TIP

The Industrial-Organizational Psychologist

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Featured Articles

From the Editorial Board

News and Reports

Fritz Drasgow

Since 1995, SIOP has contracted with ORD to run our Administrative Office (AO). ORD is owned by Milt and Lee Hakel and has Lee, Larry Nader, Esther Benitez, Jen Baker, Brian Crnobrnja, Linda Lentz, and Lori Peake as employees. As you know, this team has been exceptional. The AO functions smoothly, running our annual conference, publishing *TIP*, managing the Web site, and supporting our committees. In fact, one clear indicator of its success is that SIOP committee chairs and the Executive Committee have continuously asked the AO to do more and more. Another indicator is that Lee received SIOP's Gold Medal Award, which is given for "extraordinary, long-lasting, and unique contributions to the Society and to the profession."

Unfortunately, all good things must come to an end, and some months ago Lee announced that she was retiring as of the 2005 SIOP conference. She has certainly earned her retirement, and I know all SIOP members wish her much happiness. We will also greatly miss Lee.

Lee's retirement will lead to some changes in the AO. In overview, the AO will transition from a service purchased from ORD to an office of SIOP. To this end, SIOP has acquired the lease to the building where the AO is housed and the staff will all become employees of SIOP as of January 1, 2005. **John Cornwell**, as our Financial Officer, has spent a great deal of time coordinating this transition and I greatly appreciate his efforts. **Bill Macey** is chairing a search committee for the Executive Director of the AO and we hope to have this new person on board and shadowing Lee for a few months before the conference.

Of course, it's impossible to have a seamless transition when someone with Lee's competence and experience retires. But she is leaving SIOP with a well-trained staff that does a superb job running the AO. Moreover, I'm confident that Bill's committee will identify an exceptional individual to become SIOP's Executive Director, and SIOP will continue to provide outstanding service to its members.

One additional bit of good news: SIOP had its first ever audit by an outside accounting firm and received a clean bill of health.

Los Angeles

Lisa Finkelstein and the Program Committee received 1,076 submissions for our conference in Los Angeles. Curiously, exactly the same number of poster submissions were received this year as last year—739. Sym-

posium submissions were up, from 122 last year to 150 this year. Thanks to the literally hundreds of volunteers who served as reviewers!

The Los Angeles conference is really taking shape. The Program Committee introduced two new submission types this year: Academic–Practitioner Collaborative Forum and Theoretical Advancement. In addition, the special Sunday sessions will focus on the future of I-O psychology and some very exciting symposia have been planned.

Conference registration is now open on the SIOP Web site. The details about the conference are included in this issue of *TIP*, in the registration booklet mailed to you, and on the SIOP Web site: www.siop.org. This year, you can also book your hotel room at the conference hotel from the SIOP Web site. I urge you to stay at one of the two excellent conference hotels. It isn't just about the money; it's about bringing us together. We come to the conference for the sessions but also to interact with each other.

Preconference Workshops

Luis Parra and the Workshop Committee have put together another set of terrific workshops for Los Angeles. Based on input from members, the Workshop Committee has planned 14 workshops featuring an outstanding lineup of experts and topics. The workshops fill up quickly, so be sure to sign up early.

"Minimal Risk" in Research

The American Psychological Association is sponsoring a conference entitled, "Minimal Risk in Behavioral Science Research: A Decisional Framework for Investigators and IRBs," which will be held April 29–30, 2005 at Fordham University. The official goal of the conference is "to discuss and reach consensus on a rubric for defining and classifying risk in behavioral science research." Undoubtedly, APA will communicate any guidelines resulting from the conference to IRBs across the country and perhaps around the world, so it is very important for SIOP to be involved. APA plans to invite 25 participants to the conference who have served on an IRB and are familiar with federal regulations for the protection of human research participants. I was very happy to nominate **Dan Ilgen** for the conference. Dan has served continuously on the Michigan State IRB for many years, was a member of the recent National Research Panel for the CNSTAT (Committee on National Statistics), which published its report in 2002 and is a member of APA's taskforce on IRBs.

Foundation

Many of you have given generously to the SIOP Foundation and thereby advanced its many initiatives. Please also think about including the Foundation in your will. It's easy, and chances are that by leaving money to the Foundation you will simply lower the taxes on your legacy and not the

amount going to your heirs. There are many ways to donate to the Foundation and **Paul Thayer**, president of the Foundation, will be happy to talk with you. All of us have a stake in the future of I-O. The Foundation gives us a way to make a difference.

Membership

I am pleased to report that at the time I wrote this column, SIOP membership stood at 5,665. Last year at this time membership was 5,408, so we have an almost 5% increase! The future of I-O psychology lies in its people and our increase in membership shows that we are moving in the right direction.

See ya in LA!

Natural Disasters and Presidential Elections: Thank Goodness…it's a New Year!

Laura L. Koppes
Eastern Kentucky University

What an incredible year! (my same thought at the end of every year). As I reflect upon my life, our country, and the world, I am always amazed with the types and number of changes that can occur in *one* year. Given this, I am grateful and exhilarated to begin another year! A few changes are highlighted in this first 2005 issue of *TIP*.

Features

Special thoughts go out to SIOP members in Florida and elsewhere who suffered the wrath of the tropical storms and hurricanes. Amidst the devastation, **Rosemary Hays-Thomas** and **Art Gutman** graciously agreed to share their experiences in Florida. Personal lives, work, and organizations are all affected by these natural disasters. As you read their perspectives, I encourage you to think about how our competencies as I-O psychologists can contribute and make a difference during these difficult times.

Then, there was the presidential election. I am so relieved that the elections are over. What was that about anyway? The long, drawn-out campaigns at the local, state, and national levels seemed surreal as I tried to make sense of the rhetoric, debates, and advertisements using my I-O psychology lens. **Ron Riggio** provides an interesting I-O perspective that makes one consider the applications of leadership research.

I have previously stated that we are responsible to develop and maintain an awareness of global issues. One way to gain an international I-O perspective is through the International Association of Applied Psychology. I am pleased to feature in this issue a report from **Virginia Schein**, president of Division 1: Work and Organizational Psychology.

As we reflect on the past while beginning a new year, it seems appropriate to consider the use of archival data for I-O research. **Ken Shultz** and his colleagues present advantages, disadvantages, and resources in their featured article.

From the Editorial Board

The SIOP Executive Committee reviewed and adopted a *TIP* mission statement, which is printed on the inside cover of this issue. Instructions for

submissions will be forthcoming in the April issue. It is important to remember that the **opinions expressed in this publication are those of the writers and do not necessarily reflect an official position of SIOP, APA, or APS, unless so stated.** I invite you to join the *TIP* Editorial Board at a roundtable discussion during the 2005 conference to share your thoughts and ideas.

I hope you will enjoy reading the fascinating columns as we try to provide topics that are varied and of interest to all members. In this issue, topics include: history of I-O, autobiography of a legend (**Marv Dunnette**), careers in the homeland security department, practitioner training, same-sex harassment, teams, diversity, organizing I-O psychologists, datasets, international issues, and educational programs in areas other than I-O.

There are a few additional changes to the Editorial Board. I want to thank **Neil Hauenstein**, who is retiring as the editor for the **Education and Training** column. Neil collaborated with me when the column was first introduced; I appreciate his leadership in taking the column from two issues to four issues per year. **David Costanza** and **Jennifer Kisamore** will begin as the new column editors for the April 2005 issue.

I am also pleased to have an opportunity to collaborate again with a graduate school classmate and good friend, **Scott Martin**. Scott will lead the **Practice Network** column. Per Scott's request, please help with ideas and suggestions so we can be sure to include practice topics in every *TIP* issue.

HEADS UP to student affiliates! It is time to select new column editors for the **TIP-TOPics** student column. The selection process is described in the column. Similar to the past, a writing contest will be used to identify the new columnists. This is a great opportunity to be involved with SIOP, so I encourage you to submit your entries.

News and Reports

The items in this section keep you abreast of current happenings in SIOP through updates, reports, and so forth. Most of this issue is dedicated to the 2005 SIOP conference in Los Angeles. Thanks to the diligence of the SIOP Administrative Office staff, the Program Committee members, and the Conference Committee members, you should find everything you need to know about the conference in this issue and the registration booklet. We hope you will join us to celebrate 20 years of the conference. See you in L.A.!

Happy New Year!!

Reactions to Editor's goal to include international perspectives in *TIP*
Letter sent to the editor September 13, 2004

I just want to drop a note to say how much I enjoyed reading your *TIP* article "Dobrý den (Good day) From the Czech Republic!" (yes, I just received the July *TIP*—the mail is slow to Paradise!).

In the early '90s I spent some time teaching OD classes at both Charles U and Comenius U and your observations were entertaining and still hold up. I found the Czech students particularly to be both wonderful and good looking, a combination that is hard to beat!

Nejlépe pøá si,

Alan Cheney, PhD
Saba University School of Medicine
The Dutch West Indies

Letter sent to the editor September 19, 2004

I was finally able to take a look at my new *TIP* this weekend and read your editorial regarding some of the new directions that you are taking the journal. I just wanted to say that I think it's great that you are working towards a more international perspective with *TIP*, and I am really looking forward to some of the new columns. I spent a year working in Japan as an English teacher before coming to grad school for I-O, and spent a number of months living in other countries as well, and these were some of the best experiences of my life. The importance of an international perspective, particularly in how it applies to business and today's global economy, is too important to be overlooked, and I think it's fantastic that you are helping to broaden the perspectives of our discipline.

Looking forward to upcoming issues,

Richard T. Marcy
University of Oklahoma

Hurricanes and I-O Psychology: Perspectives of Two Floridian SIOP Members

Editor's Note: I watched and read in amazement about the devastation from the recent hurricanes and tropical storms in the southeastern United States. Several SIOP members live in Alabama, Florida, Georgia, Louisiana, North Carolina, Mississippi, and South Carolina, as well as other states affected by these natural disasters. To gather insight into the effects, I asked two members to share their experiences. It is apparent that in addition to personal lives, work and organizations are affected. As I read these perspectives, I ponder about the roles and responsibilities of I-O psychologists during these difficult situations. I encourage you to do the same.

The View from the Panhandle—Ivan the Terrible

Rosemary Hays-Thomas
University of West Florida

NIGHTMARE was the headline on the *Pensacola News-Journal* on September 17—printed out of town because the newspaper's offices were flooded. Today, just over 6 weeks since we were hit by Category 3 Ivan, the newspaper ran a special commemorative issue filled with pictures and narrative from the period since the storm. Those pictures still bring tears to my eyes, despite the fact that my husband and I are among the fortunate ones with only moderate losses. The destruction is so great and people's lives are so changed that it is hard now to remember what things were like "before the storm."

Hurricane Ivan was a Category 3 storm with 115- to 130-mph winds when it crashed into the Gulf Coast between Mobile and Pensacola. As a result, we were in the northeast quadrant, which is the worst place to be when counterclockwise winds come in over the Gulf, pushing waves and water into the land. This storm also spawned tornadoes and a 10- to 13-foot storm surge. Homes in low-lying areas and on waterways were either flooded (first and second floors), smashed like dollhouses, or washed away completely. Many other homes inland were crushed by trees that fell victim to sustained winds or tornadoes. Ivan was an "equal-opportunity destroyer"—poorly constructed or older homes, modest houses, and well-built, new, expensive homes, all were victims of place, wind, and water. In our two-county area, at least 13 people died as a result of the hurricane, over 6,000 homes were destroyed, 365,000 customers had no electrical power, the water and sewer systems were nonfunctional and/or unsafe, all the local bridges were damaged or washed out (including a ¼-mile section of the I-10 bridge over Escambia Bay), roads were impassable, and we had suddenly become a subsistence society.

Of course we did not know all these details at first. Our only sources of information were our battery-operated radio, our land-line telephone (a miracle!), and our immediate neighbors. Driving was impossible due to downed power lines and trees. Most stores and gas stations were closed but our neighborhood was alive with residents wielding chain saws, rakes, and wheelbarrows and walking around the streets to survey damages.

A new sense of community developed, sparked by lack of air-conditioning and the presence of generators or gas stoves at some lucky houses. It occurred to me that researchers might find more support for Maslow's hierarchy if they studied it in such situations!

How did we fare? A large pine tree came to rest on our second-story roof, nestled between two dormers. Fortunately it does not appear to have done structural damage and watching the tree professionals remove it without hurting anyone or anything was quite a treat! Our pool enclosure was destroyed as well as the pool liner and part of our fence gave way to a large oak tree that fell on it instead of on the house. Our 9th-floor rental apartment at Pensacola Beach is fine except for mildew—owing to severe destruction all around it, lack of power and water, and beach closure for 2 weeks, carpet, beds, and upholstery have to be replaced. But we feel very fortunate.

Without electricity for several days, there was time for contemplation. I conceived of the "truck-stage theory" of hurricane recovery. Stage 1: An army of orange Asplundh trucks. Stage 2: A swarm of white local and regional power-company trucks. Stage 3: Lots of individual trailer trucks containing supplies and building materials. Stage 4: Debris-removal trucks (large and small, professional and improvised), cable and phone company trucks. Stage 5: Just "ordinary" trucks but potholes everywhere.

Our experience of time was altered: The day started when the sun came up, began in earnest with the sound of chain saws, and ended when the sun went down and evening curfew started. All my regular "work" stopped without lights, computer, and e-mail, and was replaced by cleaning the yard and managing our water, ice, and food. I tried to establish an island of normalcy by reading each night by flashlight (**Kecia Thomas**' *Diversity Dynamics in the Workplace*!).

Our beautiful University of West Florida campus lost over 2,000 trees, sustained some damage to 95% of the buildings (including some historic properties), and was closed for over 2 weeks while crews cleared the campus, restored power, and checked buildings for safety. Damage to the campus was estimated at $30 million, some of which will be covered by FEMA. The homes of over 80 members of our faculty or staff sustained catastrophic damage—in some cases, they are just GONE.

What about people, jobs, organizations, and the community?

People of means realized with a shock that they were truly disaster victims, entitled to free water, ice, and MREs (Meals Ready to Eat).

We grieved not only for people and pets, but for trees, beaches, buildings, precious things, gardens, and experiences that were gone forever.

Suddenly, there were lots of jobs in tree removal, debris hauling, roofing, fencing, pool maintenance, and construction—and in insurance adjusting. Many out-of-staters came to Florida, planning to stay up to 2 years while things are rebuilt.

Motels that were in working order were filled with displaced residents and with local businesses that had to move from their ordinary quarters. Professional firms and local government ran newspaper ads telling the public the temporary locations of various departments.

About 12,000 people in our county filed for unemployment insurance in September, compared to 900 in September 2003. Many of those were employees of the hospitality industry—hotels, restaurants, beach businesses. Others worked at small businesses that could not reopen after the storm. Some larger companies kept their employees on the payroll but asked them to volunteer in disaster assistance and cleanup while the company prepared to re-open.

The tourism industry, one leg of our three-legged economy, shut down indefinitely with 80% of beach residences deemed uninhabitable. Six weeks after Ivan, water and electricity have yet to be restored to most of our beach area.

Pensacola Naval Air Station, our economy's second leg, sustained damage in the "hundreds of millions" of dollars, and training activities were suspended indefinitely pending cleanup and recovery.

All three hospitals, the third economic leg, were damaged.

The usual blue of swimming pools disappeared; instead, there were temporary "blue roofs" placed on houses by FEMA and the Army Corps of Engineers: nearly 37,000 so far, with 6,000–9,000 left to be covered.

Gulf Power, with assistance from many other utility companies, rolled out a disaster recovery plan that restored power to most areas in 2 weeks rather than the estimated 3. Hooray!

It took over a month for the debris trucks to make their first pass through all the city neighborhoods. Streets were reduced to one lane by the huge piles of debris on each side. Those "debris-banks" turned into mountains at the dropoff locations. With the yard debris gone, it is easier to see the piles of carpet, furniture, bedding, and appliances that still await pickup.

Those who were better off organized to help those who were not. The Red Cross and the Salvation Army sprang into action. The symphony and the chorale held a free concert; churches gave out free meals. Neighbors and friends helped clear debris, made emergency repairs, and took in others whose homes were unlivable.

The "dark side" appeared as well: looting, scams, and price gouging.

Hospice, local mortuaries, and readers of obituaries noted a sharp increase (perhaps 50%) in the death rate from natural causes in the month after Ivan. Domestic violence and substance abuse increased as well.

Local attorneys provided a community hotline and seminars for people with legal questions about insurance, leases, and other poststorm problems.

Productivity plummeted as people returning to work found they could not concentrate or remember where they "left off" before the storm. Frequent interruptions were necessary for adjuster, contractor, or roofer visits.

Here's my "stage theory" of the hurricane experience (already shared in another newsletter): (a) Day 1: Extreme fear and stress from immediate danger; (b) Day 2: Shock and awe at the devastation; (c) Day 3: Coping with subsistence needs; (d) Days 4 to N: labile emotions and a sense of being overwhelmed as communication improves and new examples of loss are discovered; (e) Days N to X: Return to aspects of prehurricane life, interspersed with sharp or dull periods of depression (like peeking out of the lead sheet when your teeth are X-rayed); also community division into those with lesser losses and those still dealing with adjusters, relocation, and reconstruction issues; (f) Eventually: Things return to a new "normal," and the community is divided into Those Who Remember and Those Who Came Later.

View From The East Central Coast

Art Gutman
Florida Tech

I live in Melbourne on the east coast of Florida in the center of the state. At first, I thought we'd get away lucky. Tropical Storm Bonnie missed us, as did Charlie. Frances hit us squarely but did not do nearly as much damage as Charlie did in Southwest Florida. Ivan went wide left and hit our friends in the Florida Panhandle. As for the last one (Jeanne) —-it looked like it was going to dissipate. It sat out there off the Atlantic coast for a week before it did an about face loop and hit us squarely, and with much more force than Frances. I have a two-story, five-bedroom home with two attics. Both were blown in and two of the bedrooms on the second floor were destroyed. There was also damage downstairs. The worst part—my wife, son, and I were in the house while this happened. What a scary night. Here are some thoughts (five to be exact).

First, I have a better understanding of posttraumatic stress disorder (PTSD). I've had nightmares and flashbacks of what could have happened to my family. I've seen it in the faces of others. I know some who lost electricity for 2 weeks after Frances who had it back on for less than a week before losing it again for another 2 weeks. I know homeowners and business owners who are seriously considering packing up and leaving. I saw stress in the faces of my students and colleagues. This was a major psychological shock to the system of everyone, even those who experienced minimal damage.

Second, why didn't we evacuate for Jeanne? We did for Frances. Although major damage was done in some places, Frances was relatively small when compared to what Charlie did in southwest Florida. While sitting

in a hotel in Kissimmee (near Disney World), I watched in horror as news teams spoke of destructive winds and rains in the Melbourne area. I had every reason to believe that when we returned, our home would be flooded, if not washed away. Not even close. The media exaggerated Frances in a way that angered many residents in the beachside towns. They spoke of 20 to 30 inches of rain on the coast and it was only a fraction of that. So as Jeanne approached, many folks in my area took the warnings as a false alarm. As it turned out, Jeanne did much more damage than Frances, and many people who evacuated for Frances stood at ground zero as their roofs literally fell in. In short, the media exaggerations of Frances endangered many folks (like ourselves) who did not take Jeanne seriously.

Third, what about looting? I saw reports by media on both Frances and Jeanne that such activity was rampant. More exaggeration. Fact is, it was minimal. The real human story in the aftermath of these hurricanes was the outpouring of help, in many cases, from total strangers. I saw people with generators extending lines to people without generators. I saw people with power making ice for people without power. I saw city officials working 20-hour days figuring out how best to deliver emergency services. The real story was the goodness of the overwhelming majority of people, not the badness of a very small handful of looters. In fact, one of the reasons looting was limited was that people were looking out for others.

Fourth, the hurricanes devastated the local economy. As in other areas of Florida, hospitality is a major business. Hotels, restaurants, and attractions rely on visitors. In addition, this was peak season (beginning around Labor Day in the case of the earlier storms). Many hotels on the beaches were damaged and closed, some for indefinite periods of time, others for good. Restaurants lost the better part of a month of business and are only slowly coming back. Many of the affected people are small business owners and employees who are hourly and out of work. Fortunately for many, FEMA has stepped in to provide living expenses for many of these people. So, that's another good thing, a federal agency that seems to work.

Finally, there is my university (Florida Tech). We lost about a week of classes because of Frances and the better part of 2 weeks because of Jeanne. Here we are now scrambling to find extra class time to make up for the lost time. The same is true in the local schools. That just adds to the existing pressure and stress level.

OK—you get the picture. Lots of bad things happened. However, lots of good things happened, too. I will remember that my family could have been hurt badly, but wasn't. I will remember how people helped each other in the time of greatest need and are still helping. I will remember how government was actually working, for a change—federal, state, and local. But most of all, I can't help feeling that no matter how bad it seemed for most of us, it still could have been worse. My glass is half full after all.

It's the Leadership, Stupid—
An I-O Psychology Perspective on the
2004 U.S. Presidential Election

Ronald E. Riggio
Kravis Leadership Institute, Claremont McKenna College

Imagine that your organization is in the process of selecting a new leader. Which attributes would be most important to you? If you are like most U.S. white-collar workers, you value *honesty, integrity, fairness, competence, compassion*, and a leader who is *approachable* and possesses *good people skills*. Indeed, results from the GLOBE study of leadership in 62 cultures finds that these attributes, along with being *intelligent, informed, decisive,* and *foresighted* are leader attributes that are universally valued. Conversely, being *noncooperative, egocentric, nonexplicit, ruthless*, and *dictatorial* are leader qualities that are universally viewed as undesirable (House et al., 1999; House, Hanges, Javidan, Dorfman, & Gupta, 2004).

There is evidence that these leader qualities—being perceived by followers as honest, fair, informed, and competent—are associated with both follower satisfaction with the leader and perceived leader effectiveness (Bass, 1990). Similarly, U.S. presidents who are perceived as men of integrity and competence rank high in popularity polls. Because of the recent election, it seems timely to examine whether research in I-O psychology, particularly research on business leaders, can increase our understanding of U.S. presidential elections and how presidential candidates are evaluated.

When I was invited to write this essay, it was a few days before the 2004 election. My first thought was that there must be several, if not many, connections between core I-O concepts and the presidential selection process. But few came immediately to mind. I had the good fortune of attending the 6th Annual Conference of the International Leadership Association in Washington, DC just after the election (Nov. 4–7). The ILA is a meeting that features multidisciplinary approaches to all aspects of leadership, but this particular conference had, not surprisingly, a greater-than-average number of papers, panels, and addresses on the recent U.S. presidential election, including analyses by experts that represented the first analyses of the just completed vote count. Needless to say, I attended a lot of these.

Before the election, I realized that I had been evaluating the campaign as an I-O psychologist. I was using the same standards that I would use to assess any leader of a business or an educational institution (my college is, in fact, currently conducting a search for a provost to lead our faculty). Throughout the campaign, I was looking at the presidential candidates' experience and the same qualities mentioned earlier that are valued in any leader. Indeed, I probably approach every election that same way and certainly did in 2000.

Many of the universally endorsed characteristics (i.e., integrity, fairness, decisiveness, etc.), along with relevant experience and a history of previous leadership successes, are exactly the same qualities that are essential in selecting a CEO or high-level executive. I doubt that any *Fortune* 500 company would pursue a CEO candidate whose integrity, fairness, or competence was called into question. However, in the months prior to the election, President Bush's honesty was being questioned because of the reasons his administration gave for invading Iraq. Foreign leaders were calling Bush "noncooperative" (one of the universally undesirable qualities). Democratic nominee John Kerry's integrity was also under attack, and he was being labeled as indecisive—"a flip-flopper." Both men were criticized as not having explicit plans (another universally undesirable quality) for ending the Iraq war or rescuing the economy. In short, you probably wouldn't pick either candidate to lead your corporation.

