; relationships between students and professors; pervasiveness of politics.
19.	Faculty turnover	The rate of faculty turnover at this program compared with that at other programs.
20.	Availability of educational resources	Includes quality of departmental and university resources such as libraries, computers, software, journals, and so forth.

Figure 1. **Variables used to elicit ratings on graduate training programs**

The second phase of the study was conducted in the fall of 2002. Two surveys comprised of the 20 variables were constructed using ZipSurvey by corporatesurvey.com; links to both surveys were sent to all MA, MS, and PhD program directors listed on the SIOP Web page affiliated with North American psychology departments. One survey was for program directors and asked them to rate the importance of each variable for recommending a graduate program to potential graduate students. Directors were instructed to forward the link for a similar survey to their graduate students with instructions to complete the survey. The second survey contained identical items and scales but asked students to rate the importance of each variable for choosing graduate programs from the perspective of a current graduate student. Ratings were on a five-point Likert-type scale (1 = *Not at all important;* 5 = *Extremely important*). Students also indicated their year in school and whether they were in a terminal MA/MS program or a doctoral (PhD) program. Completed surveys were stored on the corporatesurvey.com server and downloaded to a spreadsheet file without any information that could identify respondents. All surveys were completed anonymously.

Importance ratings were obtained from 68 program directors (43 from an MA or MS program and 36 from a PhD program)[3], as well as from 313 grad-

[3] Numbers by degree total more than 68 as many respondents directed both an MA/MS and a PhD program.

uate students (142 self-identified as from MA/MS programs, and 164 from PhD programs). It is not possible to specify an exact response rate since it was not known exactly how many program directors received an e-mail to participate; neither was it known how many graduate students received forwarded e-mails. However, e-mails were originally sent to 160 program directors, suggesting that approximately 43% all directors contacted completed the survey.

Once the importance ratings were averaged by program, weights were computed for each item to use in the determination of the final rankings. The weight for each item was calculated using the following formula:

$$\text{Importance}_{\text{item n}} = \frac{\text{Mean importance rating}_{\text{item n}} - \text{Mean importance rating}_{\text{all items}}}{\text{Standard Deviation}_{\text{All items}}}$$

We had originally intended to use separate importance weights for faculty and student ratings. However, across the variables, there was a correlation of .89 between mean importance ratings by faculty and students. For ease of presentation, we used only one weighted index based on the student weights—these weights were used instead of the faculty weights because we were primarily interested in students' perceptions of factors influencing quality of life as a graduate student. It is significant to note that faculty and students place similar importance on each variable when evaluating graduate programs.

While not a primary goal of the study, examining the difference between the factors important to graduate students in MA/MS programs and those important to doctoral students was of interest to the researchers. For example, MA students might place greater value on faculty instructional support while PhD students place more emphasis on research opportunities. We calculated average ratings on each item for both MA/MS students and for PhD students, and then correlated the two vectors. The importance ratings for both groups of students were very similar ($r = .80$), indicating that variables affecting quality of graduate education were similar for both groups of students. We compared the mean differences between groups on all variables and found no significant differences.

The third phase of the study began in the fall of 2003. The 20 items in Figure 1 were used to construct the online survey. Potential respondents were told that the purpose of this study was "to collect perceptions of the quality of the graduate programs from the perspective of their customers—the graduate students." Respondents rated each of the 20 items using a five-point Likert-type scale with anchors tailored to the item. For example, Culture of the program was rated on a scale ranging from 1 = *very unfavorable culture* to 5 = *very favorable culture*. Students also indicated their year in program, gender, and race.

An updated list of program directors was obtained from the SIOP Web site and program advisors at all North American I-O graduate programs (listed on the site) were contacted and sent a link to the online survey. Reminders were sent to all program directors in November and were sent to specific programs that had not responded in December. Data were collected through the end of December 2003.

Ratings of programs in phase three were completed by students only. Responses were anonymous and submitted to the corporatesurvey.com server, then written as a spreadsheet file and sent to the researchers for analysis. Unlike the data from phase two, data in phase three included the degree program in which the respondents were enrolled.

Results

A total of 923 ratings were obtained from graduate students, both masters and doctoral. As noted above, it is impossible to determine a response rate since all that is known is how many program directors received requests to participate, not how many students received forwarded links. In this sample, 285 respondents were male, 592 were female (46 did not specify sex). Race and ethnicity were broken down as follows: 704 Caucasian, 36 Latino/Latina, 35 African American, 44 Asian American/Pacific Islander, 3 Native American, and 54 self-described as *other*. Table 1 shows mean ratings, standard deviations, and intercorrelations for each of the 18 items used to calculate the weighted index.

To create an overall rank, we first calculated the average rating on each item for each graduate program. If a school had both a PhD and a terminal MA program, we calculated separate averages for each. A program had to have at least five respondents to be included in the ranking. As readers examine the rankings in the following tables, there will be programs not listed in the tables. Their absence reflects one of three conditions: (a) the program director chose not to respond; (b) there were fewer than five respondents from the program; or (c) there were five or more respondents, but the program received a lower ranking than those schools shown in the table.

An overall weighted index for each program was computed by multiplying the average item rating (obtained in phase 3) by the average item weight (obtained in phase 2), and then summing over all products (recall that cost of living was not included in this index). The calculated values for the weighted index ranged from 4.93 to 7.83 for PhD programs and from 4.78 to 7.62 for MA/MS programs. The top 20 programs by rank are shown in Table 2 for PhD programs, and in Table 3 for MA/MS programs.

Table 1

Correlations and Descriptive Statistics for Rating Items

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Faculty support	1.00																	
Quality of instruction	.36	1.00																
Balance of emphasis	.33	.36	1.00															
Faculty research interests	.35	.37	.23	1.00														
Quality of research	.28	.36	.20	.46	1.00													
Research opportunities	.38	.33	.23	.43	.49	1.00												
Local work opportunities	.27	.31	.41	.28	.26	.29	1.00											
Cost of living	-.10	-.00	.04	.04	.07	-.10	.16	1.00										
Placement services	.34	.35	.37	.32	.34	.33	.58	.01	1.00									
Connection to I-O	.33	.34	.23	.34	.39	.41	.33	-.10	.42	1.00								
Quality of students	.27	.44	.26	.42	.55	.37	.31	-.00	.39	.43	1.00							
Availability of funding	.24	.22	.08	.28	.33	.32	.18	-.31	.31	.28	.43	1.00						
Location of university	.10	.19	.16	.17	.18	.10	.24	.21	.14	.15	.28	.38	1.00					
Variety of courses	.29	.44	.38	.44	.41	.31	.38	.05	.41	.38	.38	.42	.25	1.00				
Class size	.18	.20	.08	.11	.11	.23	.05	-.24	.08	.16	.16	.22	.33	.09	1.00			
Culture of program	.49	.35	.35	.33	.28	.38	.28	-.04	.32	.35	.10	.34	.26	.19	.36	1.00		
Faculty turnover	.19	.21	.15	.21	.17	.14	.09	-.07	.11	.10	.17	.18	.09	.24	.11	.22	1.00	
Educational resources	.19	.24	.12	.31	.31	.23	.25	.00	.30	.23	.35	.38	.23	.19	.25	.34	.19	1.00
Mean	4.50	4.47	4.13	4.29	3.81	4.16	3.54	3.07	3.57	4.15	3.96	3.26	4.10	3.72	4.58	4.29	3.85	3.92
Std.	.82	.73	1.09	.90	1.02	1.07	1.31	1.34	1.16	.98	.89	1.29	.95	.99	.76	.97	1.08	1.07

Note. Correlations greater than .07 are significant at the .05 level, correlations greater than .09 are significant at the .01 level.

Table 2

Top 20 PhD Programs by Overall Weighted Index of Student Ratings

Rank	Program	N	Weighted index	Z-score	Converted index
1.	George Washington University	7	7.83	1.52	96.2
2.	University of Guelph	6	7.83	1.51	96.2
3.	Florida Institute of Technology	8	7.74	1.42	94.9
4.	Colorado State University	18	7.73	1.41	94.7
5.	Georgia Institute of Technology	7	7.67	1.35	93.9
6.	Illinois Institute of Technology	25	7.55	1.23	92.2
7.	Teachers College of Columbia U.	22	7.55	1.23	92.2
8.	University of North Texas	7	7.39	1.07	89.9
9.	University of Maryland	17	7.39	1.06	89.9
10.	George Mason University	17	7.15	.81	86.4
11.	Rice University	5	7.13	.80	86.2
12.	University of Houston	9	7.09	.75	85.5
13.	Baruch College–CUNY	25	6.86	.51	82.2
14.	University of Illinois–Chicago	7	6.76	.42	80.8
15.	University of Memphis	12	6.71	.36	80.1
16.	University of Tulsa	12	6.69	.34	79.8
17.	Bowling Green State University	6	6.56	.21	78.0
18.	Carlos Albizu University–San Juan	13	6.40	.05	75.7
19.	University of Nebraska–Omaha	5	6.39	.04	75.5
20.	University of Georgia	14	6.38	.02	75.4

Because the weighted index is not an intuitively meaningful metric, Tables 2 and 3 provide two other indices. First, we calculated a *z*-score for each program's ranking (compared to all other rankings within that program type). Thus, a PhD program with a *z*-score of 0 received an average overall index score, while programs with positive *z*-scores received above-average overall scores. Finally, we converted the *z*-scores to a familiar 100-point scale, centered on an average score of 75 for PhD programs and 70 for MA/MS programs. To do so, we multiplied the *z*-score by 14 (for PhD programs) or 13.5 (for MA/MS programs) and added the product to 75 or 70.[4] The converted scores are also shown in Tables 2 and 3 and are offered as an intuitive reference for readers who may be less familiar with properties of *z*-scores.

[4] 14 and 13.5 were arbitrarily chosen values. We chose them because they "work," that is, they produced a desired distribution with many scores clustered in the 70s and low 80s, fewer scores in the 90s, and no scores over 100. We had hoped to use the same conversion that was used for both program types, but the greater variance in the MA/MS programs necessitated a smaller multiplier.

Table 3

Top 20 MA/MS Programs by Overall Weighted Index of Student Ratings

Rank	Program	N	Weighted index	Z-score	Converted index
1.	Minnesota State University	27	7.62	2.16	99.20
2.	University of Tulsa	10	7.62	2.16	99.12
3.	Carlos Albizu University	8	7.20	1.52	90.47
4.	George Mason University	8	6.79	.88	81.94
5.	Elmhurst College	9	6.68	.72	79.77
6.	University of Nebraska–Omaha	7	6.57	.56	77.54
7.	Xavier University	8	6.55	.53	77.45
8.	East Carolina University	7	6.51	.46	76.19
9.	Teachers College of Columbia U.	67	6.45	.43	75.78
10.	Florida Institute of Technology	20	6.40	.37	74.96
11.	U. of Tennessee at Chattanooga	14	6.33	.30	74.02
12.	Middle Tennessee State University	12	6.30	.19	72.53
13.	Radford University	15	6.27	.14	71.83
14.	Chicago School of Prof. Psychology	22	6.24	.10	71.30
15.	San Francisco State University	15	6.15	.05	70.65
16.	Indiana University–Purdue U.	10	6.14	-.08	68.87
17.	St. Cloud State University	6	6.14	-.10	68.65
18.	Georgia State University	5	6.07	-.11	68.57
19.	Valdosta State University	9	6.06	-.21	67.19
20.	University of Central Florida	8	5.95	-.22	67.00

We also wanted to provide distinct rankings for specific factors influencing overall perceptions of quality of life. To determine these factors, we tried factor analyzing the program ratings by students. Both principal components and common factor analysis methods were used, but we were unable to identify a clean underlying factor structure. We then factor analyzed the mean item ratings for each of the 69 programs for which we had five or more respondents. Even though the cases-to-variables ratio is low, each individual "score"—an item mean—is more reliable than simple ratings in the full data set. We used principal axis factoring and an oblique rotation to find a clean three-factor solution accounting for 61% of the common variance. Factor one was labeled Program Resources and indicated by the following items: quality of students, research quality by faculty, availability of funding, research opportunities for students, availability of educational resources, research interests of the faculty, and placement services and employability of students. Factor two was labeled Program Culture and indicated by the following items: balance between applied and academic emphases, culture of the program, faculty support and

accessibility, variety and breadth of course offerings, and quality of instruction. Factor three was labeled Program Costs and indicated by the following items: availability of funding, cost of living, location of the university, and class size.

Using unit weights for the variables with the highest factor loadings, a score was calculated on each factor for each program. Rankings of the top 20 MA/MS and PhD programs on each factor are shown in Tables 4 through 6. Note that doctoral programs appearing in the top 20 on Program Resources (Table 4) are primarily those that traditionally score highly in rankings based on program reputation or faculty productivity, lending validity to our rankings. One discrepancy in the various rankings should be noted. There were several variables that were used to calculate an overall ranking but not used to calculate any of the three specific factors. On several of these variables (e.g., opportunities for work in the local community), there were programs that received very low scores and consequently scored low on the overall weighted index. One example of such a program is the University of Illinois at Urbana-Champaign, which finished in the top 10 on all three factors, but not in the overall top 20.

Table 4

Rankings of PhD and MA/MS Programs on Program Resources

Rank	PhD Program	Rank	MA/MS Program
1.	U. of Illinois at Urbana-Champaign	1.	East Carolina University
2.	Bowling Green State Univ	2.	George Mason University
3.	University of Oklahoma	3.	Appalachian State University
4.	Rice University	4.	Xavier University
5.	University of Maryland	5.	Minnesota State University
6.	University of Minnesota	6.	Indiana University–Purdue U.
7.	Pennsylvania State Univ	7.	Middle Tennessee State Univ
8.	University of South Florida	8.	University of Tulsa
9.	University of Akron	9.	Radford University
10.	George Mason University	10.	Southwest Missouri State Univ
11.	George Washington Univ	11.	Valdosta State University
12.	U. of Illinois at Chicago	12.	San Diego State University
13.	Colorado State University	13.	Teachers College of Columbia U.
14.	University of Memphis	14.	St. Cloud State University
15.	University of Georgia	15.	Western Kentucky University
16.	Portland State University	16.	San Francisco State University
17.	Georgia Inst of Technology	17.	Emporia State University
18.	Wayne State University	18.	University of Wisconsin–Stout
19.	University of Calgary	19.	Elmhurst College
20.	Clemson University	20.	University of Nebraska–Omaha

Table 5

Rankings of PhD and MA/MS Programs on Program Culture

Rank	PhD Program	Rank	MA/MS Program
1.	Florida Institute of Technology	1.	East Carolina University
2.	Rice University	2.	Appalachian State University
3.	University of Maryland	3.	Valdosta State University
4.	Bowling Green State University	4.	Xavier University
5.	University of Oklahoma	5.	Middle Tennessee State U.
6.	Teachers College of Columbia U.	6.	Emporia State University
7.	George Washington University	7.	Minnesota State University
8.	Clemson University	8.	University of Tulsa
9.	University of Illinois at Chicago	9.	Indiana University–Purdue U.
10.	U. of Illinois at Urbana-Champaign	10.	Carlos Albizu University
11.	Illinois Institute of Technology	11.	George Mason University
12.	University of Nebraska–Omaha	12.	Radford University
13.	University of Memphis	13.	Georgia State University
14.	George Mason University	14.	University of Northern Iowa
15.	Portland State University	15.	St. Cloud State University
16.	University of South Florida	16.	Teachers College of Columbia U.
17.	Wayne State University	17.	San Diego State University
18.	University of Tulsa	18.	University of Wisconsin–Stout
19.	University of Minnesota	19.	Elmhurst College
20.	University of Guelph	20.	Western Kentucky University

Discussion

The objectives for our research were as follows: (a) to develop a ranking system of graduate programs in I-O psychology based on a broader set of criteria than has traditionally been considered; (b) to apply the same system to rank terminal master's and PhD programs; and (c) to determine whether criteria used to evaluate quality of life and quality of training differed between students in terminal master's versus PhD programs.

We wish to thank those program directors, and in particular those graduate students, who participated in every phase of the study. While we would have liked to have received ratings from more graduate programs, we believe that the data reported in this study represent a valid, alternative way of evaluating the quality of graduate programs and provide a useful impetus for additional discussions about factors influencing the perceptions of quality of graduate training.

Table 6

Rankings of PhD and MA/MS Programs on Program Costs

Rank	PhD Program	Rank	MA/MS Program
1.	University of Oklahoma	1.	Indiana University–Purdue U.
2.	Bowling Green State University	2.	Southwestern Missouri State U.
3.	Rice University	3.	Radford University
4.	U. of Illinois at Urbana Champaign	4.	Valdosta State University
5.	Clemson University	5.	Middle Tennessee State U.
6.	U. of Tennessee, Knoxville	6.	Western Kentucky State U.
7.	University of South Florida	7.	Appalachian State University
8.	Virginia Tech University	8.	Emporia State University
9.	University of Calgary	9.	St. Cloud State University
10.	University of Georgia	10.	Xavier University
11.	University of Akron	11.	Minnesota State University
12.	U. of Missouri–St. Louis	12.	San Diego State University
13.	University of Maryland	13.	University of Tulsa
14.	Pennsylvania State University	14.	East Carolina University
15.	University of Houston	15.	University of Central Florida
16.	Colorado State University	16.	University of Wisconsin–Stout
17.	University of Minnesota	17.	U. of Nebraska at Omaha
18.	U. of Nebraska at Omaha	18.	University of Northern Iowa
19.	University of Illinois at Chicago	19.	Georgia State University
20.	University of Memphis	20.	U. of Tennessee at Chattanooga

Regarding the third objective, we were surprised to see that the criteria used to evaluate program quality did not differ between MA/MS and PhD students. This was determined by comparing mean importance ratings from both groups in the second phase of the study. Both groups place similar emphasis on research opportunities, instructional quality, availability of funding, and so forth. As terminal MA/MS programs look to add faculty and develop their programs, they should strive to improve in the same areas that doctoral programs do.

With regard to the first two objectives, the rankings reported in Tables 2 through 6 provide alternative ways of ranking graduate programs in both degree options. We elected to publish only schools at the top of the rankings, rather than publish all rated programs. Our goal was to draw attention to programs that are doing well in the eyes of their students, not those that have issues to be addressed. Also recall that there are several reasons why a program may not appear in the top 20: fewer than five respondents, the choice to

not participate in the study, or a ranking below 20. We believe that the factor rankings provide as much or more value for comparing programs than do the overall rankings. Different prospective graduate students will value different attributes in a graduate program, and the factor tables provide considerable information about the strengths of certain programs on those attributes.

There are several possible uses for the data we collected and presented. Schools ranking high on either the overall index or on specific factors may choose to use the information to publicize strengths of their programs. As noted above, many of the program directors who participated requested specific feedback for their programs. These data may be used in several ways, such as targeting areas for improvement or as leverage when seeking out more resources from school administrators. For example, the doctoral program at the University of Tulsa scored high on a number of variables, but scored below average on three: opportunities for work in the local community, availability of funding, and faculty turnover. The low score on faculty turnover reflects the fact that in the past 2 years we have lost two junior faculty to higher paying jobs in business schools. The impact of this variable and the funding variable on our overall ranking can be used to build a case to the administration for better pay for junior faculty and more internally funded R.A. or T.A. positions. In addition, using principles of survey feedback, the University of Tulsa psychology faculty plan to present all the results back to the students as a whole, elicit critical incidents regarding problems associated with work opportunities, turnover, and so forth, and create an action plan to develop a more positive environment for graduate students.

We anticipate that there may be some controversy regarding the rankings we present. There may be other controversies regarding our methods for choosing or weighting variables, even for the idea of evaluating program quality by the use of student ratings. We welcome feedback and commentary as we believe any discussion on how to rank the quality of graduate training will, in the end, lead to better experiences for our students.

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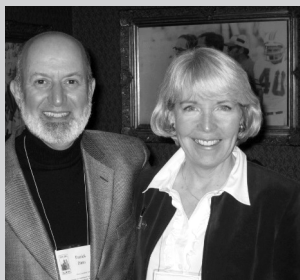
Above: Presenters at a SIOP Session

Rhonda Gutenberg and Jack Wiley
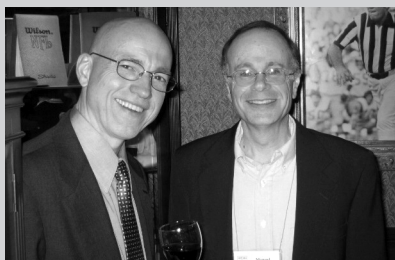
Bill Schiemann and Manuel London

Above: Frank Landy
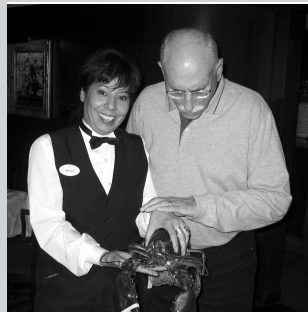
Patrick Pinto and Susan Wright

Bill Macey, Ron Johnson, Nancy Tippins, Shelly Zedeck, & Joel Moses

Joe Colihan presents on Pulse Surveys

Simcha Ronen examines his lobster at Shula's

Friends celebrate together at dinner

Participants of Hamburger U Tour enjoy their lunch

Paul Sackett & Mike Campion

Above: Hamburger U Tour

Below: Jan Cleveland & Kevin Murphy take a break from SIOp sessions

Mike Beer, Lise Saari, and Gary Latham

See You Next Year in L.A.!

SIOP 2004 Plenary Session

President Fritz Drasgow hands out awards to Pamela Perrewé (left) and Paul Muchinsky (right).

Mike Burke's Presidential Address

Happy Birthday, Jeff McHenry!

Meeting With Friends: Leaetta Hough and Handan Kepir Sinangil

Congratulations to Paul Hanges!

Awards chair Dan Turban

Paul and Irv: The Foundation's Dynamic Duo
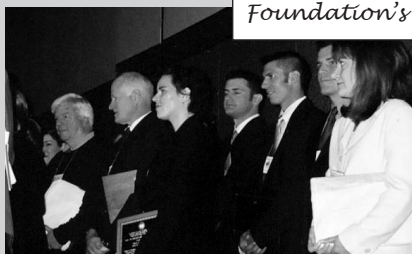
Great job, award winners!

Observations From Chicago: Feedback to Speakers at the 2004 SIOP Conference

Joseph F. King
Walgreens

"That's awful!"; "What was she trying to do?"; and "That was the worst performance I've ever heard!"

You might think these are quotes from Simon Cowell from *American Idol.* Actually this is what I was saying to myself after too many of the presentations at the recent SIOP conference in Chicago. I must confess that I haven't been to the annual SIOP conference in about 10 years. So maybe there was a shock factor when I compared what I experienced with what I've come to expect from presentations in a business setting. I am not an overly critical person. What follows is some friendly advice on giving presentations.

Tip #1: Fully Understand your overall context and setting. Set your goal accordingly. When I was reading through the thick red program book trying to decide which presentations to attend, many titles caught my attention. I read through the brief descriptions. I could always find something interesting. Oftentimes, however, what I actually got and what I read were quite different. Sometimes for the better, but too often for the worse!

Symposia coordinators establish the theme, and they are fully aware of the planned time slots. You as the speaker should know exactly what the parameters are. So establish in your mind exactly what you are trying to do in the 12 minutes. Tell the audience that up front. Some successful presentations gave a history of the issue—that was good for the laymen in the audience. Some presentations gave in-depth statistical results—that was desirable for some. The point is, state what your goal is so that the audience members can manage their own expectations.

Tip #2: Prepare your talk, then cut the material by 10%. One of the most annoying aspects of presentations at Chicago was that speakers had prepared way too much information. I would cringe when the speaker brought up a box of transparencies. There was no way that they were going to get through 15–20 slides. Once the speaker realizes that they won't get through it all, you sensed that he/she got confused and tried to jump ahead. Or worse yet, the speaker would begin talking real fast and zipping through slides so quickly that there was no way the audience could read them. I got lost too many times.

We've all done this. The unconscious fear is that we will not have enough to say.   We're afraid that someone will ask about a nuance of past research and we want to show the audience that we've done our homework. Also, some topics are just too complicated to address in 10–12 minutes unless the audience is very well-versed in the issue and very focused. Think back to

your goal (Tip #1). If you've set the realistic expectations in your own head, and if you've communicated that goal to the audience, then you can control the amount of information to bring. In the end, you'll have a much more relaxed and successful presentation. It's acceptable to finish early if you've accomplished your goal.

Tip #3: If this is your first conference presentation, read from a script. If this is your second conference presentation, start with a joke. If this is your third presentation, let the slides guide you and the audience—just talk to me! I admit this tip is controversial, and like so much advice, "it depends." From my experience in academic settings or in business settings, this is an important decision that a speaker must make.

If you have not had much experience with public speaking, I'd suggest that you write out a narrative and go into the conference knowing that you're going to read your script. You can structure it just like you want it; you can practice it by yourself or with a friendly audience at a rehearsal, and you can time it.   Even with the script, if your nerves are getting the best of you, take a deep breath and go slow.

For those who are a little more comfortable up in front of a public audience, it is always helpful to let a little of the "person" show through. It helps you as a speaker to emotionally connect with the audience (even with these dry academic topics). A brief informal comment or "joke" upfront is a good way to do that.

If you're experienced, it's my belief that simple and well-structured slides will serve as your "script," and you can just talk through the topic with the audience. This way you can make eye contact; you can read the audience reactions or respond to quizzical looks or questions.

Tip #4: Project—speak one "notch" louder than you think you need to. Every presenter in any setting you can imagine has to think about this issue. Is there a microphone? Are people too far away? Is there background noise or hallway traffic outside the room?   It's quite frustrating for the audience when they cannot hear the speaker. So, play it safe. Err on the side of speaking too loudly—if you bring it up one notch louder than you think you need, you'll be just fine.

Tip #5: Physically engage the audience in some way. At a SIOP conference with an audience of 40–60 people, the speaker is challenged because you have a real mix. You might have a layman, like me, who has not kept up with the literature sitting right next to a recognized expert in the specialty.   Also, you are probably facing a group that has heard 3–4 hours of speeches already.

I always feel more involved in a presentation (and less likely to get up and walk out early) if the speaker asks me to do something. Maybe the speaker asks for a "show of hands" indicating who is familiar with this line of research…or who works in academia…who works in an applied setting, and so forth. Maybe the speaker asks the audience to read a test question and jot

down the answer on a piece of scratch paper. These speaking techniques serve to engage the audience members in the topic at hand. Experiential learning really works!

Public speaking is often associated with our greatest fears. We know that it takes practice. No matter what the setting, in business or in academia, giving brief structured presentations is a crucial skill that builds one's professional credibility and communicates the value of what we do as I-O psychology professionals. We should all continually strive to improve our presentation skills.

Overall, despite my comments above, I was quite pleased with what I learned at the SIOP conference. I was really glad that I attended. I work in a business setting, not in academia. I am not as well-read in the research literature as I should be. This 3-day experience left me with a lot of new ideas and tactics for how I can apply my technical knowledge to the work setting.

Neil Hauenstein
Virginia Polytechnic Institute and State University

As chair of the Awards Subcommittee for the inaugural SIOP Distinguished Teaching Contributions Award, I had the privilege to review the teaching portfolios of many gifted academicians. Speaking for myself, identifying the outstanding teacher was perhaps the most difficult professional decision process I have ever undertaken. Part of the difficulty was that we were comparing academicians who taught at 4-year institutions, master's-level training programs, and doctoral training programs—talk about criterion issues! Even with the criterion challenge, our difficulties were increased manyfold by the fact that SIOP has the good fortune of having so many gifted teachers. That being said, one name—**Paul Muchinsky**—surfaced on everybody's short list for the inaugural teaching award.

In a moment of inspiration, it struck me that the winner of the teaching award should be invited to contribute to this column; after all, our goal is to facilitate discussion of issues on education and training. What better way to achieve this goal than by having our best teachers provide insights about their careers? My hope is that I've started a tradition and that every year in the *TIP* that follows the SIOP conference there is an **Education and Training** column written by the winner of the teaching award.

Finally, I'd be remiss if I did not thank the fellow members of the Teaching Award Subcommittee. **Robert Brill**, **Peter Bachiochi**, **Eric Heggestad**, **Morrie Mullins**, **Dawn Riddle**, **Deidra Schleicher**, and **Rosemary Hays-Thomas** all gave up many hours of their summer for this worthy cause.

Thoughts on Being the Inaugural Recipient of the SIOP Distinguished Teaching Contributions Award

Paul M. Muchinsky

As a result of being the inaugural recipient of SIOP's Distinguished Teaching Contributions Award, Neil Hauenstein asked me to write a personal account about my career as a teacher of I-O psychology. I was flattered to be asked, as unaccustomed as I am to seeing my thoughts in print in *TIP*.