But perhaps these negative impressions of the candidates are actually perceptions caused by the predominantly negative campaigning of both parties. We know from research on social perception that the constant mudslinging, name calling, and discrediting of the opposing candidate that have become the norm in politics can lead voters to believe that they are picking the "lesser of two evils" rather than the most qualified, most competent candidate. Research on organizational politics has found consistent negative relationships between highly politicized organizations and job satisfaction and organizational commitment (see Riggio, 2003, Ch. 13).

On the flight to the ILA conference, I happened to be seated across the aisle from democratic presidential hopeful, retired General Wesley Clark. I asked him if he thought the outcome would have been different had he been on the Democratic ticket because of his obvious military experience. Clark didn't think it would have mattered and mentioned the difficulties he encountered in this atmosphere of negative politicking. He said that he didn't have the resources to counter the well-organized Republican attacks on his credibility and character. "Look what they did to Kerry's military record," he said.

Even in the most contentious selections of a corporate CEO, the focus is on promoting candidates' positive qualities rather than discrediting the other candidates. I'm not so naïve to believe that there is no negative politicking in CEO selection because there certainly is. However, U.S. presidential campaigns seem to have become more and more negative in tone over the years. In fact, according to renowned political scientist, James MacGregor Burns (2004), the Republican mobilization of right-wing and evangelical Christian voters (who turned out in greater than expected numbers) was accomplished by focusing on moral values (e.g., gay marriage) rather than on substantive issues such as healthcare, education, or the economy. This could be viewed as another form of negative politicking. (One might argue that the Democrats used their own negative politicking to mobilize young voters by suggesting that the Bush administration would reinstitute the draft).

If you extend the evaluation of candidate character and competency to earlier elections, you realize that the successful candidates had relatively little experience relevant for the job of president of the United States, and there were questions of character. William Clinton was not particularly qualified for the job before his election in 1992. Like George W. Bush in 2000, Clinton's principal experience was as a state governor, and even before the Monica Lewinsky scandal, there were concerns about Clinton's integrity and credibility. Likewise, George W. Bush was plagued by questions about his drug and alcohol abuse and apparent use of connections to avoid Vietnam military service. If experience, character, and prior job performance should be the variables used to select a U.S. president (they certainly are the main criteria for selecting a CEO or other organizational leader), then who among the recent U.S. presidential candidates should have been elected? The obvious answer is Al Gore. Going into the 2000 election, Gore had been a U.S. Senator and had served 8 years in the position one step down from the top in a relatively successful administration (As I write this my wife is reminding me that Al Gore was elected, and that brings up the question of whether a court could ever step in and appoint a CEO).

So what are Bush's strengths? What might have led to his selection as U.S. president for a second term? Certainly Bush appeared decisive—a valued leadership quality—particularly in comparison to his opponent. Rosabeth Moss Kanter (2004) says that "leadership is about confidence even in the advance of results." If that is the case, then Bush with his steadfast agenda to stay the course in Iraq and in his broader foreign policy does indeed appear confident that he will succeed in the long run. Bush's commitment to his economic policy, and his continued expectation that large tax cuts in an era of increased deficit spending will win out, sounds a lot like extreme confidence in results that might not come to be for many years (e.g., Bush predicts the deficit won't be erased until after his second term is completed).

Reflections on President Bush's First Term

Prior to September 11, 2001, George W. Bush's presidency was unremarkable. He came into office with questions about his competency and experience and was having difficulty finding direction for his agenda (Lipman-Blumen, 2004). Shortly after the terrorist attacks on 9/11, President Bush became a very directive leader. In all likelihood, this was his preferred leadership style, not to mention the style of Vice President Dick Cheney and other senior members of Bush's cabinet who also seem to be directive leaders. A substantial body of research suggests that directive, authoritarian leadership is very effective in dealing with an immediate crisis, but a skilled transformational leader who involves followers in the process, will be more effective in the long run (Bass, 1998; Bass & Riggio, in press). President

Bush's actions were more on the dictatorial side (another of the universally undesirable leadership qualities) than on the inclusive side.

An interesting recent study by Bligh, Kohles, and Meindl (2004) analyzed President George W. Bush's speeches prior to and after 9/11/01. Their results show that Bush's speech became more charismatic in content after the terrorist attacks. Moreover, this increase in charismatic speech coincided with more positive portrayals of Bush in the media and a rise in his popularity among voters. Of course, there is evidence that much of a leader's "charisma" is attributed to the leader by devoted followers (Pillai, Williams, Lowe, & Jung, 2003).

As President Bush's first term proceeded, with the unpopular Iraq war and little attention given to pressing U.S. domestic issues, Bush's popularity declined. The administration, however, continued to use fear of future terrorist attacks to maintain an air of impending crisis, and the 2004 campaign portrayed George W. Bush as the most capable candidate for dealing with the dual wars on terrorism and on Iraq. Polls suggested that a slim majority of U.S. voters did indeed believe that Bush would be a better wartime president than John Kerry, but growing discontent with Bush's policies put his reelection in jeopardy. Post-election analyses suggest that it was indeed the morality issues that led to Bush's thin margin of victory.

Reflections on President Bush's Second Term

One way to look at the next term in the Bush presidency is to focus on what political pundits are saying. The first task in Bush's second term is to bring the divided electorate together again. This is akin to leading a divided work group—a diverse group of followers who possess different goals and different opinions on the best course or direction. The I-O and leadership literatures would suggest that focusing on some superordinate goal—something that all groups of followers could agree on—would help build unity and cohesiveness. Unfortunately, Bush is trying to use the threat posed by global terrorism as a unifying goal, but disagreement about the role that Iraq played in terrorism and the amorphous nature of terrorism itself makes it difficult for many groups of followers to get behind Bush's plan for combating terrorism.

The literature also suggests that good leadership would involve trying to be responsive to followers who disagree with the leader. Instead of trying to appeal to his nonsupporters, to either try to persuade them to his way of thinking or making concessions to them, Bush seems to view his election as a mandate to move forward ignoring the disconnected minority of followers even though the majority was in reality a razor-thin one.

Another challenge for President Bush is the United States's image in the world, both in the minds of our historical allies and in those nations that are becoming increasingly hostile toward the U.S. and its policies. This is not unlike trying to restore public faith in an organization whose actions have damaged its reputation. There are numerous examples of restoring public

faith following a company crisis in the I-O and business literature. Perhaps none is as well known as CEO James Burke's leadership of Johnson & Johnson in handling the Tylenol crisis when cyanide was found in some bottles on store shelves. Burke pulled all of the product off the market until new tamper-proof packaging could be designed—putting the public's safety over the company's financial interests, and thereby saving Johnson & Johnson's (and Tylenol's) reputation.

For President Bush to unify the fractured nation, strong leadership is called for. It is the leader's job to set the direction. Surely, cabinet members and others in the administration can help in this regard, but followers' eyes are on the leader. Moreover, the leader is ultimately responsible ("the buck stops here" to quote Harry Truman, an unpopular president during his term but one who historians consider to be one of the great U.S. leaders).

In his first term, George W. Bush did not display the strong leadership historically associated with U.S. presidents such as Roosevelt, Lyndon Johnson, Truman, and Reagan. Again, it comes back to his lack of experience. Many viewed others in the Bush administration—the more experienced Vice President Cheney and cabinet members Rumsfeld, Ashcroft, even Colin Powell — as calling many of the shots for the president.

I recall in early 2001 discussing the election of George W. Bush with a group of Australians and South Africans. They were having a hard time understanding why U.S. voters would support a candidate with relatively little experience. Before the 2000 election, I shared these concerns about Bush's lack of experience. I asked a group of young men who were handing out Bush–Cheney bumper stickers at a shopping mall if Bush's lack of experience bothered them. They said, "No, it doesn't. Bush can hire guys who have the knowledge and experience." When I recounted this to my foreign associates they thought this was appalling. It represented applying a common business strategy (i.e., hiring experts) that did not translate well to the political arena. With all followers' eyes on the president, he simply cannot outsource the leadership.

Clearly, research in I-O psychology can be applied to the election of U.S. presidents, and multidisciplinary research on leadership includes a significant number of scholars who study both the presidency and the election process. However, thinking about these fundamental differences in how we select our presidents and how we select our business leaders has caused me, as a leadership scholar, to be much more cautious about generalizing the results of studies of presidential leadership to business leadership and vice versa.

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Division of Work and Organizational Psychology
International Association of Applied Psychology

Virginia E. Schein
Gettysburg College

The Executive Committee (EC) of Division 1 held its first meeting in Singapore in July of 2002 at the XXV International Congress of Applied Psychology. The officers and appointed members of the Executive Committee (EC) of Division 1 are: **Virginia Schein** (USA), president; **Jose Peiro** (Spain), president-elect; **Filip Lievens** (Belgium), secretary and Webmaster; Rene Bouwen (Belgium), treasurer; **Miriam Erez,** (Israel), past president: **Handan Kepir Sinangil,** (Turkey), ICAP2006 program chair; **Barbara Kozusznik,** (Poland), membership chair; and **Dick Ritchie,** (USA), newsletter editor.

At this meeting, the Division 1 EC developed the following mission and objectives for 2002–2006:

The Mission of Division 1 for 2002–2006 is to enhance communication and cooperation with, among, and for the members of the Work and Organizational Psychology Division around the world.

The 2002–2006 objectives are:

1. Improve and expand communications to division members about division activities, member services, and member activities and interests.

2. Improve communication between the Executive Committee and the membership.

3. Expand communications among members, with a particular focus on underrepresented geographical areas, such as Latin America, Africa, and Eastern Europe.

4. Bring members together as a scientific community to discuss applied psychological theory and research from a global perspective.

5. Facilitate the communication of our members to the scientific community by enhancing our members' ability to do research and publish in scientific journals.

6. Increase membership by publicizing the activities of the division and assist those from developing countries in affiliating with Division 1 and IAAP.

The Executive Committee has made significant progress during 2002–2004 toward achieving these objectives. All of the following activities of the division during this time period meet one or more of the objectives.

Division 1 Activities: 2002–2004

Division 1/IAAP Roundtable at SIOP

Virginia Schein hosted a roundtable at the Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) in Orlando, Florida, April 11–13, 2003.   IAAP President **Michael Frese** provided the audience

with an introduction to IAAP and described the dangers of provincialism in work and organizational psychology.

Other IAAP members who participated in the discussion were Miriam Erez, **Milt Hakel,** and Dick Ritchie. The meeting was well attended with more than 40 participants who actively engaged in the discussion.

Division 1 Roundtable at EAWOP

Division 1 hosted a roundtable, *Expand your Global Networks: Link with W & O Psychologists through the International Association of Applied Psychology* at the European Congress on Work and Organizational Psychology in Lisbon, Portugal on May 16th, 2003. Virginia Schein chaired the session. Participating members of the Division 1 Executive Committee were Jose Peiro, Miriam Erez, Rene Bouwen, and Barbara Kozusznik. Handan Kepir Sinangil arranged for the roundtable session to be on the EAWOP program. Sixteen people from eight different countries attended the one and one-half hour session.

Workshop for Junior Researchers and Doctoral Students at EAWOP

On May 14th, 2003 Miriam Erez gave a 4-hour workshop: "Publishing in International Scientific Journals" as part of the of XI European Congress of Work and Organizational Psychology in Lisbon. The workshop was cosponsored by EAWOP and Division 1 and was organized by Jose Peiro. The Division 1 contribution was funded by IAAP.

The goal of the workshop was to provide doctoral students and junior faculty with the tacit and explicit knowledge that is instrumental for developing their research program and help them publish it. About 27 doctoral students and junior researchers in organizational psychology participated in the workshop.

Division 1 Membership Survey

During the last year and a half the Executive Committee of Division 1 has been working on the division's first survey of its members. With guidance from the EC, Barbara Kozusznik designed the survey, which contains both qualitative and quantitative questions. Filip Lievens sent the membership survey by e-mail to all members of Division 1 in March of 2003, with a follow-up in May. Questionnaires were returned electronically and then sent to Barbara, who analyzed the results and prepared the final report to the membership. Sixty-two members responded to the survey.

At the May 2003 Division 1 roundtable at the European Congress on Work and Organizational Psychology in Lisbon, Portugal, Barbara presented a preliminary report of the results to the roundtable audience. In addition, she involved the roundtable participants in a discussion of the major priorities indicated by the preliminary analysis.

In October of 2003, the *Special Report: Membership Survey Results/ Needs and Interests of Division 1 Members* was sent by e-mail to all Division 1 members. Among other results, members said a top priority was to be better recognized as specialists with an extensive set of competencies in the field of work and organizational psychology. They see Division 1 and IAAP as the most important international voice they have.

The Executive Committee will hold a special session at ICAP06 at which members can discuss the Membership Survey results and consider ways in which Division 1 can better serve its members.

Division 1 Electronic Newsletter

Under the direction of Richard Ritchie, the division instituted an electronic newsletter. During 2002–2004, four electronic newsletters were distributed. The newsletter is more personal than the IAAP newsletter, and includes announcements, recent publications of members, requests for sabbatical opportunities, job and research opportunities, and so forth, as well as articles of interest.

Membership Drive

At the request of the IAAP president, Division 1 submitted 25 names as possible new members. Given our focus on developing countries, 13 of these names were from Eastern Europe. In addition, Division 1 sent invitations to 11 other potential members from Poland.

ICAP 2006, Division 1 Program

The 26th International Congress of Applied Psychology will be held in Athens, Greece, July 16–21, 2006.

Working closely with the ICAP06 Scientific Committee, Program Chair Hadan Kepir Sinangil has invited and secured the following invited speakers:

Keynote Addresses: Veronique de Keyser (France), **Simcha Ronen** (Israel)
State of the Art Speakers: Bernhard Wilpert (Germany), **Deniz Ones** (USA)
Presidential Address: Virginia Schein (USA)

In addition she has invited and secured the following chairs to organize symposia:

Leaetta Hough (USA)
Francesco Avallone (Italy)
Barbara Kozusnik (Poland)
Steven Poelmans (Spain)

Additional information about Division 1 and IAAP can be found on the IAAP Web site, www.iaapsy.org.

Using Archival Data for I-O Research:
Advantages, Pitfalls, Sources, and Examples[1]

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Two particular sets of experiences sparked our interest in writing this *TIP* article. The first was our increasing difficulty getting access to "new" organization-based samples. Depending on the topic and commitment involved, many organizations appear too leery and/or too strapped these days to allow for primary data collection. In addition, we have all experienced the disappointment of spending numerous hours on research proposals and meetings with organizational personnel, only to have the "plug pulled" at the last minute on a promising line of data collection. Conversely, we have also had experience with researchers in organizations who are willing and interested in partnering to analyze existing company data.

A second experience that sparked our interest was supervising graduate student theses and dissertations. Students likely have even more difficulty than faculty in gaining access to organization-based samples. As a result, they often end up collecting survey data on "working students" or other campus-based convenience samples. Although we realize that "working students" may often be appropriate subjects, depending on the research questions being asked, it has been our experience that students often resort to this strategy even when it may not be appropriate, once they find they can't obtain access to organization-based samples.

Given these experiences, we thought a short *TIP* article outlining some of the key issues of using archival data for I-O research would be of interest to many *TIP* readers. We by no means foresee (or propose) the use of archival data sets becoming the principal "data collection strategy" within I-O psychology. Rather, we see this as an underutilized tool to be added to current and future I-O psychologists' methodological toolbox. Given our extensive experiences working with a variety of sources of archival data, we realize there are numerous issues about which someone new to the area needs to be aware. Given the necessary brevity of a *TIP* article, we refer readers to key references cited throughout the rest of the paper for a detailed discussion of the issues raised below.

Brief Background on Using Archival Data

Researchers in many disciplines in the social sciences (including our closely related neighbors of economics and sociology) almost exclusively perform secondary analysis of existing data in their programs of research (Cherlin, 1991). Even within psychology, this issue is gaining more prominence. For example, in 1991 the journal *Developmental Psychology* had a special issue on secondary data analysis issues. Given that developmental psychologists are primarily interested in development changes over time, which ostensibly require longitudinal data, this should not be surprising (Brooks-Gunn, Phelps, & Elder, 1991; Duncan, 1991; McCall & Appelbaum, 1991).

Psychologists in general, however, appear to be reluctant to use existing data for research. Because our methodological training is almost exclusively geared toward the collection and analysis of new data, most psychologists do not consider using existing data to answer their research questions. If they do, they may be at a loss regarding where to start or what issues are of concern given their lack of training in using existing data.

Second, many psychology journals are leery of piecemeal publishing. As a result, many psychologists may view any reanalysis of existing data as simply piecemeal publishing. However, the APA publication manual (APA, 2001, p 353) clearly notes that:

> The prohibition of piecemeal publication does not preclude subsequent reanalysis of published data in light of new theories or methodologies if the reanalysis is clearly labeled as such. There may be times, especially in the instances of large-scale or multidisciplinary projects, when it is both necessary and appropriate to publish multiple reports…Repeated publication from a longitudinal study is often appropriate because the data from different times make unique scientific contributions.

Many large, nationally representative data sets are explicitly designed and collected with the intention they will be made available for public release and reanalysis by numerous scholars. Two examples include the Panel Study of Income Dynamics (PSID; Hill, 1992) and The National Opinion Research Center's (NORC) General Social Survey (GSS; Davis & Smith, 1992). The PSID is a longitudinal panel study that "gathers information about families and all individuals in those families through its annual interviews" (Hill, 1992, p. 7). Data collection was begun in 1967 on a nationally representative sample of 18,000 individuals. Data have been continuously collected almost every year since then on the same sample, which through marriage, divorces, remarriage, births, and so forth has now grown to over 40,000. Given the extensive nature of the data set, interested researchers can conduct cross-sectional, longitudinal, and/or intergenerational analyses using the PSID (Hill, 1992). PSID staff estimate that over 1,600 papers (including books, chapters, articles, working papers, government reports, and dissertations) have relied

on the PSID as the primary data for their research (C. Ward, personal communication, August 26, 1999).

The GSS, on the other hand, is an "almost annual" (see Davis & Smith, 1992) omnibus cross-sectional personal interview conducted by NORC. The first survey was done in 1972. In most years, a nationally representative sample of 1,500 individuals are surveyed, so over the years, more than 30,000 respondents have answered approximately 1,500 different questions. Davis and Smith (1992) report that approximately 2,000 books, articles, chapters, and dissertations have used the GSS as their primary source of data. Firebaugh (1997) presents numerous examples, including one on job satisfaction (e.g., Firebaugh & Harley, 1995), of how he used the GSS to analyze "social change" over time, which before his monograph, was generally thought to be impossible with repeated cross-sectional surveys.

Yet another source of data, and one which is also underused, is a strategy of using existing company databases, and comparing findings with those of published articles, and/or national or publisher databases. Cal Hoffman used this research strategy in a series of five articles published in *Personnel Psychology* (Hoffman, 1995; Hoffman, 1999; Hoffman, Holden, & Gale, 2000; Hoffman & McPhail, 1998; Hoffman & Thornton, 1997). For example, the 1997 paper contrasted assessment center and cognitive ability test data derived from two existing internal validation databases. The 1998 article contrasted existing company data from a PAQ job evaluation database against results published by Pearlman, Schmidt, and Hunter (1980). The 1999 paper dealt with physical ability testing, and again used an existing company PAQ database and the PAQ Services system database, coupled with results published by Blakely, Quinones, Crawford, and Jago (1994). In Hoffman et al., (2000) results from the company PAQ database and PAQ Services database were synthesized with results from nine internal company validation studies.

Methodological and Statistical Issues

Researchers using existing data sets must address numerous methodological and statistical issues. Although we clearly cannot address all issues in detail here, we will touch upon several and provide relevant references (e.g., Bryman, 1989; Elder, Pavalko, & Clipp, 1992; Finkel, 1995; Firebaugh, 1997; Kiecolt & Nathan, 1985; Lee, Forthofer, & Lorimor, 1989).

Clearly, reanalyzing existing data sets is not the only way of using existing data. Waldman and Avolio (1993), for example, discuss how researchers can use retrospective or postdictive research designs with archival data sets. We often hear calls for more longitudinal research in I-O psychology. One way to accomplish this would be to have researchers obtain archival data from organizations and supplement it by carrying out retrospective interviews or collecting follow-up primary data. This "new data" could be merged with archival data to create longitudinal data sets. I-O psychologists working in organiza-

tional settings have no doubt collected data for numerous cross-sectional studies that may have never been published because of a lack of "future data." Well the future is here, and many applied researchers and practitioners would likely be willing to help supplement such data sets with current primary data. Doing so would provide for much richer data sets than found in most cross-sectional studies and serve as excellent sources of data for theses and dissertations.

Use of existing data sets can also provide some significant methodological benefits. Using multiple existing data sets is an effective way to reduce, if not overcome, threats to internal validity like experimenter bias. Use of multiple data sets, or purely external data sets, is also a great way to bolster arguments about the generalizability of the results of a study. Finally, the convergence of findings from totally different databases collected by different researchers provides strong support for the construct validity of whatever it is you are reporting.

Potential Advantages and Pitfalls of Using Archival Data

The research process when using either existing or new (or some combination of) data is more similar than different, particularly at the beginning stages. No matter what the source of data, all sound research begins with an extensive review of the extant literature. Based on this review, hypotheses are formulated and reformulated. Once the research proposal stage is complete, the researcher may then begin to ask the question, "How best can I address my research questions and hypotheses?" In many instances, doing so requires collecting new data. In other instances, existing data may be available, either in its entirety or as a supplement to collecting new data, to adequately address such issues.

Table 1 outlines some of the key advantages and disadvantages of performing secondary analysis of existing data. The salience of the advantages and disadvantages depends on a variety of factors. For example, as a student, resources savings and easy access to existing organizational data may be key. As a professor at an undergraduate teaching institution where research assistants are few and far between, having data that is SPSS or SAS ready and being able to have instant access to longitudinal data may be a key factor. As an organizational-based researcher, being able to use existing company data as pilot data to justify a proposed organizational intervention may be the most salient factor for using existing data.

On the other hand, faculty may be leery of students using existing data for a fear of dustbowl empiricism or a stagnation of theory, and organizational-based researchers may not be as familiar with the unique statistical skills needed to complete such research and analyses. No matter what your position, you must weigh the various potential advantages and disadvantages outlined in Table 1 to determine if, for a particular situation, it makes sense to employ existing data. Either as the sole source of data or as a supplement or pilot to enhance future data collection, use of existing data must be well justified.

Table 1

Advantages and Disadvantages of Performing Secondary Analysis on Archival Data

Potential advantages	Potential disadvantages
❑ Resources savings	❑ Appropriateness of data
❑ Circumvent data collection woes	❑ Completeness of documentation
❑ A variety of research designs possible	❑ Detecting errors/sources often difficult if not impossible
❑ Usually SPSS or SAS ready	❑ Overall quality of data
❑ Relative ease of data transfer and storage	❑ Stagnation of theory
❑ Use as pilot data/exploratory study	❑ Lure of dustbowl empiricism
❑ Typically much larger and often national samples, as a result, can perform newer and more powerful statistics	❑ Unique statistical skills required
	❑ Illusion of quick and easy research
	❑ Convincing editors or thesis/dissertation advisors you are not simply duplicating existing research
❑ Availability of longitudinal data	
❑ Availability of international/cross-cultural data	❑ Failure of students to develop skills required in planning and conducting data collection
❑ Organizations may be more open to using existing data versus collecting new data	

Assuming you decide that existing data may be a legitimate option, where does one get such data? Table 2 outlines some of the key sources of potential data. These sources include academic archives, government archives, private foundations, private and public sector organizations, and other independent researchers. Colleagues in related disciplines such as sociology and economics may be able to point you toward appropriate places for the former three sources, and fellow I-O colleagues would be the key resources to obtain data from the latter two sources.

Summary and Conclusion

In summary, we believe there has been an underutilization of archival data in I-O research. We believe it is the quality of the research questions, and the ability of the data to answer those questions, that should be of primary concern to I-O psychologists. Hence, I-O researchers may not need to collect new data to answer important research questions if existing data are available to do so. We must reiterate that we do not see the reanalysis of existing data becoming the dominant mode of "data collection" (as it is in other social science

disciplines such as economics and sociology). Rather, we wish to highlight its potential, while at the same time making it clear to those interested in using this strategy that it is not a panacea to avoid primary data collection and that it has many unique methodological concerns that must be attended to.