I can't say that being a teacher at any level of education was a childhood ambition. My ancestors on my father's side of my family were teachers in Russia, so if the genome project identifies a "teaching gene," perhaps I have it. I recall no teachers from grades K–12 that were role models or heroes to me. In 1965 I enrolled at Gettysburg College

as a chemistry major. My cumulative grade point at the end of my freshman year was 3.3—I had a 1.9 in the fall semester and a 1.4 in the spring. I quickly realized the world of aldehydes and ketones was not for me. I took an introductory psychology class taught by an I-O psychologist who received his PhD from Purdue. His name was Sam Mudd. I was at a point in my life where I was highly susceptible to positive influence, and Sam provided it. I learned about the existence of "industrial psychology" (the "O" had yet to manifest itself formally) and concluded it was a good fit with my interests. It didn't involve working with rats, pigeons, children, or emotionally unstable people. It was about psychology applied to work, which I selected to become the title of my textbook. I was told job prospects were poor with just a bachelor's degree in psychology, so I readily bought into the notion I had to go to graduate school. I wanted to go to Purdue for my PhD, just as my role model had. However, after my abysmal start in chemistry, my overall academic credentials were not good enough to gain admission there. I went to Kansas State for my master's, where I met more people who would have a positive influence on my career. I then applied to Purdue and was accepted into their doctoral program. I didn't know it at the time, but a lengthy list of individuals who made significant contributions to our field came out of Purdue. I am very proud to be part of that tradition. If you believe in kismet or fate (as I have come to believe), at the time I was at Purdue the doctoral dissertations were filed alphabetically in the library of the Department of Psychology. My dissertation wound up being filed back-to-back with that of my role model, Sam Mudd.

My maternal grandmother was still living when I went off to graduate school. My grandmother had a very difficult childhood, had little education, never got farther west than Pennsylvania in her life, and was "geographically challenged." When I told her I was heading to Kansas for my master's degree, she asked for the general location of the state. I said, "The Midwest." Then I went to the state of Indiana for my PhD degree. My grandmother again asked for the general location of that state. I again said, "The Midwest." She then said, "So it's by Kansas?" I said, "No, let's say Indiana is in the Mideast." [People in Indiana describe their state as being in the Mideast, but to native-born New Englanders as are my family, everything between Ohio and Colorado is the "Midwest."] My grandmother was content with my "Mideast" answer, but soon she fractured it to become the "Middle-east." My grandmother's elderly friends asked her if she had heard from me lately. She told them, "Yes, Paul is going to graduate school in the Middle-east. It's some place that starts with the letter 'I'." They replied, "Do you mean like Israel, Iran, Iraq?" My grandmother replied, "I'm not sure, but it's something like that." Between trips to the Kasbah, I learned the mysteries of Herzberg's two-factor theory and suppressor variables.

While at Purdue I was heavily involved in being a student, and I don't recall ruminating about what I would do when I graduated. I liked school,

learning, and the academic environment, so becoming a professor was just a natural extension of what I had done all my life. I thought I was simply trading one side of the rostrum for the other. I wish I could tell you I had an epiphany that led me to become a professor, but I didn't. It was more of a gentle flow than a big bang. I was 25 when I received my PhD.

Right after graduation in 1973 I joined the faculty of Iowa State University. I felt totally overwhelmed at the thought of standing before a class. Suddenly I was expected to have answers to all sorts of questions, or at least that was the expectation I had of myself. My very first class happened to be consumer psychology, a popular class that had an enrollment of about 250 students. I remember descending the steps of a tiered classroom, getting to the rostrum, and seeing this sea of humanity looking back at me. I was so petrified I grabbed the sides of the rostrum for dear life. I didn't dare leave the security of my station to write on the blackboard, for fear the students would see my pant legs wiggling caused by my shaking knees. I was the only I-O psychologist in the department. I was able to get a few articles accepted for publication in my first year. The senior faculty in the department were responsible for conducting the end-of-the-year annual performance review. Since I was the only I-O on the faculty, I feared my initial antipathy about rats and pigeons in psychology would seek vengeance upon me. When it was time for my first performance-review meeting, my department chair (who was an experimental psychologist) looked up at me and said, "We don't know what you're doing, but we know you are doing a lot of it." I didn't know what to say in response, and 30+ years later I still can't come up with a clever line I might have said. I was tenured at 28 and was promoted to the rank of professor at 31. Times were different back them, and "time in rank" was not a salient issue in academia as it is today.

I remained at Iowa State for 20 years. I had 25 PhD advisees during that time period, about 190 MS students, and an untold number of undergraduate students. Working mostly with doctoral students was a heady experience. I had the privilege of working with the brightest and the best, people who were very committed to the educational process. Most of my doctoral students have remained in the field over the years, but some have moved on to other pursuits. I don't feel I "helped make them what they are" as much as I "didn't get in their way." They were all bright and ambitious, and if they hadn't become I-O psychologists, they would have been successful in something else. As the years have gone by I have come to have greater appreciation for what role my doctoral students played in my life, as well as vice versa.

In 1993 I joined the faculty of the University of North Carolina at Greensboro. I was lucky enough to be the recipient of a lifetime endowed chair. My official title is "The Joseph M. Bryan Distinguished Professor of Business." We don't have a PhD program here, and our only graduate degree is the MBA. I teach exclusively at the undergraduate level. Many of my students

are the first in their family to graduate from college. My faculty role has shifted greatly from supervising cutting-edge doctoral research to inspiring 20-year olds. I try to convince them they can make something special of their lives, and I try to be an agent or catalyst to facilitate that outcome. I derive as much gratification today from teaching undergraduate students as I did 3 decades ago in working with doctoral students. They are just opposite ends of the same spectrum, and I have had the pleasure to experience both in my career. I've also learned that teaching permits the violation of one of the fundamental laws of physics. Every year I get a year older, but every year my students are the same age. I'm not quite sure how that works, but I do enjoy having the chance to work with young adults at a point in their lives where they are susceptible to the same positive influence I was almost 40 years ago.

The recipient of SIOP's Distinguished Teaching Contributions Award gets to give a talk at the following year's conference. I am honored to have the chance to do so in Los Angeles in 2005, and I am greatly looking forward to the occasion. I think it is wonderful that SIOP decided to recognize the importance of teaching in our profession. I think teachers can influence the lives of students in many ways. Sometimes at the SIOP conference a person, upon seeing my name badge, will approach me and say, "Dr. Muchinsky, we have never met, but after reading your textbook as an undergraduate student, I decided to become an I-O psychologist." I'm sure all occupations have their own sources of gratification, but hearing such statements makes me feel about 10 feet tall. It is an honor to be a teacher of I-O psychology.

SIOP Seeks Missing Information

The 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

Thank you for your help!

I-O Psychology:
An International Perspective

Lynn A. McFarland
George Mason University

We all know the world is becoming more interconnected, yet most Americans still seem to lack a general understanding of international developments. Speaking for myself, I recently realized how little I knew about I-O psychology in other countries. This point was made salient when I tried calling one of the interviewees for this article from my office. I learned my university prohibits faculty phone lines from making international calls. By the time I got home to call **Neil Anderson**, I was frantic because I was over a half-hour late. I later asked colleagues at other universities if the same was true for them. Several indicated they also cannot call internationally from the office. This says a lot about how U.S. academic institutions value international collaborations.

To learn more about being an I-O psychologist outside the U.S., I spoke with some folks who could answer my questions: Were I-O psychologists in other countries dealing with similar practical issues? Were research paradigms the same? What professional issues must I-O psychologists in other countries consider? To shed light on these issues, I contacted five individuals who are international members of SIOP: Neil Anderson (University of Amsterdam), **Helen Baron** (independent consultant), **Beryl Hesketh** (University of Sydney), **Filip Lievens** (Ghent University), and **Jesus Salgado** (Universidad de Santiago de Compostela in Spain). Some of these individuals were also able to comment on what being an I-O psychologist is like in multiple countries. For instance, Neil is currently an expatriate because he is a native of the U.K. Helen went to graduate school in Israel and worked for SHL (a consulting firm operating globally) for several years and therefore has a broad perspective on I-O across cultures. Those interviewed indicated several similarities and differences between being an I-O psychologist in the U.S. versus other countries.

Practice

The issues facing I-O practitioners vary tremendously from country to country. For instance, while employer litigation is prevalent in the U.S. and Australia, some countries are not overly burdened by these issues. Even in

countries where selection practice is legally driven, the "minority" groups vary. For instance, in Northern Ireland I-O psychologists deal with the issue of fairness to religious groups. Selection practices must ensure fairness to all religious affiliations to avoid litigation. The minority groups in other countries also differ from those in the U.S. For instance in the U.K. "Black" is more likely to refer to someone of Afro-Caribbean origin and "Asian" to someone of Indian, Pakistani, or Bangladeshi extraction. Issues of privacy seem to be a major issue in Australia and Europe and unions are strong in many areas on both continents.

Further, Filip notes that in Europe diversity is becoming more important. Therefore, both researchers and practitioners are dealing with issues involved with a truly international workforce.

Beyond the specific issues practitioners in other countries address, there is also the issue of where they are employed. While the U.S. government employs a substantial number of I-O psychologists, this is not the case in most of Europe. For instance, it was noted that in the U.K., very few I-O psychologists are employed by any level of the government.

Research

In terms of research, there seems to be greater diversity in research prospective in Europe compared to the U.S. For instance, Filip noted that some countries (like Belgium) are similar to the U.S. in that they adhere to the positivistic and empirical research paradigm. This is not the case in other countries, which favor more process-oriented and qualitative research. Further, Neil suggests that theoretical work, particularly with respect to dissertations, is more favored in Europe.

In terms of the journals researchers publish in, there is great overlap across countries. All of those I spoke with indicated the *Journal of Applied Psychology* and *Personnel Psychology* are considered top-tier publications. Thus, American journals are certainly held in high regard. However, several journals that are published in other countries are also considered top-tier, such as the *Journal of Occupational and Organizational Psychology*, *European Journal of Work and Organizational Psychology*, and the *International Journal of Selection and Assessment*. Further, in some countries the most prestigious journals are in the native (nonEnglish) language.

Since all of those interviewed indicated I-O psychologists in most countries value American journals, I asked if there were any particular difficulties in publishing in those journals. It seems American reviewers often question international samples and measures. Neil noted that oftentimes reviewers are unwilling to recognize similarities across cultures. Reviewers will question whether European samples are as "advanced" as American samples and are therefore inclined to believe the results will not generalize. The measures used may also be questioned. Helen noted many personality measures

(which are common and well developed in Europe) are questioned by American reviewers. It can be tough to convince reviewers that a measure they have never heard of may actually be construct valid and worthy of study. Further, if researchers are addressing a practical issue of importance to their country, but the problem studied is not directly relevant for Americans, reviewers may not think the study makes a contribution. This lack of understanding and open-mindedness can make it difficult for those in other countries to publish in American journals.

Professional Issues

Besides the content of the work I-Os do in other countries, I wanted to learn more about the general professional issues they face. Most of those I spoke with indicated one of the key issues is the lack of other I-O psychologists in their countries. It is not always possible to find collaborators in one's own country, although this can have its benefits. As Beryl points out, working with people in other countries provides an opportunity to help cross-fertilize ideas because there is a slight tendency for approaches to become embedded within particular parts of the globe. There are many good ideas in the European context that tend to be missed in the U.S. and vice versa. Thus, Australians can pick the best of both and add value.

What about the doctoral programs in other countries? The number of doctoral students in European universities tends to be much smaller than in the U.S. (e.g., five or six total students in a program is not unusual). There are also fewer opportunities for formal instruction. As Filip notes, many students must learn some material on their own. It is interesting that most of those who seek I-O degrees in Europe obtain academic positions. For instance, Neil noted that about 80% of those who obtain doctorates in the U.K. go on to take academic positions. Post-docs are also much more common in Europe than in the U.S. This allows one to focus exclusively on research early in one's career.

For those with academic appointments, the tenure process can vary tremendously. For example, it appears the U.S., U.K., Netherlands, and Belgium are similar in that all examine research, teaching, and service to determine tenure. In these countries there is considerable emphasis on the SSCI rankings when determining tenure eligibility. However, Jesus indicated the tenure process in Spain and France is very different from these other countries. In addition, while it's common for those in psychology departments in the U.S. and U.K. to seek jobs in management, this is rare in other countries. For instance, in the Netherlands the pay structure is the same regardless of which department one teaches in. Thus, there is little incentive to leave a psychology appointment for an appointment in another area. Further, Jesus noted there is very little job mobility because much of Europe suffers from

high unemployment. This makes jobs very valuable and changes are seen as highly risky.

Finally, in some countries, I-O psychologists are not valued. Helen noted that psychology in general does not have the status in the U.K. that it has in the U.S. Therefore, it can be difficult to convince others that what you do adds value.

SIOP and the International Community

Most of those interviewed indicated SIOP is not their primary "home." However, all of them indicated they enjoy attending the SIOP conference, especially those from countries with a small critical mass of I-O psychologists, because it gives them the opportunity to share their ideas and research with other people.

While being a SIOP member has benefits, there are some difficulties being an international member of SIOP. First, there is no natural "in" for I-O psychologists who attend the SIOP conference from other countries. While Americans generally have faculty mentors to introduce them to SIOP, international members are frequently left on their own and many do not know anyone at the conference. This makes it much more difficult to become a part of the organization. Second, SIOP members frequently have very little knowledge of what goes on in other countries. Therefore, international members are constantly having to explain what they are working on and why.

Over the years SIOP has improved its relationship with the international community, and those I spoke with indicated they feel quite welcome at SIOP. However, SIOP can do more to broaden its international community and influence. SIOP is in a unique position because it is so well-established it can lead the world in I-O psychology. Helen adds that although American I-O psychology is rich with ideas it is important to understand what others are doing. The best work happens with this kind of collaboration. For instance, such collaboration may do more to alleviate the scientist/practitioner divide that seems all too common in most countries.

So how might SIOP take a leading role internationally and ensure international members continue to feel welcome? First, as Jesus points out, SIOP should seek to increase its visibility elsewhere. This can be done if SIOP members participate in conferences in other countries. SIOP may even consider advertising at these international conferences to make members of other societies aware of what SIOP is about. Further, it was noted that until recently the SIOP Web site was not easily accessed through the APA's Division 14 Web site. This made it difficult for people in other countries to learn about SIOP.

Second, more international members could be made SIOP Fellows. There are arguably many individuals who contribute to SIOP and the field that are from other countries, yet their efforts are less likely to be recognized and granted Fellow status than American members. Increasing the number of international member Fellows would be a gesture of SIOP's inclusion of inter-

national members. Further, perhaps there should be specific awards given to SIOP international members who have contributed a great deal to SIOP and particularly added to I-O's visibility and/or made international contributions.

Third, it was suggested the International Committee be resurrected. Not only would this demonstrate SIOP is committed to international issues, but it would also be a vehicle for SIOP members to determine how to best communicate globally.

Finally, Beryl suggested international students attending the conference should have some kind of a mentor to ensure they have an "in" at SIOP. One could further suggest a SIOP mentor be given to all International Affiliates of SIOP. This would not only benefit International Affiliates but also give our SIOP members the opportunity to learn more about I-O in other countries.

Although those interviewed provided suggestions for improving the relationship between SIOP and the international community, it's important to stress that all of those I spoke with thought relations were good. In fact, Neil notes that SIOP leads all other associations of its kind in terms of its professionalism and reach.

Conclusions

Clearly I-O psychology practice and research vary by country, but there seem to be more similarities than differences. As noted by those interviewed, the differences that exist across countries can make international collaborations that much more exciting and meaningful.

Increasing Diversity at SIOP: The Future Is Now

Miguel A. Quiñones
University of Arizona

Chair of CEMA

SIOP's Committee on Ethnic Minority Affairs (CEMA) has recently been upgraded from ad hoc status to a standing committee, reflecting SIOP's commitment to increasing the diversity of our membership. Those of us that have been attending the SIOP conference for a number of years have noticed the significant increases in the number of ethnic minorities. Although it is difficult to obtain hard numbers, my subjective impression is that the greatest increases have occurred at the student level. And therein lies our challenge. The future members and leaders of SIOP are poised and ready to participate, and we must do everything we can to ensure that our society is welcoming to members from all ethnic backgrounds and that these students choose to become full members when they graduate from their respective programs. The future that we were hoping for when SIOP decided to create CEMA is becoming a reality. It is my goal as CEMA chair to ensure that we follow through on our commitment to diversity. There is still much work to be done, but we owe a lot to my predecessors at CEMA and to all of the volunteers that have worked on this issue either through CEMA or other committees.

The goal of CEMA is to increase the representation of ethnic minorities at SIOP, to serve as a communication medium for members of underrepresented minority groups as well as those interested in the issue of minority participation, and to increase the visibility of research on ethnic minority topics. Over the past year, CEMA has hosted a number of events at the conference. The most notable example is the CEMA business meeting followed by a reception. Another recent accomplishment is the creation of the SIOP Teaching Institute that aims at increasing the number of minorities interested in I-O by introducing faculty members from universities with large numbers of minority students to our field. The Teaching Institute has been such a success that the SIOP Executive Board has recently voted to make it its own ad hoc committee and appointed **Ron Landis** from Tulane University as its chair.

My own goals for CEMA reflect the success of past efforts as well as the challenges we face in ensuring that the increasing numbers of ethnic minorities at the conference feel a part of our society and choose to become permanent and active members of SIOP. Specifically, my goals for the next 2 years are:

Goal 1. Increase the visibility of the committee and the level of communication among ethnic minorities in I-O psychology.

Goal 2. Develop a CEMA-sponsored session at the SIOP conference.

Goal 3. Establish a graduate student organization under CEMA to ensure that we retain these members as they transition from graduate school to permanent positions.

Goal 4. Establish a mentoring program that links graduate students from underrepresented groups with SIOP members in academia and industry.

Goal 5: Continue writing a regular column in *TIP* to communicate the committee's initiatives.

Obviously I cannot accomplish these goals alone. I am fortunate to have a highly motivated and capable leadership team that will work towards accomplishing these goals. The team members include:

Herman Aguinis, University of Colorado at Denver

Derek Avery, Saint Joseph's University

Lilia Cortina, University of Michigan

Marina Field, Columbia University

DonnaMaria C. Vigil-King, Intel Corporation

We are currently seeking volunteers to join the committee. If you are interested in working towards these goals, feel free to e-mail me at mickey@eller.arizona.edu. You can also contact me if you wish to contribute to this column or want to alert me to an issue that needs to be addressed. Finally, keep an eye out for future *TIP* columns from CEMA where we will present updates on our progress towards these goals.

Frank J. Landy
SHL North America

This column presents the recollections of I-O psychologists about various events that played a role in how they got from formative stages of undergraduate and graduate study to their roles as functioning I-O scientist–practitioners. In this issue, **Gary Latham** tells us about his early experiences in Canada, his education in the U.S., and his eventual collaboration with **Ed Locke**. In addition, **Gerry Barrett** describes his transition from human factors to more mainstream I-O psychology. I am confident that these recollections will stir memories in each reader. Turn those memories into a recollection and send them to me (Frank.Landy@shlgroup.com) for subsequent columns.

Down From the North Country

Gary Latham

In the 1770s, my ancestors, loyal to King George III, emigrated from Massachusetts to Nova Scotia. In 1950, my father, believing that it was now safe for him and his family to do so, became the first member of our clan to return to the U.S. Before going back to Massachusetts, it was preordained by family and knowledgeable friends that I would return to Nova Scotia to attend Dalhousie University. I did so in 1963 following a critical incident that had occurred the previous year.

Another promotion for my father resulted in us moving in my senior year of high school to another city. While washing dishes in the back of a restaurant, a 19 year-old waiter observed that I was no longer fun to be around. After pouring out my heart regarding the girl I had been "forced" to leave behind, he suggested that I major in psychology when I entered university. That was the first I had heard of this discipline. In moments, he differentiated clinical psychology from psychiatry. In moments, I knew that this was what I wanted to pursue for the rest of my life.

The majority of the psychology courses at Dal included laboratories. In my first laboratory course, my new girlfriend received 19/25 on her laboratory report with the comment: "Congratulations, highest grade in class." Stunned, as I had helped her prepare the report, I waited in anticipation for my grade. Imagine my chagrin when I read "21/25 minus 4 points for poor penmanship." Immediately I raced to my professor, Dr. Beach, demanding that my rightful grade be restored. After I patiently explained to him the importance of grades for gaining admission to a graduate psychology department, he patiently replied that I should improve my legibility. Exasperated, I informed him of the impossibility of me doing so at my age. This frustrat-

ing man then had the gall to ask me, a third-year student, to define psychology. In my attempt to educate him, I explained that it is the science of behavior. Without looking up at me from his chair, he then laconically requested me to tell him what psychologists do. Doubly exasperated, I informed him that psychologists predict, explain, and, and, and; damn it, Dr. Beach had just allowed me to hang myself in his presence. "Well, changing behavior is not easy," I blustered. He agreed. The grade stood.

While unimpressed by my attempt to improve my penmanship, Dr. Beach was impressed by my creativity, including my ability to entice my fraternity brothers to serve as participants in my experiments. At the end of my third year, I became, I believe, the first undergraduate student at Dal to become a research assistant. This was the second critical incident that advanced my career toward psychology.

Dr. Beach was a former Rhodes Scholar, a World War II hero, a boxer, and the director of the Clinical Psychology program. I loved him. We did research and subsequently published a paper on the importance of awareness versus unawareness in the conditioning of the galvanic skin response. My distant interactions with his clinical clients, however, led to the third critical incident.

An article appeared on my desk in Dr. Beach's laboratory, an article on job satisfaction and performance by two people named Brayfield and Crockett. I read it. Immediately, I ran into the office: "Dr. Beach, I want to be an industrial psychologist." He looked at me long and hard before replying that it was time for me to return to the U.S. There was no I-O psychology program in Canada in that time period. Walking in the hallway from a psychology class, I noticed a description of the I-O program at Georgia Tech. That was the fourth critical incident.

Fall, 1967 I was among Tech's six graduate students.

Georgia Tech embraced the scientist–practitioner model. The majority of the faculty had served in the military as psychologists during World War II and/or had worked in industry. They taught us how psychology could make a difference in organizational settings. Their focus was on individual differences and ways of measuring and then influencing the criterion. Our heroes included **Marv Dunnette**, John Flanagan, Edwin Ghiselli, and **Paul Thayer**. My mentor was Bill Ronan, who had studied under Flanagan. My thesis was based on the critical incident technique.

In 1968, the American Pulpwood Association (the other APA) requested Dr. Ronan's services to help them identify ways to measure and then improve the productivity of pulpwood producers in the South. He agreed to be a consultant on condition that I was hired as a research assistant. I was elated, particularly when APA (the other one) agreed with Dr. Ronan that my work for them should allow sufficient rigor to serve as my master's thesis. In 1969, I passed my oral defense at Tech and then presented my findings to a panel of 12 executives from APA's sponsor companies (e.g., Georgia Kraft, Interna-

tional Paper, Owens-Illinois, Union Comp). When I finished my presentation, they asked me where I planned to go next. As it was 11:55 am, I told them I was going home for lunch. Seeing several eyes roll in response to my comment, I was relieved to be informed that I should leave the room. Before going very far, I was summoned back in. To my astonishment, the executives offered me the position of staff psychologist, in addition to lunch. This was the fifth critical incident in my now budding career.

Georgia Tech instilled in me the belief that research and theory are invaluable frameworks for practice. Hence one Saturday I drove to the Tech library to peruse the psychological abstracts for ways to increase pulpwood producer productivity. Serendipity struck in the form of a sixth critical incident. There was a series of abstracts that described laboratory experiments by a newly minted PhD which showed that a person who has a specific high goal solves more arithmetic problems, makes more words out of scrambled letters, creates more toys out of plastic bricks than do people who are urged to do their best. I quickly telephoned Dr. Ronan who was still working for us as a consultant. In a factor analysis of survey data, we too had found that crews who set specific high goals have higher productivity than those who don't. Yet that finding had not captured our attention until that day in the library. "Dr. Ronan," I said excitedly, "Locke says …."

In that time period, I read the journals primarily for "practice" rather than scholarship. In doing so, I stumbled upon two names that suddenly appeared again and again, Yukl and Wexley.   Realizing from my reading of the literature that my knowledge was limited, I decided I should return to school.

Not much older than I, **Gary Yukl** and **Ken Wexley** shared and enhanced my love of application as well as the need for theory. Ken, a PhD from the University of Tennessee, strengthened my knowledge acquired at Georgia Tech. He would alternately enter a seminar in the role of a VP of B.F. Goodrich, an HR person seeking a knowledgeable consultant, or as a critic of our field. As Dr. Wexley, he drilled into us the necessity of publishing; he inspired in us the goal to become a Fellow. My association with Gary, however, was a seventh critical incident. A graduate of Berkeley, it was Gary who opened my eyes to the O in our field. Within the year, Rensis Likert and **Ed Lawler** were added to my list of heroes. The newly published book by Campbell, Dunnette, Lawler, and Weick that Yukl assigned to us became my bible. But most of all I continued to read everything by Ed Locke. Gary encouraged me to write to him. To my delight, Ed responded.

Before I completed my PhD, the eighth critical incident occurred. Unknown to me, since leaving APA, Weyerhaeuser Company had been tracking my progress. They telephoned me in the fall of my second year to ask me to come as their first staff psychologist. When I explained that I could not do so because I had yet to do my doctoral dissertation, they countered with the promise that they would provide me the resources (resources?? Wow!) to do it

with them on any subject I wished. I accepted without further hesitation. I accepted without stating that I had yet to pass my comprehensive examinations.

The written examinations were passed with relative ease. The oral examination was a different matter. "Explain how training is directly based on learning theory" commanded Dr. Wexley. I did. "Give another example." I did. "Give another example," I did. Now the thought occurred to me that if Wexley continued to pursue this matter, I might run out of examples. He did; I did. Yukl stared at the ceiling. Another faculty member noted that a new book had appeared on the "Greening of America." He wanted to know how the book would affect my work when I went to Weyerhaeuser. I didn't know. Yukl stared at the ceiling. Wexley jumped back in regarding an article published a year or so earlier by **Abe Korman**. He wanted my assessment of it. I sputtered that I did indeed recall the article as I honestly had read it. I simply could not recall at that instant what Abe had written. Yukl stared at the ceiling. Hours passed. Weyerhaeuser had informed me that I was to be there by June 15th or not to come. The reason why eludes me to this day.

The day of my oral examination the plane from Cleveland left at 5 p.m. for Seattle. With legs wobbling I left the oral examination room. The graduate students waiting outside to wish me well remained respectfully silent when they saw me emerge crestfallen. As my career opportunity of a lifetime was passing me by, the door to the examination room flew open. Wexley strode down the hall, stopped to congratulate me with a wide grin, and then kept on going. Other faculty were equally congratulatory. Yukl, the last to emerge, walked slowly.   Incredulous, I asked him how I could possibly have passed my orals. His response still rings in my ears: "I didn't know the answers to many of those questions either."

So what did I take from all of this? Three things. First, I tried not to get bogged down by borders—either geographic or conceptual. Second, I discovered that people are watching you even when you think they are not. Finally, I came to realize that few things are more satisfying, effective, or enduring than relationships with supportive mentors.

Who Says You Can't Have It All?

Gerald V. Barrett
Barrett & Associates, Inc.

My first career-defining moment was in high school when I received the results from the SVIB. I was told my interests were those of a president and a scientist. I had no idea what that meant. The second moment was when I received the results from an engineering aptitude test, which stated that I had a high probability of being a successful engineer. Unknown to me, both of those results were prophetic.

My first job under Social Security, at age 15, was that of a "honey dipper." One of my assignments was to go under houses and remove the old septic tank pipes. We told the homeowners not to flush their toilets during this time. I learned two valuable work-related lessons from this job. First, people are not very good at obeying even simple instructions. Second, I found out what flows downhill on the low person on the totem pole.

I entered Wittenberg University fully intending to become a physician, which has now been the tradition for five generations of my family. Unfortunately, I had an accident the first semester of my freshman year which resulted in my becoming blind for some time along with permanent alkine damage to one eye. In my junior year, the college medical interest group went to Ohio State's medical school anatomy laboratory where the fumes from the cadavers reacted with my eye, making it impossible to be in the room. Fortunately, I was taking a course in industrial psychology, which I enjoyed. This gave me a new career direction. I already was a science major and concentrated on psychology courses my senior year.

Since we had a family tradition of going to medical school at what is now Case Western Reserve, I attended graduate school there.

My first day on campus I met with Fred Herzberg, my advisor, who insisted I sign up for his industrial organization course. The only trouble was that the graduate program was very structured in that you were required to take ten, 3-hour basic psychology courses your first year and pass a comprehensive exam to receive your master's degree. I had to plead my case with the department chair, George Albee, to have my class schedule changed to the appropriate first-year courses. Two years later Herzberg became chair of the department and insisted I now take a seminar on "death" taught by an adjunct clinical psychology professor instead of a statistics course from the statistics department. His rationale was that he needed more warm bodies in the course to up the psychology department's credit hours.

After another unsuccessful corneal transplant and before beginning my third year of graduate school, I married Pat, who I convinced to quit her TV job and teach since my graduate stipend was only $1,200. In my third year, I flirted with becoming an experimental psychologist. I was intrigued with the seeming rigor of Hullian learning theory and the seeming lack of rigor in industrial psychology research. Luckily, running rats soon lost its appeal.

In my fourth year, I was offered the full-time position of psychometrician in the University's Personnel Research Center. I declined since I felt the job was too boring. I taught part time and worked as a consultant, often with **Erich Prien**.

In 1962, I began work for Goodyear Aerospace (now a division of Lockheed-Martin) working in the human factors area. This was a challenge since I never had a course in human factors or engineering psychology. I soon became director of the Human Factors Laboratory and had the opportunity to

work on space (lunar-roving vehicle), avionics simulators, atomic submarines, tanks, information systems, and driving research sponsored by NASA, Army, Navy, Air Force, CIA, HEW and ONR, which was very exciting. I was evaluating a driving simulator which involved the reaction of a driver to a pedestrian stepping in front of the car. There were large individual differences in response time. In addition, many individuals regurgitated in the car, causing a very messy research situation. They, in effect, had simulator sickness. Using both laboratory and field studies, we were able to predict and explain both phenomena.

I had been advised by a number of people not to go into private industry because it was impossible to publish archival research in that environment. Without published research, I would not be welcome in the academic world. I planned to stay 2 years in the private sector but stayed over 5 years. During that time I had over 20 professional publications, plus a number of presented papers.

When I met **Bernie Bass**, he told me I might not be welcomed in many academic environments because I would be considered a rate buster. Despite this, I was fortunate enough to join Bernie in his Management Research Center at the University of Pittsburgh. Going from human factors to organizational psychology was a radical but enjoyable shift. Bernie had grants from the Ford Foundation and ONR and was developing management development exercises, which were eventually used extensively in Europe, Asia, and South America. Six months later, the University of Rochester had "acquired" Bernie's center and everyone was moved to Rochester to start a new PhD program, both in psychology and in the Graduate School of Management. Frank Landy related in his "oral history" that he told **Wayne Cascio** to pick another line of work. This was lucky for us, since we were pleased to have Wayne in our new PhD program. Pat and I enjoyed our time in Rochester and because of the job, could indulge ourselves in foreign travel (we often traveled with our children beginning when they were two and five).

While in Rochester, I continued consulting and was fortunate enough to work with a VP of marketing in setting up a new division that went from zero sales to $100 million in 1 year. I developed the selection procedures for all the sales personnel and sales managers. The good times came to an end when the dean of the Graduate School of Management decided he didn't like the soft behavioral sciences and decided to close down our program. This was the end of our "Camelot" and fellow faculty such as **Ed Deci**.

Fortuitously an ad appeared in the *Monitor* for the position of chair of the psychology department at the University of Akron. The PhD program was on probation from the regional accreditation agency and would be closed down if the standards weren't improved. It seemed like a worthwhile challenge, so at age 36 I became professor and chair of the department, a position I held for 22 years. Ken Wexley was on the faculty at that time and Gary Latham had

just completed his dissertation. If Gary had the opportunity to take my courses, he might have been a success in the academic world.

The first person I hired was Ralph Alexander, who was my student from Rochester and had just received his PhD. Two other students from Rochester, Ben Forbes and Ed O'Conner, who hadn't completed their degrees, also joined me. We left Wayne Cascio, who was just beginning work on his dissertation when we left. I induced Pat to return to Akron by promising to build a tennis court in the house we bought. I fulfilled that promise about 25 years later at our vacation home.

The first serendipitous event at Akron occurred on my very first day on the job. The personnel director of the city of Akron came to my office and said he needed help because the police and fire departments were being sued for alleged race discrimination in hiring and promotions. At this time I had been consulting with firms for over 12 years but always in the private sector. The upshot was that in 6 months we conducted a concurrent validation study for police and fire entrance which was accepted as valid by the federal courts. This began over 30 years of also working in the public sector and introduced me to the courtroom as an expert witness.

I still recall the city attorney stating we couldn't demonstrate our tests were valid and we would lose the case. He was wrong, and we haven't lost a case involving our tests in over 30 years. This did motivate me to learn more about the law, so I entered the University of Akron School of Law in 1981 when I was 45.

One of my most satisfying courtroom encounters was a situation where the judgment had already been made by the federal court for the EEOC and the plaintiffs that there was discrimination. Barrett & Associates was engaged for the remedy phase where the allegation was that the plaintiffs were owed $15 million. Our team was able to show there were no damages and in fact had the original discrimination verdict reversed. We were able to demonstrate that the plaintiffs' expert witness's work was not accurate, and the defendants paid nothing.

I accepted an early retirement buy-out from the university after 27 years. During that time I supervised 32 dissertations and 16 theses and also had archival publications with over 80 separate individuals (coauthors) in publications ranging from *Science* to the *Journal of the American Dental Association*.

At eighteen I thought my career path was set in stone. I was wrong, and in retrospect I realize the path I took was more satisfying than a career in medicine would have been. At 25 my goal was to do research and teach in an industrial-organizational PhD program. I didn't visualize being instrumental in developing two separate successful PhD programs, being a department chair, starting a consulting company, and becoming an attorney. I never planned to leave the University of Pittsburgh nor the University of Rochester. I never planned to work in the public sector or be involved in litigation as an

expert witness. I realized as the opportunities came along, "career" advice often took the form of telling me I couldn't succeed in some endeavor. For example, I was told I couldn't go to law school, remain department chair, conduct research, and have our usual family vacations in Aspen. I learned to ignore the pessimists. I knew they were wrong; I knew it could be done. My career often consisted of doing what I thought would be most interesting and challenging at that point in time. I also learned that other people want to control your time, and you have to be almost fanatical in resisting those attempts. For years I had a standing rule that between 7 a.m. and noon I would not open my office door nor take phone calls (except from the dean, provost, or client). I learned that most meetings were a waste of time. Later in my career, if a meeting lasted longer than 1 hour I would get up and leave. With rare exceptions I was home for dinner by 6 p.m. and resisted any evening meetings, unless it was during a trial. Don't let "them" fool you. You can have it all.

Art Gutman
Florida Institute of Technology

Editorial Note: In our continuing quest to learn more *about legal issues in the workplace, we are encouraging SIOP members to contribute thoughts or articles on legal issues in various countries. For example, the present column relates to sexual harassment. Anyone who has knowledge of parallel issues in Europe, Canada, Mexico, or anywhere else, please let us know either by writing such an article or forwarding ideas. Or, feel free to choose any workplace issue you think would be of interest. Please communicate your willingness to do so by e-mailing either me (artgut@aol.com) or Laura Koppes (Laura.Koppes@eku.edu).*

Pennsylvania State Police v. Suders[1]
Is Constructive Discharge a Tangible Employment Action?

Sexual harassment has never been addressed in this column. The good occasion has not been there. I have written about this topic elsewhere[2] but never here—until now. The occasion is set by the Supreme Court's review of the 3rd Circuit's ruling in *Suders v. Easton* (2003). The issue is whether constructive discharge is a **tangible employment action** that imposes **strict liability** on the employer. Strict liability means no possible defense regardless of who the harasser is and irrespective of employer policies to prevent harassment from occurring or to correct it when it does occur. By the time you read this issue of *TIP*, the *Suders* ruling will be known. No matter. The background information for this case is must-read stuff for anyone interested in workplace discrimination. So bear with me as I review that background.

Sexual Harassment—The Early Years

It took awhile for courts to recognize sexual harassment as a form of workplace discrimination. I have my own beliefs why this was so. Title VII of the Civil Rights Act of 1964 (CRA-64) was supposed to include only race/color, religion, and national origin as protected classes; gender was an afterthought.[3] Near the end of the congressional debates on CRA-64, Senator Howard Smith insisted, very sarcastically, that "ladies" be protected as

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[1] The at-issue case is *Suders v. Easton* (2003), but the petitioners are the Pennsylvania State Police.
[2] See Gutman (2000) pages 111–127. Anyone interested in a prepublished draft version of this segment, or the entire chapter, should e-mail me at argut@aol.com.

well. He was obliged and sex (or gender) was added to the other protected classes in the Title VII statute.

To some, this was good news. The bad news is Congress does not often pass laws without research and public debate. There was little legislative history, therefore, relating to gender. The other protected classes were studied in detail. As a result, racial harassment was seen and conquered early in case law history (see *Rogers v. EEOC*, 1971). The early rulings on sexual harassment, on the other hand, were all over the place. A semblance of order was established in the Supreme Court's ruling in *Meritor v. Vinson* (1986), but *Meritor* proved to be an important beginning, not a long-term fix.

In the early cases, district court judges viewed sexual harassment as an invalid Title VII claim. They saw no connection between sexual harassment and employer policies. There were four such rulings that, by today's standards, would embarrass any composer, with or without robes. In *Corne v. Bausch & Lomb* (1975), a supervisor engaged in repeated acts of sexual abuse and the judge viewed it as "nothing more than a personal proclivity, peculiarity or mannerism" by one who was merely "satisfying a personal urge." In *Barnes v. Train* (1974), the judge ruled Barnes "was discriminated against, not because she was a woman, but because she refused to engage in a sexual affair with her supervisor." In *Tompkins v. Public Service* (1976), the judge stated Title VII should not remedy "what amounts to physical attack motivated by sexual desire" that occurred "in a corporate corridor rather than a back alley." Lastly, in *Miller v. Bank of America* (1976), the judge feared "that flirtations of the smallest order would give rise to liability." Each of these rulings was later overturned by higher (circuit) courts.

Precursors to *Meritor*

The late 1970s to mid 1980s saw two major issues emerge: (a) quid pro quo versus hostile environment harassment and (b) employer liability. These two issues were often intertwined. The easiest issue for the lower courts was **quid pro quo**, where sexual favors are demanded and unwilling participants suffer tangible employment consequences (e.g., termination, demotion, undesirable reassignment, etc.). In *Bundy v. Jackson* (1981), the DC Circuit endorsed **strict liability** for quid pro quo (with no defense), and all other courts fell into line (e.g., *Henson v. City of Dundee*, 1982; *Katz v. Dole*, 1983; *Horn v. Duke Homes*, 1985). This ruling was ultimately endorsed by the Supreme Court in 1998 in both *Burlington v. Ellerth* and *Faragher v. Boca Raton*. That's why the *Suders* case is important; it asks if constructive discharge constitutes quid pro quo sexual harassment, thereby rendering the employer defenseless.[4]

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[3]Technically, the protected class is "sex." For most circumstances, sex means gender, but harassment is one issue where the distinction between sex as an act and sex as a gender is important. In this particular sentence I thought it was safer to say gender is the afterthought.

In contrast, the courts labored on **hostile environment** theory, where abusive sex-based behavior interferes with the ability to work but with **no** tangible employment consequences. Most courts adopted a **reckless disregard** standard for hostile coworkers (whether the employer knew or should have known what was going on). However, the same actions by supervisors invoked strict liability (as in quid pro quo) in some courts and reckless disregard (as for coworkers) in other courts.

Meritor v. Vinson (1986)

In *Meritor*, Michele Vinson had sexual intercourse on 40 to 50 occasions with Sidney Taylor, a bank vice president and Vinson's supervisor. Among other allegations, Vinson accused Taylor of public fondling and forcible rape. She was discharged for taking an indefinite leave of absence. The district court ruled against her because (a) the relationship was **voluntary**, (b) it was **not** a condition of employment, and (c) no formal complaint was filed. The DC Circuit reversed because (a) Taylor's advances were **unwelcome**, (b) they interfered with the terms and conditions of Vinson's employment, and (c) there was **strict** liability because of Taylor's supervisory role.

The Supreme Court upheld the first two circuit court rulings unanimously. First, the Supreme Court acknowledged that voluntary acts may be coerced; more important, therefore, is whether the victim **welcomes** the attention. Second, the Court defined hostile harassment as those gender-based actions that are **not** welcomed and are "sufficiently severe or pervasive" to "alter the conditions of employment" and "create an abusive working environment." However, on the third issue, a majority of five (Rehnquist speaking for Burger, White, Powell, & O'Connor) ruled:

> Congress' decision to define "employer" to include any "agent" of an employer….surely evinces an intent to place some limits on the acts of employees for which employers under Title VII are to be held responsible. For this reason, we hold that the Court of Appeals erred in concluding that employers are *always automatically liable* for sexual harassment by their *supervisors*….For the same reason, absence of notice to an employer does *not necessarily insulate* the employer from liability. [emphasis added]

In other words, employers are not automatically liable for supervisors, but then again, neither are they automatically not liable. As we will witness below, this part of the *Meritor* ruling was clarified in the *Ellerth* and *Faragher* rulings in 1998.

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[4]Technically, the term "quid pro quo" was replaced with "tangible employment action" in both *Ellerth* and *Faragher*, but both terms are routinely used, and they mean the same thing.

Precursors to *Ellerth* and *Faragher*

The next two key cases were *Harris v. Forklift* (1993) and *Oncale v. Sundowner* (1998), the latter shortly before *Ellerth* and *Faragher*. Between *Meritor* and *Forklift*, the issue garnering the most attention was whether to define hostile harassment from the perspective of a **reasonable person** or a **reasonable victim** (or woman) (compare, for example, *Rabidue v. Osceola*, 1986 to *Ellison v. Brady*, 1991). Addressing this issue in *Forklift*, Justice O'Connor, speaking for a unanimous Court, ruled:

> Conduct that is ***not*** severe or pervasive enough to create an ***objectively*** hostile or abusive work environment—an environment that a ***reasonable person*** would find hostile or abusive—is beyond Title VII's purview. Likewise, if the victim does ***not subjectively perceive*** the environment to be abusive, the conduct has not actually altered the conditions of the victim's employment, and there is no Title VII violation. [emphasis added]

Thus, the alleged harassment must be objectively hostile to the reasonable outsider and subjectively perceived as unwelcome by the victim.

In addressing this issue in *Onacle*, Justice Scalia, speaking for a unanimous Court, said hostile harassment "should be judged from the perspective of a reasonable person in the plaintiff's position, considering all the circumstances." At the time, I thought this might be a compromise between reasonable person and reasonable victim. However, in recent years, all lower courts have adopted the reasonable person view. Indeed, as we will witness below, the reasonable person view is also used by the 3rd Circuit in *Suders* to define constructive discharge.

As for the cases themselves, in *Forklift*, Charles Hardy, the boss, barraged Theresa Harris, his administrative assistant, with sexual epithets and proposals for sexual liaisons. His behavior was a documentary on how to harass. However, the district court favored Hardy on grounds that Harris' "psychological well being" was ***not*** "seriously affected." Justice O'Connor replied "Title VII comes into play before the harassing conduct leads to a ***nervous breakdown***." The amount of psychological harm has implications for the amount of the money awarded for compensatory damages for pain and suffering, but O'Connor's ruling makes it clear that psychological harm does not itself enter into the definition of sexual harassment. All that is necessary from the victim is that the behavior is subjectively perceived as unwelcome.

In *Onacle*, the victim and abusers were all males. Joseph Onacle was subject to a barrage of sex-related "humiliating actions" and quit after he was threatened with rape. He complained to his supervisor, to no avail. The gender of the actors proved to be irrelevant; the only important consideration is whether the hostile actions are "***because of sex***." That means two things. First, harassment based on ***gender preference*** is not covered. Second, so-called ***equal opportunity*** harassment is covered. The latter issue relates back

to the district court judge in *Corne v. Bausch & Lomb* (1975) who defined sexual harassment as "nothing more than a personal proclivity." He also stated:

> It would be ***ludicrous*** to hold that the sort of activity involved here was contemplated by the Act because to do so would mean that if the conduct complained of was directed equally to males, there would be no basis for suit. [emphasis added]

In other words, one who harasses both males and females alike may argue there is no discrimination, since both are equally mistreated. *Onacle* clarifies that such equal mistreatment is illegal regardless of the target because it generally is because of sex that either target is chosen.

The *Ellerth* and *Faragher* Rulings (1998)

In *Burlington v. Ellerth*, Ted Slowik, a supervisor, threatened Kimberly Ellerth with termination unless she granted him sexual favors, but he never carried out the threat. The district court ruled this was hostile harassment but ruled for the defendant on grounds that higher-level management was not in a position to know what happened (i.e., no evidence of reckless disregard). The 7th Circuit saw it as quid pro quo and favored strict liability. The Supreme Court saw it as hostile environment and favored Ellerth, but in doing so, clarified the implications for employer liability when the abuser is a supervisor. Speaking for a 7–2 majority, Justice Kennedy ruled:

> [A]n actionable hostile environment is created by a supervisor with immediate (or successively higher) authority over employees. ***When no tangible employment action is taken***, a defending employee may raise an affirmative defense to liability or damages, subject to proof by a preponderance of the evidence…[comprising] two necessary elements: (a) that the employer exercised ***reasonable care to prevent and correct promptly*** any sexually harassing behavior and (b) that the plaintiff employee ***unreasonably failed to take advantage*** of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise. [emphasis added]

In plain English, "***reasonable care to prevent and correct***" means an effective policy to prevent harassment from occurring, or to correct it promptly, and "***unreasonable***" failure "***to take advantage***" means the victim, in effect, shows a reckless disregard for this policy. The employer can therefore escape liability with this affirmative defense, as long as there is ***no tangible employment action*** (i.e., no quid pro quo).

There was a similar theme in *Faragher v. Boca Raton*, the major difference being that Burlington Industries is a private-sector employer and the City of Boca Raton is a municipality. Beth Ann Faragher, a lifeguard, absorbed severe and pervasive abuse by two male lifeguards, both supervisors. The employer had a policy, but Faragher had no way of knowing about

it. Speaking for the same 7–2 majority as in *Ellerth*, Justice Souter repeated Justice Kennedy's principle ruling in *Ellerth* verbatim.

So after *Ellerth* and *Faragher*, this much was clear. Strict liability applies to all tangible employment actions, but an affirmative defense exists for hostile harassment by supervisors. The *Faragher* ruling also addressed coworker harassment, citing from *Perry v. Ethan Allen* (1997), that the employer is liable if the plaintiff can demonstrate the employer "provided no reasonable avenue for complaint, or knew of the harassment but did nothing about it." In other words, the employer is not vicariously liable for coworker harassment unless he knew or should have known (reckless disregard) or could have known if there was a proper avenue of complaint.

The Impact of *Ellerth* and *Faragher*

The impact of *Ellerth* and *Faragher* was quickly felt, as several ongoing cases were analyzed or reanalyzed in light of these rulings. To illustrate this impact, let's consider two cases where employers won (*Coates v. Sundor Brands*, 1998 & *Shaw v. AutoZone*, 1999) and two where they lost (*Dees v. Johnson Controls*, 1999 & *Gentry v. Export Packaging Company*, 2001).

In *Coates*, the accuser (Coates) and accused (Long) were coworkers. Coates complained to another coworker (Lee), and Lee and Coates went to an HR (human resources) representative (Sanders). The three agreed Lee would speak to Long. Long continued to harass Coates, but Sanders later inquired and Coates indicated all was well. There were other opportunities for Coates to complain, but she did not. It was only after the urging of an outside consultant that she again complained to higher ups. This time, Long was suspended without pay pending investigation and quit later that day. The 11th Circuit ruled that Sundor Brands took steps to correct what it had reason to know about but had no reason to know its earlier corrective action was ineffective.

In *Shaw*, the accused (Noble) was the store manager and the accuser (Shaw) was the assistant store manager. AutoZone had a sexual harassment policy distributed to all employees in a handbook and provided extensive training for its managers. The 7th Circuit ruled the policy satisfied Prong 1 (care to protect and correct) and Prong 2 (unreasonable failure to take advantage) of the *Ellerth-Faragher* test. The reason was that Shaw never complained to higher level management. She quit and filed her Title VII claim, refusing even to participate in an exit interview. She also refused to be interviewed on three subsequent occasions.

The facts in *Dees* are analogous to *Faragher*. Dees worked in HR for a fire department on a U.S. Navy contract managed by World Services. The contract manager (Robb) was located in a different facility. Robb rarely visited the facility, and he testified that the fire department was a "fraternity." Dees was harassed almost daily by the fire chief (Rainey) and other high-ranking fire officials. In her HR role, Dees witnessed Rainey and others nul-

lify a formal complaint by a female firefighter. Dees was threatened with retaliation if she complained to Robb. The 11th Circuit ruled that World Services could not claim it was clueless. Basically, it lacked an effective avenue for employees to complain to contract management. Ultimately, Robb investigated Dees' complaint and terminated Rainey. By that time, however, Dees had suffered 3 years of harassment, meaning the corrective action was obviously not prompt.

The facts in *Gentry* are analogous to *Forklift*. Gentry, a secretary, was abused by Broughton, much like Harris was abused by Hardy in *Forklift*, the difference being Hardy was the boss and Broughton was only Gentry's immediate supervisor. A jury awarded $10,000 to Gentry for compensatory damages (for pain and suffering) and $15,000 for punitive damages (for reckless disregard for the law), and these awards were upheld by the 7th Circuit. Broughton's abuse was common knowledge. For example, Broughton's immediate supervisor labeled Gentry Broughton's "sex retary." The company argued it had a policy to prevent and protect, and Gentry failed to use it. The 7th Circuit ruled "the mere creation of a sexual harassment policy will not shield a company" that lacks an "effective grievance mechanism." It was not clear who Gentry could go to, and when she went to an HR representative, that person ultimately testified that Gentry never used the magic words (sexual harassment). However, since Broughton's mistreatment of Gentry was common knowledge, the 7th Circuit ruled the company knew or should have known what was going on, and on that basis, upheld the punitive damage award.

The moral of these cases is captured in EEOC Policy Guidance N915.0025, written in June 1999 to interpret *Ellerth* and *Faragher*. The EEOC states that "at a minimum," a policy to prevent and protect should contain the following six elements:[5]

- A clear explanation of prohibited conduct;
- Assurance that employees who make complaints of harassment or provide information related to such complaints will be protected against retaliation;
- A clearly described complaint process that provides accessible avenues of complaint;
- Assurance that the employer will protect the confidentiality of harassment complaints to the extent possible;
- A complaint process that provides a prompt, thorough, and impartial investigation; and

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[5]Policy Guidance N915.002 and its precursor, Policy Guidance N915.050, written in March 1990 to interpret *Meritor*, are both available on www.eeoc.gov under the link entitled "Enforcement Guidances and Related Documents." Additionally, the federal laws themselves, such as Title VII of the Civil Rights Act of 1964, may be found at www.eeoc.gov under the link "Federal EEO Laws."

- Assurance that the employer will take immediate and appropriate corrective action when it determines that harassment has occurred.

In addition, elsewhere in its guidance, the EEOC encourages employers to advise employees of their legal rights, to use sanctions and penalties in proportion to the magnitude of the offense, and to train all supervisors and employees to understand their protections and responsibilities under the policy.

Returning to the sample cases above, where the employers lost (*Dees v. Johnson Controls* & *Gentry v. Export Packaging*), there is no way of knowing if the policies satisfied Element 1 (explanation of prohibited conduct), but it is clear from the court rulings they were weak on each of the other five elements. In comparison, in both employer victories, the plaintiffs failed on Prong 2 of the *Ellerth-Faragher* test by failing in their duty to notify. In *Shaw v. AutoZone*, the plaintiff never complained, and the employer still tried to investigate even after Shaw quit. In *Coates v. Sundor Brands*, the employer had reason to believe it acted promptly and effectively, and Shaw did not counter this belief when given the opportunity.

Pennsylvania State Police v. Suders

Nancy Suders was a Police Communication Officer (PCO) for the Pennsylvania State Police (PASP) for 4 months and quit. She alleged the following: (a) daily sexual abuse by three supervisors, (b) threats of retaliation by these supervisors if she complained, (c) a complaint to a PASP EEO officer that was not investigated, (d) false information by that EEO officer on how to file a complaint, and (e) purposeful misfiling of promotion test results forcing several retakes. She also alleged that on the day she quit, she was falsely accused of stealing a file and was handcuffed, photographed, and detained as a suspect. The district court granted summary judgment to PASP on the two major issues: (a) PASP sustained its affirmative defense under the *Ellerth-Faragher* test and (b) a claim of constructive discharge implying strict liability is invalid.

The 3rd Circuit remanded the first issue for reconsideration on merits. If a jury believes Nancy Suders's allegations, it will likely reject PASP's affirmative defense and award compensatory and punitive damages as in *Gentry v. Export Packaging Company* (2001). The second issue was remanded with two stipulations. First, the 3rd Circuit issued a reasonable person definition of constructive discharge. Accordingly:

(1) he or she suffered harassment or discrimination so intolerable that a ***reasonable person*** in the same position would have felt compelled to resign…that the discrimination surpassed a threshold level of intolerability; and (2) the employee's reaction…was reasonable given the totality of circumstances…where the working conditions were ***so intolerable*** that a reasonable person would have concluded that ***there was no other choice but to resign***. [emphasis added]

Although this looks like two prongs, it reads like a single sentence such that a "reasonable person" feels compelled to resign because "working conditions are so intolerable" there is "no other choice." The second stipulation by the 3rd Circuit was that constructive discharge, so defined, is a "tangible employment action which prevents an employer from utilizing the affirmative defense."

The 3rd Circuit acknowledged two major concerns with its ruling. First, there is no commonly held definition of constructive discharge among the circuit courts. For example, the 5th, 9th, and DC Circuits have required aggravating circumstances (see *Pittman v. Hattiesburg School District*, 1981, *Nolan v. Cleveland*, 1982 & *Clark v. Marsh*, 1981). In addition, at least two courts (the 4th and 5th Circuits) have required proof of deliberate intent to force involuntary resignation (see *EEOC v. Federal Reserve of Richmond*, 1983 & *Young v. Southwestern Savings & Loan*, 1975). The second concern is disagreement over the central issue in this case—whether constructive discharge is a tangible employment action within the meaning of *Faragher* and *Ellerth*. The 2nd and 6th Circuits say no (see *Caridad v. Metro-North*, 1999 & *Turner v. Dowbrands*, 2000), and the 8th Circuit says yes (see *Jaros v. Lodgenet*, 2002). Of course, that provided the Supreme Court with the cue it needed to review the *Suders* ruling.

Conclusions

I admit to being confused about the definition of constructive discharge and how important the *Suders* ruling will be. So I did some self-help. I did three searches. First, I examined four major textbooks used in general I-O and personnel selection courses and saw no definition of constructive discharge, even in connection with sexual harassment. So I did a Proquest search among scholarly journals and found only seven references, each using the term without defining it. I then opened the search to any reference and found mainly newspaper and magazines articles using the term without definition. So—is there any consensus among us on what the definition of constructive discharge is, or do we toss the term around assuming we understand what we mean (myself included)?

Second, I reread the 1990 EEOC Policy Guidance (N-915-050) (see Footnote 5) and noticed it stated that "if constructive discharge due to a hostile environment is proven, the claim will also become one of 'quid pro quo' harassment." However, the footnote attached to this quote (#26) stated "while an employee's failure to utilize effective grievance procedures will not shield an employer from liability for 'quid pro quo' harassment, such failure may defeat a claim of constructive discharge." That's like saying it is, but it's not, quid pro quo. On top of that, when I searched through the 1999 Policy Guidance (N915.002) (see Footnote 5), I saw no reference to constructive discharge at all.

Third, in reviewing the Supreme Court Oral Arguments in *Suders,*[6] I sensed confusion among the justices themselves on one key issue. Recall, there are two claims in *Suders*: (a) the one involving supervisors and requiring the affirmative defense and (b) the one where there is strict liability without possibility of defense because constructive discharge is a tangible employment action. The problem is, how can a plaintiff prove constructive discharge as the 3rd Circuit defines it without disproving the employer's affirmative defense? For example, Justice Scalia asked:

> …you say the…standards vary. Is there any jurisdiction that…recognizes constructive discharge that does not require the employee to prove that the employee acted reasonably in—to avenues for redress, filing grievances and so on? Is…there any jurisdiction in which the employee's reasonableness in trying to adjust things before leaving is not an element…of the claim?

Obviously, the plaintiff must prove constructive discharge to force strict liability. Therefore, is there an extra burden on the plaintiff to prove something it does not have to prove if it only proves a supervisor was guilty of harassment? The *Faragher-Ellerth* test stipulates that when a supervisor harasses, the burden falls to the defendant to prove it was reasonable, not to the plaintiff to prove the defendant was unreasonable. Makes no sense to me, but what do I know? The only robe I own is a graduation gown.

One final thought—the one from the opening paragraph. I am not confused about one thing. I truly believe the background information for *Suders* is a must-read for anyone interested in workplace discrimination. Therefore, I hope you go back and "must read" the sources cited above for yourself, and let me know what you think by e-mailing me at artgut@aol.com.

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[6] Oral arguments for *Suders* were heard on March 1, 2004. There is a link for Oral Arguments on the Supreme Court's official Web site, http://www.supremecourtus.gov/.

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Class-Action Lawsuits in the Employment Discrimination Context: What I-O Psychologists Should Know

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Class-action lawsuits generate a great deal of attention in the media. If you go to the Internet and type in www.bigclassaction.com, you will not only find a plethora of employment-related class-action lawsuits listed, but you will also be able to submit information about your own possible class-action lawsuit, which will be evaluated at no charge by attorneys! Recent class-action lawsuits in the employment discrimination area (*e.g.*, Texaco; Coca-Cola) have resulted in settlements of nearly $200 million. A group of females claiming sex discrimination by Wal-Mart could end up being part of the largest class-action lawsuit in history with approximately 1.5 million plaintiffs and potential liabilities in the hundreds of millions of dollars. The purpose of this column is to provide a basic overview of class-action employment discrimination lawsuits for I-O psychologists so that they better understand the underlying requirements in such cases (readers interested in a basic overview written from a lawyers' perspective should examine Arbery (2003). Towards that end, we first summarize the basic criteria for class certification and identify some basic tactics that may be used by I-O psychologists to establish or defend against these criteria. Next, we summarize some typical class-certification cases for the purpose of examining how the courts have analyzed certain key issues of relevance to I-O psychologists. Finally, we conclude with major implications for I-O psychologists.

Criteria for Certifying a Class

The pivotal decision in most employment discrimination class-action lawsuits involves the certification of the purported class. When a single person files a discrimination claim, a single-plaintiff case, the charges may be resolved fairly easily and under the public radar. A class-action lawsuit, in contrast, is rarely resolved quickly. Class-action lawsuits require substantial

time and resources. Thus, both plaintiffs and defendants allocate substantial time and resources to the class certification phase of a lawsuit. I-O psychologists are well suited to assist either plaintiffs or defendants at this stage.