Table 2
Where to Obtain Archival Data

❑ Academic archives (e.g., ICPSR, DPLS, NORC – See Web links below)
❑ Government archives (e.g., Census Bureau, Department of Labor, military)
❑ Private/public organizations and consulting firms
❑ Private foundations (e.g., the Families and Work Institute—See Web link below)
❑ Other independent researchers

ICPSR: *Inter-university Consortium for Political and Social Research*— Most major universities in the United States and Canada (and throughout the world) have access to this extensive archive of over 20,000 data sets.

Started in 1962 at University of Michigan, Largest archive of computer readable data files in the world (~20,000 from 150 countries)

A few data archives to start with on the World Wide Web
ICPSR: http://www.icpsr.umich.edu/
Data and Program Library Service: http://dpls.dacc.wisc.edu/
Henry A. Murray Research Center: http://www.radcliffe.edu/murray
Families and Work Institute: http://www.familiesandwork.or

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What I Learned Along the Way

Frank J. Landy

In this column, it has been customary to present several recollections. The column in this issue is an exception. Through the gentle urging of **Leaetta Hough** and **Gary Latham**, **Marv Dunnette** was convinced to make a contribution. Because of his iconic role in the development of modern I-O psychology, he simply needs more space—which I am delighted to provide. What follows are Marv's recollections.

Recollections by Marv Dunnette

In large part because I admired my father, who had served in the U.S. Marine Corps during World War I, I too enlisted in the Marines. I was 17. Because of my age, because it was in the middle of World War II, and because I had my father's blessing, my mother threatened to divorce him. I assured her that there was no need to do so because I was to be sent to college for training to become an officer. What I did not know then is that because I am red–green color deficient, I was not officer material.

After failing the color vision test, I was to be shipped off to Iwo Jima. My father, a highly articulate lawyer, wrote a long letter on my behalf to the Marine commandant requesting that I be given the chance to retake the exam. Although I did my best to memorize the correct answers, I nevertheless failed the test again. Inheriting my father's gift for persuasion, I suggested to the doctor that he pass me with "poor score." He paused for a moment, then, scribbled the magic words, "pass with poor score." I was extremely fortunate to be off to the University of California at Berkeley for an undergraduate degree paid for by the Marines.

Two years into my pursuit of an undergraduate degree, the war ended. I returned to Minnesota to complete my studies in chemistry and marry my high school sweetheart. Upon graduation from college in 1948, I got a job as a chemist. After a dissatisfying year working as a researcher in a chemistry laboratory, I realized this was not my calling and entered law school, thinking I would follow in my father's footsteps, perhaps go into practice with him.

We needed additional income and I landed—quite by accident—a half-time job counseling engineering students who were on academic probation. In order to get that job, though, I had to enroll in D. G. Paterson's course in occupational and vocational psychology. As part of the course, Jack Black (who later founded the Stanford Counseling Center and Consulting Psychologists Press) provided me with vocational counseling. After administering the Strong, and after talking to me for 3 or 4 minutes about my scores (he was in a hurry to go to lunch), Jack concluded that I should go into psychology.

I loved the law, but I was most entranced by the substance of that psychology course and the charisma and intellect of D. G. Paterson. I applied to the doctoral program at the University of Minnesota. "Pat," who would become my mentor and life-long friend was a very direct, no nonsense kind of guy. He grilled me during an interview as to whether I could survive the rigor of the doctoral program. Upon learning that I had a degree in chemistry, he accepted me.

Paterson and Elliott, a leader in experimental psychology, had served together in World War I. After the war, they came to the University of Minnesota and recruited people such as Paul Meehl, E. K. Strong, and David Lykken —people who had an applied focus: people whose research had practical in addition to theoretical significance.

For my doctoral dissertation, I developed an engineering analogies test known as the Minnesota Engineering Analogies Test (MEAT) for which I still receive a few dollars each year. I received my doctorate in 1954. The next step in my career was to do psychology.

As part of a 2-year internship at Minnesota's Industrial Relations Center, I became involved in several team research efforts. One involved the development of criterion measures for Air Force officers; another involved building a scale designed to measure attitudes about unions and membership in unions. We also studied the effect of the "undecided" response in job satisfaction surveys and the effects on job satisfaction results of surveys administered by company officials versus surveys administered by the Industrial Relations Center proctors. Both sets of administrations were, of course, answered anonymously; nonetheless, results suggested quite clearly that a threat to anonymity was evident when a company official administered the survey.

Next was what might be termed a 5-year residency at 3M Company as manager of employee relations research. On my first day on the job, my boss told me he knew nothing about psychology and didn't want to learn anything about it. His laissez-faire style combined superbly with my own autonomous nature to give me opportunities to carry out a vast array of interesting studies in applied psychology.

Pat had told me to write up everything I did. I adopted the strategy of writing a detailed technical report to be retained in my files, a clear and understandable executive summary to be distributed to managers who were in a position to take action on the recommendations, and an article to be submitted to a professional or trade journal for publication. I was surprised by the interest generated by the executive summaries and also by the compliments I received when I circulated reprints of the more technical and presumably "scientific" journal articles.

Wayne Kirchner joined me at 3M after my first year there. Together, we reported everything we did in the form of internal technical reports and publications in the business and academic literature. Between 1952 and 1961, my coauthors and I published over 50 articles, chapters, and reviews.

The outpouring of publications during the 3M years made it rather easy during the academic year 1961 for Minnesota's Department of Psychology to justify hiring me as an associate professor with tenure to replace D. G. Paterson—as if anyone could—upon his retirement. This action was, in fact, part of the plan that had been made between Paul Meehl and me at the time I had taken the 3M job. At the time, Paul was chair of the psychology department, and I had suggested to him that my career aspirations were to return to the university within a span of 5 or 6 years to handle the part of Paterson's functions that entailed industrial psychology. At about that same time, Lloyd Lofquist and René Dawis were brought in to cover, respectively, the counseling psychology and differential psychology facets of Paterson's teaching that had over the years developed into what came to be known as the "Minnesota Tradition" in applied psychology. Over the span of Paterson's career at Minnesota—from 1921 until his retirement in 1962—a total of 83 students obtained their PhD degrees with him. (*TIP* readers may not know that Pat did not have a PhD.)

I was much less aware at that time than I am now that I was indeed exercising great wisdom by shrewdly avoiding having to serve an academic apprenticeship as an assistant professor. The timing of this move was also important because my 3M salary had already climbed to over $11,000 per year, a figure that threatened to make the transition quite difficult financially. But, I had a strong urge to try to carry on that facet of Paterson's work that emphasized the psychology of individual differences and the development of properly constituted industrial and organizational psychologists.

In spite of my gaining immediate tenure, the move was not an easy one. My teaching load was rather heavy and diverse. Over the first few years in the department, I taught general psychology, statistics, survey research methods, differential psychology, and undergraduate courses and graduate seminars in I-O psychology. The reinforcement schedule was notably different. At 3M, morsels of reinforcement were frequent and tasty; in academia, they were infrequent and usually ambiguous. Getting underway on a research program required different strategies and a much more obvious individual effort than had been the case at 3M. Plus, by nature I tend to be somewhat introverted.

Classroom teaching is not my forte. I would get up at 3:00 or 4:00 a.m. to prepare my lectures. Although I was admittedly not a great teacher in the formal classroom, I am told that I was an excellent mentor, and I recall with great fondness and appreciation the 1999 SIOP tribute to me "Master Creative Technician: Research Mentor, Monitor, and Motivator." Another tribute and gift to me for which I am truly gratified and grateful is the Marvin D. Dunnette Chair in Applied Differential Psychology. **Lowell Hellervik** and **Milt Hakel** contacted my former students and in 1991 they donated money to fund the chair in my honor at the University of Minnesota Psychology Department. Over the years, 62 students received their PhD with me as their advisor or coadvisor.

My talk after receiving the SIOP "Distinguished Scientific Contributions" award was entitled "Being There." During my time at the University of Minnesota, simply "being there" paid off handsomely for me. Opportunities came in the form of an influx of intelligent, energetic, and creative graduate students. In fact, from that time on, throughout my career, I have often had the feeling that I was being led instead of leading as one fine mind after another would come along to study at Minnesota. By being there for my doctoral students, I helped them to think about issues in different and testable ways.[*] During this time, we undertook research in many areas, for example, interpersonal perception and empathy, new item formats such as the "Forced Choice Differential Accuracy" method, processes of interpersonal accommodation, non-linear prediction models, theories of human motivation including several aspects of expectancy theory and on various parameters (such as goal specificity) related to the motivational effects of goal setting, issues related to the effects of various pay methods on work motivation, and employment interviewing.

During those 5 or 6 years after leaving 3M, we published another 65 articles, chapters, and books. My favorite accomplishment during that time was the little paperback titled *Personnel Selection and Placement*, which was first published in 1966 and remained in print through 1985 without revision.

The years of the 1960s were very heady years for other reasons, too. I gave a very well received invited address entitled "Fads, Fashions, and Folderol in Psychology" at the APA Convention in Chicago in 1965. Even today, people comment occasionally about the excitement they felt as members of that audience. It was at that same 1965 APA Convention that I learned I had been elected to serve as president of Division 14 in the 1966–67 year. Seeing trends/themes that I approved as well as disapproved of in our field led me to write other iconoclastic pieces such as "Let's Junk the Criterion" and "Mishmash, Mush, and Milestones."

The year 1965 was also when I met Smith Richardson Sr. and other Smith Richardson Foundation trustees and persuaded them to fund a study of managerial effectiveness. My charge was to learn everything that was then known about methods of identifying, developing, and motivating managers, executives, and industrial leaders. I put together a team made up of **John Campbell, Ed Lawler, Karl Weick**, and me. Together, we published a book, *Managerial Behavior, Performance, and Effectiveness* that has since been identified by *Current Contents* as a citation classic.

In 1970, arguably my most important publication began to take shape: Rand McNally approached me to prepare a *Handbook of Industrial and Organizational Psychology*. Twenty years later, in 1990 that first *Handbook* went out of print, just as Leaetta Hough, my new coeditor, and I published the first of the four-volume, second edition of the *Handbook*.

[*] *TIP* space prevents the listing of the 62 people. Some of the people are John Campbell, **George Graen**, Milt Hakel, Leaetta Hough, **Bob Pritchard**, and Wayne Sorenson.

Just as the story of my good fortune in simply "being there" was true in the academic part of my life, my stumbling into entrepreneurship can be attributed to simply "being there" and the quirks of circumstance. In order to help out my first student, Richard Hatch, Wayne Kirchner and I formed a corporation called Dunnette Kirchner Associates through which the Marine Corps could fund research Hatch proposed for them.

More serious entrepreneurship came about as a result of another quirk of circumstance. In 1967 a local consultant died suddenly, and I was contacted by a member of the consultant's board of directors—a now-fulfilled and highly successful owner of an R&D company that I had previously counseled to strike out on his own and be his own boss—who asked me to take over the deceased consultant's former clients. The timing could not have been better. Kirchner and I had been moonlighting some, and we had just arranged for an advanced graduate student in counseling psychology, Lowell Hellervik, to work part-time carrying out some of the consulting activities. We struck an agreement to pay the consultant's wife a percentage of billings for a time. We inherited a top-notch secretary named Marlys Gimble, and Lowell Hellervik agreed to work full time. We changed the name of Dunnette Kirchner Associates to Personnel Decisions, Incorporated (PDI), and we were in business.

The founding of Personnel Decisions Research Institutes was also based on an unusual convergence of circumstances. We had decided to respond to a request for proposals issued by the National Institute on Drug Abuse (NIDA). The request was intriguing because the purpose was to develop demographic and personality predictors of adolescent drug involvement and drug abuse. We submitted a proposal through PDI and within days learned we were funded and were underway with our research. But, within 6 weeks we received a stop work order from NIDA. President Nixon's Office of Management and Budget (OMB) was curtailing funds throughout the federal government. Our contract monitor informed us that OMB did not have the same control over grant research as it did over contract research, but NIDA could only provide research grant funds to nonprofit organizations. I asked **Wally Borman** and Leaetta Hough if they wanted to join with me in creating a nonprofit research group—Personnel Decisions Research Institutes (PDRI). They were eager, and in spring of 1975 we founded PDRI. At that time, Lowell Hellervik was elected president of PDI. The rest, as they say, is history.

Over the last 24 years, my personal life has been wonderfully enriched by the love, warmth, and companionship between my wife, Leaetta Hough, and me. We both have found much happiness in sharing our lives and in the excitement and exhilaration of sharing our zest for the science/practice of industrial and organizational psychology in our closely intertwined careers. I also have three daughters, Alex, Peggy, and Sheri, and two granddaughters, Pauline and Rosalie, that have been very important to me and for whom I feel tremendous love and pleasure in being part of their lives.

I retired from the university in December 1998. The hallmarks of my career included a highly supportive father, a highly supportive mentor, a focus on problems of practical significance, the ability to synthesize the empirical literature as well as to draw upon theory in successfully pursuing those problems, and attracting, as well as creating nurturing environments for, brilliant graduate students.

In spite of the rather haphazard circumstances that have marked the unfolding of my career, there are some consistencies. Here they are:

1. Choose and reinforce good bosses. Actually for me this has almost come to mean not having bosses.

2. Learn to write with clarity. I take as axiomatic that muddled writing is the mark of a muddled mind.

3. Expect change. Don't be satisfied with the status quo nor seek stability simply for the sake of stability.

4. Take yourself with a grain of salt. Have fun in what you do.

5. Live with ambiguity. Build new insights out of confusion.

6. Expect much from yourself and others. Let excellence be the primary value. Difficult goals result in high accomplishment.

7. Don't burn bridges. This does not mean looking back. Build new bridges, too. Extend and broaden your field of endeavor instead of constraining it.

8. Be there for both yourself and others. Grasp opportunity. Help others grasp it, too.

9. Avoid pomposity. Pomposity is the precursor of much that is evil — the loss of self-knowledge, cessation of humor, the blunting of achievement, and the dulling of wisdom.
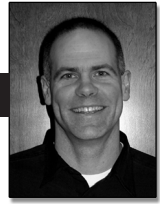
A Vision for the Column

Scott L. Martin
Payless ShoeSource

This is my first column for **Practice Network.** I would like to describe my vision for the column and solicit your thoughts so we can transform "my vision" into "our vision" over time.

Let me first thank **Laura Koppes** for this opportunity and my predecessor, **Michael Harris,** for his fine work on this column and for providing me with helpful suggestions.

General Vision

At a fundamental level, the practice of industrial-organizational psychology involves three steps:

1. A needs analysis or diagnosis of the problem or objective

2. The development and implementation of a solution or intervention

3. An evaluation to determine whether the intervention effectively addressed the problem or objective.

My view is that we focus a bit too much on developing and implementing solutions (Step 2) and that we would be well served by focusing more on needs analyses (Step 1) and evaluating our interventions (Step 3).

As the years pass, I have a greater appreciation for the complexity and importance of effective diagnostic work. I would like to use this column to capture the "human resource challenges" that practitioners and their customers face and learn more about how practitioners go about identifying potential solutions.

In terms of evaluating our interventions, I believe that practitioners and our customers are constantly evaluating whether our work is adding value. Such judgmental evaluations are not as accurate as rigorous research designs, but I still think they have tremendous value for advancing our practice. I would like to use this column to share this information.

Of course, I am not suggesting we stop discussing the solutions or interventions altogether, so such topics are certainly welcomed. But I would like to frame such discussions more broadly to capture the diagnosis and/or the evaluation.

I have two additional goals. First, I would like to be as inclusive as possible in covering practice issues. For instance, I would like to represent domestic and international settings and discuss all types of organizations (e.g., business, nonprofit, government).

Second, I want to use this column to further link science and practice. The challenges faced by practitioners and their customers should provide scientists with useful ideas for research. At the same time, I would like to encourage the use of models and theories to improve our skills in diagnosing and solving real problems.

Column Ideas

Here are a few questions that might serve as the basis for future columns:

1. What were some of your most significant challenges over the past few years? What are your biggest challenges for 2005? What is your biggest challenge for the next 5 years? The same question could be asked of human resource generalists or senior leaders in business, nonprofit, or government organizations.

2. For the challenges identified with Question #1, what are thoughts for addressing these issues? What theories or models would help? What is the evidence supporting the effectiveness of proposed solutions?

3. What common techniques, practices, or theories have not worked for you? Why do you think this is the case?

4. What theories or models have you found to be surprisingly effective from a practical standpoint?

5. Looking back over the last few years, what accomplishments are you most proud of? What was done with respect to diagnosis, intervention, and evaluation?

6. What have you learned about conducting organizational diagnoses? What suggestions would you have for teaching students how to do this more effectively?

Feedback Request

I would really appreciate any thoughts and suggestions you might have. What are your thoughts on the general plan for the column? Do you have any other ideas? Finally, if you would like to provide material for a future column, please let me know. I can be reached at Scott_L_Martin@payless.com or at (785) 295-6801. Thanks very much!

I-O Psychologists in the
Department of Homeland Security

Lynn A. McFarland
Clemson University

September 11, 2001 changed many things in this country. The war on terrorism that began that day has prompted a change in American thinking, wars, and a restructuring of our federal agencies. That day certainly had implications for I-O psychologists, both personally and professionally. On a professional level, it prompted the creation of the Department of Homeland Security (DHS). This new agency houses U.S. Customs and Border Protection (CBP) and the Transportation and Security Administration (TSA). A number of I-O psychologists work within these agencies; they are involved with such tasks as hiring and training airport security personnel and border patrol agents. I wanted to find out if there's anything different about working as an I-O psychologist in the DHS. After all, this is a very young department with a unique mission.

I spoke with four I-O psychologists who currently work for the Department of Homeland Security. As it turns out, there are unique aspects of being an I-O psychologist within the DHS. But before going into more detail, let me provide a brief background on those who were kind enough to participate in this column.

I spoke with three individuals currently employed by the Office of Human Resource Management of CBP. **Julia Leaman** is the chief of the Promotional Assessment Branch, Personnel Research and Assessment Division (PRAD). **Ilene Gast** is a project director within that branch; **Julia McElreath** is a project director within PRAD's Entry Level Branch within that same division. All three were employed in their current positions in September 2001. They have all previously held positions with security-related agencies and therefore are not strangers to the type of work the DHS does. However, prior to 9/11, their agency was called the Immigration and Naturalization Service (INS). In 2003 the INS was subsumed under the Department of Homeland Security and the Research and Development Group combined with the Personnel Research and Assessment Division of the former Customs Service to form the Personnel Research and Assessment Division (PRAD) in the Office of Human Resource Management of CBP.

I also spoke with **Elizabeth Kolmstetter.** On September 11, 2001, Elizabeth Kolmstetter was working for the National Skills Standards Board

(NSSB), which helps industries establish skill standards for the workforce. Realizing their current work had implications for the war on terror, Elizabeth wrote a white paper for the NSSB to submit to FAA and Congressional supporters, detailing how the agency's work could be applied to the new workforce of aviation security screeners in order to enhance air travel safety. Soon after, Congress and the president enacted the Aviation and Transportation Security Act (ATSA, Public Law 107-71). This resulted in the creation of the Transportation Security Administration (TSA; which was later subsumed within the Department of Homeland Security) and the federalization of airport screeners in 429 airports in the United States. As an employee of the NSSB, Elizabeth helped the TSA set the new standards and selection process for selecting federal airport screeners. Prior to working with the NSSB, Elizabeth was the first I-O psychologist hired by the FBI and, therefore, was no stranger to security and law enforcement personnel issues. Elizabeth was soon recruited by the TSA to run the program from within the agency, so in April 2002, she left the NSSB to work for the TSA full time and now serves as its deputy assistant administrator for Workforce Performance and Training (WPT; although she is currently acting assistant administrator for this office).

The Type of Work They Do

The PRAD of the CBP and WPT division of the TSA do similar types of work. PRAD is responsible for developing the assessments used for entry-level supervisory, managerial, and executive assessment. They develop most of these assessments in-house and are involved in all phases of test development, production, and administration. All of their assessments are competency based and both their entry-level and promotional testing employ a variety of assessments. For instance, entry-level assessments include logic-based cognitive ability measures, video-based structured interviews, and an artificial language assessment. Among other things, the entry-level branch is currently developing a construct-based biodata measure for some of the officer corps positions. This involves identifying constructs critical for success in entry-level positions, developing biodata items and scales to tap those constructs, and validation of biodata scales. Initial results for this construct-based biodata measure look promising. Within the promotional assessment branch, logic-based assessments of reasoning, job knowledge tests, writing assessments, realistic job simulations, and measures of job experience are used to assess managers and supervisors. For executives, they use a logic-based cognitive skills test, several scenario-based assessments, and a structured interview.

Those working within the TSA are also involved with a good deal of selection-related projects. Certainly the selection of several thousand airport screeners was a major part of their job. In fact, when the TSA was first established, they had only a few months to hire over 55,000 federal airport screen-

ers. However, they also have broad workforce programs, such as evaluation and quality assurance, training development and deployment, organizational assessment surveys, and leadership. For instance, Elizabeth notes that they're currently examining the impact new technology will have on the current workforce. They're trying to understand how selection systems, training programs, and the work environment may need to be revised synchronously to be sure the workforce works well with this new technology.

Unique Aspects of Working for Homeland Security

Is working as an I-O psychologist for the DHS different from other I-O occupations? In most ways, the type of work they do is similar to any security agency. However, the context in which they do their work and the potential consequences of their work can be different.

Immediately after 9/11, the change in all of their jobs was profound. For example, Julia Leaman and Ilene note that the world situation required officers in the law enforcement occupations to operate under high alert. Given this, the development of assessments was not the officer's top priority. Their assessments rely heavily on input from subject matter experts (SMEs) and it became increasingly difficult to get SMEs for their assessment development and assessment review panels; making it more difficult to do their job.

The TSA's first major task was to hire thousands of airport screeners, and fast! This required Elizabeth and her colleagues to compress all the test development tasks, which can usually take years, into only a few months. Remarkably, they managed to pull this off and hired 55,000 screeners in an incredibly short amount of time using valid, reliable, and fair selection assessments.

One of the main differences between working for the DHS and other organizations is that the DHS is constantly evolving. As Julia McElreath notes, because this is a new department, there are constant changes and probably will be for the foreseeable future. Many agencies within the DHS are seeing organizational changes and restructuring. Julia Leaman and Ilene note that with the creation of the DHS in March of 2003, the former INS and Customs Service merged. As a result, there have been major changes in a number of law enforcement jobs. For example, Special Agents in the INS and the Customs Service are now part of a new organization, the Bureau of Immigration and Customs Enforcement. The two organizations had differed in many respects both in mission focus and in the way they conducted day-to-day operations—in other words, two distinct cultures have been merged. Although the groups are making steady progress in resolving these differences, it will take time before the two cultures are completely in sync. When developing an in-basket for these newly merged groups, they needed to anticipate how the two distinct missions would converge and how to translate the evolving goals and missions into a realistic scenario—one that would be accepted by all of the SMEs and ultimately by those who would be completing the assessment.

They faced similar concerns in a recent effort to develop an in-basket exercise for the Inspections occupation, which now incorporates former Customs Inspectors, Immigration Inspectors, and Agricultural Specialists.

Such reorganization is not limited to security jobs. Julia Leaman, Julia McElreath, and Ilene's group merged with the group of I-O psychologists from the former U.S. Customs Service. Even though the work is relatively unchanged, and the two groups of I-O psychologists share common core group values, competencies, and work methods, there are changes. Like their SMEs, they also have the challenge of adapting to a new organizational culture. On a more basic level, there are new policies and procedures for things like travel, time and attendance, and training. Further, the former INS group recently moved to U.S. Customs and Border Protection headquarters and joined the other I-O psychologists in CBP. However, they are getting used to their new surroundings and looking forward to improved access to each other and to the chain of command.

The changing nature of the DHS is not necessarily bad and can have several benefits. As Elizabeth notes, those currently employed can help shape the organization. This constant change can be liberating and exciting, but also a little unnerving for those who dislike ambiguity.