Federal Rule of Civil Procedure 23 provides the criteria for class certification. In particular, Rule 23(a) stipulates the following four conditions for certifying a class:

1. Numerosity: The class must be so numerous that trying each individual case would be impractical;

2. Commonality: Common questions and facts of law must apply to all putative class members;

3. Typicality: The claims of the class members must be typical of those of the putative class; and

4. Adequacy of representation: The individuals filing the claim must be able to adequately represent the class.

Our focus in reviewing these four criteria is on areas where I-O psychologists may be of help. There are, of course, certain legal aspects that are more the purview of attorneys, and we do not comment on those aspects.

An employer's Human Resource Information System (HRIS) may contain information needed to address the conditions for class certification. For criteria 1 and 4, for example, descriptive statistics may help to either support or refute numerosity and adequacy of representation. For criteria 2 and 3, plaintiffs and defendants often rely on statistical analyses to go beyond descriptive methods and conduct statistical studies to address typicality and commonality.

Numerosity may be addressed by identifying the number of individuals in an HRIS system with characteristics similar to those in the putative class. For example, if 10 females file a claim of employment discrimination against their employer and seek to represent a class of all females in clerical positions between 1995 and 2000, data in the HRIS system may provide counts of females in clerical positions at any time between 1995 and 2000. Other relevant information that may bolster a claim that the joinder of the individual cases would be impractical includes the geographic work location of putative class members.

In regard to adequacy, members of the purported class should share common characteristics with the class that they claim to represent. For example, for a lawsuit that includes claims of hiring discrimination, plaintiffs should include applicants denied employment by the defendant. For a promotion discrimination case, plaintiffs should include employees eligible for promotion. For a gender discrimination case, plaintiffs should be of the same gender. Again, HRIS data may be used to support claims regarding similarity of jobs, decisions, race, or gender and other aspects of the claim. In the above example, if putative class members are females employed in clerical positions between 1995 and 2000 and eligible for promotion during that time period, the adequacy of representation criteria may be met.

Numerosity and adequacy are relatively easy to show depending on the integrity and comprehensiveness of the HRIS database and the assistance of someone with knowledge of the system. However, the real challenge for plaintiffs pertains to evidence of typicality and commonality. Both plaintiffs and defendants may rely on statistical evidence to show or refute evidence of a pervasive pattern of discrimination throughout the defendants' company.

To refute typicality and commonality, a defendant often claims that employment decisions are made on an individual, case-by-case basis. That is, the defendant may argue that since there is not a common decision-making practice that applies to all putative class members, there is no class. With backgrounds in both human resource practices and statistics, I-O psychologists are well suited to assist legal counsel for plaintiffs or defendants in establishing or refuting commonality and typicality. Plaintiffs want to present evidence of a pervasive pattern of discriminatory decisions throughout the company. Defendants will want to present evidence that contradicts such claims.

A variety of statistical techniques may be used to either support or refute either side's claims. One less widely known technique by I-O psychologists is cohort analysis, which might be used to establish commonality and typicality in the class-certification stage of an employment discrimination lawsuit. In a cohort analysis, one groups employees by similar job characteristics and examines decisions along racial or gender lines. A cohort analysis for class certification includes the following steps:

1. Identify the cohort variables required to examine commonality and typicality.[1] This may include, at a minimum, a variable representing time, such as a year if you have data available over a few years, a variable representing decision lines, such as manager or department or division, and a variable representing job duties which may be job title, job family, or job group.

2. Identify the cohort date, such as December 31.

3. Identify the appropriate statistical test such as a hypergeometric, binomial, or rank sum.

4. Examine decisions along racial or gender lines.

5. Identify whether any disparities reach the level accepted by courts as evidence of discrimination, usually 2 standard deviations.[2]

Using the example from above, let's say that we have HRIS data available for all employees in our company being sued for discriminating against females in promotion. We determine that we need to group employees by gender, job title, and department at the end of the year for each year 1995 to 2000. We identify that 1,000 out of 2,000 (*i.e.*, 50%) of employees in Department A with the job title clerk are female on December 31, 1995. Next, we

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[1] As discussed below, there are mixed opinions about whether other job factors, such as education or experience related to the merits of the case need to be included at this stage.

[2] In addition, industrial psychologists can calculate the exact *p*-values in order to make statements regarding the statistical significance of the disparities.

identify that the company promoted 200 employees from this cohort in the next year. If the company made these decisions without regard to gender, the company would have promoted approximately 100 or 50% females. If the company only promoted 40, the difference or disparity between the actual number of females promoted and the expected number of females promoted is –60. This shortfall can be expressed as a number of standard deviations. Courts generally accept 2 standard deviations as the threshold for evidence of discrimination.

In order to examine patterns throughout the company, we can aggregate the results across cohorts to examine disparities at the level of year, job title, department, or other cohort variable. In the above example, the first question is whether the shortfall of 60 equates to a number of standard deviations greater than 2. Let's say that it does. The next question is whether the short-fall can be attributed to a single year, department, or job. Shortfalls (*i.e.,* fewer females promoted than expected given their representation in the cohort) across many departments, years, and jobs provides evidence of a per-vasive pattern of discrimination throughout the company. If, however, the shortfall can be attributed to a single year, department, or job, the defense may argue against a pervasive pattern and against class certification.

Sample Class-Certification Cases

In this section, we review some recent cases in which class-certification issues arose starting with a brief comment on early key class-certification issues and following up with a description of two cases focusing on selection issues and two cases focusing on compensation issues. In these examples, you will see the importance of presenting both evidence that the employment practices under consideration are centralized or decentralized and that the application of these practices generally discriminates or generally doesn't discriminate against the putative class.

General Telephone v. Falcon (No. 81-574) represents an early class-cer-tification employment discrimination case, which ended up in the Supreme Court and was ruled on in 1982. At issue in that case was whether a Mexi-can American employee claiming race discrimination in promotions could represent a class of Mexican American job applicants regarding hiring dis-crimination. In overturning a lower court decision to certify the class, the Supreme Court noted that "[s]ignificant proof that an employer operated under a general policy of discrimination conceivably could justify a class of both applicants and employees if the discrimination manifested itself in hir-ing and promotion practices in the same general fashion, such as through *entirely subjective decisionmaking processes*" (italics added for emphasis). As will be mentioned in cases that follow next, this quote has led to much subsequent discussion regarding subjective versus objective decision making for employment discrimination.

Class-Certification Cases: Selection and Placement Issues. In the two cases that follow, we focus on selection and placement issues (the reader should note that both lawsuits involved issues besides selection and placement, such as compensation). We begin first with a case in which the judge sided with the plaintiffs, followed by a case where the judge sided with the defendant.

In *Melodee Shores et al. v. Publix Super Markets* (95-1162-CIV-T-25E), plaintiffs sued the grocery store chain for sex discrimination and sought class certification, arguing that gender stereotypes were pervasive throughout the organization. The judge characterized Publix as using a "centralized policy of decentralized decision making" in which certain practices, such as manuals and handbooks governing promotional opportunities, formed the basis for its centralized practices. In support of their argument that these centralized practices were the cause of sex discrimination, the plaintiffs argued that Publix's requirement that anyone wishing to be promoted to store manager had to first work as a stocker created a barrier because women were either discouraged from working as stockers or were refused such positions. Furthermore, because only employees who served as store managers or department managers were able to move into managerial positions, plaintiffs claimed that there was a barrier that prevented them from reaching higher-level positions. The plaintiffs also argued that store managers exercised considerable subjectivity in their HR decisions (e.g., in initial hiring). Plaintiffs argued that the absence of written guidelines or training in making those decisions made them susceptible to bias against women.

In defense, Publix argued that "self-selection," (i.e., women preferring traditionally female jobs) rather than store manager bias was responsible for women favoring stereotypically female jobs. Furthermore, Publix argued that mere subjectivity in decision making was not necessarily indicative of discrimination.

Citing the Supreme Court's decision from *Falcon*, the judge ruled that in the class-certification stage, subjectivity of the decision-making process could be considered a factor in showing commonality, one of the four conditions for class certification. The judge also pointed to the lack of formal job postings, and the use of a system where managers had considerable discretion in terms of whom to select, as indicative of discrimination.

In terms of statistical analyses, the plaintiffs offered descriptive information indicating that women tended to be assigned to lower-level jobs in disproportionate numbers. For example, they showed that the vast majority of newly hired men, but only 12% of the newly hired women, worked in front service positions. Almost no women worked as grocery or produce clerks. The company did not contest the numbers; instead, the company argued that had gender differences in vocational interests and qualifications been taken into account these job placement differences would be explained away and offered an expert's report to support those arguments. The judge summarized

these positions as "a battle of experts," concluding that it was "inappropriate for the Court to determine the ultimate correctness of either parties' contentions in the *context of class certification*" (emphasis added), and that the plaintiffs' statistics were sufficient for the class-certification claim. This case provides an example of the distinction often made between evidence related to the merits of a class-action discrimination case and evidence related to whether a group of plaintiffs meet the conditions for class certification.

The judge ruled in favor of the defendant in the class-certification part of *Rhodes v. Cracker Barrel Old Country Store* (4:99-CV-217-HLM; for those with patience, this decision could serve as a case study for a graduate class on selection or employment discrimination, given its detailed discussion). Although most of the details are well beyond the scope of this article, the judge reviewed the HR system used at Cracker Barrel in great detail, including the hiring system, the training procedures, and the promotion process used throughout the company. Cracker Barrel consists of over 450 stores located in 41 states. Overall, the company employs about 50,000 workers. Very briefly, Cracker Barrel provided supervisors with staffing guidebooks, which included interviewing rules, sample questions, information regarding question legality, and related information. Although the details changed somewhat from year to year, supervisors typically received a one- day training program to cover the staffing guidebooks. Of particular interest for the present article, however, the judge concluded that while the HR policies and practices were "centrally created" by the company, the company did not apply the policies and practices in a centralized fashion. Specifically, the judge asserted that these policies and practices are "applied by hundreds or perhaps thousands of relatively autonomous decision makers scattered over 450 stores in 41 states." He added that the fact that these policies and practices explicitly prohibit discrimination indicates that it is only individualized practices of the many autonomous decision makers that could be at issue.

Both the plaintiffs' and the defendant's experts presented a plethora of statistical analyses. The defendant's experts critiqued many of the analyses presented by the plaintiffs' experts. One of the major criticisms offered by the defendant's experts is that the plaintiffs' expert frequently failed to control for store; indeed, stores often varied in their pass rates on many of these variables. Among the results was the finding that when the defendant's controlled for store, race differences in the pass rates on various tests tended to disappear. Thus, a store-level examination of the data argued against typicality and commonality.

Class-Certification Cases: Compensation Issues. In the next two cases, we focus on compensation issues. As before, we begin first with a case in which the judge sided with the plaintiffs, followed by a case where the judge sided with the defendant.

In a recent case, *Warren et al. v. Xerox* (01-CV-2909 [JG]), decided in January, 2004, class certification was again raised. The major charge in this case was that Xerox systemically assigned African Americans to inferior sales territories and refused to promote or transfer them to better territories, despite their performance. The plaintiffs were employed in the U.S. Customer Operations of Xerox, which was divided into several dozen Customer Business Units or CBUs. The CBUs functioned as independent organizations, with the responsibility for meeting centrally determined objectives. In terms of subjective decision making, the plaintiffs argued that the process was entirely subjective and therefore susceptible to discrimination. Xerox argued in response that its compensation decisions were not completely subjective, since there are various objective factors that were used. The judge ruled that the existence of some objective factors does not eliminate the possibility that the process is completely subjective, such as when those so-called objective variables may have been inappropriately applied. Thus, as noted by the judge, "the fact that company-wide practices may be implemented differently in local sales operations does not negate the finding of commonality where, as here, the policy or practice was applied to the entire class."

The statistical evidence offered by the plaintiffs consisted of analyses by an expert showing that on an aggregate, company-wide basis, even controlling for job grade, sales experience, and tenure, African Americans earned less than Whites in the years covered by the lawsuit. In defense, Xerox argued that compensation was determined by four major factors, including base salary, sales territory, quota, and revenue produced by the salesperson. Moreover, the specific base salary was, according to the defendant, set by the local sales managers within "centrally determined parameters and with instructions and guidance from Xerox's Human Resources Department." When analyzed separately for each CBU, few of them revealed race differences. Thus, Xerox argued that there was no evidence of widespread pay discrimination. In choosing between the rather different conclusions of the plaintiffs' and defendant's experts, the judge took a similar stance to the one taken in *Melodee Shores et al. v. Publix Super Markets* and asserted that in the class-certification stage the plaintiffs are not required to prove that they would "prevail on the merits." Based on these considerations, the judge ruled in favor of the plaintiffs.

By way of comparison, in a recent decision (*Moore et al. v. Boeing*, 2004 U.S. Dist. LEXIS 5959), the judge ruled against class certification for the plaintiffs. Very briefly, the plaintiffs sought to represent female employees in the St. Louis area and alleged class discrimination in terms of pay. The number of business units in the St. Louis area varied, depending on the year considered (e.g., there were four units until mid-2002). Each unit had its own management structure and HR department.

The plaintiffs claimed that Boeing headquarters provided guidelines on pay, but these guidelines provided only "vague considerations" for the managers. The managers had considerable latitude on how to make those decisions. As such, the plaintiffs argued that these guidelines applied to all employees, supporting commonality. Boeing asserted, in defense, that there was not a specific company-wide policy or practice that could be pointed to other than "excessive subjectivity." Siding with the defendant, the judge noted that "excessive subjectivity" might be a criticism of a practice but is not a policy or practice per se.

In reviewing the statistical evidence for pay discrimination, the judge noted that when aggregated within a unit, while the data *sometimes* supported the argument that women were paid less, the data frequently did not show women were disadvantaged when separated by job groups. For example, for the year 2000, the plaintiffs' expert studied 14 job groups and found that women were paid less than men in 11 of them. However, the differences were statistically significant in only three of the groups, and in one case, women appeared to be paid significantly *more* than men. The judge concluded that "the data does [sic] not show that there is a company-wide policy of discrimination." The judge therefore denied the motion for class certification.

In sum, there appears to be some variation in court opinions regarding the key issues in a class-certification employment discrimination case. These differences may be a function of different jurisdictions and different judges, so caution is needed in drawing firm conclusions from these cases to other situations (see Roehling, 1993, for more information on the dangers of drawing conclusions from prior court outcomes). Nevertheless, the issues raised throughout these cases provide insights into some of the issues that I-O psychologists might be called upon to apply their expertise.

Implications for I-O Psychologists

Given the risk involved, we think that it is important for I-O psychologists to remain knowledgeable and current with developments in the area of class-certification employment discrimination cases. It is our belief that the increasing use of the Internet may lead to the creation of highly centralized HR practices and may therefore expose companies to greater risk of class certification. In this light, we offer the following recommendations:

1. Be aware that developing and implementing centralized hiring, promotion, and pay practices could be viewed by the courts as evidence of commonality and typicality.

2. From a legal standpoint, there may be a delicate balance between practices that are too subjective and those that are too objective. Straddling the fence between overly subjective and overly objective practices may, *from a legal standpoint*, be optimal.

3. Use of statistics to monitor potential disparate impact appears important. In addition, where disparate impact is found, it is important to examine whether the impact can be isolated to a particular part of the company or whether there is evidence of a pervasive pattern of discrimination. Companies should also provide appropriate oversight to ensure that disparate treatment is not occurring.

4. Continuous education of decision makers is important to ensure that they understand legal and professional guidelines for making HR decisions, including choosing proper tests for selection and promotion.

5. Regular auditing of an organization's hiring, promotion, pay, and other I-O systems and processes is needed to ensure that these practices meet professional standards.

In conclusion, at the time of writing this column, there is a pending decision regarding class certification in a major sex discrimination case (*Dukes v. Wal-Mart Stores, Inc.*; see www.walmartclass.com). We believe that the outcome of this case is likely to affect future class-certification cases for years to come. In any event, class-action lawsuits in the employment discrimination area are likely to remain on the scene for years to come. We urge I-O psychologists to familiarize themselves with the issues they present.

As always, we would like to hear your comments, reactions, and experiences. Please contact either Michael Harris (mharris@umsl.edu) and/or Lisa Harpe (Lisa.Harpe@PeopleClick.com).

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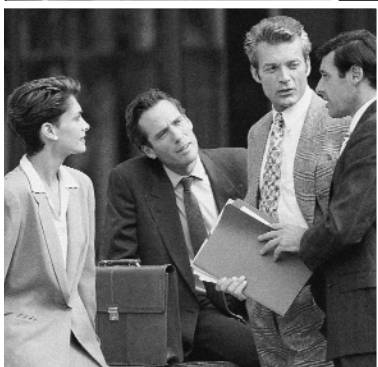- Executive Coaching
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Putting Some Color Into I-O Psychology

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

I-O psychology has been very good to me. It has provided me with a life-time vocation and has yielded many sources of gratification. Accordingly, I feel badly when some people (mostly undergraduate students) describe I-O psychology as lacking zest and pop. These people say it comes across as dry and sterile. Even if you try to disguise it with fancy color wrapping, if the fundamental message is bland, the customer will not be fooled more than once. As such I wanted to find a way to bring some panache to a discipline that is unfairly characterized as colorless. I think I found it.

The other day my wife informed me our hallway was starting to look like I-O psychology's reputation: dull and lifeless. She told me it was going to be repainted in a color that would give it some zap. She went to a huge building supply store and returned with something that was about the size and shape of a ruler, except this ruler was about three inches thick. It was strips of paint chips, depicting seven colors per strip, and contained about 200 strips. I never knew there were over 1,400 colors of paint. But the sheer number of colors was not what impressed me. What floored me was that each of these 1,400 colors was given a sexy, snappy name by the paint company. Many of these names bore absolutely no relationship to the color it represented. These paint strips can grab you in one of two ways—by the color or by the oh-so-chic name attached to it. I think the paint company hired a few unemployed English majors, gave them some LSD and a thesaurus, and told them to have at it.

So what we have here is a continuous variable, color, that has been poly-chotomized into 1,400 segments, each with its own name. I began to realize that I-O psychology also has a continuous variable at its root. It is the Pearson correlation. The correlation is to I-O psychology what water is to aquatics. I defy anyone to go to any empirical I-O psychology study and not find at least one correlation. These correlations are the DNA of our discipline—we would be nothing without them. I believe these ubiquitous decimals are at the core of why some people think I-O psychology is colorless. So here is my idea. If they can divide color into many segments and give each segment a sexy name, why can't we divide correlations into ranges and give each range a sexy name? I bet our discipline's interest ratings would go through the roof.

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

This is what I did. I created 40 ranges for correlation coefficients, rang-
ing from .000 to 1.00. Each range is .025 correlational units. I excluded neg-
ative correlations because nobody likes negative correlations. They are
sometimes more difficult to interpret than positive correlations, they are often
"reflected" to produce a more appealing positive correlation, and quite
frankly there is just something negative about negative correlations. I took
40 of the actual names of the paint chips and applied them to the range of cor-
relations. You talk about a makeover! These dry, lifeless correlations are
now transformed into a panoply of colors. Here are the new names for our
old, bland statistical indices of association.

$r = .000–.025$	Lost Atlantis	$r = .101–.125$	Anastasia
$r = .026–.050$	Castile Foam	$r = .126–.150$	Mushroom Basket
$r = .051–.075$	Razzberry Fizz	$r = .151–.175$	Twisted Brandy
$r = .076–.100$	Stucco Griege	$r = .176–.200$	Cavalier Cooper
$r = .201–.225$	Majorca Melon	$r = .301–.325$	Sedona Clay
$r = .226–.250$	Ocatillo	$r = .326–.350$	Loggia
$r = .251–.275$	Esplanade	$r = .351–.375$	Palisade
$r = .276–.300$	Quail Crest	$r = .376–.400$	Galleria
$r = .401–.425$	Zircon	$r = .501–.525$	Chanticleer
$r = .426–.450$	Turtle Creek	$r = .526–.550$	Sassafras Tea
$r = .451–.475$	Romanesque	$r = .551–.575$	Kypros
$r = .476–.500$	Brassine	$r = .576–.600$	Artemesia
$r = .601–.625$	Borage	$r = .701–.725$	Aubergine
$r = .626–.650$	Distant Thunder	$r = .726–.750$	Neutrino
$r = .651–.675$	Urban Putty	$r = .751–.775$	Peche
$r = .676–.700$	Vizcaya	$r = .776–.800$	Mariposa
$r = .801–.825$	Oat Cake	$r = .901–.925$	Enchanted Evening
$r = .826–.850$	Coquette	$r = .926–.950$	Warm Glow
$r = .851–.875$	Gloxinia	$r = .951–.975$	Magic Night
$r = .876–.900$	Knubby Wool	$r = .976–1.00$	Jewel of Heaven

corrected r in excess of 1.00   Fantasy

Don't these names just make your blood rush? Can't you just read the
new, revitalized Results section of our articles? "The KR20 reliability coeffi-
cients for the 7 subscales ranged from Urban Putty to Knubby Wool. The con-
vergent validity coefficients were most supportive, in the range of Brassine to
Aubergine. However, many of the divergent validity coefficients were dis-
turbingly high, more in the range of Galleria to Kypros rather than the theo-
retically postulated range of Stucco Griege to Ocatillo. Nevertheless, upon
application of correction formulas for range restriction and predictor unrelia-
bility, the adjusted correlation was Oat Cake." Now tell me, does that sound
colorless to you? It's all about marketing ourselves to a generation that grew
up on MTV and video games. And incidentally, the color my wife eventually
picked for our hallway was $r = .51$.

Michelle A. Donovan
Intel Corporation

With this *TIP* article we are making a little bit of history… exactly 21 years ago the Houston Area I-O Psychologists (Aka HAIOP to those in the know!) published a *TIP* article titled, "HAIOP Turns Five" to celebrate their 5th anniversary. As they gear up to celebrate their 25th anniversary they decided to kickoff the celebration by publishing another article to update everyone on how far their organization has come. HAIOP has a rich history (much like their great state of Texas!), and they have continued their early traditions of networking, sharing information, cavorting(!), and even giving back to the community. Read on for more details…

Houston Area I-O Psychologists (HAIOP) Turns 25!

Gloria M. Pereira
University of Houston Clear Lake

Edward J. Pavur
Management Service

Annette Spychalski
Wyle Laboratories

The legend began in December 1977 when **Jim Herring**, **Ed Kahn**, and Steve Constantine sent a letter (yes, via snail mail!) to I-O psychologists in Houston to initiate a group. This group would unite people that share common interests, passions, and backgrounds. Their first planning meeting was Monday, February 27th, 1978 and from that point on, I-O psychologists in Houston have been meeting, networking, and cavorting once a month on Mondays. HAIOP was formed! In 1978, the Bee Gees were singing *Saturday Night Fever,* but in Houston it was Monday Night Fever. Monday nights in Houston have never been the same.

Those early days were captured by Ed Kahn in a *TIP* article on May 1983, titled "HAIOP Turns Five." Yes, we have been featured in *TIP* before…2 decades ago! During the 1970s and 80s, most members remember meeting at Jeanneret and Associates' old offices on Smith Street for social events and to orchestrate the upcoming year's schedule of presentations. After a few drinks, members started telling good "war stories." And even though it was a planning meeting, we are not sure to this day how

much planning actually occurred. Most formal meetings were held at the nearby universities: University of Houston or Rice University and that same tradition continues to date.

Houston has always attracted lots of I-O psychology talent. Houston is home to 19 of the *Fortune* 500 companies and ranks fifth among metropolitan areas in the number of *Fortune* 500 headquarters. The Houston area also has three PhD programs in I-O psychology (Rice University, University of Houston, and Texas A&M) as well as a master's program at the University of Houston–Clear Lake. In the early years Exxon and Shell Oil had a big contingent of in-house I-O psychologists and interns. HAIOP meetings in the 1970s and early 1980s garnered support from these companies. Many people have served on the HAIOP board (e.g., **Jim Campion**, **Bob Dipboye**, **Bill Howell**, **Ken Laughery**, **Mort McPhail**, **Bob Pritchard**, Diane Rathjen, **Pat Sanders**, and **Alec Schrader**, among others). All contributed to HAIOP's success. **Vicki Vandaveer** was a zealous newsletter editor for some time, producing a newsletter that people actually read and which motivated organization membership.

The meeting topics have always reflected the I-O issues of the time. For example, Paul Sparks of Exxon organized a conference on testing issues. Members also remember how a debate on the scientist/practitioner model was always a good topic of discussion. And one topic that has also been repeatedly discussed is licensure (Some topics never die!). Members remember presentations on physical abilities testing, validity generalization, and testing practices. Jim Herring and **Steve Wunder** also at Exxon, and Vicki Vandaveer at Shell contributed their efforts to formal annual banquets featuring nationally known speakers. Current topics focus on issues such as occupational health psychology and corporate responsibility (after all, Houston was home to Enron's headquarters). And in Houston, mergers and acquisitions and change management are always interesting topics for those trying to find oil (i.e., "Texas gold") above ground rather than below ground.

Our membership composition has changed through time. The organization reflects the economy; it changes as the economy swells and ebbs. However, our membership has consistently been one-third practitioners, one-third academics, and one-third graduate students. The size fluctuates around 70 members but always remains between 50 and 100. We have full and student memberships, and although times have changed, we haven't raised our membership fees.

Individuals come to HAIOP for lots of different reasons. Our members feel we have maintained a nice balance between providing structured CE credit opportunities and offering social/networking opportunities. Barry Blakely was instrumental in getting HAIOP recognized as a provider of continuing education (CE) credits for licensure by the Texas State Board of Examiners of Psychologists. Due to Barry's swift and foresightful actions,

this turned out to be a relatively easy feat. Since then we have been offering CE credits to our members. The opportunity for fellowship and social interaction is also a key aspect for a lot of people. However, the intellectual discussions are also a valued feature of HAIOP. In the daily human management environment there is simply not much time to reflect on issues in a scholarly way.

HAIOP helps people evaluate issues from different perspectives: academic, practitioner, and consultant. HAIOP is also a perfect way to keep in touch with former classmates, colleagues, professors, and employers. Our annual directory and Web site (www.haiop.org) are wonderful resources to locate people for advice on professional issues, internships, jobs, and consulting opportunities. The Web site and HAIOP network are also an excellent resource for employers, who can reach a broad audience of potential applicants, including people who live beyond the immediate Houston area. HAIOP was and is a great place to meet people with similar interests.

One significant recent event occurred when the Texas State Psychology Association (TPA) asked HAIOP members for some help with a job analysis for licensed psychologists and clinical psychologists. HAIOP members **Clyde Mayo**, **Roger Blakeney**, Vicki Vandaveer, **Rodney Lowman**, and others, along with members of the Dallas I-O group, conducted 60 interviews of I-O psychologists. The task analysis and critical incidents from these interviews resulted in a job analysis report which could be used for selection as well as the performance appraisal of I-O psychologists at entry, experienced, and journeyman levels. This project was a great way for HAIOP members to give back to the community. The results were reported in the April 2002 issue of *TIP*.

Our typical meetings occur on Monday nights starting at 5:30 p.m. with a social (half) hour followed by a presentation lasting until 7:00 p.m. We typically have a Fall Banquet to kick off the year since our meetings follow the academic calendar. Last year's banquet featured **Wally Borman** as the keynote speaker. Other recent topics included Perspectives on Fraud and Ethics in Organizations by **Michelle Lynskey**, Nurse Recruitment and Selection by **Lauren Manning Salomon**, and Impact of Emotional and Social Intelligent Behavior on Performance by Reuven Bar-On. After surveying our membership, we experimented with different types of meetings such as roundtable discussions at local restaurants. Our first roundtable featured leadership and executive development facilitated by Mark Friedman and organizational development facilitated by **Eric Brown**; the second one featured psychological effects of mergers and acquisitions facilitated by Ed Pavur. The roundtable discussions have been a success!

Our current board consists of the authors as well as **Kingsley C. Ejiogu**, Mark J. Friedman, **Sylvia J. Hysong**, **Robert P. Lusignan**, and our long-time treasurer, Eric Brown. The board has no hierarchy and no formal titles except

for our treasurer, although we do tend to divide responsibilities by talents and time available. For example, Sylvia Hysong is our Web master. Previous to our Web site, we published a newsletter edited by Gloria M. Pereira. We meet for lunch once or twice a year to plan our programs and activities and everybody contributes to program development throughout the year. Our board aims to represent our constituencies: industry, consulting, and universities. We tend to be pretty informal; we put anyone interested in volunteering to work. Our Web site is only 1 year old and features details on our meetings (current and past) as well as job opportunities.

We are currently planning a celebration of our 25th anniversary in August. If you are lucky enough to be in Houston in August, please come join us. It should be an event as big as TEXAS!

Special thanks to **Donde Batten**, Barry Blakely, Eric Brown, Mark Friedman, Clyde Mayo, and Mort McPhail for sharing their early memories of HAIOP.

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Future Spotlights on Local Organizations

Stay tuned for the October issue of *TIP* when we profile the North Carolina Industrial and Organizational Psychologists. This North Carolina group is an active, engaging bunch—they couldn't wait to tell *TIP* readers all about their organization!

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. We also welcome contributions from International Affiliates about local groups.

TIP-TOPics

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

Ahh, the lazy days of summer…nothing to do but pass the time sitting by the pool, reading *TIP*, and sipping a cool beverage…are we dreaming? Seriously, once in graduate school it seems like the work never slows long enough to relax, but we hope that you do take some time to recuperate and get ready for the upcoming academic year. Maybe you have just completed your degree, or maybe you just have some time to reflect more on your future; in either case, we hope that you are still thinking about what career path you want to pursue. In this issue we are considering the governmental path of I-O psychology.