Another unique aspect of working with DHS is the national and international attention their work receives. This is particularly true for I-Os working within the TSA because the individuals they hire and train are often working closely with the public. How many times have you complained about being searched at the airport? Well, Elizabeth says one of the most challenging aspects associated with her job is that she hears people putting down airport screeners. This can hurt employee morale, both for those at the front lines and those charged with selecting and training them. It's also very difficult to provide evidence of how much security has improved since 9/11. An I-O psychologist in a typical organization can show how the procedures they've implemented relate to the company's return on investment. This can't be done for security jobs. The return on investment is lives saved and indirectly on a healthy economy based in commerce. Terrorism, thankfully, is a very low base rate event in the U.S. Even though both agencies are aware of several instances where they've managed to derail a terrorist attack, those stories rarely make news. There is no way to estimate precisely how many lives have been saved because the selection and training procedures of employees have been improved. One must rely on indirect indicators. For instance, the new federal workforce of airport screeners seems to be effective, confiscating approximately 11.2 million prohibited items in the program's first 2 years alone! In addition, this past summer realized air travel greater than prior to September 11th, indicating that indeed the public feels safe flying again. The bottom line is, most I-O psychologists don't have this pres-

sure or extent of public scrutiny, and this can make this type of job very different from more traditional positions.

As with any organization, politics is likely to come into play. Given the youth of the DHS, that people have different views about the scope of the DHS, and what the DHS's role should be, politics may play a larger role than in other organizations and other government agencies. For instance, not everyone supported the creation of the TSA. Many in Washington and corporate America did not want airport screeners federalized. Such polarization can result in difficulty in getting needed resources. As an example, Congress mandated a cap on the number of screeners that could be hired. Now, 2 years later this creates a challenge for TSA to constantly revise its staffing numbers at airports as airports open and close, as airports add and subtract flights and passenger load levels, and as holiday and special event travel peaks and declines. TSA has created complex scheduling systems, part-time positions, split-shift schedules, and a mobile screener force to supplement the air travel requirements. This summer's air travel required the majority of the airport screener workforce to work overtime and cut back their own vacation leave. This, coupled with the fact that they're often not appropriately recognized and appreciated in the media or by the public, can result in burnout. Nevertheless, Elizabeth says that this screener workforce is motivated to serve the American people and ensure the security of our homeland—in the truest sense of civilian service to their country.

Despite these monumental challenges, working with the DHS has a number of benefits. First, most I-O psychologist jobs limit one to either the "I" side or the "O" side of I-O, but that is not the case for those I interviewed. For instance, those with the TSA do selection, training, organizational effectiveness, and leadership projects. It can be a challenge and more interesting to be involved in all aspects of personnel management and performance improvement. One must have a broader perspective than when one is tasked with just one of these areas.

A second benefit is the greater potential for international collaboration. When one is dealing with national security, there is a lot we can learn from other countries, and vice versa. Elizabeth has had the opportunity to meet with people from places as varied as the Caribbean, Israel, Canada, Britain, Russia, and Greece to trade ideas on security. These international collaborations can be enlightening and are beneficial for all involved. After all, if an airport in another country is not doing a good job screening passengers, the airways will not be safe. We have a vested interest in helping other nations and learning from them. But, unlike most jobs, there are major security concerns. One cannot let confidential information get into the wrong hands.

Probably the biggest advantage of working for DHS is knowing you're working for a noble cause. All of those I interviewed noted that many people take a job with the DHS because they are passionate about the country

and protecting it. It can be very motivating to know your ultimate goal is the protection of your country.

Is the Job for You?

Perhaps you have your degree in hand or you're thinking of making a career move and want to know if a job with the DHS is for you. Those I spoke with indicated several things to consider before plunging into this career. First, jobs with the DHS tend to be fast paced. When you're dealing with national security there is a sense of urgency one rarely sees in other organizations because the consequences are so much more severe. This is especially true for those working within the TSA. As Elizabeth said, you often end up "flying a plane you're still building." Those working within the TSA must work well under time pressure and cannot always be perfection-ists. This means you sometimes need to implement a process and then tweak it as you go along. There's not time to wait until you've pilot tested programs and worked through various conceivable options. This can be scary, but also interesting and motivating. Some work well under such conditions and oth-ers do not.

Second, you have got to be flexible and have the ability to creatively man-age change. The creation of the DHS represents the largest reorganization the federal government has seen since the Department of Defense came to being in 1946. Because the DHS is a new agency, those currently working there are trailblazers who are continually faced with developing, and implementing new policies and procedures.

Third, if you enjoy working in a fast-paced environment and see the pro-grams you work on implemented quickly, the DHS may be for you. Sure, the urgency may be stressful at times, but the up side is that you get the chance to see the results of your work more quickly.

Finally, on a more technical level, people considering this career move should be skilled in all areas of assessment. High scrutiny requires excellent technical skills to ensure 100% accuracy of data and reports. Thus, those with strong statistics and research design backgrounds would be well suited for this type of work. One must also be able to explain the technical work in "layman's" terms when briefing management officials and congressmen.

Maybe one of the most attractive aspects of working under the DHS is that the organization is still very young. This might allow individuals to have a greater impact on the organization and feel a sense of making history in this country, shaping how the DHS will develop programs and ensuring the organization develops in a way to meet it's vital mission.

Neil Hauenstein
Virginia Polytechnic Institute and State University

I am pleased to announce that the incoming coeditors for the **Education and Training** column are **David Costanza** (dcostanz@gwu.edu) from George Washington University and **Jennifer Kisamore** (jkisamore@ou.edu) from the University of Oklahoma. I'm sure they are eager to hear from members regarding ideas for future columns on education and training.

Given that this is my parting shot, I reviewed all the columns that I have edited or coedited since the initial education and training column. The body of work dealt thoughtfully with critical issues including advice on improving the classroom experience, teaching for the first time, and incorporating the practice aspect of the scientist–practitioner model (the topic of the column for this issue) in the educational experience.

The column for the current issue is written by **Lynn Bartels, Therese Macan**, Brigid Gutting, Matt Lemming, and Ryan McCrea. They have examined all the graduate training programs in relation to if and how programs train students in the practice aspect of the scientist–practitioner model. Their results provide useful information about the tactics programs use to train students for the practitioner role.

I believe this is an area that is ripe for follow-up. Most programs indicate that the scientist–practitioner model guides graduate student training, but the phrase scientist–practitioner model means different things to different programs. At a fundamental level, programs view training practice competencies as either an end in and of itself, or as a means through which to expand the knowledge base of I-O psychology, or as a combination of both perspectives. The manner in which a program views itself in relation to the means/ends issue affects program goals in relation to both the amounts and types of training experiences regarding practice competencies. Finally, I believe the phrase "scientist–practitioner model" contributes to the misguided view that careers in I-O are either research or practice, with researchers working in academe and practitioners working in the "real world." I encourage those advising students interested in careers in I-O to refrain from this oversimplification. I tell interested students that careers in I-O are either in academics or outside academics. Within academics, positions range from those that are almost all teaching to those that are almost all research. Outside of academics, careers range from those that are almost all research/development to those that are almost all selling/implementation. My characterization of careers in I-O is also an oversimplification, but I find this heuristic more useful for helping students match career interests to training programs than the simple dichotomy of research versus practice.

Teaching the Practitioner Side of the Scientist–Practitioner Model

Lynn Bartels
Southern Illinois University Edwardsville

Therese Macan, Brigid Gutting, Matt Lemming
University of Missouri–St. Louis

Ryan McCrea
Humane Society of Missouri

Both the SIOP *Guidelines for Education and Training at the Master's Level in Industrial-Organizational Psychology* (1994) and *Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* (1999) advocate a scientist–practitioner model of education. The *Doctoral Guidelines* note it is not enough that students know each topic in a theoretical sense. They also need to know "how to" design and apply their knowledge to solve real problems.

More recently, Blakeney, Broenen, Dyck, Frank, Glenn, Johnson, and Mayo (2002, April) described the implications of a job analysis they conducted on I-O psychologists. In addition to describing job duties, respondents were asked to indicate for which duties newcomers seem least prepared. Blakeney et al. (2002) concluded "there is room for improvement in university training programs, especially in applied areas" (p. 30). Training should focus on developing students' abilities to "apply their knowledge to real-world problems" and "relate effectively to clients." The challenge for doctoral and master's programs that espouse the scientist–practitioner model, therefore, is how to teach "practice" and to help students develop the KSAs necessary to work as practitioners.

The 1998 SIOP Salary Survey (see Burnfield & Medsker, 1999, April) indicated that close to two-thirds of I-O psychologists are employed as internal or external consultants. In addition, a substantial number of academic I-O psychologists consult. Therefore, I-O psychology training should "ensure that the graduate possesses an appreciation of the roles of both theory and practice and is able to develop new ideas and also to apply relevant information to solve workplace problems" (*Guidelines*, 1999, p. 17). The 1999 *Doctoral Guidelines* identify several competencies that are critical in the development of a successful I-O psychology graduate. In creating the guidelines, several contributing I-O psychologists "expressed concern that previous guidelines have been too focused on theory" (p. 3). They addressed this concern by

adding a new competency: Consulting and Business Skills. Graduate students need to develop skills such as communication, business development, and project management. Practitioner skills are important, but how does a student acquire them? What techniques do graduate programs use to teach this "practice" component? As a first step in answering these questions, we collected data on current practices of graduate programs.

We searched the SIOP Web site listing of graduate programs and incorporated into an SPSS database all programs with posted information. This resulted in 224 programs: 102 doctoral and 122 masters programs. Of the 224, 61.2% ($N = 137$) indicated that they followed a scientist–practitioner model, 17.9% ($N = 40$) reported they were mainly applied and 13.4% ($N = 30$) had a research orientation (see Table 1). Because we were concerned primarily with examining the practice component within balanced theory and practice programs, we based the rest of our analyses on programs that followed the scientist–practitioner model. (Percentages calculated combining programs reporting a scientist–practitioner focus and an applied focus yielded results not substantially different from those reported below for scientist–practitioner programs only.)

Table 1

Orientation of Graduate Programs

	Scientist–Practitioner	Mainly applied	Mainly research	Other	Total
Master's programs	73	37	3	9	$N = 122$ (54.5%)
Doctoral programs	64	3	27	8	$N = 102$ (45.5%)
Totals	137 (61.2%)	40 (17.9%)	30 (13.4%)	17 (7.6%)	$N = 224$ (100%)

[1] Information from 2004 SIOP Web site

Many of the SIOP program Web pages provided unclear or vague descriptions, or information pertaining to practitioner training was missing. Therefore, we reviewed each program's Web site for more information on how they delivered applied training to students. The majority ($N = 128$; 93.4%) used at least one technique to develop the practice component and several programs used multiple techniques ($N = 35$; 25.5%). Based on the results of our search, we divided the techniques into three categories: (a) supervised experience, (b) formal course, and (c) consulting experience.

Supervised experiences included internships, practica, and fieldwork supervised by external personnel. Our analyses reveal that 88.3% of graduate programs offered some type of supervised experience (79.7% of doctoral, 95.9% of master's; see Table 2). Although this type of experience may be overseen

by a faculty member, this could be categorized as an external technique because training is primarily delivered by field personnel. Munson, Phillips, Clark, & Mueller-Hanson (2004, July) surveyed SIOP members in applied positions about I-O internships. One of the interesting conclusions from their study was that only 78% of the internship supervisors provided feedback to their interns. It may be useful to examine whether supervised experiences are sufficient and effective in developing students' skills as practitioners.

Table 2

Frequency of Supervised Experience Techniques[1, 2]

	Supervised Experiences			
	Yes	No	Not available	Total
Master's programs	70 (95.9%)	2 (2.7%)	1 (1.4%)	73 (100%)
Doctoral programs	51 (79.7%)	6 (9.4%)	7 (10.9%)	64 (100%)
Total	121 (88.3%)	8 (5.8%)	8 (5.8%)	137 (100%)

[1] Information from 2004 SIOP Web site
[2] Based on programs with scientist–practitioner orientation

Formal courses refer to teaching practice in the classroom (e.g., consulting and business skills course; applied project as a course requirement). Our analyses showed that 22.6% of graduate programs deliver consulting and business skills through some type of class in their curriculum (see Table 3). Again, the actual number may be higher because our electronic search was limited (e.g., programs may informally set up courses, information may not be available on Web site). In this approach, faculty may take a more active role in developing students' professional skills. Shoenfelt (2003, October) provides a helpful checklist for coordinating I-O class projects for instructors interested in incorporating this type of training into their programs.Consulting experiences refer to faculty-driven applied projects conducted either outside of academic duties or through a program-sponsored center. Our analyses show that 16% of graduate programs offer a consulting experience, with the majority found in doctoral programs, primarily driven by departmental applied centers (28.1% of doctoral, 5.5% of master's; see Table 4).

In conclusion, our analyses focused on I-O graduate programs that espouse the scientist–practitioner model. We were interested in examining how practice skills are developed in these programs. Although the teaching methods for the scientist side of the model are fairly well-established, it is less clear what techniques are used to develop consulting competencies. Scientist–practitioner programs should, in some way, address the practitioner side of the model. To study how this is accomplished, we identified three

Table 3

Frequency of Formal Coursework Techniques[1, 2]

	Formal Coursework			
	Yes	No	Not available	Total
Master's programs	14 (19.2%)	58 (79.5%)	1 (1.4%)	73 (100%)
Doctoral programs	17 (26.6%)	41 (64.1%)	6 (9.4%)	64 (100%)
Total	31 (22.6%)	99 (72.3%)	7 (5.1%)	137 (100%)

[1] Information from 2004 SIOP Web site
[2] Based on programs with scientist–practitioner orientation

Table 4

Frequency of Consulting Techniques[2]

	Consulting			
	Yes	No	Not available	Total
Master's programs	4 (5.5%)	68 (93.2%)	1 (1.4%)	73 (100%)
Doctoral programs	18 (28.1%)	39 (60.9%)	7 (10.9%)	64 (100%)
Total	22 (16.0%)	107 (78.1%)	8 (5.8%)	137 (100%)

[1] Information from 2004 SIOP Web site
[2] Based on programs with scientist–practitioner orientation

main types of practitioner training techniques used in graduate programs. The most commonly used technique was supervised experiences, where faculty rely on external sources to develop practitioner skills. Considerably fewer graduate programs used internal techniques such as formal courses or consulting experiences that may require more program resources.

Similar to any research, there are a few limitations to our qualitative approach. We used Web-based data that may not have been complete or kept updated. In addition, important information may not have been gathered from using the Web, such as any informal training that may take place (e.g., student presentations in classes). Given these shortcomings, I-O programs might want to examine the completeness of the "practice" information they provide on the Internet because it could be a means of recruiting new students. In addition, our findings open the door to future questions and issues. How should the "practice" component be delivered? Is there a "best" way?

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Author's Note: In the October 2004 column, I promised to write on sexual harassment in the United States as compared to other parts of the planet. Unfortunately, most of my time between mid-August and late October was spent preparing for and recovering from hurricanes. I was going to write the comparative article in this issue followed by an article on same-sex harassment in the next issue.[1] Because I had already completed my research on same-sex harassment, I decided to reverse the order and write on same-sex harassment below and on the comparative issues in the April 2005 issue.

Unresolved Issues in Same-Sex Harassment[2]

In a unanimous ruling, the Supreme Court outlawed same-sex harassment in *Oncale v. Sundowner* (1998). Justice Scalia wrote the ruling and emphasized that harassment must be "because of sex." Clearly, that means harassment based on sexual orientation is **not** covered in Title VII—pure and simple. However, there are unresolved issues based on examples Scalia used to illustrate the meaning of "because of sex." This column focuses primarily on two such issues: (a) the so-called "horseplay" defense and (b) the "equal opportunity harasser."[3]

Background Issues

There were three major views on same-sex harassment prior to *Oncale*. One view, expressed by the 5th Circuit in *Garcia v. Elf Atochem* (1994), is that "harassment by a male supervisor against a male subordinate does not state a claim under Title VII even though the harassment has sexual overtones." Thus, the 5th Circuit, which later ruled in *Oncale*, held that no form of same-sex harassment is covered in Title VII. A second view was expressed by the 4th Circuit Court in *Wrightson v. Pizza Hut* (1996) and *McWilliams v.*

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[1] A major reason for including same-sex harassment in such a column is that in other parts of the world, particularly Europe, discrimination based on sexual orientation is included in the proscriptions against discrimination based on sex.

[2] The research on same-sex harassment cases was funded by the Office Of Naval Research and conducted for the DEOMI (Department of Defense Equal Opportunity Management Institute) at Patrick Air Force Base in Cocoa Beach, Florida during summer 2004.

[3] In my April 2004 column on sexual harassment, I implied that equal opportunity harassment was a resolved issue. Obviously, it is not.

Fairfax County (1996) requiring same-sex harassers to be homosexuals for their actions to be "because of sex." A third view was expressed by the 7th Circuit in *Doe v. Belleville* (1997) that some behaviors are unacceptable in and of themselves and constitute same-sex harassment regardless of the sexual orientation of the harassers. Ultimately, the 5th Circuit was overturned by Scalia's ruling in *Oncale*, but Scalia's ruling did little to distinguish between the views of the 4th and 7th Circuits.

To illustrate, in *Wrightson v. Pizza Hut*, Arthur Wrightson, a heterosexual male, was harassed by a homosexual supervisor and five homosexual co-workers. The abuses Wrightson suffered included both taunts and sexual advances. The 4th Circuit ruled for Wrightson because of the sexual orientation of the harassers. In *McWilliams v. Fairfax County*, Mark McWilliams was blindfolded, tied up, and had a finger placed in his mouth to simulate oral sex. The harassers also exposed their genitals, fondled him, and placed a broomstick in his anus. The harassers claimed McWilliams was abused because of his cognitive deficits (he had a learning disability), not their own sexual desire. The 4th Circuit accepted that reasoning and ruled that McWilliams was targeted because of his "known or believed prudery," or the "perpetrators' own sexual perversion, or obsession, or insecurity," but "not specifically 'because of' the victim's sex."

Doe v. Belleville had facts similar to the *McWilliams* case. Two brothers were treated much like Mark McWilliams by a group of heterosexual males. However, in contrast to the 4th Circuit view, the 7th Circuit ruled for the brothers, stating:

> [W]e have difficulty imagining when harassment of this kind would not be, in some measure, because of the harassee's sex—when one's genitals are grabbed, when one is denigrated in gender-specific language, and when one is threatened with sexual specific assault, it would seem impossible to de-link the harassment from the gender of the individual harassed.

Oncale v. Sundowner (1998)

Joseph Oncale was a roustabout on an eight-man crew. Three other crewmembers subjected him to humiliating sex-related actions in front of the other four crewmembers, including a physical assault. Oncale complained to management but obtained no relief. He quit after he was threatened with rape. The defense argued there can be no sex discrimination when all employees are male, and there can be no "sexual desire" when harassers are heterosexual. The 5th Circuit accepted these arguments, but the Supreme Court did not.

Justice Scalia ruled there is no basis "for a categorical rule excluding same-sex harassment claims from the coverage of Title VII." He noted that same-sex harassment was not "the principal evil Congress was concerned with when it enacted Title VII" but noted further that "statutory provisions often go beyond

the principal evil to cover reasonably comparable evils." He thus extended Title VII to cover same-sex harassment, but with the following caveat:

> The real social impact of workplace behavior often depends on a constellation of surrounding circumstances, expectations, and relationships which are not fully captured by a simple recitation of the words used or the physical acts performed. **Common sense**, and an appropriate sensitivity to social conduct, will enable courts and juries to distinguish between simple **teasing or roughhousing** among members of the same sex and conduct which a reasonable person....would find hostile or abusive. [*Emphasis added by author*]

Unfortunately, the phrase "common sense" has subsequently meant different things to different courts.

Scalia provided three examples to illustrate when same-sex hostile harassment may be inferred. Accordingly:

> [**1**] [There is] credible evidence that the harasser was homosexual. But harassing conduct need not be motivated by sexual desire to support an inference of discrimination on the basis of sex. A trier of fact might reasonably find such discrimination, for example, if … [**2**] [A] female victim is harassed in such sex-specific and derogatory terms by another woman as to make it clear that the harasser is motivated by general hostility to the presence of women in the workplace.… [**3**] A same-sex harassment plaintiff may also, of course, offer direct comparative evidence about how the alleged harasser treated members of both sexes in a mixed-sex workplace. [*Numbers added by author*]

Example [**1**] affirms that homosexual same-sex harassers act "because of sex." Example [**2**] shows there can be same-sex harassment in the absence of sexual desire. For example, a woman who is hostile to other women because she wants to be the only or the highest-ranking woman in the workplace is a same-sex harasser. Example [**3**] implies that what may ordinarily constitute sexual harassment when directed at one gender and not the other does **not** constitute sexual discrimination when directed at both genders simultaneously. A frequently used example by the courts is a bisexual harasser who makes sexual advances to both males and females alike, a concept termed "equal opportunity harassment."

Sexual Desire Versus Horseplay

In general, plaintiffs in same-sex harassment claims have fared best when the harasser is gay and have fared worst when the harasser is not gay **and** there are no physically abusive actions. The best-case scenario (for victims) is illustrated in *Kelly v. City of Oakland* (2000) and the worst-case scenario is illustrated in *Spearman v. Ford* (2000) and *Bibby v. Coca Cola* (2001).

In *Kelly*, a park ranger (Stephen Kelly) was harassed daily by a supervisor (Kent McNab), who routinely watched Kelly dress and undress in the locker room. McNab also made sexual propositions, offering better performance evaluations if Kelly complied. Coworkers testified to seeing these acts and to their belief that McNab was gay. A jury awarded Kelly $415,000 in damages, and this award was upheld by the 9th Circuit.

In both the *Spearman* and *Bibby* cases, the plaintiffs were barraged on a daily basis with insults (a variety of epithets from "fag" to "sissy" and more) and there was insulting graffiti in the bathrooms. However, neither plaintiff was physically touched and both admitted they were harassed because of their sexual orientation. Both courts ruled that harassment based on sexual orientation is **not** harassment based on sex. In *Bibby*, the 3rd Circuit ruled there was no claim that the "harassers were motivated by 'sexual desire,' or that they possessed any hostility to the presence of men in the workplace." Similarly, in *Spearman*, the 7th Circuit ruled:

> Here, the record clearly demonstrates that Spearman's problems resulted from his altercations with coworkers over work issues, and because of his apparent homosexuality. But he was not harassed because of his sex (i.e. not because he is a man). His harassers used sexually explicit, vulgar insults to express their anger at him over work-related conflicts.

The prototypical examples of the "horseplay" defense are found in *McCown v. St. John's Health System* (2003), *Davis v. Coastal* (2002), and *Rene v. MGM Grand Hotel* (2001). All three cases featured heterosexual harassers. However, *McCown* and *Davis* featured heterosexual victims, whereas *Rene* featured a homosexual victim. All three cases involved physical acts that easily satisfy the criteria for hostile harassment in cross-sex cases.

In *McCown*, the plaintiff (James McCown) was clearly harassed by his supervisor (Lloyd Soller). As noted by the 8th Circuit Court:

> Soller subjected McCown to inappropriate conduct on multiple occasions including: grabbing McCown by the waist, chest and buttocks; grinding his genitals against McCown's buttocks in simulated intercourse; telling McCown to "squeal like a pig, or a woman," and making other lewd comments; attempting to stick the handle of a shovel and a tape measure in McCown's anus; and kicking McCown in the buttocks. Initially, McCown thought that Soller was kidding. Although McCown did not understand what motivated Soller's behavior, he speculated that Soller was trying to "irritate" him because "that's just how Lloyd was." McCown repeatedly asked Soller to stop, but Soller continued to engage in this offensive behavior.

Despite Soller's lewdness, McCown lost because (a) he acknowledged that Soller's behavior was "just how Lloyd is" (i.e., horseplay) and (b) the court found no evidence that "Soller was homosexual and motivated by sexual desire toward McCown."

In *Davis*, the plaintiff (Wallace Davis), a security guard and supervisor, disciplined two supervisees (Smith and Allen) for on-the-job infractions. Initially, there was milder nonsexual retaliation by Smith and Allen. However, the retaliation then escalated dramatically. In the words of the DC Circuit Court:

> Smith and Allen expanded their repertoire. Smith approached Davis at his work station and grabbed his (Smith's) crotch, made kissing gestures, and used a phrase describing oral sex. (Readers interested in additional description of this behavior may consult the briefs and record, which spare no detail, however vulgar.)

Davis lost for the same two reasons articulated in McCown. There was no evidence that either Smith or Allen was gay, and Davis himself acknowledged that "Smith and Allen were motivated by a workplace grudge, not sexual attraction."

In *Rene*, the plaintiff (Medina Rene), an openly gay male, was a butler in the Grand Hotel. Two of the three judges on the 9th Circuit Court panel ruled against him and the third judge dissented. It was acknowledged in the majority ruling that:

> The sexual harassment consisted of, among other things, being grabbed in the crotch and poked in the anus on numerous occasions, being forced to look at pictures of naked men having sex while coworkers looked on and laughed, being caressed, hugged, whistled and blown kisses at, and being called "sweetheart" and "Muneca."

However, the majority ruled that the harassers were not motivated by sexual desire. In addition, while testifying at trial, Rene himself stated he believed he was being abused because he is gay. In the words of the majority ruling:

> [Rene] presented no evidence that any of his harassers were homosexual, not that they were in any way motivated by sexual desire. On the contrary, evidence presented suggests not that they desired him sexually, but rather that they sought to **humiliate** him because of his sexual orientation. … The plaintiff, in fact, had testified that he thought he was being harassed "because he is gay." [*Emphasis by author*]

It should be noted, however, that the "humiliation" defense did not work in *La Day v. Catalyst Technology* (2002), where the 5th Circuit favored a heterosexual victim (La Day), because the harasser (Craft) was gay.

Returning to *Rene*, the dissenting judge in this case agreed that harassment based on sexual orientation **alone** is not protected in the *Oncale* ruling. However, focusing on the physical attacks cited by the majority, he stated:

> While gay-baiting insults and teasing are not actionable under Title VII, a line is crossed when the abuse is physical and sexual. None of the cases cited by the majority to show that sexual orientation falls outside Title VII involves sexual assault. Rather, they involve verbal abuse… reprimands

for wearing makeup at work as well as allegedly false accusations that an employee was disrupting the workflow by discussing his sex life…and dismissal from work for wearing an earring and verbal harassment.

Thus, the dissenting judge agreed with the 7th Circuit ruling in *Doe v. Belleville* (1997) in which the court's viewpoint was that physically abusive behavior of a sexual nature constitutes same-sex harassment regardless of the sexual orientation of the harasser.

Consistent with the dissenting opinion in *Rene*, the horseplay defense did not work in *Martin v. Schwan's Sales* (1999), even though the harasser (Tim Patrick) was heterosexual. In *Martin*, the 6th Circuit focused on the actions of Patrick, which included "repeated touching of private parts, explicit verbal solicitations for oral sex, and other offensive comments and actions of a sexual nature."

Similarly, in *Schmedding v. Tnemec* (1999), there was evidence that Nicholas Schmedding suffered the same types of abuses as Medina Rene. In the words of the 8th Circuit Court, Schmedding was:

> [P]atted on the buttocks; asked to perform sexual acts; given derogatory notes referring to his anatomy; called names such as "homo" or "jerk off"; and was subject to the exhibition of sexually inappropriate behavior by others including unbuttoning of clothing, scratching of the buttocks, and humping the door frame to Schmedding's office.

The critical feature in this case was that Schmedding was not gay, but was perceived to be gay. In contrast to the 8th Circuit's later ruling in *McCown* (where James McCown admitted that Lloyd Soller was known for horse-play), Schmedding countered the horseplay defense by arguing that false perceptions of his sexual orientation served to "debase his masculinity."

A final case to note is *Shepherd v. Slater Steels* (1999), where the plaintiff (Lincoln Shepherd) and the harasser (Edward Jemison) were coworkers (fellow stockbrokers). Jemison routinely propositioned Shepherd for sex and made repeated sex-based gestures such as masturbating in front of him. The defense argued that Jemison was not gay, he was horsing around, and he had a propensity for equally mistreating men and women. The district court ruled for the defense in a summary judgment. However, the 7th Circuit ruled it was up to jury to decide, stating:

> A jury might decide, for example, that Jemison was not at all interested in Shepherd sexually, but made these types of remarks and engaged in this type of behavior simply because he was exceedingly crude and/or because he knew that this type of sexually-charged conduct would make Shepherd uncomfortable. What to make of Jemison's behavior (assuming that it occurred as Shepherd described it) is a task that requires one to weigh the tone and nuances of his words and deeds and a host of other intangibles that the page of a deposition or an affidavit simply do not reveal.

In summary, Justice Scalia's decision to leave the distinction between sex-based harassment and horseplay to the "common sense" judgment of judges and jurors has resulted in contradictory rulings. Most notably, there is disagreement among the lower courts on (a) whether there are physical acts that cross the line regardless of the sexual orientation of the harassers and (b) if it is necessary to prove the harasser is gay in the absence of physical abuse.

A Brief Note on Example [2]

Scalia's second example in *Oncale* implies there can be same-sex harassment absent sexual desire if hostility is directed at others because of gender (e.g., the "top dog" male or female in the office). The author knows of no direct test of this example, but the issue of **sexual favoritism**, which preceded *Oncale*, is potentially applicable. Sexual favoritism clearly implies sexual desire from a cross-sex perspective. However, there is also a same-gender concern. For example, in *King v. Palmer* (1985), a female plaintiff prevailed when another female was promoted after that female had sexual relations with a male supervisor. Clearly, there is potential asexual same-gender animosity between those who agree to and those who refuse to grant sexual favors to supervisors.

Equal Opportunity Harassment

Scalia's third example in *Oncale* was likely intended for actions **not** involving sexual propositions. For example, in a mixed-sex environment, one who engages in gender-irrelevant horseplay should be an equal opportunity horseplayer. To illustrate, in *Lack v. Wal-Mart* (2001), one of two plaintiffs (Christopher Lack) complained about vulgar insults by his male supervisor (James Bragg). The district court awarded Lack a sizeable monetary remedy, but the 4th Circuit overturned this award because there was also a female plaintiff (Susan Willis) whose complaints were similar to Lack's. Accordingly, the 4th Circuit ruled that Bragg's vulgar statements (e.g., "penis butter") amounted to "juvenile wordplay," and ruled:

> Lack fails to come to grips with the fact that female employees (including his original co-plaintiff Susan Willis) also lodged similar complaints regarding Bragg's behavior. This fact undercuts Lack's claim to a substantial extent. In its totality, the evidence compels the conclusion that Bragg was just an indiscriminately vulgar and offensive supervisor, obnoxious to men and women alike.

Whether by intent or not, Scalia's third example also bolsters the belief that a **bisexual** harasser who propositions both males and females alike is not guilty of sexual discrimination. This is not a new issue. In the mid-1990s, courts generally frowned on such "equal opportunity harassment" expressing the general belief that even a bisexual harasser is acting because of sex at the particular time he is propositioning either of the two genders (see for example *Steiner v.*

Showboat, 1994). Thus, it seemed like a settled issue. However, in *Pasqua v. Metropolitan Life* (1996), a pre-*Oncale* case, the 7th Circuit endorsed the notion that equal opportunity harassment is not sexual discrimination, stating:

> Harassment that is inflicted without regard to gender, that is, where males and females in the same setting do not receive disparate treatment, is not actionable because the harassment is not based on sex.

Ironically, in rendering this decision, the 7th Circuit relied on Justice Ginsburg's concurrence *Harris v. Forklift* (1993), where she stated that the "critical issue" in a Title VII sex discrimination case is that "members of one sex are exposed to disadvantageous terms or conditions of employment to which members of the other sex are not exposed." Subsequently, after the *Oncale* ruling, the 7th Circuit used Scalia's third example to bolster its prior argument in *Holman v. Indiana* (2000). Steven and Karen Holman worked for the same supervisor (Gale Ulrich), and each was propositioned routinely for sex. Consistent with its prior ruling in *Pasqua*, The 7th Circuit ruled:

> Both before and after *Oncale*, we have noted that because Title VII is premised on eliminating discrimination, inappropriate conduct that is inflicted on both sexes, or is inflicted regardless of sex, is outside the statute's ambit. Title VII does not cover the "equal opportunity" or "bisexual" harasser, then, because such a person is not discriminating on the basis of sex. He is not treating one sex better (or worse) than the other; he is treating both sexes the same (albeit badly).

The EEOC wrote an amicus brief in this case arguing that the equal opportunity harasser was an anomalous result of bad policy, noting several reasons why it would create "public policy" concerns to protect an "authentic" bisexual harasser. The EEOC also argued that the Holmans were harassed in ways unique to their sex.

Subsequently, in a case in its own domain (Federal Civil Service), the EEOC rejected the concept of equal opportunity harassment in *Wild v. Cohen*, (2000).

Conclusions

Although a seemingly short and crisp ruling enjoying unanimous agreement among nine justices, the *Oncale* ruling leaves much to be resolved. The only clear rulings in *Oncale* are that (a) homosexuality indicates sexual desire in same-sex harassers and (b) harassment based on sexual orientation alone is not covered in Title VII. In general, heterosexual employees are free to taunt and debase homosexual colleagues as long as the focus is on sexual orientation and the victims are not touched. Even when victims are touched in ways that would clearly constitute cross-sex harassment, some courts accept the defense that the offensive actions are because of reasons other than sex. Some courts also believe a bisexual harasser is free to proposition and harass as long as that person is careful enough to harass males and females equally.

In the author's opinion, two of the aforementioned issues will have to be reviewed by the Supreme Court because of disagreements in the lower courts. The first issue is whether physical abuses of a sexual nature imply same-sex harassment when the harasser is heterosexual. The second issue involves the boundary conditions for equal opportunity harassment. There are also other issues where courts have yet to rule. For example, can the homosexual who harasses (but does not touch) claim that same-sex harassment had nothing to do with the harasser's sexual orientation? In addition, can the male who freely teases and taunts females (or vice versa) without touching claim that these actions had nothing to do with sex?

This is not a column on social policy or civility. My focus has always been on consistencies and inconsistencies in legal rulings as they interface with running businesses. That said, there are individual differences among us beyond classes of people covered in Title VII and related laws (i.e., beyond race, religion, national origin, sex, age, and disability). Federal laws cannot feasibly cover the variety of other reasons some people have for harassing others. The run of cases on racial and sexual harassment illustrate to me that no form of harassment is good for business, even when it is legal. Harassment for any reason should be outlawed internally if only because in the best-case scenario, nothing good can come of it. In the worst-case scenarios, the business may suffer lost productivity and/or legal consequences. It is also possible for victims of harassment to do the sorts of things that make national headlines.

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Spearman v. Ford Motor Co., (CA7 2000) 231 F.3d 1080.
Steiner v. Showboat (CA9 1994) 25 F.3d 1459.
Wrightson v. Pizza Hut of America (CA4 1996) 99 F.3d 138.
Wild v. Cohen (2000) 101 FEOR 3014.

Move Over, Teams

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

I am rarely wrong. But when I am wrong, I am really wrong. I couldn't have been more wrong about this "team" thing. I thought the team concept would be like a rain event (as my local TV meteorologist calls it): something that blows into town, does its thing, then leaves. No way. I am convinced that teams are here to stay. I-O psychology might as well bury the individual as an object of study and embrace our new love object, the collectivity.

I believe in the value of diversity. Not long ago I successfully passed a diversity training workshop. Diversity means differentness. If we are now doing the collective thing, at the very least let's dignify the whole affair by studying a diversity of collectivities, not just teams. Here are 10 other collectivities that deserve their place and space as objects of study by I-O psychologists.

1. Here's a group we don't know much about. Monks. If you run a key word search on monks, I bet you won't come up with much. That's primarily because the *Journal of Monk Behavior* is not in our computerized literature base. A group of monks is an *abomination.* I always thought an abomination was a bad thing, but not necessarily so. What if a particular group of monks had and needed no contact with the outside world? They selected their own members, did their own plumbing and electrical work, baked their own bread, raised their own crops, and so on. Do you think they would refer to themselves as a *total abomination?*

2. Here's a group you simply won't believe. Morons don't have their own group. Neither do imbeciles. But idiots do. Do you know what a bunch of idiots are called? A *thicket.* It's bad enough when you encounter one idiot at work, but can you imagine running into several of them?

Spouse: "Hi honey. Welcome home. How was your day at the office? Can I make you a drink?"

I-O: "What a day I had! I ran into these idiots. I don't know where they came from. They said black was white, up was down, and in was out. I nearly lost it."

Spouse: "These idiots, were they like, a group?"

I-O: "No."

Spouse: "A bunch?"

I-O: "No."

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

Spouse: "A bevy?"

I-O: "No."

Spouse: "A crew?"

I-O: "No."

Spouse: "A squad?"

I-O: "No."

Spouse: "A thicket?"

I-O: "Yeah, that's it. A thicket of idiots."

Spouse: "Would you like your drink now?"

I-O: "Yes, and please make it a double."

3. I'm not surprised this group has a name, but I was surprised to learn what it is. A group of lawyers is called a *huddle*. Maybe it's because at recess in a trial they always huddle up. I can't help but think of football when I think of a huddle of lawyers. Something like this. "Before entering the huddle, attorney Schwartz looks over at the CEO for any last second signals. Schwartz then calls the play. Attorneys Robinson and Davis will run interference for attorney Smith, who will deliver the motion to dismiss on the unsuspecting defense. Alright, *habeas corpus* on two. Let's go."

4. Even philosophers have their own name. They are called a *ponder*. Maybe it's because philosophers like to ponder weighty issues. I bet this group knows how to party. I envision a meeting of the Southern Philosophical Association holding their annual meeting in Natchez, Mississippi. Out on the veranda are two veteran philosophers, Rhett and Beauregard. Amidst the honeysuckle and jasmine, they are sipping on mint juleps. They are observing clusters of their colleagues engaged in passionate conversations about such topics as the meaning of meaning. Just then the weather turns inclement. Rhett turns to his colleague and says, "Bo, I wonder if we should wander over yonder to take a gander at that ponder. They seem to be lost in their own thoughts. They appear not to realize it is starting to hail."

5. If any group has a perfect name, it is this group. A bunch of bureaucrats is called a *shuffle*. How many times have you been shuffled around when trying to get a straight answer from bureaucrats? Trying to get your driver's license renewed with the Department of Motor Vehicles would be a prime example. The clerk says, "If your birthday falls on an odd-numbered day in an even-numbered year, get in Line 1. However, if you were born in a year that has a leap year, ignore this direction. But if this year is a leap year, then reinstate that direction. If the last thing I told you is false, but the first thing I told you is true, should you believe me? Now, if your birthday falls on an even-numbered day in an odd-numbered year, get in Line 2. However,…." Do the shuffle!

6. Here is one that just doesn't make much sense. Not only do I not understand why this group rates a name, but how did they get this name? A group of nudists is called a *hangout*. I can see a hangdown, but not a hangout.

7. Here's a tricky one. A bunch of car dealers is called a *lot.* You probably thought it is the cars themselves that are positioned on a lot. Well, it's also the people who sell them to you. A commercial: "So what do you like most about the sales department at Jayhawk Chrysler, Dodge, Mitsubishi Motors?" Satisfied customer: "Their attentiveness to customer needs. They have lots of lots on their lots."

8. Not to be outdone, car mechanics also have their own name. A bunch of car mechanics is called a *clutch.* Not a brake, or an accelerator, but a clutch. Maybe this group got itself named after what it works on much of the day. Remember when we were 15 and were taking driving lessons? Some grizzled old driving instructor was trying to teach us how to brake, steer, accelerate, and use the clutch, all at the same time. By now we must have realized, looking back, that this poor slob must have drawn the short straw in getting this work assignment. Just about any work assignment involving cars, including changing the oil, has got to be better than teaching 15-year olds how to drive one. Remember when the car started to stall, and the driving instructor screamed, "Release the clutch!"? Maybe he really wasn't yelling at us. Maybe he was wishing aloud for someone to lay off the car mechanics about whom he was envious.

9. A group of widows is called an *ambush.* I can see something like this. A heavy manufacturing company is under a lot of pressure to produce orders. The HR director is sympathetic to the need for further production, but he is also concerned about the welfare of the workforce. The HR director addresses the production supervisors. "Fellows, I know you have to meet your production schedules, but I'm telling you that you are pushing your men too hard. They're coming to me complaining about being overworked, stressed-out, and on the verge of collapse. I'm telling you that you gotta ease up a bit. If you don't, you're just setting this company up for an ambush."

10. This group has a rather predictable name. A group of mathematicians is called a *number.* I think they could have been more original than that, but who am I to judge? Suppose there is a national association of mathematicians, organized by state associations of mathematicians, each being a number. But there is dissent among some of the groups of mathematicians. At the national conference, the president intones the danger of splinter groups within the association. "I understand some of our numbers are up while other numbers are down, yet other numbers are difficult to interpret. I only hope when we add all the numbers together, their sum total will achieve unity for our association." What if one particular number was repeatedly successful in winning raffles and contests. Would we call it a "lucky number?" You could have fun with this one.

My point is simple. We can't pick and choose which collectivities we will study. As I-O psychologists, our tent should be inclusive and we should welcome any and all parties. That means we give equal and fair treatment to

abominations, thickets, huddles, ponders, shuffles, hangouts, lots, clutches, ambushes, and numbers, as well as teams. We will not exhibit bias or preferential treatment toward any one group over any other. I can't wait to read the first meta-analysis on clutchwork.

I feel it is only fair that if I-O psychology is now in the business of studying collectivities, we should have our own name. The mathematicians have theirs, the philosophers have theirs, but I-O psychologists have none. The bird kingdom has many collective nouns for its respective members. The most linguistically evocative collective noun refers to a group of larks. Larks are beautiful, graceful, and agile creatures, who collectively are called an *exultation*. I-O psychologists are also beautiful, graceful, and agile. I decree that we shall, from here on out, refer to ourselves as an exultation of I-O psychologists. The most beautiful of all the beautiful I-O psychologists are those who serve on the Executive Committee of SIOP. They shall now be known as the Executive Exultation. What a euphonious name. I propose the members of the Executive Exultation shall have their ID badges at our national conference adorned with long flowing streamers to indicate their special status. Embossed on the streamers will be the outline of a lark. That's the least we can do to honor the larks. After all, we stole their name.

I understand SIOP is considering changing its name. Some people want to jettison the old industrial prefix. That only solves half the problem. If we are now going to be studying collectivities and not individuals, our name should reflect what we are. SIOP should change its name to SOS: The Society for Organizational Sociologists.

Increasing Diversity at SIOP: The Future Is Now

Lilia Cortina
University of Michigan

Miguel A. Quiñones
University of Arizona and Chair of CEMA

One of the goals of SIOP's Committee on Ethnic Minority Affairs (CEMA) is to increase the visibility of research on minority topics. Towards that end, CEMA is working with the Conference Program Committee to develop CEMA-sponsored sessions at the annual conference. The first such session will take place at the 2005 conference in the form of an interactive poster session.

The interactive poster session format made its debut at the 2003 SIOP conference in Orlando. Each session highlights four posters (selected among those already accepted for presentation) that address a similar theme. Audience members first have an opportunity to view each poster and converse with each author individually. During the second part of the session, a facilitator engages audience members and authors in a discussion of the research and the broader topic area. These sessions thus provide more interaction and integration than the traditional poster session.

For the CEMA-sponsored interactive poster session, a group of CEMA committee members will select posters that showcase cutting-edge research relevant to issues of ethnic diversity and inclusion. Our hope is that this, and future CEMA-sponsored sessions, will increase the visibility of these topics at SIOP, increase the participation of ethnic minorities in the annual conference, and promote dialogue about issues of diversity within the larger SIOP community. If you are interested in these issues, take some time from your busy conference schedule to stop by the CEMA-sponsored interactive poster session.

A second goal of CEMA is to develop a mentoring program within SIOP to benefit students from underrepresented minority groups. Our committee is taking two approaches to get this initiative off the ground. First, the newly revived CEMA discussion list is starting to see increased dialogue around the issue of mentoring. A number of ideas are being discussed but we would still like to have more SIOP student affiliates and members involved in the conversation. Visit the SIOP Web site for information on joining the CEMA discussion list.

Second, we want to encourage individuals interested in becoming a mentor or finding a mentor to attend the CEMA business meeting at the SIOP conference. In addition to discussing progress made by the committee, the

session will include time for a discussion on how to incorporate CEMA's mentoring goals within SIOP's mentoring inititatives such as the Member-2-Member (M2M) program. The following are a list of goals that we would like to accomplish by establishing a mentoring program within SIOP.

- Increase retention of ethnic minority students in I-O programs by providing a social support network beyond their specific program (since most programs have very few minority students)
- Increase the amount of career-related information
- Provide internship and/or employment opportunities for students
- Provide role models for students to follow as they make career decisions
- Establish research collaborations
- Provide feedback regarding strengths and opportunities for development
- Increase the number of student affiliates that become full SIOP members upon graduation

There are many other positive outcomes of mentoring relationships. However, participation in and commitment towards the mentoring relationship is critical for a successful program. We need your help to make SIOP a model of inclusion. As we know, diversity benefits us all.

SIOP salutes the most recent
Small Grant Award Winners

Sheng (Monica) Wang

To share or not to share: An examination of the determinants to share more knowledge

Robert E. Ployhart

Implications of culture for the development, scoring, and use of situation judgment tests

Michelle A. Donovan
Intel Corporation

In this **Spotlight** column we focus on a relatively new I-O group, the Portland Industrial-Organizational Psychology Association (PIOPA). Although this group began little more than a year ago, they are a great example of how a few dedicated I-O professionals can turn an idea for networking into a full-fledged organization with over 70 members. Read on for more details…

Portland Industrial-Organizational Psychology Association (PIOPA)—Expanding The I-O Network

Jeff Johnson
Principal Partner, SHAPE Consulting
PIOPA Coordinator

The Portland Industrial-Organizational Psychology Association (PIOPA) was founded in the summer of 2003 by **Jeff Johnson** and **Rainer Seitz**. PIOPA serves as a social and professional group for people in the Oregon and southwest Washington region with backgrounds, professional experience, and education in industrial, organizational, and work psychology. The association strives to (a) foster a community for professionals involved in the scientific application of psychology to the workplace, (b) promote the practice and awareness of industrial-organizational psychology in the greater Portland/Vancouver region, (c) provide learning opportunities and an exchange of ideas for participants, and (d) serve as an open forum where participants may meet and discuss topics of mutual interest and concern.
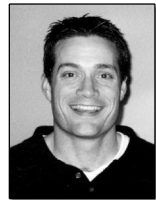
The idea to form the group started when we found it difficult to coordinate get-togethers with other I-O professionals scattered throughout the Portland area. We also realized that I-O professionals in the region were interested in keeping in touch with each other and that we needed a better way to keep connected. We heard about local I-O groups in other cities, and after attending a meeting of the Puget Sound Association of I-O Psychologists (PSAIOP), we decided to start one in Portland. We collected names, e-mail addresses, and phone numbers from all the I-O professionals we knew in the area. We also consulted the SIOP directory for contact information and identified additional people by simply asking around. For the first ever PIOPA lunch meeting in September 2003, we sent e-mail invitations describing our vision for the group to 39 potential members. The response was great—19 enthusiastic I-O professionals attended and PIOPA was officially launched!

After only a little over 1 year in existence, PIOPA has experienced fast-paced growth. We now have over 70 members including a mix of academics and graduate students from local universities, as well as internal practitioners and external consultants. PIOPA includes a broad network of professionals who are involved in the research and/or application of the science of psychology to issues in organizations. For example, several members have backgrounds in organizational development and human resource management. In an effort to encourage access and the continued growth of PIOPA, we have a Web site (www.piopa.org) that includes a description of the association, a membership listing, and useful links.