Most I-O psychologists working in government consider themselves to be consultants in jobs very similar to internal consultants. The individuals we surveyed primarily reported responsibilities that involve developing, validating, and implementing selection and promotion systems. They also evaluate and analyze the skills of a given workforce. Some are also involved in executive coaching and leadership development. Other duties include monitoring productivity, customer satisfaction, and employee morale. Consultants working for the government also report research-oriented activities as part of their jobs. They may have a broad range of responsibilities in personnel research, which may encompass providing advice and recommendations on the design of studies, survey development, data collection, analysis and interpretation, and other psychometric issues. Finally, they report managing training, compensation, and labor relations for the organizations in which they work, as well as involvement in overall policy development.

One type of governmental career that does not fit the stereotypical consulting position is working for the Equal Employment Opportunity Commission (EEOC). Jobs in this organization may involve consulting and testifying in class-action employment discrimination suits. Consultants working here typically assist attorneys and investigators in developing documents for cases dealing with hiring, promotions, and terminations. They may provide their opinions on aspects of court cases, which may be based in part on their statistical analyses of data involved in the case (e.g., whether adverse impact or disparate treatment occurred in an organization). They may be asked to provide these opinions either in oral or written form, or during a deposition and/or actual trial. They may also assist with conciliation and settlement negotiations of discrimination suits before they even reach the courtroom.

Another type of governmental career involves working for the military, which consists of both enlisted and civilian positions. Although many of the

duties in consulting for the military involve the same types of responsibilities as typical government consulting positions, working for the military also requires many unique tasks. The military consultants we contacted not only reported activities such as participating in the management and maintenance of personnel-selection instruments and providing analytical validity support for these instruments but also leading the planning and execution of promotion boards, creating detailed assessments of the current force, developing long-range plans and analyses in support of senior leader development, managing research programs and budgets, and composing briefings for upper administration.

The type of governmental position one holds determines the people with whom he/she interacts. Therefore, the consultants we contacted reported a wide range of individuals whom they consider close clients and colleagues. Such individuals include fellow psychologists (which include I-O psychologists as well as psychologists from other disciplines), internal HR staff, federal executives, managers and supervisors, department heads, union leaders, job incumbents, cops and police managers, attorneys, economists, and statisticians.

Overall, government consultants frequently report the ability to conduct research in their jobs. They seem to have some autonomy in the type of research that is conducted, although, not surprisingly, the research agenda is often influenced by the needs and interests of the organization for which they work.

Regarding licensure, we expected that working for the government would require I-O psychologists to be licensed. However, similar to previous careers we have highlighted in this column, none of the consultants we surveyed reported the need to be licensed to perform their current job duties. Many did explain that licensure may be important for promotions later in their careers, but they are currently judged more on their experience and educational background. There was no exception, even for the consultant working for the EEOC who routinely provided expert testimony. In military careers, consultants reported more interest in military credentials than in psychological licensure.

Consultants working for the government report many benefits to their careers. They are able to have a broad impact through their work for the government. They have the opportunity to influence the systems, processes, and laws of the nation both through their research and involvement in public policy. They report a lot of variety and challenge in their work. And, careers in the government typically offer a bit more job stability and security and require less travel than jobs in the private sector.

However, consultants working for the government also report the complex organizational processes of the government to be frustrating and time consuming. They say that the bureaucratic "red tape" delays the effective implementation of change, and sometimes politics dictates action more than the strategic plan. Financial issues are also a concern in the government. Some respondents reported insufficient clerical and administrative support as well as funding worries.

Careers in the military come with their own set of pros and cons. Advantages include early retirement and great benefits. Working for the military fulfills a sense of obligation and giving back to the country, and the work certainly is meaningful. The travel requirements of the military also offer the opportunity to practice one's skills in many different settings. Other perks of the military are training opportunities that come with the job, such as the chance to get military flight training from some of the best instructors in the world.

However, all of this comes at a price. There may be a service commitment of several years when taking a position as a military consultant, which may or may not involve deployment. Also, the military just isn't for everyone. There are standard restrictions on behavior imposed on members of the military and strict standards of decorum.

Developing the Student

One of our respondents informed us that the "government is obsessed with doing things in a technically correct manner." Therefore, now is the time to beef up on some methods courses! Load up on classes such as statistics, research design, survey research methods, and personnel selection. Make sure that your I-O training teaches you how to actually do a job analysis. Other courses on the "O" side include organizational development and leadership. If your program doesn't offer more business-oriented classes, head over to the business department to take an organizational theory class or a public administration and policy course. Further, one should seek courses that would develop your proposal writing, contract monitoring, and project management.

What can you do outside of the classroom to help get a grasp on government jobs? Surfing the Web can aid you in finding out where I-O psychologists work and what roles they play in the government. Look at www.firstgov.gov or www.opm.gov and their links to USAJOBS to learn about the missions of the various federal agencies. You can also subscribe to a variety of online newsletters geared toward HR topics in the government. For instance, Division 19 of APA provides an official newsletter, *The Military Psychologist*, that can be accessed online. Other online newsletters include *Government Executive* magazine, *Partnership for Public Service*, and *Merit Systems Protection Board*. Recommended offline publications include *Games People Play* by Eric Berne, *Company Commander* by Charles MacDonald, and virtually anything written by General Colin Powell. Also recommended are the journals *Public Personnel Management*, *Personnel Psychology*, *Military Psychology*, and, of course, *Journal of Applied Psychology*.

Developing the Researcher

Aside from the skills that naturally develop within your graduate training, our respondents recommended specific strategies for enhancing your research skills. As a student, it is important to hone in on the focus of your

research. Now is the time to keep abreast of the literature, develop your statistical tools and writing abilities, and network with other researchers to focus on the application of your research. Seek out training in item response theory (IRT), exploratory data analysis, SPSS applications, program evaluation, and measure development and validation. Also, applied experiences in conducting research are essential to gain experience in formulating and exploring research ideas. Be creative with your inquiries and designs. Further, get practice in communicating your findings. Being able to interpret your results and extract the practical relevance of your outcomes are research skills that are necessary for your career.

As usual, to heighten one's research skills as a student as well as in the field, you should take advantage of the multitude of conferences that are available to I-O psychologists. Many of these we have seen before along the academic and consulting paths, such as SIOP, Academy of Management, and Society for Human Resource Management. But our respondents did recommend a few additional ones. There are military psychology conferences and symposia, such as Division 19, Military Psychology during the APA conference. Also, although predominantly medical in focus, the Aerospace Medical Association conference does provide a great deal of aviation-specific research for I-O psychologists going into government/military research. Many of our panelists recommended the International Personnel Management Association Assessment Council (IPMAAC) as well as getting involved with your local Personnel Testing Council (PTC) to network with other military psychologists.

Developing the Practitioner

The good news is that there are several types of internships available for students who are interested in careers with the government or the military. Government internships can come in the form of federal, state, or city/local. Most of the internships related to I-O are at the city level and usually consist of work with police or fire departments. This work usually entails recruitment, selection, performance management, and promotion systems. In addition, several strategies were suggested by our professionals to obtain the ideal internship that fits not only your interests but also your preferred sector or branch of the military or government. Government internships are obviously the best preparation for this industry.

Another internship strategy could include working for an organization that has government contracts. This route would also help establish familiarity with I-O work in the government as well as with general government functioning. In addition, many government agencies have cooperative educational agreements with universities that allow students to work with them. However, you probably need to be willing to relocate, as most of these are located in the Washington D.C. area. Furthermore, try to intern with an agency in which you would be interested in working. This will allow you to

specialize in that area as well as become knowledgeable about that specific sector of the government and/or military branch.

If there are no formal internship programs within a given agency, then another strategy would be to contact an I-O psychologist in that department and try to develop an internship. If there are simply no internship opportunities available, seek ways to volunteer for the department in which you're interested in working. Regardless of whether you are an intern or a volunteer, these experiences reinforce your education and give you hands-on experience. Be proactive in seeking these opportunities, yet be patient as you seek a position to match your skills, as the "wheels of government grind slowly."

One cannot underestimate the benefits of networking and seeking out experience and advice of those I-O psychologists who currently work in the government and military arena. They can offer a first-hand account of the field. Making contact with I-O psychologists within an agency or department should always be the first step for you to land the internship that you want.

There are several recommendations for a government or military job search strategy. First, there are several Web sites and job postings that are extremely beneficial. For example, the Office of Personnel Management (OPM) or www.USAJobs.opm.gov is a great resource for those searching out jobs in this industry. Almost all of the professionals that we surveyed mentioned this Web site. There are also individual agency Web sites that are linked to the OPM Web site and may be useful for those students who already have a good idea of the area in which they would like to work. In addition, as for many I-O related positions, SIOP's Jobnet at www.siop.org is an outstanding resource for obtaining a job. Once again, the professionals that we surveyed stressed the importance of getting in contact with specific I-O psychologists with whom you would like to work. These professionals should match your research interests as well as the government sector in which you would like to work. This helps get your foot in the door as well as make available your services as an I-O psychologist. A final job-search strategy recommendation that we cannot emphasize enough is to customize your resume to each individual position for which you are applying.

Career Connections

As in previous columns, we would again like to highlight the challenges of switching career paths within I-O psychology. For I-O psychologists in government or military positions, the transition into a consulting role seems to not be that great of a challenge according to the professionals that we surveyed. Many of our respondents stated that their roles in the government very closely resemble those of internal consultants, therefore making the transition between these two paths fairly easy. However, these professionals did stress that staying current with what is going on in the "civilian" world is key for this transition to be straightforward. Another potential obstacle for those I-O psy-

chologists transitioning out of a military or a government position is dealing with "civilian language" versus military language. Most of our respondents stated that a challenge of working in this type of industry is getting familiar with the government or military language; therefore, a challenge in leaving military culture can lie in getting reacquainted with civilian language.

Similarly, our respondents were fairly unanimous that transitioning from their roles in government or the military to that of an external consultant is also fairly easy. In contrast, transitioning into academia was seen as much more of a challenge to our professionals. The main reason they provided for seeing this transition as being more of an obstacle is the challenge of maintaining a research program while working. To continue publishing while working in nonacademic settings is often difficult—as it is in other applied fields—because publishing is usually done above and beyond the regular job responsibilities. With that being said, there may be more flexibility with regard to research for those working in military or government positions as opposed to consulting in the private sector, as many of our respondents did mention research as part of their job duties.

Finally, our respondents acknowledge the fact that government employees often get a bad rap. The stereotype is that individuals working for the government are lazy and don't use their time efficiently. However, don't believe this stereotype. Government employees are no different than private sector or academic employees—the distribution of ability is the same. Government employees work hard, earn their pay, are good performers, and deserve public trust and respect. As with all stereotypes, these perceptions of government employees are not only unrealistic but also unfair.

Thanks again for our outstanding group of professionals who provided valuable information for this column. These respondents include: **Cassie B. Barlow** (United States Air Force), **Greg Beatty** (Immigration Service/Department of Homeland Security), **Doug Cederblom** (Washington State Patrol), **Murray J. Mack** (Department of the Army), **Ernest M. Paskey** (U.S. Office of Personnel Management), **Henry L. Phillips** (Naval Aerospace Medical Institute), **Jerry Solamon** (City of Altanta), **Melba Stetz** (United States Army), and **Hilary Weiner** (U.S. Equal Employment Opportunity Commission). If you would like any more information on any of these topics or have an idea for an issue that you would like to see addressed in a future column, please feel free to contact us: Jaime Durley (jdurley@uga.edu), Corey Muñoz (cmunoz@uga.edu), Andi Brinley (amtbrinley@aol.com).

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Report on the Nineteenth Annual Doctoral Consortium

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The 19th Annual Industrial-Organizational Psychology Doctoral Consortium was held Thursday, April 1, 2004 in the Sheraton Hotel and Towers in Chicago. The consortium's theme was "What We Learned Along the Way" and was attended by 42 advanced doctoral students from psychology, business, and management programs. Nominated to participate by their faculty, participants included both those planning academic careers and those seeking positions in industry and consulting.

The day's activities began with a continental breakfast and welcoming mixer. **Mike Burke** gave the students a preview of his presidential speech: "The Applied Psychology of Workplace Safety." Then, students participated in a panel discussion hosted by **John Mathieu.**

We relaxed over lunch and then were entertained by **Frank Landy** and his talk:" Why I-O Psychologists Don't Get No Respect."

The early afternoon featured a discussion by panelists **Jim Farr, Tove Hammer,** and **Ann Howard**, all of whom had been graduate students together at the University of Maryland.

The panel discussion was followed by two concurrent sessions. Session A was conducted by recent graduates: **Joyce Bono, Gilad Chen, Stephanie Payne,** and **Jeanne Wilson.** Session B was conducted by cohorts from Penn State: **Jan Cleveland, Steve Kozlowski,** and **Kevin Murphy.** We wrapped things up at 4:30 p.m. with agreement from all that the day had gone well.

We would like to thank the presenters for their outstanding presentations—feedback from students was uniformly positive. Lee Hakel helped enormously with program planning and arrangements. **Susan Carnes** of APT was invaluable coordinating program communications and materials. We would also like to congratulate the doctoral students who participated this year: **Michael Bashshur, Brian Bonness, Sarah Chan, Suzanne Clarke, Patrick Converse, David Coole, Blandy Costello, Craig Crossley, Jeffrey Cucina, Jennifer Cullen, Orla NicDomhnail, Lori A. Ferzandi, Kevin Fox, Charlotte Fritz, Allan Fromen,** Guohong Han, **Crystal M. Harold,** Brian Hofman, **Hannah Jackson, Seth Kaplan, Jennifer Knight, Meichuan Kung, Kathy Kurek, Kim Legro, Sandy Lim, Jessica Mesmer Magnus, David Mayer, Joanne Messina, John Michel, Anupama Narayan, Corrie Pogson, Angela K. Pratt, Yvette Quintela, Alaka Rao, Patrick Rosopa, Cathleen Swody, Aaron Wallen, Chris Warren, Christopher Winkelspecht, Nancy J. Yanchus, Hao Zhao** and **Jonathan Ziegert.**

Next year, **Harold Goldstein** from Baruch College will join Kathleen as cochairs for the doctoral consortium in Los Angeles. Please e-mail either of us if you have ideas or suggestions for the 2005 program (KKL@appliedpsych.com or Harold_Goldstein@baruch.cuny.edu).

The SIOP Foundation Awards Three Scholarships!

The SIOP Foundation is pleased to announce its first-ever Graduate Student Scholarship Awards in the amount of $2,000 each.

Congratulations to **Lori Anderson** (Colorado State University), **Lisa Roberts** (University of Missouri–St Louis), and **Craig Wallace** (Georgia Institute of Technology)!

Thank you to all the SIOP Foundation contributors who made this accomplishment possible!

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* or students in closely related fields.

Everything You Need to Know About I-O Internships: Results From the 2003 SIOP Internship Survey

Liberty J. Munson and Geneva Phillips
The Boeing Company

C. C. Clark
Hay Group

Rose Mueller-Hanson
PDRI

In December 2003, the Internship Subcommittee of SIOP's Education and Training Committee conducted a survey to investigate all types of applied experiences (e.g., paid and unpaid experiences, internships, supervised experiences obtained while pursuing licensure, co-ops, practicums, etc.) available to graduate students interested in I-O psychology. The goals of the survey were to identify common characteristics of internships and identify practical guidance for graduate students seeking applied experiences. For reporting purposes, we refer to these experiences as "internships" and the students who participate in them as "interns."

An e-mail invitation was sent to all SIOP members who work in applied positions according to the membership database. Recipients were asked to participate if they currently offer or have offered internships within the past 5 years. Because the e-mail invitation was sent to all SIOP members in applied positions, it was likely that more than one person from a given organization would be asked to participate. To increase the accuracy of reporting, we asked that only one person in an organization complete the survey unless multiple internships were offered. For those organizations offering internships in multiple areas, we asked that information be provided for each. We received 100 responses to the survey.

The survey included questions about recruitment and selection, job responsibilities, supervision and performance feedback provided during internships and licensure (if applicable), length of internships, and compensation, including benefits and perks. We also asked respondents to describe the differences between outstanding and ineffective interns and what expectations they have of interns that are typically NOT met. The results are described below.

Organizations Offering Internships

Respondents were asked to classify the I-O-related work done by their organization. Not surprisingly, most of the respondents indicated that their organizations did external (41%) or internal (37%) consulting while 10% primarily conduct government research. The remaining organizations (12%)

indicated that the work done by their organization could be classified in more than one category (e.g., external consulting and government research). When appropriate, we will comment on differences between internships at organizations that classified their work as solely internal or external consulting.

One of the deliverables from this project was to identify organizations that offer internships to graduate students. As such, some respondents provided the name of their organization and department where the internship occurs (see below).

- American Institutes for Research
- Caliber Associates–Personnel Research Group
- City of Santa Clara–Human Resources Department
- CPS–Human Resource Services (I-O Consulting)
- Defence R&D, Canada Toronto–Stress & Coping Group
- Department of Defense Equal Opportunity Management Institute–Directorate of Research
- Department of Defense–Defense Manpower Data Center
- Donnoe & Associates, Inc.
- DRI Consulting
- Entergy–Employee Development
- Gobierno Vasco–Public Administration
- Hogan Assessment Systems–Research Services Department
- Human Performance Systems, Inc.
- Humber, Mundie & McClary, LLP
- IBM–Global Workforce Research
- Jackson Leadership Systems
- Jeanneret & Associates, Inc.
- Los Angeles Unified School District–Personnel Commission
- Mercer Human Resource Consulting–Organizational Research & Effectiveness
- National Institutes of Health, National Institute on Drug Abuse–Health Services Research Branch
- Nucleus Solutions–Forceffect Consulting
- ODR
- PepsiCo–Organization & Management Development
- Personnel Decisions International
- Personnel Decisions Research Institutes
- Polaris Assessment Systems
- Primetrics, Inc.
- Resource Associates, Inc.
- Rocket-Hire
- Sempra Energy–People Research
- SHL Americas Region (US, Canada, Mexico)
- Sprint–National Staffing

- State Farm Insurance Companies–Human Resources Research Unit
- The Dow Chemical Company–Workforce Planning Strategic Center
- The Lesowitz Group, Inc. (LGi)
- The Timken Company–Staffing and Development Department
- Tiffany & Co.–Leadership & Organization Development
- U.S. Army Research Institute for the Behavioral and Social Sciences
- U.S. Office of Personnel Management–Assessment and Training Assistance Services
- Verizon–Assessment and Selection
- viaPeople
- Wolosin and Associates

Recruitment

Most organizations recruit interns by contacting faculty in I-O programs (66%) or through informal contacts/professional networks (56%). Some use internship or career placement programs at universities and/or within specific departments (26%) or direct mailings to schools and professors (23%). Career fairs (1%), *TIP* (4%), and non-SIOP placement services (7%) are the least frequently used methods of recruitment. Approximately 19% do not actively recruit for interns. Interestingly, external consulting firms (28%) are less likely to actively recruit interns than internal consulting firms (14%), but those that actively recruit use similar methods regardless of their organization type.

What does this mean for internship seekers? If you are solely relying on the postings in *TIP,* you may be missing some internship opportunities, especially if you are interested in external consulting. Talk to the faculty in your department; they may have some suggestions.

Selection

Most responding organizations hire interns who have an educational background in I-O psychology (74%). A few organizations hire graduate students with educations in clinical/counseling psychology (4%), business-related areas (3%), human resource development (5%), and general psychology (4%).

The minimum education requirements for graduate level internships vary from organization to organization. Some organizations require that interns have proposed (27%) or completed (20%) their master's thesis. A few require that interns have taken their comprehensive exams (8%), while others (13%) are flexible in their educational requirements, using coursework and research experiences to determine if applicants are qualified. Of those, 5% simply require that the applicant is enrolled in a graduate program. Seventeen (17%) companies do not consider education when selecting interns.

With regard to selection, interviews are by far the most popular type of assessment with phone interviews being conducted by 49%, structured in-

person interviews by 46%, and unstructured or traditional in-person interviews by 33%. Furthermore, many organizations indicated that they conduct at least two interviews. Personality (18%), cognitive ability (15%), work sample (10%), situational (4%) and other types of tests are used less frequently. It is important to note, however, that unstructured or traditional in-person interviews (35%), personality tests (38%), and cognitive ability tests (30%) are used much more frequently for external consulting internships than internal consulting internships. Other types of assessments include obtaining references from faculty, conducting structured reviews of vitas/resumes, and evaluating writing samples.

Respondents were asked to select the three KSAOs that they thought were most critical in the selection of interns from a comprehensive list. Those who selected "other" were given the opportunity to add important KSAOs but were asked that the total identified not exceed three. Results indicated that the most important KSAOs are teamwork/interpersonal skills (45%), basic statistical skills (32%), ability to communicate, in writing and orally, with a business audience (28%), and experience using standard statistical packages (28%; see Table 1). KSAOs added by respondents included personality traits (e.g., motivation and conscientiousness), specific knowledge areas or skills (e.g., 360-feedback tools, job analysis, validation, etc.), and interest in I-O-related work and research.

Comparing external and internal consulting internships shows some minor differences in the rank order of these competencies. For example, written/oral communication for a business audience was the second most important KSAO for external consulting while basic statistical skills was the second most important for internal consulting. Project management, survey design, and knowledge of employment law were slightly more important for internal consulting while willingness to travel, written communication, advanced statistical knowledge, and previous experience were slightly more important in external consulting.

What does this mean for internship seekers? Most organizations hire interns who are in I-O programs. While many consider education level in their selection process, this varies from organization to organization; review job postings and talk to recruiters for specific information on minimum requirements. Expect to be interviewed at least once during the selection process either in person or over the phone. If applying for an external consulting position, you may also take a personality and/or cognitive ability test.

Teamwork and interpersonal skills, basic statistical skills, and ability to communicate in writing and orally with a business audience appear to be the most important KSAOs that organizations consider during the selection process; however, understanding the differences between important KSAOs for external and internal consulting internships may better prepare you for the selection process.

Table 1

KSAOs and Frequency Selected

KSAOs	Overall %	External consulting %	Internal consulting %
Teamwork and interpersonal skills	45	53	46
Basic statistical skills (e.g., descriptives, correlations, regression)	32	28	30
Written/oral communication to a business audience	31	38	27
Experience using statistical software packages, such as SPSS, SAS, LISREL, etc.	28	23	24
Written communication	20	23	16
Project management or planning skills	18	20	24
Previous experience (obtained through other applied or school experiences, etc.)	16	20	14
Oral communication	13	10	8
Advanced statistical skills (e.g., IRT, structural equations modeling, HLM)	9	10	3
Survey design	8	3	11
Basic understanding of business (e.g., marketing, sales, finance, business trends/headlines)	7	8	8
Experimental design	3	0	3
Knowledge of employment laws and regulations	2	0	5
Ability to speak multiple languages	1	0	0
Willingness to travel	1	3	0
Demonstrated leadership experience	0	0	0
Other	15	13	19

Intern Job Responsibilities

Respondents indicated the percentage of time interns spend performing 17 tasks (see Table 2). To ensure the average time spent on these tasks was not underestimated, means were calculated based only on those organizations in which the task was performed. The most frequent tasks include data analysis (23%), developing training courses (19%) and/or selection assessments (15%), project management (16%), report writing (16%), and job analysis (15%). Other tasks (written in by respondents) included general consulting, survey administration and analysis, and other miscellaneous research. The most infrequent tasks performed were making and developing presentations and test administration.

Furthermore, interns in external consulting organizations spend the majority of their time analyzing data, conducting validation studies, writing reports, developing training courses and/or selection assessments, and directing client contact (e.g., conduct focus groups) while interns in internal consulting organizations conduct job analyses, analyze data, manage projects, collect data, write reports, and develop selection assessments. While there is some overlap in the most frequent tasks, the differences are notable.

What does this mean for internship seekers? Intern job responsibilities vary from organization to organization, but at a minimum, expect to analyze data. Depending on the nature of the internship, you may also develop training courses, conduct job analyses, manage projects, write reports, and develop selection assessments. You will probably not be involved in test administration and developing or making presentations. Understanding the differences between the tasks performed by interns in internal and external consulting organizations may help you make a better decision about your internship experience.

Supervision and Feedback

An overarching theme in the internship experience is the expectation that interns will be able to demonstrate initiative and work with minimal supervision. This theme carries into the types and frequency of formal supervision of intern activities. A few respondents indicated that interns are closely supervised and several indicated that supervision was tailored to the task's difficulty and intern's ability to perform the task. Typically, however, the intern is expected to understand and independently perform daily activities with minimal direction with the final product being reviewed by a senior consultant or supervisor. Nevertheless, many respondents indicated that they expect the intern to ask questions and clarify goals when needed.

In terms of performance feedback, it was surprising that only 78% of respondents indicated that they provide feedback to interns especially given the widespread acknowledgement that regular feedback is critical to per-

formance development. Among this group, there was substantial variation in the formality, frequency, content, and source of the performance reviews. For example, 35% use an informal process, 12% use a formal process, and 19% use a mixture of both. A few (7%) follow their organization's feedback process. In terms of frequency, 20% indicate that feedback is provided on an "ongoing" basis, 14% provide feedback quarterly, and 12% provide feedback at the end of the internship.

Table 2

Mean Percentage with Interns Performing Task (Number of Organizations in Which Task is Performed)

Task	Overall sample	External consulting	Internal consulting
Library research, bench-marking, literature reviews	13.17 ($n = 63$)	13.08 ($n = 26$)	11.29 ($n = 21$)
Data entry	10.46 ($n = 37$)	12.19 ($n = 16$)	8.77 ($n = 13$)
Data analysis	23.14 ($n = 69$)	20.38 ($n = 26$)	19.28 ($n = 25$)
Proposal preparation	10.00 ($n = 18$)	8.89 ($n = 9$)	11.67 ($n = 6$)
Job analysis interviews and observations	14.90 ($n = 31$)	10.62 ($n = 16$)	23.00 ($n = 9$)
Test administration	8.60 ($n = 15$)	9.18 ($n = 11$)	7.67 ($n = 3$)
Direct client contact, such as facilitating SME or focus groups	13.41 ($n = 44$)	14.79 ($n = 19$)	12.89 ($n = 19$)
Report writing	15.91 ($n = 55$)	15.87 ($n = 23$)	16.47 ($n = 17$)
Developing training courses	19.20 ($n = 15$)	15.20 ($n = 5$)	13.14 ($n = 7$)
Developing presentations	9.79 ($n = 38$)	9.18 ($n = 11$)	9.79 ($n = 19$)
Making presentations	6.36 ($n = 22$)	7.67 ($n = 6$)	4.92 ($n = 12$)
Conducting validation studies	14.04 ($n = 26$)	16.15 ($n = 13$)	13.33 ($n = 9$)
Developing survey content	10.34 ($n = 29$)	8.57 ($n = 7$)	11.25 ($n = 12$)
Developing selection assess-ments, such as interviews and paper-and pencil tests	15.34 ($n = 29$)	14.58 ($n = 12$)	16.36 ($n = 11$)
Conducting interviews	11.15 ($n = 13$)	11.67 ($n = 9$)	10.00 ($n = 2$)
Project management	15.91 ($n = 33$)	10.71 ($n = 7$)	17.27 ($n = 22$)
Other types of data collection not listed above	14.00 ($n = 15$)	7.00 ($n = 5$)	17.00 ($n = 5$)
Other	24.00 ($n = 15$)	36.43 ($n = 7$)	14.17 ($n = 6$)

Feedback is most typically provided informally in face-to-face coaching or mentoring sessions and is provided by a variety of sources including supervisors, team members, customers, and mentors. Most participants provide project or task-specific feedback; however, only three specifically mentioned setting standards and/or goals for the intern. Furthermore, when formal reviews and documentation occur, they are typically done at year-end or to fulfill graduate school requirements and are rarely done for the purpose of performance development.

What does this mean for internship seekers? While managers typically expect interns to demonstrate initiative and work with minimal supervision, you should ask questions and clarify goals when necessary. While the majority of organizations provide performance feedback, it is not a guarantee; you may need to ask for it. If you do receive performance feedback, it is likely to be provided informally in coaching or mentoring sessions.

Supervision for Licensure

Approximately 13% of respondents indicated the ability to provide supervised activities that meet the state's guidelines for licensure as a psychologist; 55% did not offer supervised activities, and 33% were unaware whether this type of supervision was provided to interns. Four respondents indicated that one or more licensed psychologists were available who could provide the necessary supervision.

What does this mean for internship seekers? If you are seeking licensure, ensure that the organization can provide the supervision needed to meet your state's guidelines before accepting the internship.

Length of Internships, Pay, Benefits, and Perks

The typical length of an internship is 6–9 months; however, 20% indicated that the length of their internships was negotiable. On average, interns are paid between $18 and $20/hour (external consulting positions pay $18–$20/hour, while the average hourly pay for internal consulting positions is $21–$23). Of those who responded, ten indicated that their internships were unpaid, and four pay their interns $27/hour or more.

The average number of hours that interns are expected to work each week is approximately 20–25 (external consulting internships average between 20–25 hours/week while internal consulting internships average 25–30 hours); however, the two most frequent responses were 15–20 hours and 35–40 hours with 19% of respondents selecting each, a result that may reflect the availability of full- and part-time internships.

In addition, interns with educational backgrounds in I-O psychology tend to make a slightly higher hourly wage than interns with other educational backgrounds, but they also tend to work more hours (35–40 hours/week).