Our mix of academics and consulting practitioners has created a great forum for lively discussions about issues in I-O psychology. PIOPA is fortunate to have the regular participation of distinguished researchers and academics such as **Donald Truxillo, Leslie Hammer**, and **Robert Sinclair** from the expanding I-O PhD program at Portland State University (PSU). **Tahira Probst** and Tom Tripp from the human resources management program at the new campus of Washington State University–Vancouver have also taken time to contribute to PIOPA. In addition, David Foster from Western Oregon University has brought some undergraduate students to meetings, giving them opportunities to learn more about I-O psychology. Some of the organizations represented in PIOPA include Unicru, Xerox, Pacificorp, NW Natural Gas, Legacy Health Systems, Mentor Graphics, and Johnstone Supply. Local consulting firms represented in PIOPA include American Tescor and SHAPE Consulting.

PIOPA gathers for lunch once every quarter. To minimize scheduling conflicts with holiday weekends and establish a predictable pattern, we always meet on the second Friday of the month in March, June, September, and December. Invitations are sent to all members via e-mail a few weeks prior to the meeting. To help keep everyone informed, follow-up summaries are also sent to the entire membership within a week after the meeting. The venue rotates among swanky (but affordable) restaurants. We choose places that are centrally located (people come from north, south, east, and west), have adequate parking (Oregonians are intriguingly attached to their cars), and offer an acceptable meeting area that is conducive to a presentation-discussion format. We average around 20 attendees at each luncheon to date. These luncheons serve as opportunities to socialize and network with other I-O professionals and typically include a presentation by either a member or a guest. These meetings also serve as opportunities for PIOPA updates and planning.

We have had a variety of lively presentations at our quarterly lunch meetings. At the December 2003 meeting, **Steve Hunt** presented "The Current State of Online Staffing Assessment." Captivating the audience like a daytime talk show host, Steve reviewed trends and innovations in online staffing assessment based on interviews with staffing practitioners and reviews of

selection tools and systems offered by over 50 staffing assessment vendors. His talk ended with predictions about future developments in the use of online staffing assessment tools and suggestions for additional research to support the use of these tools. At the June 2004 meeting, Leslie Hammer and Bob Sinclair shared information about the Portland State University Occupational Health Psychology graduate program. For our December 2004 meeting, **Susan M. Burroughs** (Washington State University–Vancouver) discussed the assessment of aggression through the use of conditional reasoning-based personality measures. Finally, each meeting ends with group discussions concerning PIOPA goals and actions for pursuing the vision for the association, such as increasing I-O exposure in the community.

In addition to formal presentations and association planning, we include at least a half hour of networking and socializing time at the beginning of each meeting. This gives members the chance to make new connections, learn about others' projects, share their ideas, and just simply catch up with old friends. For some of our members, this is one of the few times they interact with other I-O psychologists during the quarter. The meeting therefore creates precious opportunities to meet others who work in the Portland area but who have lacked a professional network until now. To better accommodate some peoples' schedules and to add variety, we are currently considering alternating between after-hours/dinner meetings and the conventional lunch meetings.

PIOPA continues to grow with a prospering economy and the business community's increasing awareness of the benefits of applying psychology to issues in the workplace. Consistent with SIOP efforts, PIOPA has made it a goal to expand awareness of I-O in the greater Portland–Vancouver region. To facilitate this, we encourage guest attendance and participation by non-I-O professionals at all functions. The association also seeks to gain publicity through the local press. One example includes PIOPA's recent recognition in the *Portland Business Journal* as part of an article about consulting in I-O psychology and what the field has to offer. In addition, announcements and brief descriptions of each meeting are published in both the *Portland Business Journal* and Portland's only daily major newspaper, *The Oregonian*. To continue building community awareness of I-O psychology, the association is considering sponsorship of forums to the business community. We are also currently facing dilemmas regarding whether to increase membership formalities (such as nominal dues, committees, officers, etc.) to improve participation, coordinate efforts, and fulfill the basic goals of the association. We are surveying the entire PIOPA group through a discussion list in order to give everyone in the association an opportunity to express their interests, ideas, and concerns to help guide the process of directing PIOPA growth and focusing our efforts.

PIOPA always welcomes new members and guests if you are ever in the Portland area. Please visit our Web site at www.piopa.org or contact Jeff Johnson at (503) 380-5167 or jeff@shapeconsulting.com for more informa-

tion about PIOPA or the region's proliferating points of attraction or simply to introduce yourself or offer advice for our neophyte association.

Future Spotlights on Local Organizations

Stay tuned for the April issue of *TIP* when we profile the Personnel Testing Council of Southern California (PTC-SC). This group will share their similarities and differences with other traditional I-O local groups and might even include a few tips for sightseeing in Southern California—just in time for the SIOP conference in Los Angeles!

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.

Using Excel to Clean and Prepare Data for Analysis

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Development Dimensions International

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Cleaning data and preparing it for analysis is one of those thankless jobs that is dull, laborious, and painstaking, no matter which way you slice it. The cost of a mistake is considerable, too, as you will discover if you try to report an observed *F* of 317. We think the burden can be greatly reduced with some help from our old friend, Excel. It's true that many of us already use Excel to clean and prepare data for analysis, but our sense is that few people leverage Excel's considerable strengths in a systematic way. In this article, we describe a power user's approach to cleaning and preparing your data with Excel. We suggest a phased approach that produces analysis-ready data without destroying the original dataset. We'll also look at ways to document your dataset so that it will make sense when reviewed at a later point, or by other people. We conclude with a note about a presentation at the upcoming SIOP conference that needs your input!

A Phased Approach to Data Preparation

Why is cleaning and preparing data such a pain? Part of the problem is the lack of an easy, sensible, and common process. Another is the fact that people rarely document their datasets effectively—how often have you looked at a folder with three slightly different files, all named some variant of *Final Project Data.dat,* and wondered which one was the *real* dataset you used for your analyses 6 months ago? A third source of frustration, which follows from the second, is that it's easy to lose your place if you get distracted or have to correct a mistake you made several changes earlier. *Oh nuts… Did I just undo the recoding of those reverse-coded items? Better start over, just to be sure.*

You and your data deserve better. We certainly won't say that the process we propose is ideal or necessarily suitable for all circumstances. We do feel, though, that it reflects some of the best practices we've discovered over many combined years of working with data in Excel. Plus, it's a process you can use consistently, which helps you in two ways: First, it replaces the need to reinvent the wheel every time you work with data. Second, once you know

the process, you can quickly understand any data file created with it. Let's start with a brief look at the main steps in the process:

1. Create the data file. We will use several worksheets within a single Excel file to represent our data at each major stage of the process, from our initial raw data through several stages of transformation to the final, analysis-ready dataset.

2. Clean the data. In this stage, we remove any elements we don't want to leave in our dataset, such as duplicate entries, out-of-range data, and extraneous characters. The outcome is a clean set of raw data.

3. Process the data. The processing stage is where we prepare the cleaned raw data for analysis through parsing, recoding, reformatting, and other actions.

4. Create an analysis-ready copy of the data. Here, we copy the final set of data for import into a statistics package.

5. Document the data. Finally, we add any necessary documentation to the data file so that the actions taken on the data are clear when the file is revisited by others or at a later date.

Step 1. Create the Data File

We recommend creating separate worksheets in an Excel data file for each logical step in the data cleaning process. This has a number of benefits. First, the original data and all transformations are preserved, so it does not require much effort to back up a step. Second, the worksheet labels make clear the main differences between the worksheets. Finally, you never have to "play detective" to figure out the differences between multiple files containing what look like the same data.

Following are the worksheets we will use:

Original Data. This worksheet contains the data as originally captured or entered. No actions will be taken on this worksheet except to copy the data to the next sheet, where we will clean and process it. This worksheet, then, exists solely to maintain a pristine copy of the base dataset.

Interim Data. This starts out as a copy of the original data, which is then cleaned and processed to produce analysis-ready data.

Final Data. This sheet contains a literal copy of the columns and rows of data you plan to use in your analyses. We discuss below why it is necessary to have a separate worksheet for your final data.

Setting up your worksheets is simple. By default, Excel opens with three worksheets available. Additional worksheets can be added to the workbook by selecting **Insert | Worksheet**. The default names for the worksheets are *Sheet1, Sheet2*, and so forth. You can change these by doubleclicking on the worksheet names on the tabs at the bottom of the screen, or by clicking **Format | Sheet | Rename**. Note that Excel sometimes abbreviates *worksheet* as simply *sheet*. Don't worry, the two terms are synonymous.

A quick word of advice on naming your worksheets: Excel permits spaces in worksheet names, but these become onerous in functions that refer to cells across worksheets. We suggest following a convention of using upper- and lowercase letters to suggest word separation in worksheet names. For example, *OriginalData* is a perfectly legible worksheet name. Alternately, use underscore characters for spaces, for example, *Processed_Data*. With that said, we will maintain spaces within worksheet names as a means of maintaining readability through the remainder of this article.

We will use the example of a standard data cleaning task in which we manipulate a single data file, displayed as Exhibit 1. The file we are using is based on fictional data culled from the equally fictional Weiss Circus Clown Selection Test-Revised, which has swelled to 10 items, two of which are reverse coded (see Weiss, 2004b for more information on the original WCCST). The file is available for download at http://www.jasonweiss.net/html/excel_tips_and_tools.html if you wish to follow along with the dataset.

	First Name	M.I.	Last Name	Street Address	City, State Zip	Phone number	Date	Q1	Q2	Q3R	Q4	Q5	Q6	Q7R	Q8	Q9	Q10
2	Joe	A	Smith	55 N. Fifth Street	Nowhere, PA 55555	(412) 555-1212	10/3/2004	1	2		1	2	2	1	1	3	2
3	John	Q	Johnson	7623 E. Crescent Ave.	Somewhere, PA 55555	412-555-9089	10/7/2004	3	5	2	2	4	4	5	4		4
4	Mark	B	Lovely	1145 Stanford Blvd.	Nowhere, PA 55555	412.555.3267	10/13/2004	5	4	2	3	3	1	4	2	5	2
5	Kay	O	Rodriguez	455 N. Greenfield Rd	Somewhere, PA 55555	412-555-8976	10/2/2004	4	4	3	5	2	4	2	2	2	3
6	Chris	R	Karlson	3930 E. Harmony Ave.	Nowhere, PA 55555	4125558904	10/13/2004	2		4	2	1	5	1	5		5
7	Tracy	E	Trent	5 Broadway #121	Nowhere, PA 55555	412-555-9076 Ext.23	10/9/2004	3	1	5	4	5	2	2	3		4
8	Melinda	I	Pearson	609 E. 7th Ave.	Nowhere, PA 55555	(412) 555-6988 X3	10/22/2004	1	2	2	1		5	3	4	1	1
9	Kay	O	Rodriguez	455 N. Greenfield Rd	Somewhere, PA 55555	412-555-8976	10/2/2004	4	4	3	5	2	4	2	2	2	3
10	Tim	P	Whitman	121 Val Vista Rd. #123	Nowhere, PA 55555	(412)555-9037	10/10/2004	2	3	2	2	4	3	5	2	1	1
11	Heather	P	Harper	12893 Power Rd. #435	Somewhere, PA 55555	412-555-0293	10/6/2004	4	1	2	4	3	5	3	3	3	2
12	Vicky	M	Montoya	555 Downtown Blvd	Nowhere, PA 55555	412.555.7983 x01	10/18/2004	5	1	4	3	5	2	4	1	4	3

OriginalData \ InterimData / FinalData /

Exhibit 1. Sample Dataset.

Step 2. Clean the Data

The goal of the data cleaning process is to preserve meaningful data while removing elements that may impede our ability to run the analyses effectively or otherwise affect the quality of the statistics that result. Candidates for removal include duplicate records, extraneous characters within cells, or out-of-range values. Note that we will be acting directly on the data during this phase, though we can always hit the "undo" button if we make a mistake. The first step is to copy the data over from the *OriginalData* sheet to the *InterimData* sheet. To do so, highlight all cells in the *OriginalData* sheet directly or by typing **CTRL+A** on your keyboard. Copy the data and paste it into the *InterimData* sheet.

Before we start cleaning, we will assign each row in the spreadsheet an ID number. This way, if we delete a row (presumably because it's a duplicate), we can tell from the gaps in ID numbers where the deleted rows were.

It's a pretty simple process to create an ID: Insert a column to the left of column A and input the number 1 into the cell next to the first row of data (cell A2). Highlight the cells that need to be numbered, click **Edit | Fill | Series**, input a step value of 1, and hit **OK**. In our example, the cells will now be numbered from 1 to 11. Now we're ready to proceed with the cleaning.

Manage duplicate records. A common step in preparing data for a stats program is searching for and removing duplicate entries. Our strategy is to create a "key" that uniquely identifies each person in the dataset; we will then sort the data based on this key and check if the key shows up in adjacent rows. We create the key by copying the values of the *First Name, MI, Last Name*, and *Street Address* cells and concatenating them into one cell. Happily, Excel's *CONCATENATE()* function does all of the hard work for us. In Row 2 of the first empty column, enter the following formula: **=CON-CATENATE(A2,B2,C2,D2)**. Now that we have our key, we need to search for duplicates. First, we need to sort by our keys. Click on **Data | Sort** and select the column containing the key (Column R in our example). With the data sorted, we can then proceed to check if the key shows up in adjacent rows. In Row 2 of the first empty column, enter **=EXACT(R2,R3)** and copy the formula down to the remaining cells. The *EXACT()* function returns *TRUE* if the values it is given are identical, and *FALSE* otherwise.

Here's a power user's hint. In a large dataset, it can become tiresome to locate all the *TRUE* cells. A simple way around this is to automatically format all the *TRUE* cells to a different color. Select the test column and click on **Format | Conditional Formatting**. Arrange the drop down boxes to read *"Cell Value Is" "Equal To" "TRUE"*. Select the Format button, followed by the **Patterns** tab, then choose the color to highlight the cell if the function value is true. As Exhibit 2 shows, the conditional formatting has highlighted a duplicate entry for Kay Rodriguez.

O	P	Q	R	S	T
S8	TS9	TS10			
5		5	=CONCATENATE(A2,B2,C2,	=EXACT(R2,R3)	
3	3	2	HeatherPHarper12893 Power	FALSE	
1	3	2	JoeASmith55 N. Fifth Street	FALSE	
4		4	JohnQJohnson7623 E. Cresc	FALSE	
2	2	3	KayORodriguez455 N. Green	TRUE	
2	2	3	KayORodriguez455 N. Green	FALSE	
2	5	2	MarkBLovely 1145 Stanford	FALSE	
4	1	1	MelindalPearson609 E. 7th /	FALSE	
2	1	1	TimPWhitman121 Val Vista F	FALSE	
3	4	4	TracyETront5 Broadway #121	FALSE	
1	4	3	VickyMMontoya555 Downtow	FALSE	

Exhibit 2. **Spreadsheet after searching for duplicates**

Strip out undesirable characters. Often, our data have undesirable characters that are useful for visually displaying the information but can trip up statistical analyses. Consider the phone number column, for example. We want

to remove the unwanted periods, dashes, and parentheses so that every phone number contains numbers only. An easy way to do this is to use Excel's **Find/Replace** functionality. Start by highlighting Column *F*, which contains the phone numbers. Next, select **Edit | Replace** and click the **Options** button for the advanced view. Enter a dash in the **Find what** field, leave the **Replace with** field blank, and make sure that the **Match entire cell contents** box is unchecked. When you hit the **Replace all** button, all dashes will be removed. Follow the same process to remove spaces, periods, parentheses, and so forth.

If you need to repeat this cleaning process often, you can record a macro to take the drudgework out of it. See Weiss (2004a) for more information on macros. To record your macro, start by selecting a cell in the column that has characters that need to be replaced. Click **Tools | Macro | Record Macro** and select the shortcut key that you would like to use; in our example we will use **CTRL+E**. After you click **OK**, a small toolbar will appear with two buttons, **Stop** and **Relative Reference**. The **Stop** button stops the macro recorder. The **Relative Reference** button requires some explanation. When the **Relative Reference** button is selected, the macro will start relative to the currently active cell. If it is not selected, macros will always begin from the same absolute position on the worksheet. In this example, we want to select relative references so that we don't end up cleaning the same column of data every time we invoke the macro. The macro recorder captures all of your activities within Excel until you click the **Stop** button. Simply follow the find/replace process outlined above for each character you wish to remove, and then press the **Stop** button on the macro toolbar at the end. You can then use **CTRL+E** to run the macro anytime you need to clean extraneous characters from your data.

Locate out-of-range values. Ensuring that your data are in the correct range is critical. Because the WCCST-R items range in value from 1 to 5, observing a 6 in the dataset indicates real cause for concern. In the case of telephone numbers, 10-digit telephone numbers are useful; 9- or 11-digit numbers require further attention and possibly a review of the source data. One easy way to find telephone numbers with too many/few numbers is to use the *LEN()* function to count the number of characters. Enter **=LEN(F2)** into Row 2 of a new column and copy the formula down the column. Next, use conditional formatting as described above to highlight out-of-range phone numbers for further attention.

Step 3. Process the Data

Our main goal in this stage is to refine the data for our eventual statistical analysis. We will illustrate how to parse data from one column into several others, and how to recode and reformat data for consistency. This is, of course, just the tip of the iceberg—there is a vast array of processing activities that might be undertaken when you are processing data. We intend merely to illustrate some of the more compelling possibilities that Excel enables.

Parse data. There are a number of ways to parse the data in one cell and return the output to others. Possibly the simplest is Excel's built-in parsing wizard, which can be found under **Data | Text to Columns.** The wizard splits cell data at delimiters that you specify, such as commas, tabs, or spaces, and puts the output into separate cells. Consider, for example, the *City, State ZIP* data. We parse this into separate columns by running the wizard and selecting the comma as a delimiter to separate the city name from the state and ZIP code. Next we run the wizard again and specify the space as a delimiter within the state and ZIP code column output by the first wizard. It may have occurred to you that we could try running the wizard just once and having it parse on both the space and comma. This would work for most data. However, if the data includes city names with internal spaces (e.g., Los Angeles), each component will get its own column. The two-part process is a step more laborious but also more effective.

Outside of the wizard, Excel has a number of functions that let you parse characters directly. For example, the *LEFT(), RIGHT(),* and *MID()* functions return a specified number of characters from a target. The difference between them is in where they begin counting, and in which direction. The *LEFT()* and *RIGHT()* functions pull the left-most and right-most *n* characters from a target, respectively. The *MID()* function starts at a point you specify within a target and returns the next *n* characters. For example, if we wanted to pull the area code information out of a phone number, we would enter the following formula into a new cell: **=LEFT(F2, 3)**. This formula would then extract the left-most three characters from cell *F2*.

Recode data. Excel does not have anything built expressly for the purpose of recoding data, such as SPSS's *Recode* command. However, if your data are simply reverse coded, you can write a quick and easy formula to realign the data. Consider, for example, WCCST R Item 3, which ranges from 1–5 and is reverse coded. Entering the formula **=6 J2** in Row 2 of the first available column and copying the formula down to the rest of the rows does the trick nicely, turning 5's to 1's, and so forth. Well…it works in all the rows except for Row 2, where there is some missing data and the formula would return an undesirable value of *6*. To protect against this, we need to use a slightly more complex formula, as follows: **=IF(ISNUMBER(J2),6 J2,NA())** This formula uses the *IF()* function, which tests a condition *(ISNUMBER(J2)-* is the value in cell *J2* a number?), and returns the reverse-coded value (*6 J2*) if the condition is true, or an *N/A* error if it is not. When imported into SPSS, the *N/A* error is interpreted as a missing value. Similar use of the *IF()* function could help ensure that the area code is only extracted from phone numbers that consist of 10 digits, as in the parsing example above.

Compute new values. Most readers should be familiar with functions like *SUM()* or *AVERAGE()*, which return the sum and average of a range of cells, respectively. There are many other functions that can be leveraged to

populate new variables, from the simple *MIN()* and *MAX()*, which return the minimum and maximum values within a range of cells, to the somewhat more complex *PERCENTRANK()*, which returns the percentage rank of a value within a larger range of cells. It would simply take too long to visit all of the functions, and so we suggest again that you take some time to explore them using the Excel function wizard—accessible by selecting **Insert | Function**—and/or by locating a good reference on Excel functions. We list several at the end of this document.

Reformat data. One way in which Excel can ease annoyance is by helping you impose a consistent format on your data. Consider text case, for example. SPSS is case sensitive and will therefore understand variations of the abbreviation for Pennsylvania—*PA, Pa,* and *pa*—as three different values. Excel's *UPPER()* function takes care of this handily by converting values to all upper case. There is also a *LOWER()* function, which works as you might expect, and a *PROPER()* function that capitalizes each word. A particularly useful text function is *TRIM()*, which removes all spaces except single spaces between words—note how it would be useful for the Street Address column in our sample file.

Step 4. Create an Analysis-Ready Copy of the Data

Now that we've done the heavy work, it remains for us merely to copy our final dataset from the *Interim Data* worksheet to the *Final Data* worksheet. There are several reasons we don't simply attempt to copy the data straight from the *Interim Data* worksheet into a statistics package. First, and most important, we've written a lot of formulae, yet the output of formulae is often not readable by statistics packages when they try to import data. In plain English, if you try to import data produced by formulae, you will more likely than not end up with blank entries. A second reason for creating a copy of the data is that the processing step typically produces a number of additional columns of data that we might not want to preserve in our analysis dataset. For example, parsing out city, state, and ZIP code information in our example above produced several redundant columns. It is better to avoid confusion by leaving out these apparently redundant variables and focusing only on those that belong in the final copy of the data.

Copying the data to the *Final Data* worksheet is a straightforward task. First, make sure that the rows of data in the *Interim Data* worksheet are sorted in the order you want them (if there is such an order). If you need to re-sort them, see our instructions above. Next, select the columns of data that you wish to copy. Activate the *Final Data* worksheet and select the first cell in the column where you would like to paste the data. Click on **Edit | Paste Special**…, select the **Values** radio button, and click **OK**. Excel will paste only the final values of the copied cells. This means that there is no link between the copied and pasted cells—if you change the original cells on the *Interim Data* worksheet, nothing will change on the *Final Data* worksheet.

Keep following this cut-and-paste process until you have completed the *Final Data* worksheet to your satisfaction.

Step 5. Document the Data

There are several ways to document your data. Some are implicit. Formulae, especially simple formulae, make it fairly clear how their results were derived. More complex formulae often require further explanation. Following are our recommendations for easy ways to document your dataset. Quite honestly, Excel makes it so easy to do so that there is no reason to have undocumented data.

File-level documentation. For general information, consider using the file properties page, accessible via **File | Properties.** The **Summary** tab offers a number of useful fields for capturing information, including a large field for general comments. The **Custom** tab includes a number of specific fields, such as *Project, Date Completed*, and *Checked by*. Importantly, this information always travels with the file, so there is no risk associated with multiple pieces of documentation getting separated.

Cell comments. You can add notes to cells by selecting **Insert | Comment** or by showing the **Reviewing** toolbar. Cell comments are separate from the data within the cells and have no influence on any computations. Further, they can be shown or hidden per your preference. We recommend you add comments to the "variable name" cells (usually the first row of a worksheet) to document the computation or formatting actions taken. You could also use cell comments to flag redundant rows of data omitted from the final dataset, or to annotate the source of the data copied to each column of the *Final Data* worksheet. Another handy feature is the ability to print out your comments with the rest of the dataset. To configure your file to print comments, click on **File | Page Setup**, activate the **Sheet** tab, and make your selection from the **Comments** drop-down box.

Cell shading. One easy and intuitive way to document your data is to color code it according to a coding scheme. For example, you could indicate columns on the *Interim Data* worksheet that were copied to the *Final Data* worksheet by coloring them green. Columns of data that were superseded by others could be shaded gray, such as the *City, State, ZIP* column that was parsed into its basic elements. Along with cell comments and file-level documentation, cell shading makes it easy to have a dataset that anyone can review at any time and quickly understand.

References

Weiss, R. J. (2004a, July). Leading Edge: Programming Excel macros. *TIP: The Industrial-Organizational Psychologist, 42*, 127–134.