Thirty-three respondents indicated that they provide interns with benefits and other perks. Most frequently these organizations provide health (medical and in some cases, dental) insurance (33% of those commenting), pay for all or part of expenses related to SIOP, including dues and travel to the annual conference (30%), and/or provide various training opportunities, such as project management courses (24%). A few organizations pay for parking and relocation, and some offer paid vacation days and flex time. Of particular interest to graduate students, three organizations specifically indicated that interns would have the opportunity to gather data for their thesis either during or after the internship; several even offer tuition reimbursement.

Roughly 29% of the respondents indicated that qualified interns are likely to be offered a permanent position at the end of their internship contract.

What does this mean for internship seekers? The average hourly wage for interns is approximately $19/hour. The number of hours you will be expected to work will depend on if the internship is full- or part-time. While internal positions offer slightly more pay, you may also be expected to work more hours per week. The length of the internship is negotiable in some cases but on average will be 6–9 months.

Qualities of Effective Interns

Respondents commented on behaviors that distinguish effective from ineffective interns. While technical skills (particularly statistical knowledge) are considered important, respondents emphasized interpersonal skills, work ethic (e.g., conscientiousness, results orientation), and ability to demonstrate initiative and be proactive. Communication skills are also critical for interns, especially the ability to translate complex statistical or methodological information into business or lay terminology. Additionally, respondents mentioned quality orientation, adaptability, continuous learning (e.g., recognizes weaknesses, seeks information, quick learner, accepts feedback), and problem solving as being key characteristics of effective interns. Finally, respondents indicated that effective interns understand the constraints placed on I-O research techniques in business environments and are willing and able to make appropriate trade-offs between scientific rigor and business realities.

Expectations That Are Not Met

While many respondents commented that their selection procedures helped ensure that their interns typically met expectations, a sizable minority noted that their expectations were sometimes not met. Unmet expectations were often the result of work style issues (e.g., poor time management, poor work ethic or lack of initiative, lack of maturity or professionalism, poor attention to detail, and lack of ability to work independently), the interns' difficulty adjusting to a business environment (e.g., inability to understand the

practical constraints of a business environment, lack of "organizational savvy"), and poor writing skills, especially as related to writing for a business audience. Other reasons for unmet expectations included difficulties in communicating and interacting with others, a lack of interest in the work or business, lack of technical knowledge, and poor critical thinking skills.

What does this mean for internship seekers? Taking the two previous sections together, to be a successful intern, you need to demonstrate initiative, a strong work ethic, and have good interpersonal and communication skills. Perhaps, most important, you will also need to understand the practical constraints placed on I-O research in business environments and be willing and able to make appropriate compromises as necessary.

Summary

Successful internship programs offer benefits to both the intern and the employing organization. Organizations benefit from fresh perspectives and cutting-edge research. Internships also provide organizations with a means for "giving back" to the educational community. In addition, many interns are able to make substantive contributions to the work of the organizations and often provide a much needed "extra pair of hands." Interns, on the other hand, are given the opportunity to explore applied areas of I-O psychology during their internships, gain valuable work experience, expand their professional networks, and further develop their technical and business skills. While internships offer benefits to both the intern and organization, in order to be truly successful, both must be prepared for the demands of the internship.

The goal of this survey was to identify the common characteristics of internships and to offer practical guidance for graduate students seeking these experiences. If you are a graduate student seeking an internship in I-O psychology, we hope these results will help you prepare for the experience.

The Internship Subcommittee is investigating internships for high school and undergraduate students in areas related to I-O psychology. Look for information on these applied experiences in a future issue of *TIP*.

Finally, we want to thank **Bill Macey** and Personnel Research Associates, Inc. for allowing us to use SurveySage®, their computerized survey builder tool, to administer this survey.

Programming Excel Macros

R. Jason Weiss
Development Dimensions International

After my previous article on creating forms in Excel (Weiss, 2004) came out, I received some e-mail asking for more information on how to aggregate the data from the collected forms. Surely there's an easy way to do that, isn't there? There sure is, but it means delving into the big and often misunderstood topic of programming Excel. The topic itself is vast enough in scope that I have at least three thick books on my bookshelf that cover various aspects of it with varying specificity to Excel, and none purport to offer any kind of encyclopedic reference. Given the few short pages that I have here, I can't do much more than introduce some of the ideas and illustrate their power. That said, you can do some amazing, time-saving things with only a little knowledge, and Excel makes it easy to get started.

It is important to carefully define the scope of this article. With some practice, you can use Microsoft's Visual Basic for Applications (VBA) programming language to create amazingly complex applications that can even draw on other applications such as Word and have unique interfaces that in no way resemble Excel spreadsheets. That's at the high end, where the power users play. We'll keep things simple for the sake of this article and just focus on creating Excel macros simply and implementing macro code created by others. Let's start by getting a better understanding of what macros do and why they're useful.

What Are Macros, and Can They Bite?

In PC desktop software, macros are best known as a means for capturing a set of user actions for later use. A simple example of a macro is provided by my long lost Gateway "AnyKey" keyboard. As I recall, this keyboard enabled the user to record keystrokes and save the recording to a specific key combination. This was a wonderful help in speeding exceedingly dull tasks like cleaning up data for entry into statistical software. Rather than repeat the key combination <DOWN ARROW>, <LEFT ARROW>, <F2>, <HOME>, <CTRL>+<SHIFT>+<RIGHT ARROW>, <SHIFT>+<RIGHT ARROW>, <DELETE>, <ENTER> to delete a set of characters that began each cell in a column for each and every one of a thousand rows in a spreadsheet, I could record the keystrokes into a keyboard macro and just hit the

activating keystroke a thousand times. This latter approach was much less painful, error-prone, and mind-numbing than trying to repeatedly duplicate a long sequence of keystrokes.

The keyboard macros described above are effective, but unquestionably limited. They only applied to keystrokes on a keyboard and were stored in the keyboard's memory, unaware of the software in which they were used. This latter fact usually came rocketing home when I would accidentally invoke the wrong keyboard macro and watch helplessly as the unwitting macro mutilated my spreadsheet. In contrast to keyboard macros, Excel macros represent recorded actions within Excel, whether by keyboard or mouse. Say for example that you record an Excel macro that invokes a dialog box (say, the *Format Cells* dialog) and changes its settings. The resulting macro depicts your actions as formatting cells, not just as a selection of key-presses and mouse clicks on buttons.

Macros can be stored directly with a spreadsheet, or in your personal macro workbook if you'd like to use them across a selection of spreadsheets. Unfortunately, this former ability to store macros in a spreadsheet that you can e-mail to others is attractive to virus writers, whose macros tend toward the destructive. To prevent users from accidentally unleashing viruses, most installations of Excel are set by default to block all macros stored with spreadsheets. You can back away from this appropriately paranoid approach by setting Excel to offer you the choice for files containing macros. This is done by selecting the **Tools** menu and choosing **Macro** | **Security**… | **Medium**. Each time you open a spreadsheet file with macros in it, Excel will then ask you if you want them to be enabled. If you store macros in your spreadsheets, be sure to advise others to whom you distribute the files as to their presence and the above means of enabling their use.

Baby's First Macro

I described conditional formatting in my first article on Excel (Weiss, 2003). The idea is that you can define up to three sets of criteria by which Excel will automatically format a cell. For example, let's say you've set up your budget in Excel, and you want to keep a careful eye on spending in certain categories. To help you keep track at a glance, you institute a simple conditional format: If you are over budget for a given category, you want the cell background to be colored red; if you are within your budget, the background should be green. Let's assume further that you have a number of such categories (*hobby expenses; house repairs due to hobby projects gone terribly wrong; apologetic gifts to spouse,* etc.) and that you change which categories you choose to focus on each month. Rather than go through the effort of repeatedly invoking the *Conditional Formatting* dialog box and filling in the exact same information, it makes sense to create a macro to do the work.

Let's assume that you have a cell for each category of expenditure that calculates the difference between your budget and actual outlays. If the value of that cell is zero or negative, then you are under budget. If it is positive, then you are over budget. We will go through the steps to set up conditional formatting for this cell and have Excel record our actions. Here are the steps to take.

1. Pick a cell. Start Excel and select a target cell.

2. Launch the macro recorder. Select the **Tools** menu and choose **Macro | Record New Macro…** Under *Macro name* in the *Record Macro* dialog box, type `BudgetWatch`. Note that macro names cannot have spaces. Under *Store macro in*, select **Personal Macro Workbook**. Click **OK** to exit the *Record Macro* dialog box. The dialog box will be replaced by a tiny, illegibly-titled *Stop Recording* toolbar with two buttons on it, the first of which has a blue square like a *Stop* button on a CD or DVD player. The macro recorder is now recording your every movement within Excel.

3. Perform your conditional formatting magic. Select the **Format** menu and choose **Conditional Formatting…** to bring up the *Conditional Formatting* dialog box. The box is designed to let you define conditions in a sentence-like manner. Click on the second drop-down box from the left, set by default to *between*. Set it to **greater than**. Enter 0 in the final box on the right. The three boxes, left to right, should read "*Cell Value Is*" "*greater than*" "*0*". Click the **Format…** button to begin defining the cell formatting. Choose the **Patterns** tab and click on a red square. Click **OK**. Next, click the **Add>>** button to add a second condition where we will indicate the "within-budget" status. Follow the same process as just outlined and set three boxes to "*Cell Value Is*" "*less than or equal to*" "*0*", and the cell background pattern to green. Click **OK** to close the *Conditional Formatting* dialog box and click the **Stop** button on the *Stop Recording* toolbar. Your macro is now complete and ready to use.

4. Try the macro. First, let's make sure the macro works as planned. Enter positive and negative values into your conditionally formatted cell and observe the changes in color. Note that you must hit **Enter** or exit the cell for the conditional formatting to operate following each change. Now go to a different cell and invoke the macro as follows: Select the **Format** menu and choose **Macro | Macros…** to launch the *Macro* dialog box. Select the macro labeled *Personal.xls!BudgetWatch* and click on **Run** to run it. Try entering positive and negative values into the new cell. Wasn't that easy and fun?

A note on the other button. The *Stop Recording* toolbar has two buttons. The first, as we have seen, stops the macro recording process. The second is an interesting critter. By default, Excel records the selection of cells in absolute terms—if you click the down arrow on your keyboard and the cursor lands on cell B6, Excel records this as something like "Select cell B6." If you want your macro to record relative movements in your macros (e.g., from whatever cell you are on, go down one cell), select that second button in the

Stop Recording toolbar, called the *Relative Reference* button prior to any related cursor movement. Once activated, the *Relative Reference* button remains activated until you click it again.

Running Macros

Now that you know how to create a simple macro—albeit one that can save you lots of time—you should know that there are many ways to invoke it. The first is through the *Macro* dialog box, as outlined above. Following are some faster ways to invoke macros.

Assign a shortcut key. Launch the *Macro* dialog box as outlined above. Select the macro for which you wish to define a shortcut key and click on the **Options…** button. In the *Shortcut key* box, enter a letter. You can then invoke the macro by holding down the <CTRL> key and typing that letter. A couple of notes are in order here. First, your choice of letter here will override any standard key combinations in place. For example, if you regularly rely on <CTRL>+<C> for copying a selection and you then define that key combination for a macro, you may be surprised if you accidentally try to use it for copying. However, if you change the shortcut key to something else, the default key combination will return. Second, you can use the <SHIFT> key for an additional shortcut associated with capital letters. Therefore, <CTRL>+<W> and <CTRL>+<SHIFT>+<W> can refer to two different macros.

Use a form control. Each of the form controls on the *Forms* toolbar (see Weiss, 2004) offer the option to run a macro when they are clicked. It is probably most useful to assign macros to buttons, which have no other use and were consequently not considered in Weiss (2004). However, the other controls can also accept macros. Right click on a form control and choose **Assign Macro…** from the context-sensitive menu. The *Assign Macro* dialog box will then appear. Select the desired macro and click **OK**. You can also create or record a new macro from this dialog box.

Assign a macro to a toolbar button or a menu item. This is a little complex. Select the **Tools** menu and choose **Customize…** Click on the **Commands** tab and select **Macros** near the bottom of the *Categories* listbox. For a toolbar button, click and drag the happy face **Custom Button** item from the *Commands* listbox to a toolbar. Click the **Modify Selection** button and choose **Assign Macro…**at the bottom. The *Assign Macro* dialog box will then appear. Select the desired macro and click **OK**. A number of the other options available from the **Modify Selection** button allow you to change the appearance of the button to text only or a combination of image and text and to choose a different button image. Creating a menu item is much the same, with the exception that you will drag the **Custom Menu Item** entry from the *Commands* listbox to a menu, and then drop it into position on the menu. As before, use the **Modify Selection** button to assign a macro and further define the menu item.

Learn the Code

Generating macros through the macro recorder is a very useful bit of functionality. Anything that can cut repetitive tasks—especially complex, repetitive tasks—down to size is welcome in my book. The fact of the matter is that even skilled Excel programmers use the macro recorder to get a start on their macros. We are all taught to use the right tool in the right situation, and the macro recorder is a very handy tool for situations in which you want to replicate specific actions within the Excel interface.

The macro recorder's strength is that it is simple—it allows the user to create macros without having to learn VBA, Excel's scripting language. VBA is a very powerful language; as discussed above, it can be used to create complex solutions that tie together elements of disparate software applications, as well as viruses that turn your computer into nothing more than a very expensive paperweight. With power naturally comes complexity—VBA is a complete programming language and must be learned as such to be used flexibly. Though the macro recorder hides VBA's complexity from you, you will likely begin to find situations in which you need the power of a programmed solution.

The scope of this article does not permit any real treatment of VBA. Entire books are devoted to the topic, and it is one area in which I believe that you need more than one book to have all of the resources you need. Though I will not attempt to teach VBA here, there is still some merit to a brief discussion of the coding process. Many magazines, Web sites, and fellow users will share macros in the form of VBA code. If nothing else, it is helpful to know how to enter those macros so you can use them. Let's take a look at how to do this.

To work with VBA code, you use the Visual Basic Editor, which may be launched via either of two methods. The first is to tell Excel that you want to create or edit a macro in VBA. Launch the *Macro* dialog box by choosing the **Tools** menu and selecting **Macro | Macros…** To create a new macro in VBA (not through the macro recorder), type its name into the box under *Macro name* and click the **Create** button. Remember, macros cannot have spaces or other nonalphanumeric characters in their names and must begin with an alphabetical character. When the Visual Basic Editor launches, you will see a new window that looks like Figure 1. To edit an existing macro, select it by name and click on the **Edit** button. The other way to launch the Visual Basic Editor is even more straightforward. Select the **Tools** menu and choose **Macro | Visual Basic Editor**. The difference between the two means of launching the Editor is that the former method is used for macros stored with a spreadsheet. The latter must be used for macros used across spreadsheets, which are stored in a file called *Personal.xls*.
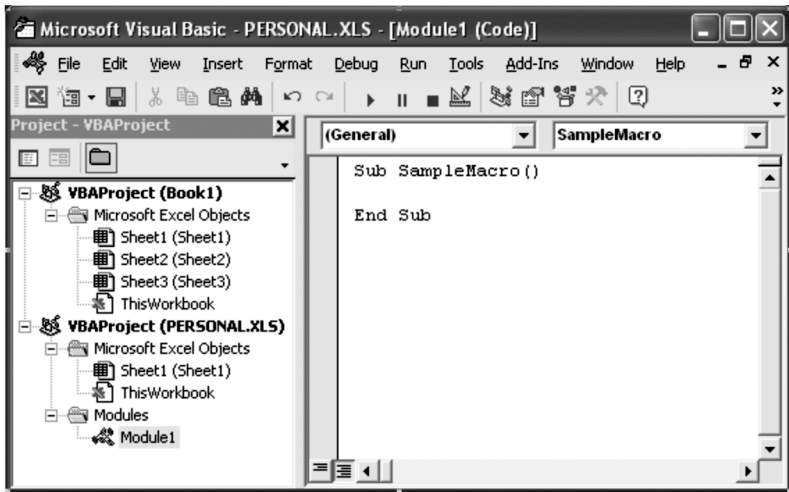
Figure 1. **Visual Basic Editor.**

Let's try a simple example. Above, we created a macro to conditionally format cells for a budget spreadsheet. We noted that it was important to be able to change which cells were highlighted each month. The macro we created adds conditional formatting to cells we want to focus on that month. We therefore need to create another macro to eliminate the conditional formatting we applied the previous month.

As noted above, macros may be stored within a spreadsheet, for use with that spreadsheet only, or they may be stored in a separate location and used across spreadsheets. We wish to use the latter approach here. Launch VBA by selecting the **Tools** menu and choosing **Macro** | **Visual Basic Editor**. In the *Project* panel at left, you should see two projects called *VBAProject*. Select **VBAProject (PERSONAL.XLS)** and click on **Modules**, then double-click on **Module1**. You should see the code for your original *Budget-Watch* macro.

Select the **Insert** menu and choose **Procedure**. Type `DeleteBudgetWatch` into the *Name* box and click the **OK** button. The Visual Basic Editor will create the framework, which consists of the lines *Sub DeleteBudgetWatch()* and *End Sub*. In VBA terms, we are creating a "subroutine," which is abbreviated as *Sub* in code. The VBA code for *DeleteBudgetWatch* consists of a single line, which you will type between the two framework lines. The line of code to type is:

```
Selection.FormatConditions.Delete
```

If you do not use capital letters within the code, Visual Basic will automatically reformat it. Note as well that it is the typical practice to indent code

within the *Sub… End Sub* construct. My copy of the macro therefore looks like the following:

```
Sub DeleteBudgetWatch()
    Selection.FormatConditions.Delete
End Sub
```

Select the **File** menu and choose **Close and Return to Microsoft Excel**. Try out the new macro and see how well it works!

Compiling Excel Form Data

As noted in the beginning of this article, I received some e-mail asking for information on aggregating form data. This is a fairly easy application of VBA. Let's assume that the target data are stored in a single row of the spreadsheet with the form and that you wish to copy the data over to the first free row of a spreadsheet compiling all responses across respondents. For each new form spreadsheet received, we will open it, run our macro, and then wait while the macro does all the work and reports back its success.

Here's the macro I created. I have numbered the lines for easier reference in my explanation below. **Do not number the lines in your code!** Since you will want to use the macro across spreadsheets, enter it into *Personal.xls* as described in the example immediately above.

```
1 Sub CopyFormData()
2 Range("Responses!2:2").Copy
3 Workbooks.Open Filename:="C:\FormData.xls"
4 Range("A1").Select
5 Selection.End(xlDown).Select
6 ActiveCell.Offset(1, 0).Range("A1").Select
7 ActiveSheet.Paste
8 Application.CutCopyMode = False
9 ActiveWorkbook.Save
10 ActiveWindow.Close
11 MsgBox ("Record successfully copied")
12 End Sub
```

Here's what the code means:

Line 1: Define a macro called *CopyFormData*.

Line 2: On the *Responses* sheet, where I keep the responses from the form, I have my variable names in Row 1 and the actual responses in Row 2. Line 2 tells Excel to select and copy Row 2.

Line 3: Open the file in which I store responses across participants.

Line 4–6: Navigate to the first open row by starting at cell A1 (Line 4), moving down to the last row of data (Line 5), and then moving down one additional cell (Line 6).

Line 7: Paste the copied row of data.

Line 8: Exit copy mode.

Line 9–10: Save the updated spreadsheet (Line 9) and close it (Line 10).

Line 11: Alert the user that the row was successfully copied.

Line 12: End of the code for *CopyFormData*.

The Last Word

I hope this article provided you with a good way to get up to speed on Excel macros. I am always interested in feedback and suggestions for future articles, and can be reached at jason.weiss@ddiworld.com. I regret, of course, that I cannot offer specific help on your Excel applications. You will find, however, that there are many resources online that are ready to help you. See my Web site for information on finding these resources: http://www.jasonweiss.net. I also use the Web site to provide additional examples and materials on Excel and to comment on the rare bugs that may have appeared in my articles.

Suggested Resources

Though I'm not a big fan of buying books about software, VBA is a topic that needs good guidance and reference material. If you are starting from scratch, I'd suggest a book on programming in VBA, a reference book on VBA code, and a third book on programming Excel. The last will have special detail on coding elements that are exclusive to Excel. The following are some books that you might find useful.

Lomax, P. (1998). *VB & VBA in a nutshell: The languages*. Sebastopol, CA: O'Reilly.

Roman, S. (2002). *Writing Excel macros with VBA*. Sebastopol, CA: O'Reilly.

Walkenbach, J. (2001). *Excel 2002 power programming with VBA*. New York, NY: M&T Press.

There are a number of Web sites that offer macros and guidance on programming in Excel. Here are several I find particularly useful:

http://www.exceltip.com/
A very useful site with lots of macros and a vibrant user community.

http://ca.geocities.com/b_davidso/Web_Page_Files/excel_vba.html
Barrie Davidson's Excel VBA page. Lots of interesting and diverse applications.

http://support.microsoft.com/default.aspx?scid=fh;EN-US;KBHOWTO
Microsoft's knowledge base—always handy for any Excel question, whether VBA-related or not.

References

Weiss, R. J. (2003, October). Leading Edge: The Excel quick fix. *TIP: The Industrial-Organizational Psychologist, 41,* 95–102.

Weiss, R. J. (2004, April). Leading Edge: Using Excel forms. *TIP: The Industrial-Organizational Psychologist, 41,* 61–69.

SIOP Reception at APA Honolulu

Scott Highhouse
Division 14 Program Chair

In response to popular demand, and a 100% increase in submissions over last year, we have pulled together a SIOP reception for the APA convention in Honolulu, Hawaii. Thanks to the efforts of **Dianne Maranto,** along with contributions from the American Institutes for Research (AIR), Applied Psychological Techniques (APT), and the Human Resources Research Organization (HumRRO), we will be cohosting a reception with Divisions 19 (Military Psychology) and 21 (Applied Experimental and Engineering Psychology). The reception will take place on Friday, from 4:00–5:50 p.m., in Honolulu III at the Hilton Hawaiian Village. Be sure to take this announcement with you to Honolulu, just in case the reception doesn't make it into the program.

2004 SIOP Award Winners

Daniel Turban, Chair
SIOP Awards Committee

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2004 SIOP Award Winners. The following individuals were recognized for their outstanding contributions to industrial-organizational psychology at the 2004 Annual Conference held in Chicago. Congratulations to all the following award winners!

Kevin Murphy
Distinguished Scientific Contributions Award

Kevin Murphy (Pennsylvania State University) is recognized for his contributions to theory and research in the areas of performance appraisal and assessment. His books and papers in this area have attempted to link psychometric, cognitive, and motivational approaches to performance appraisals, focusing on understanding the rater's perspective and the pressures that exist to distort and inflate appraisals. He has also contributed to our understanding of honesty in the workplace and of organizations' attempts to discourage dishonesty and destructive behaviors. Finally, he has contributed to the development and analysis of research methods in areas ranging from statistical power analysis to validity generalization.

Frank Landy
Distinguished Professional Contributions Award
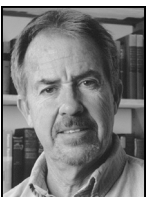
Frank Landy (SHL) received his PhD in 1969 from Bowling Green State University and has never recovered from his time with his mentor and friend Bob Guion. He began and ended his academic career at Penn State, where he was blessed with spectacular colleagues and students. While at Penn State, he joined with his best friends Rick Jacobs and Jim Farr in developing a consulting firm which eventually was acquired by Saville Holdsworth Limited. As a naturally born pain-in-the-butt, Frank settled into a role as expert witness in employment and human factors litigation, a role he continues to fill with enormous enthusiam. He and his friend and coauthor Jeff Conte have recently published an I-O text with McGraw-Hill which should make the lives of current and prospective I-O grad students miserable.

Wayne Camara
Distinguished Service Contributions Award

During his tenure in APA's Science Directorate, Wayne Camara (The College Board) directed policy and legislative positions on critical issues to I-O psychology (e.g., ADA, Civil Rights Act, polygraph, skills standards). He also served as initial project director for the Test Standards, and a member of SIOP's *Principles* revision committee. Elected to two terms on Council, member-at-large, and appointed chair of the Membership, Awards, and External Affairs Committees, he served 13 consecutive years on the Executive Committee and created the first SIOP Membership Directory.

Nancy Tippins
Distinguished Service Contributions Award
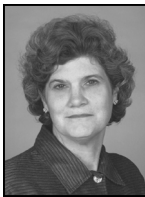
Nancy Tippins (Personnel Research Associates) is recognized for her various contributions to SIOP where she has served as chair of the Committee on Committees, secretary, member-at-large, and president. She is currently SIOP's representative to the APA's Council of Representatives. She has also served on APA's Board of Professional Affairs and represented the APA on the ADA Working Committee of the Joint Committee on Testing Practices.

Paul Muchinsky
Distinguished Teaching Contributions Award

Paul Muchinsky (University of North Carolina at Greensboro) is the inaugural recipient of the SIOP Distinguished Teaching Contributions Award. In 1993 he was selected as the Joseph M. Bryan Distinguished Professor of Business at the University of North Carolina at Greensboro. He is a Fellow of four divisions of APA, including SIOP (Division 14) and the Society for the Teaching of Psychology (Division 2). He served as the major professor for 25 PhD students and approximately 200 master's students. He has twice received an outstanding teacher award from his university. Dr. Muchinsky is the author of the textbook *Psychology Applied to Work,* currently in its 7th edition. The book has been translated into Spanish, Chinese, and Korean editions, and has been adapted into a South African version.

Jeffery A. LePine
Distinguished Early Career Contributions Award

Jeffery A. LePine (University of Florida) is recognized for his early career contributions to the science and practice of industrial and organizational psychology. Jeff has made significant contributions in the areas of team composition, individual and team adaptation, and multidimensional models of performance. Jeff's research has been published in many of our top journals and has been cited over 200 times. His body of work includes reports of qualitative and quantitative field studies, laboratory and quasi-experiments, narrative and meta-analytic reviews, and theory development.

Elaine Pulakos, Sharon Arad, Wally Borman, David Dorsey, Rose Mueller-Hanson, Neal Schmitt, and Susan White
M. Scott Myers Award for Applied Research in the Workplace

Elaine Pulakos (Personnel Decisions Research Institutes), Sharon Arad (IBM Corporation), Wally Borman (Personnel Decisions Research Institutes), David Dorsey (Personnel Decisions Research Institutes), Rose Mueller-Hanson (Personnel Decisions Research Institutes), Neal Schmitt (Michigan State University), and Susan White (Personnel Decisions Research Institutes) are recognized for their project "Adaptability" that represents an outstanding example of the practice of industrial and organizational psychology in the workplace.

Benjamin Schneider, Amy Nicole Salvaggio, and Montse Subirats
William A. Owens Scholarly Achievement Award

Benjamin Schneider (University of Maryland), Amy Nicole Salvaggio (University of Maryland), and Montse Subirats (University of Valencia) are recognized for the

best article published in industrial organizational psychology in 2002: Schneider, B., Salvaggio, A. N., & Subirats, M. (2002). "Climate strength: A new direction for climate research." *Journal of Applied Psychology, 87,* 220–229.

Joshua Sacco
S. Rains Wallace Dissertation Research Award

Joshua Sacco (Aon Consulting) is recognized for his dissertation, "A Longitudinal Study of the Relationship Between Racial Diversity and Profitability in Quick Service Restaurants." Dr. Sacco received his PhD from Michigan State University where Neal Schmitt served as chair of his dissertation committee.

John Hausknecht
S. Rains Wallace Dissertation Research Award

John Hausknecht (DePaul University) is recognized for his dissertation, "Applicant Reactions to Selection Procedures: Narrative Review and Meta-Analysis." Dr. Hausknecht earned his PhD in I-O psychology from Pennsylvania State University where David Day served as chair of his dissertation committee.

Christopher Berry
John C. Flanagan Award for Outstanding Student Contribution to the SIOP Conference

Christopher Berry (University of Minnesota), student first author, Melissa Gruys (Washington State University–Vancouver), and Paul Sackett (University of Minnesota), are recognized for their paper "Educational Attainment as a Proxy for Cognitive Ability in Selection."

Ute-Christine Klehe
John C. Flanagan Award for Outstanding Student Contribution to the SIOP Conference

Ute-Christine Klehe (University of Zurich), student first author, and Neil Anderson (University of Amsterdam) are recognized for their paper, "Working Hard and Smart During Typical and Maximum Performance."

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

Renee DeRouin (University of Central Florida) is recognized for her paper "Optimizing e-Learning."

Lori Anderson, Lisa Roberts, and Craig Wallace
Graduate Student Scholarship Award Recipients

The initial recipients of the Graduate Student Scholarship Awards, which were awarded following the annual conference, are Lori Anderson (Colorado State University), Lisa Roberts (University of Missouri–St. Louis), and Craig Wallace (Georgia Institute of Technology).