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

Additional Resources

The data file we used as our example in this article is available at http://www.jasonweiss.net/html/excel_tips_and_tools.html and should offer a good start to those who are interested in our approach to cleaning and preparing data.

Space precluded us from offering more information on the power of Excel functions, but we do have several books to recommend on the subject:

Rubin, J., & Jelen, B. (2003). *Mr. Excel on Excel: Excel 97, 2000, 2002*. Uniontown, OH: Holy Macro! Books.

Walkenbach, J. (2001). *Excel 2002 formulas*. New York: M&T Books.

Questions, Comments, Suggestions?

If you have questions or comments about this article or suggestions for future editions of this column, please don't hesitate to e-mail jason.weiss@ddiworld.com. We regret, of course, that we can't offer technical help on Excel or other applications. However, there are many free online resources where other users are eager to assist you, and they often answer questions surprisingly quickly. Check out one popular site at http://www.mrexcel.com/board2/. Happy computing!

Using Excel to Clean and Prepare Data for Analysis

R. Jason Weiss
Development Dimensions International

Robert J. Townsend
California State University–Fullerton

Cleaning data and preparing it for analysis is one of those thankless jobs that is dull, laborious, and painstaking, no matter which way you slice it. The cost of a mistake is considerable, too, as you will discover if you try to report an observed *F* of 317. We think the burden can be greatly reduced with some help from our old friend, Excel. It's true that many of us already use Excel to clean and prepare data for analysis, but our sense is that few people leverage Excel's considerable strengths in a systematic way. In this article, we describe a power user's approach to cleaning and preparing your data with Excel. We suggest a phased approach that produces analysis-ready data without destroying the original dataset. We'll also look at ways to document your dataset so that it will make sense when reviewed at a later point, or by other people. We conclude with a note about a presentation at the upcoming SIOP conference that needs your input!

A Phased Approach to Data Preparation

Why is cleaning and preparing data such a pain? Part of the problem is the lack of an easy, sensible, and common process. Another is the fact that people rarely document their datasets effectively—how often have you looked at a folder with three slightly different files, all named some variant of *Final Project Data.dat,* and wondered which one was the *real* dataset you used for your analyses 6 months ago? A third source of frustration, which follows from the second, is that it's easy to lose your place if you get distracted or have to correct a mistake you made several changes earlier. *Oh nuts… Did I just undo the recoding of those reverse-coded items? Better start over, just to be sure.*

You and your data deserve better. We certainly won't say that the process we propose is ideal or necessarily suitable for all circumstances. We do feel, though, that it reflects some of the best practices we've discovered over many combined years of working with data in Excel. Plus, it's a process you can use consistently, which helps you in two ways: First, it replaces the need to reinvent the wheel every time you work with data. Second, once you know

the process, you can quickly understand any data file created with it. Let's start with a brief look at the main steps in the process:

1. Create the data file. We will use several worksheets within a single Excel file to represent our data at each major stage of the process, from our initial raw data through several stages of transformation to the final, analysis-ready dataset.

2. Clean the data. In this stage, we remove any elements we don't want to leave in our dataset, such as duplicate entries, out-of-range data, and extraneous characters. The outcome is a clean set of raw data.

3. Process the data. The processing stage is where we prepare the cleaned raw data for analysis through parsing, recoding, reformatting, and other actions.

4. Create an analysis-ready copy of the data. Here, we copy the final set of data for import into a statistics package.

5. Document the data. Finally, we add any necessary documentation to the data file so that the actions taken on the data are clear when the file is revisited by others or at a later date.

Step 1. Create the Data File

We recommend creating separate worksheets in an Excel data file for each logical step in the data cleaning process. This has a number of benefits. First, the original data and all transformations are preserved, so it does not require much effort to back up a step. Second, the worksheet labels make clear the main differences between the worksheets. Finally, you never have to "play detective" to figure out the differences between multiple files containing what look like the same data.

Following are the worksheets we will use:

Original Data. This worksheet contains the data as originally captured or entered. No actions will be taken on this worksheet except to copy the data to the next sheet, where we will clean and process it. This worksheet, then, exists solely to maintain a pristine copy of the base dataset.

Interim Data. This starts out as a copy of the original data, which is then cleaned and processed to produce analysis-ready data.

Final Data. This sheet contains a literal copy of the columns and rows of data you plan to use in your analyses. We discuss below why it is necessary to have a separate worksheet for your final data.

Setting up your worksheets is simple. By default, Excel opens with three worksheets available. Additional worksheets can be added to the workbook by selecting **Insert | Worksheet**. The default names for the worksheets are *Sheet1, Sheet2*, and so forth. You can change these by doubleclicking on the worksheet names on the tabs at the bottom of the screen, or by clicking **Format | Sheet | Rename**. Note that Excel sometimes abbreviates *worksheet* as simply *sheet*. Don't worry, the two terms are synonymous.

A quick word of advice on naming your worksheets: Excel permits spaces in worksheet names, but these become onerous in functions that refer to cells across worksheets. We suggest following a convention of using upper- and lowercase letters to suggest word separation in worksheet names. For example, *OriginalData* is a perfectly legible worksheet name. Alternately, use underscore characters for spaces, for example, *Processed_Data*. With that said, we will maintain spaces within worksheet names as a means of maintaining readability through the remainder of this article.

We will use the example of a standard data cleaning task in which we manipulate a single data file, displayed as Exhibit 1. The file we are using is based on fictional data culled from the equally fictional Weiss Circus Clown Selection Test-Revised, which has swelled to 10 items, two of which are reverse coded (see Weiss, 2004b for more information on the original WCCST). The file is available for download at http://www.jasonweiss.net/html/excel_tips_and_tools.html if you wish to follow along with the dataset.

Exhibit 1. **Sample Dataset.**

Step 2. Clean the Data

The goal of the data cleaning process is to preserve meaningful data while removing elements that may impede our ability to run the analyses effectively or otherwise affect the quality of the statistics that result. Candidates for removal include duplicate records, extraneous characters within cells, or out-of-range values. Note that we will be acting directly on the data during this phase, though we can always hit the "undo" button if we make a mistake. The first step is to copy the data over from the *Original-Data* sheet to the *InterimData* sheet. To do so, highlight all cells in the *OriginalData* sheet directly or by typing **CTRL+A** on your keyboard. Copy the data and paste it into the *InterimData* sheet.

Before we start cleaning, we will assign each row in the spreadsheet an ID number. This way, if we delete a row (presumably because it's a duplicate), we can tell from the gaps in ID numbers where the deleted rows were.

It's a pretty simple process to create an ID: Insert a column to the left of column A and input the number 1 into the cell next to the first row of data (cell A2). Highlight the cells that need to be numbered, click **Edit | Fill | Series**, input a step value of 1, and hit **OK**. In our example, the cells will now be numbered from 1 to 11. Now we're ready to proceed with the cleaning.

Manage duplicate records. A common step in preparing data for a stats program is searching for and removing duplicate entries. Our strategy is to create a "key" that uniquely identifies each person in the dataset; we will then sort the data based on this key and check if the key shows up in adjacent rows. We create the key by copying the values of the *First Name, MI, Last Name*, and *Street Address* cells and concatenating them into one cell. Happily, Excel's *CONCATENATE()* function does all of the hard work for us. In Row 2 of the first empty column, enter the following formula: **=CONCATENATE(A2,B2,C2,D2)**. Now that we have our key, we need to search for duplicates. First, we need to sort by our keys. Click on **Data | Sort** and select the column containing the key (Column R in our example). With the data sorted, we can then proceed to check if the key shows up in adjacent rows. In Row 2 of the first empty column, enter **=EXACT(R2,R3)** and copy the formula down to the remaining cells. The *EXACT()* function returns *TRUE* if the values it is given are identical, and *FALSE* otherwise.

Here's a power user's hint. In a large dataset, it can become tiresome to locate all the *TRUE* cells. A simple way around this is to automatically format all the *TRUE* cells to a different color. Select the test column and click on **Format | Conditional Formatting**. Arrange the drop down boxes to read *"Cell Value Is" "Equal To" "TRUE"*. Select the Format button, followed by the **Patterns** tab, then choose the color to highlight the cell if the function value is true. As Exhibit 2 shows, the conditional formatting has highlighted a duplicate entry for Kay Rodriguez.

O	P	Q	R	S	T
S8	TS9	TS10			
5		5	=CONCATENATE(A2,B2,C2,	=EXACT(R2,R3)	
3	3	2	HeatherPHarper12893 Power	FALSE	
1	3	2	JoeASmith55 N. Fifth Street	FALSE	
4		4	JohnQJohnson7623 E. Cresc	FALSE	
2	2	3	KayORodriguez455 N. Green	TRUE	
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Exhibit 2. **Spreadsheet after searching for duplicates**

Strip out undesirable characters. Often, our data have undesirable characters that are useful for visually displaying the information but can trip up statistical analyses. Consider the phone number column, for example. We want

to remove the unwanted periods, dashes, and parentheses so that every phone number contains numbers only. An easy way to do this is to use Excel's **Find/Replace** functionality. Start by highlighting Column *F*, which contains the phone numbers. Next, select **Edit | Replace** and click the **Options** button for the advanced view. Enter a dash in the **Find what** field, leave the **Replace with** field blank, and make sure that the **Match entire cell contents** box is unchecked. When you hit the **Replace all** button, all dashes will be removed. Follow the same process to remove spaces, periods, parentheses, and so forth.

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Locate out-of-range values. Ensuring that your data are in the correct range is critical. Because the WCCST-R items range in value from 1 to 5, observing a 6 in the dataset indicates real cause for concern. In the case of telephone numbers, 10-digit telephone numbers are useful; 9- or 11-digit numbers require further attention and possibly a review of the source data. One easy way to find telephone numbers with too many/few numbers is to use the *LEN()* function to count the number of characters. Enter **=LEN(F2)** into Row 2 of a new column and copy the formula down the column. Next, use conditional formatting as described above to highlight out-of-range phone numbers for further attention.

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File-level documentation. For general information, consider using the file properties page, accessible via **File | Properties.** The **Summary** tab offers a number of useful fields for capturing information, including a large field for general comments. The **Custom** tab includes a number of specific fields, such as *Project, Date Completed*, and *Checked by*. Importantly, this information always travels with the file, so there is no risk associated with multiple pieces of documentation getting separated.

Cell comments. You can add notes to cells by selecting **Insert | Comment** or by showing the **Reviewing** toolbar. Cell comments are separate from the data within the cells and have no influence on any computations. Further, they can be shown or hidden per your preference. We recommend you add comments to the "variable name" cells (usually the first row of a worksheet) to document the computation or formatting actions taken. You could also use cell comments to flag redundant rows of data omitted from the final dataset, or to annotate the source of the data copied to each column of the *Final Data* worksheet. Another handy feature is the ability to print out your comments with the rest of the dataset. To configure your file to print comments, click on **File | Page Setup**, activate the **Sheet** tab, and make your selection from the **Comments** drop-down box.

Cell shading. One easy and intuitive way to document your data is to color code it according to a coding scheme. For example, you could indicate columns on the *Interim Data* worksheet that were copied to the *Final Data* worksheet by coloring them green. Columns of data that were superseded by others could be shaded gray, such as the *City, State, ZIP* column that was parsed into its basic elements. Along with cell comments and file-level documentation, cell shading makes it easy to have a dataset that anyone can review at any time and quickly understand.

References

Weiss, R. J. (2004a, July). Leading Edge: Programming Excel macros. *TIP: The Industrial-Organizational Psychologist, 42*, 127–134.

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

Additional Resources

The data file we used as our example in this article is available at http://www.jasonweiss.net/html/excel_tips_and_tools.html and should offer a good start to those who are interested in our approach to cleaning and preparing data.

Space precluded us from offering more information on the power of Excel functions, but we do have several books to recommend on the subject:

Rubin, J., & Jelen, B. (2003). *Mr. Excel on Excel: Excel 97, 2000, 2002*. Uniontown, OH: Holy Macro! Books.

Walkenbach, J. (2001). *Excel 2002 formulas*. New York: M&T Books.

Questions, Comments, Suggestions?

If you have questions or comments about this article or suggestions for future editions of this column, please don't hesitate to e-mail jason.weiss@ddiworld.com. We regret, of course, that we can't offer technical help on Excel or other applications. However, there are many free online resources where other users are eager to assist you, and they often answer questions surprisingly quickly. Check out one popular site at http://www.mrexcel.com/board2/. Happy computing!

Don't miss the Demo Booths in the Exhibit Hall!

Along with all the other wonderful exhibits, this year as many as four SIOP sponsors will provide multimedia presentations in demo booths, which will be equipped for video or PowerPoint exhibitions.

Global Forum

Introduction

Michael M. Harris
University of Missouri–St. Louis

I have a hunch that I am the only contributor to *TIP* to write two different columns (Hmmm, I wonder if there is a Guinness World Records entry for this?). As you may recall, I wrote the **Practice Network** column for about 6 or 7 years. Like Dr. Who, I have chosen to "reinvent" myself and write the **Global Forum** column instead of retiring completely from *TIP*. In my inaugural edition of **Global Forum**, I would like to do two things. First, I briefly describe some trends that prompted me to author this column. Second, I will discuss some future features of **Global Forum**.

Global Trends

I'm sure it comes as no surprise to you that the business world is becoming increasingly global. Indeed, it is difficult to ignore the international scope of our world in general. As one example of the global nature of our world, consider this Web site: www.rentacoder.com. Like ebay, rentacoder.com allows people to bid on things. Unlike ebay, however, people are bidding on contracts to perform information technology (IT) work. Bidders are rated on their previous projects and their ratings are displayed for all to see. When I examined rentacoder.com's list of the highest-rated bidders, I found that of the top five, two were based in India, two were based in the U.S., and the fifth highest-rated was based in Romania. This is one clear illustration of how, with the use of the Internet, work has become far more global than in the past.

Everyone has heard the term "off-shoring." A leading consulting firm recently claimed that by 2015 over a half-million U.S. IT jobs would be sent overseas along with more than 600,000 management and business positions, about 200,000 architectural jobs, and more than 300,000 other jobs, including legal, sales, and life sciences positions.

Indeed, I have been wondering which occupations, if any, will be unaffected by off-shoring. Perhaps the legal profession is protected, I thought. Until I discovered this Web site: www.atlaslegal.com. According to this Web site, Mr. Dhir, the founder and owner of atlas legal, was born in India, but moved to the U.S. and received his JD from the University of Michigan Law School. His company, however, is based in India. Atlaslegal.com provides a wide range of legal services, including finding answers to any U.S. federal or state law

issue, and drafting motions and briefs, as well as other documents, including discovery requests, deposition notices, subpoenas, and interrogatories.

Up until just a few days ago, then, I had concluded that perhaps only the medical field was limited (I have read that x-rays are being sent from the U.S. to doctors in India for interpretation) in the degree to which work could be off-shored. Just the other day, however, a friend of mine pointed out that he heard about people who didn't have health insurance going to India for expensive surgery to be performed. According to the story he read, surgery that would have cost nearly $200,000 in the U.S. cost only about $10,000 in India. Perhaps that will be the next strategy of insurance companies; they will send patients in need of surgery to other countries, where the costs are likely to be much lower.

Are you wondering whether any of this relates to I-O psychology? I believe that if it affects the world of work, it affects I-O psychology. To a large extent, I-O psychology has been dominated by North Americans. This is beginning to change, as work simply becomes more global. There are also increasing numbers of scholars in other parts of the world (e.g., Belgium, Holland, Israel, and the UK, to name just a few countries), who are conducting high-quality research and writing. Indeed, I will argue that in order to maintain our credibility, let alone our creativity, we must incorporate an international perspective to a far greater extent than heretofore has been the custom.

Future Features

By now I hope that you are intrigued enough to be wondering what future editions of this column will cover. I hope to have a number of interesting features in **Global Forum**, including guest columnists, some "dialogues" between different experts, and comments and questions from the "practitioner world" in regards to global issues. I hope to write at least one column from another part of the world (I'm planning a trip to the University of Zurich in May of 2005). I plan to cover some major business trends (e.g., off-shoring) and address the implications for I-O psychology.

If you have any suggestions for topics to cover here, please send me an email (mharris@umsl.edu). I look forward to having the **Global Forum** become part of your regular reading material!

Changing Places in a Small World

Natalie Allen
University of Western Ontario

As promised in the last issue of *TIP*, this column will be devoted to hearing SIOP members describe their international work experiences or IWEs. Our first visiting columnist is **Tom Becker** from the Department of Business Administration at the University of Delaware. Tom received his PhD from Ohio State and will be familiar to many of you for, among other things, his extensive research on the foci of employee commitment. I was extremely pleased when Tom agreed to sit down, electronically speaking, and answer some questions about his recent 6-month sabbatical in Belgium. He has several specific suggestions for people considering an overseas sabbatical and, as you will see, an infectious enthusiasm for (most) of the experience….

An American in Brussels

Tom Becker
University of Delaware

Where and when was your international work experience (IWE), and what motivated you to choose that particular location? I did the last half of my sabbatical near Brussels, Belgium from January to July 2003. I chose that location because I had been selected as the Franqui International Chair in the Human Sciences and, as part of this appointment, was working at the Catholic University of Louvain-la-Neuve. This position occurred because **Christian Vandenberghe**, a Belgian researcher in the area of employee commitment (now at HEC Montréal), approached me at the San Diego SIOP conference and introduced himself. Afterwards, we stayed in communication by exchanging research ideas and related articles and papers. At some point, Christian recommended that he submit a proposal nominating me for the Franqui position. This required the involvement of researchers at three other universities in Belgium because the criteria for selection included broad involvement of multiple universities in the activities of the chosen scientist. To make a long story short, the nomination process went well, I was selected, and my wife (LuAnn), younger son (Charlie, aged 10), and I crossed the pond. My older son, Jake, was attending college and remained in the U.S.
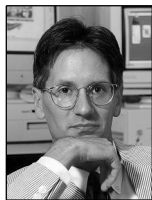
What kind of work did you do while you were in Belgium? The Franqui appointment required that I give a number of seminars on commitment topics at different universities. For example, I did talks on multiple commit-

ments and links to motivation at the University of Liege, on commitment and leadership at Ghent University, and on the processes through which commitment affects behavior at Louvain-la-Neuve. I conducted a total of 10 seminars, most of which were attended by faculty and graduate students.

In addition, I continued my normal research agenda, including a project on problems with the statistical control of variables in I-O, another on the development of a situational judgment test of employee integrity, and one on the relationships between forms of commitment (Meyer and Allen's affective, normative, and continuance concepts) and bases of commitment (identification and shared values). In addition, Christian and I collected data on the effects of personality and type of instructions on reactions to computer adaptive testing (with **Scott Tonidandel**) and completed a study on the link between manager integrity and employee commitment. This last project led to a presentation that Christian and I gave at the European Congress on Work and Organizational Psychology in Lisbon, Portugal. (Yes, that was cool.)

The final event was an all-day colloquium entitled Conceptual and Methodological Advances in the Study of Employee Commitment. This event was organized by Christian and was an international affair attended by scholars from throughout Europe. I was especially grateful that **John Meyer** and **Bob Vandenberg** made the long trip from Canada and the U.S., respectively. Johnny Fontaine (my favorite name ever) from Gent Rijks University did a talk on commitment and worker health, Bob Vandenberg spoke about methodological challenges in commitment research, John Meyer discussed cross-cultural generalizability of the three-component model, and Christian presented new work on the role of perceived sacrifice and employment alternatives on the link between commitment and turnover. In my invited address, I proposed a model of how commitment affects job behavior and discussed testable propositions derived from the model. The colloquium ended with the five of us serving on a panel discussion and taking questions from the audience.

Of course, we took time to get to know each other better and enjoy each other's company, too. This led to several promising collaborations. For example, John Meyer, Christian, and I ended up developing an integrative model of commitment and motivation that has just been published in *JAP*. In addition, **Rolf van Dick**, an identification scholar from Germany (now employed at Aston University in the UK) attended the colloquium and invited John Meyer and me to join him in guest editing a special issue of the *Journal of Organizational Behavior* on employee identification and commitment topics.

What did you do for fun, and how did your family react to the IWE? In truth, the initial reaction was not pleasant. Our first apartment was near downtown Brussels, and when LuAnn, Charlie, and I arrived on January 1st, the world was dark and cold. We didn't know where anything was and simply getting food and other essentials was a challenge, especially given the language barrier. At this particular location in Brussels, English was not as widely spoken as

we had heard, and my French was never more than barely passable. Another surprise was that the electrical voltage is higher in Europe than in the U.S., a fact I learned first hand after I blew out my electric shaver by plugging it into a socket with voltage too high for American electronics. To catch the train, I had to get up early, shower in a tiny stall, and take a long walk in freezing weather. LuAnn later confessed that she was tempted to take Charlie and go home.

However, as we slowly accommodated and, in particular, when we moved into a new apartment, life improved. The new place was a lovely little flat about two blocks from where I worked, and I would often come home to have lunch with my family, something that, due to distance, culture, and our schedules, I seldom do here. Indeed, our major source of fun during this time was each other's company. There were only one or two TV stations that broadcast shows in English, so we had to find other things to do—things like taking walks, going for a run around a nearby lake, reading, and playing cards. Charlie became fast friends with several ponies that were fenced nearby, and we would often visit to pet them and feed them carrots. LuAnn and I enjoyed eating and drinking at nearby restaurants. (Yes, Belgian beer is as varied and as tasty as you have heard.) LuAnn and I have often remarked that our family was closer in Belgium than we have been before or since, and I suspect this was mostly because we were together more often. The initially strange surroundings and the language barrier probably tightened our bonds further.

Another activity we loved was traveling. We saw a good deal of Belgium, including the venerable guild houses and town hall of Brussels, Napoleon's battlefield at Waterloo, the inspiring belfry and cathedrals of Brugge, the magnificent Castle of the Counts at Ghent, the beautiful market square of Antwerp, and the historic citadel atop Dinant. All three of us went to the conference in Lisbon, highlights of which included visiting the castle overlooking the city, the tomb of Vasco de Gama, and dining next to **Gary Latham**, **Milt Hakel**, and their wives(!). We also visited Amsterdam (Anne Frank's house, not "coffeehouses"), England, Germany, France, and Italy. While we were in Belgium, several friends and family members came to visit, and I think we took them all to Paris. My sincere recommendation is that you and your loved ones see the Arc de Triomphe, Notre Dame, the Louvre, and the Eiffel Tower before you die. Bring your appetite because you'll never get better food anywhere. As for Italy, we only spent 3 days in Rome, but none of us will ever forget the Colosseum, the Roman Forum, the Vatican, and the one million other sights, sounds, and smells that make this one of the greatest cities ever. One word on the Sistine Chapel, regarding a mystery worthy of a Dan Brown novel: When you walk into the chapel, everyone will be looking at Michelangelo's famous ceiling. Instead, look to your left on the wall immediately behind you. There's a man with a large, green snake wrapped around him. Out of respect for the PG rating of *TIP*, I'll say no more. Question: How did this particular drawing ever get by the Pope?!

As an aside, we were abroad during the period of high tension between the U.S. and Europe over the war. Friends back in America expressed their concern for our living and traveling here during that time, but we never experienced anything resembling hostility. Two minor events that were, at the most, slightly unpleasant did occur. We were in Paris when some in the U.S. were calling French fries "freedom fries," and things of that nature. We walked into a nice café near the Eiffel Tower for lunch, and when we began talking to each other in English, people around us stopped speaking and appeared to be checking us out. Nobody said anything mean and no one moved to another table. The service was fine. The other event was at a party back in Belgium. One guest said something negative about President Bush and another person, trying to avoid conflict, said to me, "That's okay: We know you didn't elect him." My interpretation of these two events and the whole America-versus-Europe thing was that many Europeans were upset at the U.S. in general, but not Americans specifically, and that broad statements such as "The French are rude," and "Europe is dangerous" were and are irrational generalizations promulgated by small minds and a media desperate for something meaningful to say.

In sum, our initial reaction to our IWE was horror, then a growing curiosity and fondness, then love. Kind of what I imagine LuAnn's response to me was during the period of our courtship. (I hope that's a joke.)