2004 SIOP Awards Committee Members

Neil R. Anderson	Cynthia Fisher	Susan Mohammed
Susan Ashford	Michael Frese	Morrell (Morrie) Mullins
Rich Arvey	Robert Gatewood	Deniz S. Ones
Peter Bachiochi	Michelle Gelfand	Jim Outtz
Cristina Banks	Stan Gully	Rob Ployhart
Talya Bauer	Rick Guzzo	Bob Pritchard
Jim Breaugh	Neil Hauenstein	Elaine Pulakos
Bob Bretz	Rosemary Hays-Thomas	Miguel A. Quinones
Robert (Bob) Brill	Eric Heggestad	Dawn Riddle
Kenneth Brown	Scott Highhouse	Jim Scharf
David Chan	Ruth Kanfer	Deidre Schleicher
Gilad Chen	Jerry Kehoe	Mark Schmit
Allan Church	Katherine J. Klein	Cynthia Stevens
Jeanette Cleveland	Dierdre Knapp	Susan Taylor
Jason Colquitt	Ellen Kossek	Paul Tesluk
José Cortina	Frank Landy	Robert P. Tett
Russell Cropanzano	James LeBreton	Nancy Tippins
Angelo DeNisi	Jeffery A. LePine	Carl Thoreson
Dov Eden	Filip Lievens	George Thornton
Karen Ehrhart	Joe Martocchio	Robert J. Vandenberg
Mark Ehrhart	Cynthia D. McCauley	Linn Van Dyne
Jill Ellingson	Dana McDonald-Mann	Vish C. Viswesvaran
Jim Farr	Lynn McFarland	Steve Wunder

Announcement of New SIOP Fellows

Leaetta Hough
Dunnette Group, Ltd.

Eight SIOP members were honored at the Chicago conference with the distinction of Fellow. They are the following:

Janis Cannon-Bowers

SIOP honors Dr. Cannon-Bowers for her collaborative and innovative contributions in the areas of team training and performance and decision making under stress, especially shared, team-level mental models. The impact of her contributions can be life changing, particularly for those in military combat who benefit dramatically from mistakes <u>not</u> made as a result of their superior training. She has been a key player in transforming team training and research into one of our field's most significant real-world contributions.

Jack Edwards

SIOP honors Dr. Edwards for his truly significant impact on public policy through innovative and methodologically rigorous survey programs and evaluation of very visible, high-stakes, large-scale government and military human resource programs. The public has benefited in very meaningful ways, and our field has benefited from his publishing of important methodological advancements. He is the consummate scientist–practitioner.

Paul Hanges

SIOP honors Dr. Hanges for his highly innovative research and thinking on multiple and complex content areas and methodological issues, including catastrophe analysis, scaling, stereotype bias in ratings, test banding, corrections for range restriction, and especially his contributions to our understanding of cross-cultural leadership and multilevel issues in data analysis and research. He has been key to the success of the awesome, exemplary GLOBE project.

Scott Highhouse

SIOP honors Dr. Highhouse for his programmatic research in decision making and its cumulative impact in several areas, including firm reputation, applicant recruitment practices, and job choice, as well as his emerging work with nontraditional applicant populations. He has questioned prevailing wisdom to develop truly important insights.

David Hofmann

SIOP honors Dr. Hofmann for his multidisciplinary approach to our field. He introduced us to hierarchical linear modeling, revolutionizing our thinking about multilevel and longitudinal issues. He challenged our thinking about dynamic criteria, using growth curve modeling to show important interindividual differences that affect intraindividual change. His focus on safety in the context of leadership and climate has contributed to a paradigm shift in how we conceptualize workplace safety.

Fred Mael

SIOP honors Dr. Mael for his programmatic and influential work in organizational identification processes and biodata. Especially impressive is the diversity and creativity of his contributions, ranging from selection, training, employee loyalty, performance management, organizational surveys, coaching and process facilitation, and minority aquatics to spirituality in the workplace—contributions that are both theoretical and empirical.

Pamela Perrewé

SIOP honors Dr. Perrewé for her programmatic and pioneering work in the area of occupational health psychology (OHP), blending industrial, organizational, clinical, and health psychology with public health, helping transform OHP into a highly respected specialty area. Her integration of stress, power, and personality is novel. She has developed powerful niche innovations in the intersection of occupational stress and organizational politics, giving us unique and rich insights.

Howard Weiss

SIOP honors Dr. Weiss for his long and highly distinguished record of scholarly and creative research, thinking, and writing that has set new courses in several areas—social learning in organizations, personality and organizational behavior, and affect and emotions at work. He was a seminal force legitimizing research on the impact of personality in the workplace. He has stimulated entire bodies of research and caused many of us to rethink some strongly held views.

SIOP thanks the Fellowship Committee members—**Neil Anderson, Wayne Camara, Catherine Higgs, Joyce Hogan, Rick Jacobs, Joel Moses, Cheri Ostroff, Ken Pearlman, Chockalingam (Vish) Visweswaran,** and **Francis Yammarino**—for their thoughtful contributions.

LGBT and SIOP:
Critical Issues, Barriers, and Future Directions

Eden B. King and Mikki R. Hebl
Rice University

In April 2003, SIOP's Executive Committee established an ad hoc committee on lesbian, gay, bisexual, and transgender (LGBT) research and membership issues. The purpose of this committee was to encourage research on LGBT issues and promote a LGBT voice within SIOP. In response to feedback from a LGBT panel at last year's SIOP conference, the committee organized a symposium for this year's conference in which approximately 40 attendees were divided into four break-out groups. Each group addressed three primary topics: (a) critical LGBT issues in I-O research related to knowledge, theory, and practice; (b) barriers to conducting research (e.g., methodologies, samples, stigma of conducting LGBT research); and (c) strategies overcoming these barriers.

Critical Issues

In order to develop a comprehensive understanding of the current state of the field, symposium attendees first discussed critical LGBT research and practical issues. Several themes emerged across the various break-out groups. One core issue was the importance of conceptualizing sexuality as a continuum rather than a discrete variable. A subset of this theme was the importance of recognizing differences between lesbian, gay, bisexual, and transsexual individuals. Another important theme involved the successful management of relationships between sexual minority members and heterosexual individuals, including issues such as disclosure of sexual orientation, climate for sexual-orientation diversity, and attitudes toward same-sex domestic partner benefits. An additional critical issue identified was the need to understand the antecedents, manifestations, and consequences of discrimination against gay and lesbian individuals in the workplace. Underlying all of these themes was a general sense that LGBT issues are too often ignored in psychological research and in organizational diversity programs.

Barriers

After identifying these critical issues, symposium participants discussed barriers to conducting research and effective practice in this area. Most groups identified common challenges to conducting LGBT research, which included difficulties identifying LGBT participants, gaining representative or large samples, and obtaining research funds to study sexual orientation in the workplace. An additional point emphasized by symposium participants was the overall difficulty publishing research in this area, specifically given limi-

tations relating to publishing outlets and reviewers who are familiar with the unique challenges of conducting research in this area. In addition to these challenges, symposium participants observed that there may be a stigma attached to doing LGBT-related research that can have negative professional repercussions. Participants agreed that these barriers must be overcome in order for our field to substantively address LGBT issues in the workplace.

Strategies to Overcoming Barriers

Symposium attendees spent a large portion of the session brainstorming approaches to overcoming the challenges to conducting and publishing LGBT research. For example, several specific ideas about methodologies were presented, such as using snowball methods to identify participants, replicating previous research with LGBT samples, aggregating findings across studies through meta-analytic techniques, adding sexual orientation as a demographic variable in more I-O research, partnering with advocacy groups for sample access, and using the Internet as a research tool. A key issue identified by participants is the importance of developing theoretical models of sexual orientation in the workplace. Participants agreed that commitment of top-tier editorial boards is central for supporting research on this understudied population. At a broader level, participants discussed the need to educate the general public about LGBT issues, share research findings with advocacy groups, and reduce negative stereotypes and discrimination.

In summary, this was a highly charged, interactive session that facilitated the development of important new streams of research in this emerging and understudied field of inquiry. There was a sense among participants that these issues generally have not been adequately discussed by academicians or practitioners in I-O psychology. Thus, the identification of strategies that overcome potential barriers to conducting research in this sometimes controversial field is critical to fully understanding and fostering LGBT-related issues and goals. This session provided a needed sense of community and support for established and new scholars in this area and provided an outlet for instigating more attention to a research and practical topic that has generally been underaddressed in the SIOP community.

For more information, or to become involved in the work of the committee, please feel free to contact:

Committee Cochairs: Scott B. Button, PDRI—scott.button@pdri.com, Mikki Hebl, Rice University—hebl@rice.edu

Additional Members: **John Cornwell,** Loyola University—cornwell@loyno.edu, **Belle Rose Ragins,** UW-Milwaukee—ragins@uwm.edu, **Kristin Griffith,** San Francisco—kgriffit@surfree.com, **Eden King,** Rice University—edenking@aol.com, **Brian Welle,** NYU—bwelle@catalystwomen.org, **Corey Muñoz,** University of GA—cmunoz@uga.edu

What Do They Think of Us?
Panelists Offer Their Feedback on I-O Science and Practice

SIOP Visibility Committee

If I-O practitioners want to increase their roles as players in the business world, they need to be better communicators with managers and other key decision makers and offer more results-oriented solutions along with their analyses.

That was the primary message delivered by five executives during a panel discussion at the Chicago SIOP conference on how business leaders view I-O psychology's image, visibility, and identity.

Because relatively little data exists concerning how potential clients regard I-O psychology, SIOP's Visibility Committee and Invited Sessions Subcommittee of the SIOP Conference Planning Committee collaborated to develop a session that might shed some light on what business leaders think about the contributions I-O can make to their enterprises.

The panelists, all of whom were familiar with the field of I-O psychology, either as clients of I-O consultants or from having worked closely with I-O psychologists within their own organizations, were Eric Paul, director of organizational effectiveness at Motorola; David Gurbach, former group president of Banta Health Care Group who also had a long career in management; Don Packham, senior vice president of human resources at BP America; William Kosik, managing principal of EYP Mission Critical Facilities in Chicago, and Charles Corace, director of the Credo Survey at Johnson & Johnson.

Lise Saari, chair of the Visibility Committee, facilitated the session.

The invited panelists pulled no punches, but those who attended, while not agreeing with all that was said, did acknowledge that the session resulted in some "food for thought," particularly the prevailing opinion that I-O practitioners need to make some changes in how they interact with business.

Paul of Motorola said that it has been his experience that people with organizational development backgrounds have been more successful in their relationships with business leaders than both I-O psychologists and MBA's.

So, why do OD people succeed where I-O people do not? According to the panel, OD people seem to have a better business acumen and speak in terminology that managers understand and can discuss such things as profit and loss statements. They also build relationships with management more quickly.

"OD people better understand the process of change and how to make it work within an organization," said Paul.

While agreeing that I-O people have strong expertise in analyzing problems, panel members pointed to a gap between insight and execution. I-O people need to be more results-oriented, they said.

They urged "I-O people need to think more 'out of the box' and deal more with possibilities and solutions rather than being so precision oriented." Pre-

cision, though, is a great strength of I-O; however, practitioners need to go beyond that to provide insights that will help an organization. Packham agreed and said a challenge for I-Os was to link processes and procedures within organizations with outcomes.

Several on the panel thought I-O psychologists were "too enamored with tests and measures rather than concentrating on the business process and interacting." They asked who are the end-users for the science that I-Os produce? Managers already know there is a problem and they want outcome-oriented answers rather than language steeped in science describing the problem.

Yet, at the same time, in an informal survey conducted prior to the panel session, managers said they would be "very likely" to call on I-O psychologists for employee selection and testing issues. They also considered "very important" several skills that I-O bring to organizational effectiveness, including consulting and business skills, leadership and management insights, organization development, individual assessment and attitude theory, measurement and change."

So while the panel agreed that I-O psychologists, by virtue of their training and expertise, can contribute greatly to the success of their organization, there is something that seems to prevent that from happening on a larger scale than now exists.

According to the panel, there are several reasons, including the reliance on HR staff or in-house specialists to perform many of the functions common to I-O practitioners. These would include tasks like recruiting and placement, interviewing, performance appraisal and management, succession planning, workplace wellness, and team building.

They suggested that I-O people "live in the field for a while" to learn what is happening in business. I-Os need to be more effective business partners and expand their expertise beyond surveys, tests, and measures; not just to diagnose a problem but also to come up with solutions. This will help in building relationships over time, they maintained.

They also said I-O practitioners need to better market their expertise to business leaders as to what they can do and how they can contribute to an organization's success. And that includes speaking their language, the panel said. Several mentioned that sometimes the technicalities and scientific terminology used by I-O people are not clearly understood by business managers.

Nevertheless, the panelists agreed that there are abundant opportunities for I-O psychologists, especially in understanding and addressing people issues within organizations. These are essential to organizational success, they said, and I-O psychologists could and should be valuable contributors in meeting those issues.

"Dialogue with I-O clients is particularly useful and the Visibility Committee would like to expand on this theme with a similar session at the 2005 SIOP conference in Los Angeles," said **Wendy Becker,** the new chair of the

Visibility Committee. Suggestions can be sent to **Jeffrey Jolton** at Genesee Survey Services Inc. at jeff.jolton@gensurvey.com. He helped organize the Chicago panel and will coordinate ideas and suggestions for the L.A. conference.

Teaching the Teachers: I-O in the High School Curriculum

Alice Stuhlmacher and Jane Halpert
DePaul University

Like many I-O psychologists, we spend a substantial amount of time explaining what I-O is all about. And, like other I-O psychologists, we each have a story of happening to stumble across the field. Further, as I-O faculty members, we have also seen our share of students "accidentally" discovering the field. This lack of awareness, even among psychology majors, was why we enthusiastically agreed to pull together a session about I-O for high school teachers of psychology.

With the support of the SIOP Foundation, SIOP, Teachers of Psychology in Secondary Schools (TOPSS) and APA, we offered a workshop for high school teachers of psychology at the SIOP convention in Chicago on Saturday April 3, 2004. In this article, we briefly share our experience to inform and to encourage further activities to increase awareness of the field.

Increasing Awareness

High school teachers have limited backgrounds in psychology, and many have no exposure to I-O. The workshop was designed to fill a gap in high school teachers' knowledge of the field. The goals of session were to provide an overview of the history and core topics in the field along with examples of activities and demonstrations to spark student interest and learning in the field.

Many parties contributed to making the workshop a reality. **Katherine Klein** and the SIOP Education & Training Committee wrote the initial proposal for funding. The SIOP Foundation provided funding for the 4-hour workshop. APA Precollege Program promoted the event through mailings to high school teachers and Web postings. The SIOP office staff, and especially Lee Hakel, was invaluable in coordinating the space and logistics within the conference.

The Agenda

Based on conversations with high school teachers and others who have run workshops for teachers, we focused on providing information, activities, and resources that teachers could use readily. Our agenda was full.

- Welcome by SIOP President **Mike Burke**
- Introduction to the field
- History (briefly) of I-O psychology
- Discussion of how I-O could fit into existing introductory psychology curriculum
- Demonstrations of two teaching exercises (One on the "I" side and one on the "O" side)

- Review of teacher resources such as the SIOP modules, interesting Web sites, books, and journals
- Questions and answers, evaluation, and closing

Evaluation

As it turned out, the SIOP conference fell during spring breaks and near the Easter holidays. This affected enrollment; however, the teachers that came were enthusiastic and hoped that the training could be offered to more teachers in the future. On a scale of 1 to 5, teachers agreed that their understanding of I-O was increased ($M = 4.7$), the information was useful ($M = 4.2$), they learned of useful resources ($M = 4.7$), the sample activities were appropriate ($M = 4.2$), and that they were likely to increase I-O coverage in their classes ($M = 4.2$). Even though only six teachers could attend our session, the impact is much broader. These teachers collectively teach more than 520 students in psychology a year.

The Future

We are pleased that the E&T Committee, with the support from the SIOP Foundation, plans further outreach to high school teachers of psychology. SIOP, with the I-O teaching modules on the Web, already has material in place that high school teachers can use. In offering sessions at future SIOP conferences, we definitely encourage having a local I-O psychologist help with logistics and planning. It also is important to remember that, in reality, there is a lot of material to cover in introductory psychology. Teachers don't need more material but rather ideas on how to integrate I-O into an already full curriculum.

It also is important to explore other venues to reach introductory psychology teachers (perhaps at teaching conferences) and to create connections with local I-O groups or universities. Indeed, our participants were interested in having guest speakers and connections with local psychology programs.

It is exciting to help those who might inspire and inform others about I-O. We look forward to the growth of this initiative. We, as well as the SIOP Education & Training Committee, look forward to hearing any thoughts on teaching I-O in high school. Please contact Alice Stuhlmacher (astuhlma@depaul.edu) or Jane Halpert (jhalpert@depaul.edu) with any comments or questions.

Results of the 13th Annual SIOP 5K Fun Run

Paul Sackett and Pat Sackett
Cochairs of the SIOP 5K Race/Fun Run

Ninety-four hardy souls triumphed over a late Friday night and the lure of the snooze button to complete the 2004 edition of the SIOP 5K. Participants were treated to stunning views of downtown Chicago and perfect running weather as they ran an out-and-back course between Lake Shore Drive and Lake Michigan.

Stephen Murphy smoked the field with more than a 2-minute win over his closest competitor, while **Katherine Kurek** had more than a minute to spare in securing her victory. Margins in the team categories were equally comfortable, with Minnesota placing first in the 4-Person Team, **Michael Cullen** and Paul Sackett coming out on top in the Advisor/Advisee category, and **Filip Lievens** and Herlinde Pieters leading the Mixed Doubles and Scientist/Practitioner competitions. In a Build-Your-Own-Category strategy, **Leo Hueffer, Cary Kemp, Dan Putka,** and **Doug Reynolds** comprised the entire International Scientist/Practitioner field.

Place	Name	Time	Place	Name	Time
	Male overall			Female overall	
1	Stephen Murphy	16:32	1	Katherine Kurek	20:05
2	Dan Putka	18:40	2	Carrie Schlauch	21:15
3	Peter Dominick	19:04	3	Margaret Barton	21:40
	Male 40-49			Female 40-49	
1	Kevin Williams	19:36	1	Margaret Stockdale	23:12
2	Leo Hueffer	22:52	2	Megumi Hosoda	27:19
3	Douglas Reynolds	23:15	3	Sabine Sonnentag	29:24
	Male 50-59			Female 50-59	
1	Paul Sackett	21:57	1	Pat Sackett	30:22
2	Michael Campion	24:23			
3	Paul Bly	25:59			

Place	Team	Total time	Place	Team	Total time
	Four-Person Team			Advisor/Advisee	
1	Minnesota	86:20	1	Michael Cullen Paul Sackett	41:43
	Adib Birkland Michael Cullen Andy Miner Paul Sackett		2	Frederik Anseel Filip Lievens	43:01
			3	Terry Halfhill Eric Sundstrom	60:32
2	Ghent	92:04		International Scientist/Practitioner	
	Frederik Anseel Filip De Fruyt Filip Lievens Helga Peeters		1	Leo Hueffer Cary Kemp Dan Putka Doug Reynolds	86:42
3	Mankato State I	99:21		Scientist/Practitioner	
	Torrie Fettig Tammy Grady Kevin Meyer John Zehr		1	Filip Lievens Herlinde Pieters	44:39
			2	Rosemary Clark Cathy Daus	60:01
4	Akron	100:05		Mixed Doubles	
	Sarita Patel Carrie Schlauch Christopher Selenta Jarrett Shalhoop		1	Filip Lievens Herlinde Pieters	44:39
			2	Wendy Gradwohl Jarrett Shalhoop	48:17
			3	Pat Sackett Paul Sackett	52:19
5	Mankato State II	117:02			
	Lance Andrews Jen Newhouse Megan Pavot Ryan Riley				
6	Kansas State	128:46			
	Cheryl Comer Neil Comer Verena Sipp Dianne Whitney				

SIOP Conference: Chicago Wrap-Up, and on to L.A.!

Donald Truxillo
Portland State University

Jeff McHenry
Microsoft Corporation

The 2004 SIOP Conference is just a memory. But a very good one it is. Many people worked to make this conference the best ever, and the result was a terrific meeting.

We gathered a great deal of feedback from members following the 2003 conference to see how we could keep the conference fresh and exciting. Based on that feedback, we tried out a number of new ideas in Chicago. In addition to an excellent regular program, we had state-of-the-art preconference workshops and tutorials and a roster of stimulating special programming. We increased the number of interactive poster sessions, with these sessions running throughout the conference. And we worked to create a welcoming atmosphere, through innovations such as the welcome session for new members and the Lesbian, Gay, Bisexual, and Transgendered (LGBT) reception. Other innovations for 2004 were a special session on the visibility of I-O psychology, the Community of Interests, and a special Sunday theme on science and practice issues related to emergency response, public safety, and occupational health. We plan to keep the most successful of these innovations in next year's conference. These innovations were all in response to input from our members, and this is what keeps our conference current and vital. We invite additional ideas and suggestions for 2005.

The conference offers a great experience for members, and the Chicago Sheraton offered a great location. This was reflected in our attendance, which was a record-breaking 3,685—an increase of 23%! This unprecedented attendance only served to increase the energy of an already exciting meeting —it allowed members to catch up with colleagues they may not have seen in years, as well as to connect with those they had not met before. One problem resulting from the record-breaking attendance is that we ran out of printed programs in Chicago. We apologize to those who were inconvenienced by this, and we're taking steps to make sure that this doesn't happen next year.

Although the dust has barely settled from the Chicago conference, the Conference Committee is beginning work on the 2005 conference in Los Angeles. The L.A. Westin is in a great downtown location, and we plan to make this our best meeting ever. Stay tuned for more information!

SIOP Program 2005: California Here We Come

Lisa M. Finkelstein
Northern Illinois University

As I write this, the curtain has just closed on the 2004 conference in Chicago, and it's hard to believe it's time to look ahead to 2005 and our 20th annual meeting. Indeed, plans for the 2005 conference are in full swing. This is just a heads-up to remind you of a few things as you plan your annual conference submissions:

- The Call for Proposals will continue to be electronic, as in the past 2 years. Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address. The Call for Proposals will be available some time in early July.
- The submission process continues to be entirely electronic, with no paper submissions. More details about the submission process will be provided in the Call for Proposals.
- The conference program will continue to be published both in paper form and on the Web.
- We will continue with the electronic recruitment of reviewers. Please look for an e-mail message this summer requesting that you participate on the Conference Program Committee as a reviewer. If your e-mail address has changed recently, be sure to notify the SIOP Administrative Office at your earliest convenience. If you've never reviewed for SIOP, now is the time to start! And if you haven't reviewed in several years, maybe now is the time to come back? We truly appreciate involvement from members and Fellows at all levels of their careers.

We continue to refine the electronic submission process with the goal of continuous improvement. As always, there may be some unforeseen problems with electronic procedures, so thank you very much for your patience. We aim to have the most convenient submission, review, scheduling, and registration processes possible.

Okay, time to mark your calendar: The deadline for submissions to the 2005 conference is **Wednesday, September 15, 2004.**

Interactive Sessions at SIOP:
What Are They and How Do They Work?

Lisa M. Finkelstein
Northern Illinois University

Mike Horvath
Clemson University

One of the reasons that the SIOP conference is so exciting is that it gives us the opportunity to interact with other SIOP members who share similar interests. In recent years, SIOP has worked to facilitate this interaction by adding new types of sessions to the program. So far, these sessions have been successful, and we hope to continue that success at future SIOPs. However, based on casual feedback, it seems that many members are either not aware of these sessions or are not completely sure what they are all about. There-fore, the purpose of our article is to explain two of these new sessions in order to increase awareness of, interest in, and attendance at these sessions.

Interactive Poster Sessions

Interactive poster sessions were introduced at the 2003 conference and, based on their success, increased in number for the 2004 conference. The interactive poster sessions each highlight four posters chosen from the accepted poster submissions in a given topic area. The sessions typically take place in one of the smaller, more intimate rooms to encourage discussion. In a session, authors present their research on poster boards just like the regular poster sessions. The first 15 minutes work just like a regular poster session, with attendees mingling among the posters and talking with the authors. A facilitator then suggests that everyone, guests and authors included, take a seat in the provided chairs and kicks off the rest of the 1-hour session with introductions and short comments by the authors. After that, the floor is opened up to discussion around the themes of the posters. The facilitator may have some questions prepared to get discussion started, but typically the group is easily able to begin a casual, informal discussion of the posters— how they relate to each other as well as to the broader topic.

These sessions are a great way to meet colleagues with common interests and engage others in an informal discussion of a topic that interests you. Many past interactive poster sessions have been very successful—we've been excited to see the room filled with a wide mix of individuals (i.e., from graduate students to well-known individuals in the field) who all felt com-fortable engaging each other in an interesting discussion. However, in order for these sessions to be successful, they need to have an audience who is will-ing to stay and discuss the topic. Please make sure you look for these sessions in the program next year and plan to come to one that interests you.

How does a poster get into an interactive session? These selections are handpicked by the Program Committee to create a set of papers that fit well together and foster interesting discussion among authors and the audience. The facilitator and the authors are provided with all four papers a few weeks before the conference to allow them some time to think about the work that is being presented. We hope that the authors of posters selected for an interactive session consider it an honor and a great opportunity to interact with others about their research.

Communities of Interest

Another way to meet people who have similar interests is by attending a Community of Interest. Communities of Interest do not have preestablished memberships (in other words, you don't need an invitation to attend). Rather, they are intended to create new communities and networks of individuals around a particular topic (or to maintain and strengthen existing networks through the inclusion of new members). Introduced at the 2004 conference, these communities are located at various times at a sectioned-off space (this year they were near the posters). They are probably the most casual and unstructured thing you can attend at SIOP (Well, maybe aside from the receptions!). Individuals interested in meeting others with similar interests merely have to show up and start talking to other attendees.

A Community of Interest is a great place to meet collaborators, generate new ideas, have stimulating conversations, or just meet some new friends with common ground. If you are new to SIOP or perhaps don't know a lot of others in the profession who share your interests, this would be a great way to network. If you are a SIOP veteran who is already an established member of a "community" related to the topic, we would love to have you come by a Community of Interest to share your knowledge and meet new individuals who are interested in the same topic you are.

Themes for Communities of Interest are generated to represent topics thought to be of interest to our membership. If you have an idea for a community you'd like to see, please contact one of us with your suggestion (see below).

Suggestions?

We (Lisa—Program Chair, and Mike—Chair of Interactive Sessions Strategic Planning Subcommittee) are working with a great subcommittee (**Lillian Eby, Jennifer Kaufman, Kathryn Niles-Jolly,** and **Bob Sinclair**) to make the interactive sessions the best they can be. If anyone has any questions, comments, or suggestions regarding these sessions (including ideas for themes) please contact either Lisa at lisaf@niu.edu or Mike at mhorvat@clemson.edu—we would love to hear from you. We are already looking forward to some exciting interactive sessions in LA!

There Are Lots of Ways to Support the SIOP Foundation

Paul W. Thayer
President, SIOP Foundation

When people consider tax-deductible gifts to the SIOP Foundation, they frequently think in terms of money: cash, check, or credit card. But, there are many ways to give—stocks, real estate, jewelry, art, life insurance, bequests, or trusts.

Recently, several people have given appreciated stocks. In addition to benefiting the Foundation, the donor gets full credit from the IRS, including a tax deduction for the appreciated amount and avoidance of capital gains tax on the stock. Now that the market is improving, you might consider such a gift.

It is also possible to give real estate, jewelry, art, or other "gifts in kind." Using the resources of the Toledo Community Foundation, the SIOP Foundation identifies the appropriate place to sell such holdings and converts them to cash for investment. Again, the donor gets full credit for tax purposes and avoids capital gains taxes.

Another way to give is through a life insurance policy, in which the Foundation is the beneficiary or ownership of the policy is transferred to the Foundation. Bequests in one's will or charitable remainder trusts are other possibilities. There are different kinds of such trusts. The basic idea is a transfer of funds to an account managed by the Foundation that pays the donor an income for life. At the donor's death, the remaining principal goes to the Foundation.

All of the above are ways to make a gift. There are also ways to recognize someone through a gift to the Foundation. Some organizations have honored associates who won SIOP awards by making gifts to the Foundation in their honor. (All these are listed in the back of the Foundation's Annual Report.) Indeed, some of the award winners have given their award checks to the Foundation.

Some donors have been able to make large gifts to the Foundation that recognize the contributions of individuals and fund various award and grant programs:

William A. Owens Scholarly Achievement Award

John C. Flanagan Award for the Outstanding Student Contribution to the SIOP Conference

M. Scott Myers Award for Applied Research in the Workplace

Sidney A. Fine Grant for Research on Job Analysis

Douglas W. Bray and Ann Howard Grant for Research on Assessment Centers and Leadership Development

There are many ways to give and many purposes for those gifts. We hope you will consider any and all. The Foundation is happy to answer any questions you have. Please contact Paul Thayer at pthayer@mindspring.com or 919-467-2880.

Secretary's Report

Janet Barnes-Farrell
University of Conneticut

Georgia T. Chao
Michigan State University

The spring meeting of SIOP's Executive Committee and committee chairs was held on April 4 and 5, 2004 in Chicago, Illinois. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Fritz Drasgow** outlined his goals for the year, which include the following: (a) continue development of a systematic financial planning process for SIOP, (b) continue activities for the Administrative Office transition, (c) work with APA to increase federal funding for I-O research, (d) task CEMA with examining minority recruitment issues, (e) improve our Web-based services and visibility of the Society, and (f) create an ad hoc committee to examine the status and future of I-O programs.

Donald Truxillo, conference chair, summarized the status of the conference. Final registration was a record-breaking 3,685 conference registrants. This was a significant increase over the 2,997 registrants from last year's conference in Orlando. Generally feedback on the conference and the new session formats was quite positive. If the conference continues to expand, we will be challenged to find rooms and conference sites that will accommodate our needs. The preconference Continuing Education Workshops were highly successful this year, with over 430 registered participants (the goal this year was 350 participants).

Dianna Stone presented the financial officer's report. Currently, the Society's financial condition is very positive. High attendance at the conference, high attendance at the preconference workshops, excellent sponsorship of the conference, income from JobNet, and increased advertising revenue (as well as a stronger market) have contributed to this state of affairs.
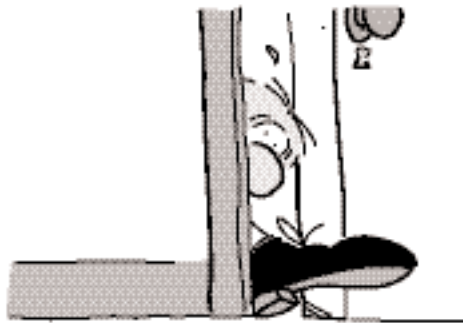
David Ballard provided an update from the APA Practice Directorate. He expressed APA's interest in our activities and described a number of APA initiatives that could benefit from participation from SIOP and practicing SIOP members. **Dianne Maranto** provided an update from the APA Science Directorate. **Dan Ilgen** will be on the APA task force that will be developing resources for researchers and educators.

Bob Dipboye distributed a report prepared by the Long Range Planning Committee regarding the status of I-O as science and led a discussion on this topic. Fritz Drasgow appointed a task force, led by **Rich Martell** (along with **Paul Hanges, Ann Marie Ryan** and **Lois Tetrick**), to investigate this issue with respect to I-O doctoral training programs.

In other actions, the Executive Committee changed the status of the Visibility Committee and Electronics Communication Committee from ad hoc status to standing committee status and also approved the continuation of the Committee for Ethnic and Minority Affairs. In addition, a new ad hoc Teaching Institute Committee was approved to help faculty and students from historically black colleges and universities include I-O topics in their curricula. Guidelines for the Bray-Howard Award were approved. Guidelines for use of the SIOP logo were approved. **Bill Macey** will chair the Selection Committee for a new executive director. Finally, Sharon Brehm was formally endorsed for president of APA.

If you have any questions or comments, please contact Georgia Chao by e-mail at chaog@bus.msu.edu or by phone (517) 353-5418. Many thanks are due to Janet Barnes-Farrell for taking the minutes of this meeting.

SIOP Executive Committee Endorses Sharon Brehm for APA President-Elect

At its April 4–5, 2004 meeting, the SIOP Executive Committee voted unanimously to endorse Sharon Brehm in the upcoming election for APA President-Elect. The vote followed a recommendation to support Brehm's candidacy by SIOP's five elected representatives to the APA Council of Representatives (**Angelo DeNisi, James Farr, William Macey, Lois Tetrick,** and **Nancy Tippins**). The SIOP council representatives had met in February with Brehm during the council meetings in Washington and discussed her proposed presidential agenda for APA. Her views on psychological science, practice, and education are consistent with the varied interests and priorities of SIOP members. Brehm's interest in keeping the perspectives, expertise, and concerns of SIOP and its members in the forefront of APA activities was evident to the SIOP council representatives.

Brehm indicated that her goals as APA president include being a unifying influence within APA by being fully engaged with all of the divisions and member constituencies and by being a strong advocate for innovation within psychology. She noted the potential for innovation in terms of exploring new areas of research and practice, in realizing more benefits of technology for psychology and APA, and in creating a more inclusive organization that better addresses the concerns of younger members, diverse populations, and the international community of psychologists.

Sharon Brehm has had experience as a researcher, educator, administrator, and clinician. She considers herself to be a clinical and social psychologist with a strong interest in developmental psychology. Her empirical research has focused on psychological reactance, empathy, social support, information processing, and intimate relationships. She has also authored several widely used textbooks in social psychology and related areas. She has been a faculty member at the University of Kansas and Indiana University, and has served in university administration at SUNY Binghamton, Ohio University, and Indiana University, where she was the chancellor of the Bloomington campus.

It is important to note that the Executive Committee members are expressing their personal views with their endorsement of Sharon Brehm and are not purporting to be speaking for SIOP as an organization, nor for other SIOP members. Frequently, however, members of the Executive Committee are asked for their recommendations concerning the candidates for APA president. Believing that a collective endorsement following informed discussion would serve better the SIOP membership than individual recommendations, the Executive Committee voted 2 years ago to consider making such endorsements.

APA members will receive a mail ballot for president-elect this summer. Please vote. And please consider making Sharon Brehm your first choice on the ballot. If Sharon would not be your first choice, please consider voting for her as a second or other choice. In the end, this can still make a significant difference. APA uses the Hare voting system for its elections, which allows a voter to rank order multiple candidates.

Clif Boutelle

News reporters have found SIOP and its members fertile ground when searching for resources to provide information for work-related stories they are writing. It is not always the mainstream press—large metropolitan newspapers and magazines—that is contacting SIOP members. There are literally hundreds of specialty publications and Web sites looking for knowledgeable people to assist with stories. These publications have a surprisingly large readership and offer exposure opportunities for I-O psychology in a couple of ways: Reporters learn about the field by talking with SIOP members, and readers can become aware of I-O through the stories. In addition, these stories are sometimes picked up by the mainstream press, giving them a longer shelf life.

Every mention of a SIOP member and his or her work or comments in the media is helpful to our mission to gain greater visibility for I-O psychology. Following are just some of the mentions in recent months.

In an April 29 *Toronto Globe and Mail* article about a landmark privacy court case in Canada about the use of surveillance cameras in the workplace, a study conducted by **David Zweig** of the University of Toronto and **Jane Webster** of Queen's University was cited extensively. They found that nearly 1,200 respondents were nearly unanimous in saying they were uncomfortable with workplace surveillance. "What came up time and time again as a concern in the study was, even though technology isn't positioned as a tool to monitor performance, that's exactly what it would be used for," Zweig said.

Research by **Mark Nagy** of Xavier University and **Sarah Ipsa** of OKI Systems, a materials handling firm in Cincinnati, OH, has attracted widespread coverage thanks to stories by United Press International and Scripps Howard News Service. Their study of shift workers contradicted the common belief that, because of the demands of family life, single employees have more job and life satisfaction while working late or early shifts than married workers. Their study showed that married workers were more satisfied with their work and lives than single workers. "Our hypothesis was the exact opposite," Nagy said. The story also appeared in the Cincinnati *Enquirer* (April 11) and *The Cincinnati Post* (April 26).

The April issue of *Governing* magazine cited a national study of forensic science lab directors by **Wendy Becker** of the State University of New York at Albany. She found that "staffing problems are systemic and pervasive and impact the quality of labs and outcomes and effectiveness." The article cited a severe backlog, caused by staff and resource shortages, in most public crime labs that has led to serious errors and allowed criminals to go free and other evidence to go unused.

Fred Mael of American Institutes for Research in Washington, D.C. was quoted in the April issue of *Club Industry* magazine for a story on employee retention. Noting that the health club industry was particularly sensitive to employee turnover because of the relationships between clients and staff, Mael said that some turnover is good as long as it involves those who shouldn't have been hired (functional turnover) rather than those a club wants to keep (dysfunctional turnover).

In a March 30 Baton Rouge *Business Report* story about narcissism in the workplace, **Allison Dunn** of the Baton Rouge office of Dattner Consulting was quoted. Narcissists can "have grand visions and be big dreamers," and they have the ability to drive a team to success because they like to win, she said. Or, "they can also be fanciful, flighty and not grounded," causing great harm to the company or department. Managers need to be aware of who the narcissists are on their staff and if they are having problems "discuss the gaps between where they are and where they need to be. Narcissists are motivated by opportunities to succeed."

A research study of technology in the workplace by **Jeffrey Stanton** of Syracuse University and graduate student Kathryn Stam, suggests that IT projects sometimes fail because IT staffers comprise a distinct subculture in many organizations—one that often conflicts with users and managers. Publications that reported his research included the March 29 issue of *CIO Today* and also Newsfactor Network.

The *Wall Street Journal,* in a March 29 story about a growing number of workers who forego promotions to remain in their current jobs, called upon **Ben Dattner** of Dattner Consulting in New York City for his comments. One way employees staying in the same job can show value is to mentor new people joining the company, he said. Stayput-ers eventually rise to become the senior members of their groups and become de facto leaders and are able to show young folks how the company and its culture operates. For these people, mentoring can be "extremely rewarding," Dattner said.

Dattner also contributed to a March 2 *Toronto Globe and Mail* article on rewards for worker performance and service. He said such recognition should be substantive and not trivialized but, if done right, is a valuable tool in retaining key employees.

Dory Hollander of WiseWorkplaces in Arlington, VA contributed to a special March 29 *Wall Street Journal* report on how people can reinvigorate their work careers when they feel they are going nowhere fast in their jobs. One way, she advised, to combat career doldrums is to focus less energy on work and more on activities outside the office. By letting go of a single-minded, all consuming focus on their jobs, she believes people will not only derive more personal satisfaction but also become more productive and effective at work. "They will be able to bring new interests and energies to their jobs, which in turn should help them advance their careers," she said.

She was also quoted in the March 2 "Managing Your Career" column in the *Wall Street Journal* about surviving workplace pressure. One piece of advice: Always expect the unexpected. That act alone increases a person's adaptability and resilience. The worst thing is to react "like a deer in the headlights—too stunned to respond or survive."

The March 21 *Dallas Morning News* carried a story containing comments from **Mitchell Marks,** a San Francisco I-O psychologist, and **Richard Arvey** of the University of Minnesota. The story noted that for many workers, work has turned into a pressure cooker loaded with nonstop stress, long hours, and fears about layoffs. "It used to be that working hard meant you got a promotion. Now working hard means staying in the same place," said Marks. Yet, the unrelenting pressure and little or no job security have not led to overall job dissatisfaction, said Arvey. "This measure, which takes into account several factors, has been relatively stable over the last decade."

Wendell Williams of ScientificSelection.com, an Atlanta-based hiring and performance management consulting firm, contributed an article about recruiting in the March 9 issue of *Electronic Recruiting Exchange,* an online information and networking service for recruiters. He noted that in many places recruiting has changed in the past 10 years from a "find a body" mindset to "find a highly skilled employee." He listed several recruiting trends and offered some suggestions. He says there are no easy fixes to recruiting. "Finding people is hard work and qualifying them is even harder," but it is more cost effective to "hire hard" and let the prehiring tools sort our prospective employees than to "hire easy" and let job performance weed out weak employees.

A study by **Jerry Palmer** and **Laura Koppes** of Eastern Kentucky University has received national and international news coverage. The March 2 *Christian Science Monitor,* the February 9 *Nieuws Week,* the Dutch version of *Newsweek* magazine; and the French publication *La Science* (February 2) reported results of their study about whether there is any correlation between prospective employees' credit reports and their job performances. They found that credit reports are not a good predictor of job performance.

For a February 27 Associated Press article on team building games in the workplace, **Michael Warech** of human resources firm Watson Wyatt & Co. in New York City, questioned the effectiveness of quirky exercises (scavenger hunts, racing vehicles, beating on drums) to prevent office malaise and develop teamwork among coworkers. "I can understand the appeal," he said. "It's obviously much more exciting to participate in a boat race than go to a classroom with a stand-up lecture…But, as a scientist, an empiricist, it's a tougher sell for me." The story appeared in papers throughout the country, including the *Chicago Tribune, Los Angeles Daily News,* Louisville *Courier-Journal,* and *Toledo Blade.*

In the winter issue of *Employment Management Today,* **Steven Hunt,** chief scientist at Unicru in Beaverton, OR and **Jana Fallon,** online assess-

ment manager at American Express, discussed the use of online screening tools in recruiting. The practice is being used increasingly by companies, which typically receive hundreds and even thousands of online applications. "Technology has streamlined the hiring process, an activity that historically was very paper-intensive," Fallon noted.

As always, Minneapolis-based Gantz Wiley Research's annual Work-Trends survey attracted media interest. Stories appeared in the St. Paul *Pioneer Press, East Bay* (San Francisco) *Business Times,* and HR.com, among others. The 2004 WorkTrends survey carries a warning to employers to bolster their retention efforts. Worker confidence in job security dropped significantly (from 63% last year to 59%) and as the job market begins to loosen, companies may find that retaining their best employees could be difficult. "Survivors of layoffs, cost-cutting, and salary freezes are weary," said **Scott Brooks,** research and development director at Gantz Wiley, signaling workers' intent to leave as the jobs become more numerous.

Also, Brooks and **Jack Wiley,** president and CEO of Gantz Wiley, authored a piece for the January issue of *Twin Cities Business Monthly* on creating a high performance culture within organizations. It happens, they say, when strong leadership, employee satisfaction, and customer satisfaction come together.

Please let us know if you or a SIOP colleague have been quoted in a news story or contributed to a media report. We will be glad 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 or fax to (419) 352-2645.

Announcing New SIOP Members

Michele E. A. Jayne
Ford Motor Company

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 20, 2004.

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Welcome!

IOTAS

Adrienne M. Bauer and Laura L. Koppes
Eastern Kentucky University

Awards

Todd J. Maurer, professor of management at Georgia State University, was recently awarded the "Outstanding Human Resource Development (HRD) Scholar Award 2003" presented by the Academy of Human Resource Development (AHRD description: "Awarded to an outstanding human resource development scholar that has demonstrated a continuing record of scholarly productivity and influence in the profession.")

Personnel Psychology has again been named a winner of Emerald Management Reviews Golden Awards for Research Implications and for Originality in the category of Human Resource Management, the third time for receiving the award (1998, 2003, 2004). There are six awards possible in the category of Human Resource Management, and *Personnel Psychology* won two of them. More details are at http://www.emeraldinsight.com/reviews/awards/golden.htm.

The American Psychological Foundation Board of Trustees has awarded **Dr. Karl E. Weick** of the University of Michigan Business School in Ann Arbor, Michigan, the $5,000 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology.

Transitions, Appointments, and New Affiliations

Herman Aguinis has been appointed editor-in-chief for the journal *Organizational Research Methods* (*ORM*). *ORM* is sponsored by the Academy of Management (Research Methods Division) and published quarterly by Sage. A recent survey including SIOP members ranked *ORM* in the top-10 category for scholarly journals (Zickar & Highhouse, 2001; *The Industrial-Organizational Psychologist*). Dr. Aguinis will serve as incoming editor starting July 2004 and will begin a 3-year term as editor-in-chief in January 2005.

Dale Glaser has transitioned to private practice in San Diego, California. Glaser Consulting will provide services in the following areas: (a) measurement/methodology; (b) statistical and qualitative analysis; (c) organizational assessment/program evaluation; and (d) survey research.

Miguel A. Quinones has joined the faculty of the Management and Policy Department at the Eller College of Business and Public Administration at the University of Arizona.

Arlene Green has joined PepsiCo's Frito-Lay division as manager, Organizational Capability. Arlene will be responsible for front-line selection and

organizational surveys for the Frito-Lay division. She will be working with **David Oliver,** who is also with the Organizational Capability team.

Allan Church was recently promoted to vice president of Organization and Management Development at PepsiCo. He now has responsibility for the core People Processes for the corporate division, as well as continuing to shape the cross-divisional OMD agenda.

Amy-Nicole Salvaggio from the University of Maryland has taken a tenure-track position in the I-O program at the University of Tulsa. She has held a visiting position there for the last year.

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to **Laura Koppes** at laura.koppes@eku.edu.

Conferences & Meetings

Please submit additional entries to David.Pollack@Sodexhousa.com.

2004

July 12–17   24th O.D. World Congress. Vilnius, Lithuania. Contact: Organization Development Institute, (440) 729-7419 or DonWCole@aol.com.

July 28–Aug 1   Annual Convention of the American Psychological Association. Honolulu, HI. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).

Aug 6–11   Annual Meeting of the Academy of Management. New Orleans, LA. Contact: Academy of Management, (914) 923-2607 or www.aom.pace.edu.

Aug 8–12   Annual Convention of the American Statistical Association. Toronto, Canada. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).

Sept 20–24   Annual Conference of the Human Factors and Ergonomics Society. New Orleans, LA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or http://hfes.org (CE credit offered).

Oct 5–8   2004 International Congress on Assessment Center Methods. Las Vegas, NV. Contact: DDI, Cathy.Nelson@ddiworld.com or www.assessmentcenters.org.

Oct 23–24   Effective and Responsible Use of Psychological Tests in Pre-Employment Selection. Houston, TX. Contact: Pearson Assessments, (800) 627-7271 ext. 3225 or www.pearsonassessments.com/top/psafetyws.htm (CE credit offered).

Oct 26–28	Annual Conference of the International Military Testing Association. Brussels, Belgium. Contact: www.internationalmta.org.
Nov 3–6	19th Annual Conference of the American Evaluation Association. Atlanta, GA. Contact: AEA, (888) 232-2275 or http://eval.org.

2005

Feb. 25–27	Annual IO/OB Graduate Student Conference. Melbourne Beach, FL. Contact: lizmcchrystal@hotmail.com.
March 3–5	Annual Conference of the Society of Psychologists in Management (SPIM). Dallas, TX. Contact: Lorraine Rieff, spim@lrieff.com or www.spim.org (CE credit offered).
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 11–15	Annual Convention, American Educational Research Association. Montreal, Quebec. Contact: AERA, (202) 223-9485 or www.aera.net.
April 12–14	Annual Convention, National Council on Measurement in Education. Montreal, Quebec. Contact: NCME, (202) 223-9318 or www.ncme.org.
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).
May 12–15	XIIth European Congress on Work and Organizational Psychology. Istanbul, Turkey. Contact: www.eawop2005.org.
May 26–29	Annual Convention of the American Psychological Society. Los Angeles, CA. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).

June 4–9	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100 or www.astd.org.
June 19–22	Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).
June 19–22	Annual Conference of the International Personnel Management Association Assessment Council. Orlando, FL. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
July 3–8	9th European Congress of Psychology. Granada, Spain. Sponsored by the European Federation of Psychologists' Associations (EFPA) and The Spanish Psychological Association (COP). Contact: www.ecp2005.com or ecp2005@ecp2005.com.
July 22–27	11th International Conference on Human-Computer Interaction. Las Vegas, NV. Contact: http://www.hci-international.org.

Call for Papers
The Kenneth E. Clark Student Research Award

The Center for Creative Leadership is sponsoring The Kenneth E. Clark Student Research Award, our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. The winner will receive a prize of $1,500 and a trip to the Center to present the paper in a colloquium.

Submissions may be either empirically or conceptually based, and the contents should focus on some aspect of leadership or leadership development.

Submissions will be judged by (a) the degree to which the paper addresses issues and trends that are significant to the study of leadership; (b) the extent to which the paper shows consideration of the relevant theoretical and empirical literature; (c) the extent to which the paper makes a conceptual or empirical contribution; and (d) the implications of the research for application to leadership identification and development. Researchers associated with the Center will anonymously review papers.

Papers must be authored and submitted only by graduate or undergraduate students. Entrants must provide a letter from a faculty member certifying that a student wrote the paper. Entrants should submit four copies of an article-length paper. The name of the author(s) should appear only on the title page of the paper. The title page should include the authors' affiliations, mailing addresses, and telephone numbers.

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the publication manual of the *American Psychological Association.*

Entries (accompanied by faculty letters) must be received by **September 3, 2004.** The winning paper will be announced by November 10, 2004. **Submit entries to Dave Altman, VP Leadership & Innovation, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.**

Call for Proposals
National Multicultural Conference and Summit 2005
January 27–28, 2005
Renaissance Hollywood Hotel, Hollywood, California

Program Proposal Format

To be considered, each proposal must contain the following information and must be received by **July 9, 2004:**

1. Cover Page—Includes the corresponding author's name, degree, affiliation, mailing address, phone number, fax, e-mail, title of program (10 words or less), and type of program: individual paper (50 min), symposium (2 hrs), difficult dialogue or workshop (1 hr 50 min).

2. Presenters' Page—Includes a list of all presenters and their contact information, their presentation titles, their degree and affiliation, and indicate program chair(s) and discussant(s), if applicable.

3. Summaries—Includes four copies of 500-word general program summary and four copies of 500-word summaries for each presenter with titles (10 words or less) detailing evidence-based methods in relation to training/teaching, research and practice.

4. Audiovisual Equipment Request—Indicate any A/V needs for the program. Costs have increased substantially for A/V. Participants are encouraged to use handouts when possible.

5. Accommodations Request—Indicate any special needs of any presenters.

Proposals Due Date—**July 9, 2004**
There will be no exceptions to the due date.
Notification date after September 13, 2004
All decisions are final.
Acceptance does not waive attendance fee—all presenters are subject to the registration fee of the conference.

Program Guidelines
No previously published presentations will be accepted.

All proposals should adhere to the American Psychological Association principles of ethics and disclosure.

There will be a limit of two presentations per presenter over the course of the conference.

Send all proposals electronically to lvazquez@nmsu.edu.

If you have any questions, please feel free to contact me through e-mail or phone at 505/646-2121.

Other contact information for further information: **Luis A. Vázquez, PhD, Department Head, MSC 3 CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001, Office: 505/646-2121, Fax: 505/646-8035.**

Call for Reviewers
National Multicultural Conference and Summit 2005

The planners of the 2-day National Multicultural Conference and Summit 2005 (NMCS 2005) are seeking qualified reviewers. NMCS 2005 will address research, education and training, practice, and public interest issues

within the context of the theme: The Psychology of Race/Ethnicity, Gender, Sexual Orientation, and Disability: What Works, With Whom, and Under What Circumstances? The Summit will bring together many outstanding psychologists, counselors and various helping professionals who have worked in the areas of race relations and ethnicity, gender, sexual orientation, and disability.

The goals for this important event are to (a) examine training/teaching, research and practice issues related to race, gender, sexual orientation, and disability; (b) present evidenced-based methods, interventions, and practice on how these socio-demographic variables intersect, converge, and diverge; (c) stimulate difficult dialogues (including bilingual, sign language, vocabulary) between and within racial/ethnic groups, gay men and lesbian women, the physically abled and disabled, and women and men; and (d) concentrate on methods and strategies to reduce bias, prejudice, and discrimination and increase proven knowledge in our relationships with each other and with the larger community through evidenced-based methods.

The Summit will be held in Hollywood, California, January 27–28, 2005, at the Renaissance Hollywood Hotel.

Proposals for presentations, symposia, student posters, or difficult dialogues are due to the committee by **July 9, 2004.** All reviews are due by **September 13, 2004.**

If you would be interested in reviewing for this exciting conference, please contact **Luis A. Vázquez, PhD, Department Head, MSC 3 CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001, Office: 505/646-2121; Fax: 505/646-803; E-mail: lvazquez@nmsu.edu.**

Thank you for your willingness to participate.

Call for Applications to Fulbright Scholar Program

The Fulbright Scholar Program offers faculty and professionals opportunities for lecturing and/or research during the 2005–2006 academic year in 140 countries. The application deadline is **August 1, 2004**. Visit http://www.cies.org.

XIIth European Congress on Work and Organizational Psychology

Handan Kepir Sinangil
Organizing Committee Chair

The XIIth European Congress on Work and Organizational Psychology will take place in Istanbul, Turkey at Grand Cevahir Convention Center,

between 12–15 May, 2005. The congress is jointly hosted by Turkish Psychological Association (TPA) and European Association of Work and Organizational Psychology (EAWOP). The congress theme is "Convivence in Organizations and Society: Living Together in Organizations and Society." From the beginning of the discipline, work and organizational psychologists dealt with organizational convivence in terms of living together in the work environment where individuals spend most of their life time and invest energies, thoughts, emotions, and hopes. At the same time organizational convivence should be considered as the ground to start building projects, realizing goods and services, managing the present, and preparing for the future. Considering the dynamics of change and globalization, the theme covers all the topics of industrial, work, and organizational psychology including the emerging topics for submission.

We are expecting considerable submission of symposia, individual presentations, thematic sessions and posters, interactive sessions, and pre-congress workshops that will make this European Congress an excellent opportunity to interact, exchange, and debate new directions in work and organizational psychology.

The congress is intended for psychologists, academics, PhD students, trainers, educators and other professionals working in the field of work and organizational psychology. The official language of the congress is English. Simultaneous translation will NOT be provided. All the abstracts must be in English. Submissions for symposia, individual oral presentations, posters, interactive sessions and round tables in the topics of the congress are invited. Also joint EAWOP and SIOP symposia are encouraged to be submitted for information exchange of researchers across the continents.

Abstracts (max. 1800 characters) must reach the congress secretariat by **September 30, 2004** and must be delivered online. Full details about the congress can be found at **www.eawop2005.org.** For further information on submission and the organization, please contact **sinangil@boun.edu.tr.**

9th European Congress of Psychology
July 3-8, 2005
Granada, Spain

The European Federation of Psychologists' Associations (EFPA) is Europe's foremost psychological organization, bringing together more than 240,000 professionals from 31 countries (www.efpa.be). Among its responsibilities is the organization of the biennial European Congress of Psychology, which presents the principal advances made in both scientific and professional psychology, thus promoting the development of the discipline in both fields.

Under the auspices of the EFPA, the Spanish Psychological Association (COP) is organizing the 9th European Congress of Psychology in Granada (Spain) from July 3 to 8, 2005. The choice of location has not been made lightly: Granada not only boasts top-quality facilities for scientific meetings, but is also one of the world's most popular tourist attractions. Both the city and its surroundings are of unrivaled charm and beauty, enhanced by an excellent climate and a magnificent cultural heritage— not forgetting the fine Mediterranean beaches just a short distance away.

The organizers of the 9th Congress will make sure not only that the scientific papers, workshops, roundtables, symposia, and posters are of the highest quality, but also that those attending can combine fruitful participation in the congress with enjoyment of the tourist and cultural opportunities offered by Granada and by southern Spain in general.

The Web page of the congress (www.ecp2005.com) already contains a large quantity of information on its structure, thematic areas, and invited speakers. From the page, those interested in attending can book hotels, present proposals and contributions, and find all the information they need on any aspect of the event.

If a meeting of this importance is always interesting, the fact of its being held in Granada makes it even more so. Now is the time to plan your trip to Granada 2005. We're waiting for you (**Web page: www.ecp2005.com; e-mail: ecp2005@ecp2005.com**).

APA Presidential Citation Recipient:
The Business of Practice Network (BOPN)

APA President, Diane F. Halpern, PhD, will be presenting the Business of Practice Network (BOPN) with a presidential citation at the closing session of APA's 2004 annual convention.   The closing session is scheduled from 12 noon–1 p.m. on Sunday, August 1 in the Kalakaua Ballroom at the Honolulu Convention Center.

The Business of Practice Network (BOPN) was created by the APA Practice Directorate in 1995 and consists of a nationwide network of over 50 psychologists representing both state psychological associations and practice divisions. The BOPN representatives forge new connections in the business community through the implementation of state-based "Psychologically Healthy Workplace Award" (PHWA) programs.   Through their dedicated work and successful creation of PHWA programs in their respective states, the business community is fast becoming educated about the value of psychological services. The PHWA recognizes organizations that make a commitment to workplace well-being and who strive to create a psychologically healthy work environment for employees. Members of the BOPN work to

strategically position psychology in a leadership role within the healthcare marketplace by developing strong collaborative relationships with organizations and by helping practicing psychologists to better understand the changing marketplace.

The Executive Coaching Forum

The Executive Coaching Forum (TECF) announces the publication of the third edition of *The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership,* January 2004. The handbook is available to read or download at NO COST at TECF's Web site: executivecoachingforum.com.

American Board of Organizational and Business Consulting Psychology Becomes 13th ABPP-Affiliated Specialty Board

Good news! It is again possible for members of SIOP to gain diplomate status in their specialty. Further, there is a "senior option" for those who are 15 years beyond the doctorate.

The American Board of Professional Psychology (ABPP) was incorporated in 1947 with the support of the American Psychological Association. The ABPP is a unitary governing body of separately incorporated specialty examining boards, which assures the establishment, implementation, and maintenance of specialty standards and examinations by its member boards. Through its central office, a wide range of administrative support services are provided to ABPP boards, diplomats, and the public.

The ABPP serves the public need by certifying psychologists competent to deliver high-quality services in various specialty areas of psychology. Board certification (awarding of a diploma in a specialty) assures the public that specialists designated by the ABPP have successfully completed the education, training, and experience requirements of the specialty, including an examination designed to assess the competencies required to provide quality services in that specialty.

Over the years the ABPP has grown to grant diplomate status in 12 specialty areas. One area, industrial and organizational psychology, was dropped from recognition due to lack of interest and participation in 1999. Since early 1999 an ad hoc board has been working closely with ABPP to re-establish this specialty as the thirteenth specialty, the American Board of Organizational and Business Consulting Psychology.

The specialty of Organizational and Business Consulting Psychology is defined as the practice of psychology applied to organizational entities, especially business settings. The practice modality of the specialty is primarily

one of consultation and development support for organizations in order to improve their effectiveness based upon the discipline and profession of psychology. Typical areas of practice include organizational training and development, organizational effectiveness, assessment, selection, placement, and performance measurement in organizations, consumer analysis, human performance in complex person-machine systems, and other emerging areas of practice in the specialty.

For more information please visit www.ABPP.org or contact American Board of Professional Psychology, 300 Drayton Street, Third Floor, Savannah, GA 31401, 1-800-255-7792, Fax: 912-644-5655, E-mail: office@abpp.org.

Media Resources

Thank you to all of the SIOP members who volunteered to be a media resource!

Over ~~900~~ 1,700 SIOP members have offered to provide information to the media on topics in which they have expertise. This information, available for use for the media, is searchable by specific criteria, keyword, name, or zip code.

if you are ever interviewed or quoted by the media regarding your work, we want to know! Contact the Administrative Office at (419) 353-0032.

Check out Media Resources on SIOP's Web site (www.siop.org) click Media.