What advice would you give to SIOP members interested in IWEs? First, I strongly recommend that you pursue an IWE if your circumstances make it feasible. Further, based on my experiences, I have the following five suggestions:

Try to attain a meaningful work assignment. What this meant for me was a job in which I could keep making progress on my research projects and hopefully initiate some new ones. It also meant meeting some new, productive people and developing long-term working relationships. I got lucky in that a terrific colleague, Christian, sought me out and helped me get a wonderful position, introduced me to other researchers, and expressed a desire to work together. I doubt I will be so lucky again, so I expect to be more proactive in finding an assignment the next time around.

Find a convenient geographical location in an interesting place. Belgium is a very central spot, and one can be in London, Paris, Munich, Rome, and so on in about the same time I can drive to New York or Washington from my present location in Newark, Delaware. Another thing that made Belgium great was the easy access to subways, boats, trains, and planes that allow easy access to numerous local and more distant destinations. Of course, you may prefer to do your IWE in Asia, Eastern Europe, Africa, or somewhere else. Regardless, living in a central location with ample, reliable transportation will probably make your experience more rewarding, especially if you're visiting the area for the first time.

Develop good relationships with your host and other local citizens. You'll probably need the help! Christian was the best host imaginable. In addition to showing me the ropes at the university, he treated LuAnn, Charlie, and me like close friends. For example, we spent our first night abroad, New Year's eve, at his home where his wife, Corine, and children (Stephanie, Helene, and Francois) and friends made us feel very welcome indeed. Later, Christian showed us around town and introduced us to the better places to eat. One of his graduate students, Julie, was kind enough to loan us dishes and silverware for the duration of our stay, and our department secretary, Dominique, helped us move our belongings from the first apartment to the second. We thanked these good people for their benevolence, time, and effort, but I am certain it did not adequately repay their kindness. If you're fortunate, you will have the honor of working with people like this.

Take time to see the world around you, and have some fun! I hope you don't need to be told this, but if you're like me, you do. For most of us, it's easy to get immersed in work—that is our blessing and our curse. The balance between work and nonwork activities that many of us wrestle to attain in our normal lives takes on increased significance on an IWE. On one hand, we may want to get new projects off the ground, establish an effective work routine, and impress our new colleagues, activities that may be in the best interests of our productivity and careers. So, right when you're in a position to see and do more fun, exciting stuff, you might be putting in longer and harder hours on the job. As with other dilemmas, awareness is curative. When you get back to the U.S., some of your best memories should be of places visited, sights seen, and fun had with new and old friends. This should be evidenced by the impressive pictures and magnets that you put on your fridge. I'm pretty sure you can do this and get plenty of work done too.

Take your loved ones if you can. I wager that sharing an IWE with someone you love generally makes the experience more valuable, for at least two reasons. First, during the transition times, the lost-luggage times, the why-can't-everyone-just-speak-English times, it helps tremendously to have a little moral support. I'm big on independent thinking and individualism, but this doesn't mean that alone and lonely is a desirable state. In fact, alone and lonely in a strange land would be a particularly unhappy problem. Love is the solution. Second, sharing the experience lets you enjoy it in ways not possible by yourself. Holding LuAnn's hand in a boat trip down the Seine, seeing Charlie's eyes light up when he first saw the Colosseum, having lunch together in a small, clean flat in Louvain-la-Neuve: these things, and a thousand like them, would not have happened had I made the trip myself.

Any final thoughts on IWEs? Just that I'm really looking forward to the next one.

TIP-TOPics

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

Happy New Year! We hope everyone had a wonderful holiday season and is gearing up for a great 2005! Wow, can you believe we are already halfway through this decade? The new year is always an exciting time, full of new beginnings and fresh new starts. For us, it brings the beginning of the end as your **TIP-TOPics** editors. That's right—this is our second-to-last column. We absolutely cannot believe that our 2 years as editors are almost complete. We have had an outstanding time writing this column, and we hope that it has been insightful and fun for you as well.

With that being said, it's time to announce the **TIP-TOPics Writing Contest!!!** Yes, that's right! You, too, can become the next editors of this column. So how does this work? You are invited to write and submit your very own **TIP-TOPics** column. Both individual as well as collaborative submissions are welcome. This means that you can work alone, with someone else, or with a group of people from the same school or from different schools— the choice is yours. You are encouraged to address any issues you see fit and format the column as you wish. You are to write the column as if you ARE the next editor(s), and this would be your first issue. Feel free to be as creative as you'd like with your submissions. A helpful "tip" is to outline where you plan to take the column over your 2-year editorial term. The details and the content are completely at your discretion.

Submissions are due no later than **5:00 p.m. on February 28, 2005** (and early submissions are welcomed and encouraged). In keeping with the current format, the submission should be no longer than 3,000 words. Please follow APA formatting guidelines (e.g., 12-point font and 1-inch margins). Put the title **"TIP-TOPics for Students"** on the cover page along with your name(s) and affiliation(s) underneath the title. On the cover page, also include your e-mail addresses and contact information (e.g., address, phone number, and fax number). The next columnist(s) will be chosen using a blind review process, so please affix a five-digit number in the top right corner on all pages of your submission (including the cover page), but do not include identifying information anywhere except the cover page. **Please send all submissions electronically to Corey (cmunoz@uga.edu) in a Word document (.doc) or as a text file (.txt). The subject line of the e-mail should read: "TIP-TOPics contest."** We will review the submissions then forward them to the current *TIP* editor, **Laura Koppes,** who will make the final selection.

All individuals who submit an entry must have their faculty advisor send an electronic letter of recommendation (e-mail or word document) to **Laura Koppes (Laura.Koppes@eku.edu).** One letter of recommendation is needed for each individual. All individuals who submit an entry must be current student affiliates of SIOP in good standing as of February 28, 2005. In other words, your SIOP dues must be paid. The new columnist(s) will have a 2-year tenure beginning with the July 2005 issue and ending with the April 2007 issue. And, you must be a graduate student throughout your tenure, thus all "submitters" should be at least 2 years from graduation. If you have any questions, feel free to contact us. Thanks, and good luck! We look forward to hearing from you.

Now it is time to turn our focus to the column at hand. We have spent the past year and a half outlining various career tracks in I-O psychology—academia, industry, external consulting, government, military, and entrepreneurship. We've attempted to provide information about these various career paths as well as advice on how you as students can prepare for each type of career. Based on student feedback we've received during our tenure as **TIP-TOPics** columnists, we've decided to devote this column to discussing educational programs that are similar to I-O psychology. That is, how exactly does an education in the business school differ from the psychology department? What are OB and HR, and how do they differ from I-O? Why can clinical or counseling psychologists perform duties typically considered I-O?

In order to address these questions, we contacted and surveyed current SIOP members as well as other professionals working in I-O related fields or having knowledge of I-O but having educational backgrounds in other areas. The information provided in this column represents these individuals' opinions on how other educational programs differ from I-O. Because our survey respondents have not been officially trained in I-O, their perspectives may not wholly represent true differences between fields, rather an outsider's perspective of how their field differs from ours. What we discovered in doing research for this column is that there are definitely more similarities than differences among these various fields of study. The following opinions expressed are those of the individuals we contacted and do not reflect the official position of us, SIOP, the *TIP* editor, or *TIP* Editorial Board.

We anticipate that this information may be useful for students at all levels of education. Undergraduate students will glean insight into different types of graduate programs so that they can better understand what types of graduate training are available. Graduate students already in I-O or a related field can also benefit from knowing how their specific training and educational background sets them apart from students in other fields. We've contacted individuals currently working in I-O related fields but having educational backgrounds other than I-O psychology. Although we could never cover all the educational backgrounds of individuals working in fields related to I-O, we have attempted to address only those that seem to be the most

prolific. These programs can be most easily classified according to the department in which each program is housed…the psychology department or the business school.

The Psychology Department

I-O psychology programs are often housed in the psychology department. Therefore, there is great overlap in educational background with it and other programs within the department, such as clinical and counseling psychology. All three programs require core psychology classes, such as developmental psychology, cognition, learning, and so forth that would not be offered or required in the business school. However, according to the professionals with whom we interviewed, the overall philosophy of these programs differs. That is, clinical and counseling programs tend to focus on practical experiences with an emphasis on human interaction. In contrast, I-O programs are often viewed as more quantitatively oriented. Other differences were noted to exist between I-O programs and clinical and counseling programs according to the classes offered, the *research* conducted, and potential *career* paths available upon graduation, as outlined below.

Classes

Our interviewees stated that the courses required within clinical and counseling programs tend to emphasize the application of psychological tools and developing skilled counselors with excellent interpersonal skills. Again, the focus of the training within these programs is working with people, whereas I-O graduate students focused on more quantitative aspects and technical training. Courses offered in either clinical or counseling not only include personality theory, test theory, and measurement of human attributes (much like I-O) but also include classes in psychopathology as well as therapy courses. Therefore, this type of education has much more of a foundation in mental disorders and interacting and dealing with individuals that need counseling. Although the importance of measurement of human abilities and attributes is similar in clinical and counseling as well as in I-O, we in I-O tend to deal with employees in organizational settings rather than with mentally ill populations. We may also have stronger quantitative training and more rigorous and disciplined data collection techniques than those found in clinical and counseling programs, as reported by our survey respondents.

According to the individuals with whom we spoke, a main difference in graduation requirements between I-O psychologists and clinical and counseling psychologists is a practicum or internship and licensure. Most clinical and counseling psychologists are required to perform a lengthy internship that is supervised by a licensed psychologist as well as pass the licensure exam in their state in order to legitimately work in the field. However, I-O psychologists may decide for themselves whether or not to pursue licensure;

it is not a requirement for them to work as consultants. Attitudes towards licensure vary, and those clinicians and counselors we surveyed reported that licensure is an advantage in their field because it is viewed favorably by the executives they counsel. However, many of the I-O psychologists working in industry, consulting, or the government that we've surveyed while working on this column did not report that licensure was either important or necessary for their career.

There also seems to be some cultural differences that surfaced when we surveyed these clinical and counseling psychologists. Because their training has extensively prepared them with interpersonal skills needed for therapy and counseling sessions, they view themselves as more socially capable in working with executives and top management. They view us I-O psychologists as more quantitative in nature, with less skills and training in interpersonal matters.

Research

Because much of their training deals with interpersonal relationships, the research in clinical and counseling psychology reflects this orientation. Applied to the business world, research conducted in these programs often relates to executive assessments and coaching as well as CEO succession and development. Little research in these programs would address job analysis, compensation, or other technical matters that would be of interest to I-O psychologists.

Clinical and counseling psychologists often attend conferences similar to I-O psychologists. They present their research at SIOP and APA Division 13 meetings. Another society these psychologists are affiliated with is the Human Resource Professional Society (HRPS).

Careers

Although the career paths of clinical and counseling psychologists vary, they typically pursue work within mental health facilities. They may enter private practice or work in a college counseling center or at a hospital (e.g., VA hospital). With their education, these individuals also feel qualified to pursue careers similar to I-O psychologists working in consulting (internal or external), academia, and government. The clinical and counseling psychologists working in businesses note that their educational background and licensure status may allow them more accessibility to CEOs and directors than that which is available to I-O psychologists.

Clinical and counseling psychologists working in industry provide consulting to executives within organizations, assisting in business development and development of intellectual capital. As noted by our interviewees, this is a rather strong point of controversy between I-O psychologists and clinicians/counselors. Because they usually do not have training or experience in the more technical aspects of our field, many I-O psychologists do not believe these individuals are qualified to work as consultants. However, because I-O psychologists have not gained the experience in therapy and

counseling that graduates of these programs possess, I-O folks may not be qualified to perform certain activities that may arise in consulting, such as performing mental health assessments or executive coaching. Our clinical and counseling survey respondents did feel that their graduate education adequately prepared them for a career in industry. Once on the job, these individuals often work closely with I-O psychologists, so perhaps individuals from one educational background can compensate for the lack of skills of those from another background.

The Business School

In contrast to the psychology department, students also can obtain an education similar to I-O from programs offered in the business school. However, the orientation and overall philosophy of these programs is markedly different than that of programs found in psychology. The business school is a professional school that does not provide the diverse general education courses that the College of Liberal Arts and the psychology department require, but it does focus on specific professional degrees and practice, as reported by our respondents. With respect to organizational issues, the business school's central concern is how organizational success is gained through the knowledge and understanding of individual behavior. The focus is more on the organization. Our respondents stated, in contrast, that we in psychology seek to understand individual success and well-being somewhat independently from how they relate to the organization's bottom line or organizational outcomes. Although we are still interested in the organization and its outcomes, our focus is somewhat more on individual rather than organizational variables.

Like clinical and counseling, programs in the business school differ from I-O psychology in key areas that impact the education they provides, including the *classes* offered, the *research* conducted, and available *careers* upon graduation. Students who typically pursue graduate education in the business school often already have an MBA or an undergraduate major in business or economics, although some students entering graduate programs in the business school have majored in psychology, sociology, or even engineering as undergraduates.

Classes

The courses required in the business school differ somewhat from courses provided in psychology. Courses offered in the business school typically include such issues as strategy, economics, finance, accounting, management, and negotiations. Although I-O tends to require more measurement and advanced statistics courses, students in the business school do often take regression and psychometrics. However, business schools frequently require their students to also take a course in econometrics, which is the study of the numerical relationships among various economic forces, including capital, interest rates, and labor.

Core classes in the business school do not revolve around human emotions, learning, motivation, personality, and so forth as they do in psychology. In the business school, there is relatively more emphasis on issues such as selection and assessment, psychometrics, and job performance, and less emphasis on the social psychological aspects of work, such as leadership, groups, motivation, and other psychological processes that we would obtain knowledge about in the psychology department. In general, the classes in the business school train students to concentrate on general business topics and the organization's bottom line. Business school students are more focused on how to make and save money for the organization rather than ensuring that the employees within the organization are satisfied and working in psychologically healthy environments, according to our survey respondents.

The courses offered in the business school also reflect the wide range of backgrounds of the faculty working there. Whereas the psychology department's faculty almost always has a background in psychology, business school faculty come from various educational backgrounds, such as organizational behavior, accounting, finance, management information systems, and even engineering, in addition to I-O psychology.

Another interesting issue related to curriculum requirements is that business school students are not required to complete internships or other practica. They do have a comprehensive exam process that they must complete in order to graduate, but no other requirements are involved. Upon graduation, they are also not expected to obtain licensure, which is a requirement for many psychologists.

Research

Many of the research topics investigated by people in the business school are very similar to the areas we I-O psychologists study. Business-related topics may include bargaining and negotiation, benefits, and strategy, although topics such as personality, motivation, training, recruitment and selection, job analysis, and performance are also studied by more business-oriented folks. According to the business school graduates we surveyed, I-O research tends to be more steeped in classical theory. Furthermore, although we often use student samples for our studies and attempt to generalize to the organizational population, business school researchers more frequently conduct field studies that contain more external validity.

Researchers in both the business school and the psychology department often publish in many of the same journals. However, business school researchers primarily focus on more management-oriented journals, such as *Academy of Management Journal, Academy of Management Review, Journal of Management, Administrative Quarterly, Workforce,* and *HR Magazine,* than more psychological journals, such as *Journal of Applied Psychology* and *Personnel Psychology.*

The primary conferences for business school graduates is the Academy of Management (AOM) and its regionally affiliated conferences (e.g., Southern Management Association) as well as Society for Human Resource Management (SHRM). However, many of our respondents also reported attending SIOP.

Careers

The careers available to business school graduates upon graduation are very similar to those pursued by I-O psychologists. They may decide to enter either academia or internal or external consulting. However, our respondents reported that business school graduates tend to select an academic career, while I-O psychologists pursue positions as consultants. Although most of the careers available to graduates in both areas are the same, there is one main difference in working as an academic in a business school compared to the psychology department, which is salary. Typically professors in the business school are paid significantly more than the faculty in the psychology department. Therefore, if you attend school in the psychology department but wish to teach in the business school, it is vital that you enroll in business courses and obtain the background in business that is not typically offered or emphasized in the psychology department.

There are various programs offered within a business school that are similar to I-O psychology. Two main areas of study within the business school are organizational behavior (OB) and human resources (HR). Often these programs are offered jointly in an HR/OB program. These programs are similar in their business orientation but differ in their approach to the organization. OB focuses more on macro-organizational issues, such as organizational outcomes and environmental influences on the organization. It considers a holistic view of the organization, with an emphasis on such issues as economics, strategy, and marketing. This type of program trains students on how to run companies and manage employees. It offers a somewhat broader view of the organizational world than I-O psychology, and it is more related to the "O" side. In contrast, HR concentrates more on the micro-organizational issues, such as compensation and benefits, and is more aligned with the "I" side of I-O psychology.

I-O psychology is unique in that it is often contained in the psychology department, but it is also sometimes housed in the business school, depending on the structure of the school or university. Therefore, your perspective as an I-O psychologist—whether it is more psychological or more business-oriented—may be highly dependent upon where your program was housed. Nonetheless, we study an interesting field that bridges the gap between psychology and business like no other discipline!

We hope that this issue of **TIP-TOPics** has been informative, clarifying the similarities and distinctions between I-O psychologists and their colleagues with other educational backgrounds! Thanks again to our panel of

experts for providing such valuable information: **Joyce Bono** (University of Minnesota), Stephanie Castro (Florida Atlantic University), **Randall Cheloha** (Mercer Consulting), **Alan Cheney** (Saba University School of Medicine), **Dick Blackburn** (University of North Carolina), Jennifer Burnett (Bank of America), **Talya Bauer** (Portland State University), **Mark Clark** (American University), **Denise Potosky** (Penn State University), **Gregory Patton** (University of North Dakota), and **Jill Ellingson** (The Ohio State University). As always, there is more information than we can include in this column. If you would like additional information on any of these topics, please feel free to contact us: Andi Kimbrough (amtbrinley@aol.com), Jaime Durley (jdurley@uga.edu), and Corey Muñoz, (cmunoz@uga.edu).

New SIOP Books!

Now Available!

Discrimination at Work: The Psychological and Organizational Bases

Robert Dipboye & Adrienne Colella (Eds.)

This book brings together, in one volume, a review of the research on discrimination based on race, age, sexual orientation, gender, physical appearance, disability, and personality and explores the multilevel antecedents and potential bases for a general model of discrimination in the workplace.

Coming Soon!

Employment Discrimination Litigation: Behavioral, Quantitative, and Legal Perspectives

Expected 2/11/05. Frank Landy (Ed.)

Assembles complete and integrated knowledge from the acknowledged experts in this arena. The volume is geared toward application and will illuminate some arcane practical issues such as Daubert motions, class certification issues, the setting of cut scores that will withstand challenge, common statistical analyses of adverse impact, merit-based issues, and much more.

A Brave New World of e-HR: Human Resources in the Digital World

Expected 2/25/05 Hal Gueutal and Dianna Stone (Eds.)

This book provides readers with a current overview of the major technological trends as they impact each functional area of HR practice. Each chapter reviews how existing processes and practices in one functional area of HR are changing as a result of technology.

20th Annual Industrial-Organizational Psychology Doctoral Consortium

Kathleen Lundquist
Applied Psychological Techniques

Harold W. Goldstein
Baruch College, City University of New York

The 20th Annual Industrial-Organizational Psychology Doctoral Consortium will be held Thursday, April 14, 2005 in Los Angeles at the Los Angeles Westin Bonaventure Hotel. The theme for this year is Credibility in Industrial-Organizational Psychology. The consortium will include an impressive lineup of speakers chosen for their outstanding contributions to the field. Speakers are academics and practitioners with unique perspectives on the opportunities and challenges faced by I-O psychologists today.

In mid-December 2004, each doctoral program listed online in SIOP's "Graduate Training Programs" was sent registration materials for the consortium. Registration materials for the consortium were sent to each program chair listed in SIOP's database through both regular postal mail and e-mail. Enrollment will be limited to one student per program, up to a maximum of 50 participants. **We encourage programs to make student nominations as soon as registration materials arrive because students are enrolled in the order that completed applications are received.** The fee for participants is $50.00. All registration materials must be received by **February 15, 2005**.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia. If you need additional information, please contact Kathleen Lundquist at KKL@appliedpsych.com or (203) 665-7779 or Harold Goldstein at harold_goldstein@baruch.cuny.edu or (646) 312-3820. We look forward to another successful Doctoral Consortium in 2005!

Everything You Need to Know about I-O Internships: Follow-Up Responses for Undergraduate and High School Level Internships

Rose A. Mueller-Hanson
PDRI

Geneva M. Phillips
The Boeing Company

In December 2003, SIOP's Education and Training Committee conducted a survey to investigate all types of applied experiences (e.g., paid and unpaid experiences, internships, co-ops, practicums, etc.) available to graduate students interested in I-O psychology. The results of this survey were published on SIOP's Web site and in the July 2004 issue of *TIP* (Munson, Phillips, Clark, & Mueller-Hanson, 2004). Several respondents to this initial survey indicated that they provided internship opportunities for undergraduate and high school students. These individuals were contacted in the spring of 2004 in a follow-up study to gather additional information about opportunities at the undergraduate and high school level. Four individuals responded to a brief e-mail survey regarding undergraduate internships, and one individual was interviewed via phone regarding high school internships. Because of the small number of respondents, the results are presented as a high-level overview of potential issues and recommendations for organizations and internship seekers.

Intern Recruitment and Selection

As with graduate internship opportunities, recruiting efforts for undergraduate and high school interns primarily rely on networking with faculty at local schools and career centers. Although recruitment for graduate internships tended to be formal, efforts at the lower levels tended to be more informal and relied almost extensively on word of mouth.

Organizations selecting undergraduate and high school level interns use a variety of selection assessments. Most respondents indicated they use phone and/or face-to-face interviews. These interviews are typically coupled with one or more other assessments such as personality tests, cognitive ability tests, situational tests, work samples, and screened application blanks. Organizations selecting high school interns may also find it useful to conduct interviews with personal references. Students at this level are unlikely to have previous job experiences, and personal references may provide insight into the candidates' abilities.

The KSAOs considered when selecting undergraduate level interns are similar to those considered when selecting graduate interns, such as communica-

tion (oral and written), teamwork and interpersonal skills, basic statistical skills, and project management skills. However, KSAOs for high school internships were focused less on "technical skills" and more on maturity, teamwork, initiative, dependability, and time management skills. High school interns who typically do not succeed are those who are unable to handle the responsibility of working in an adult setting and who are unable to be self-directed.

Organizations hiring both undergraduates and high school interns tend not to be concerned with the education level of the candidate. However, academic performance was a consideration in some cases; half the respondents indicated that the minimum overall GPA required for interns was 3.0.

Intern Responsibilities and Working Conditions

At the graduate level, some of the most frequently cited intern responsibilities were data analysis and the development of training and selection instruments. At the undergraduate level, respondents indicated that interns tend to spend most of their time on library research, project management activities, data entry, data analysis, and data collection. These tasks are typically performed in close consultation with the intern's supervisor or a more senior staff member. All respondents indicated that interns receive feedback about their performance—either formally, informally, or both.

At the high school level, more care and supervision is necessary to match the tasks and assignments to the abilities of the intern. Interns at this level will work in close contact with a supervisor or senior consultants and typically receive both formal and informal feedback. Typical tasks may include business administration activities, data entry, and test administration.

Typical salaries at the undergraduate level average $8–$10 an hour (compared with $18–$20 an hour at the graduate level). Respondents indicated that undergraduate-level interns usually earn few benefits; when benefits are offered, they generally are limited to training and tuition assistance. Undergraduate-level internships are typically short in duration (averaging 3 months) and entail 10–25 hours of work per week. The one respondent who offered high school internships indicated that the typical salaries ranged from $7–10 an hour; however, formal benefits were not offered (e.g., training, conference attendance, tuition assistance).

Advice for Prospective Interns

When seeking internships at these levels, our advice is to do your homework. Start with organizations with established programs for graduate interns and investigate whether they would be willing to take on a more junior student. In addition, look for organizations that offer scholarships—many scholarships come with internship opportunities.

As an undergraduate be prepared to demonstrate your communication, interpersonal, and basic statistical skills along with some knowledge in the I-O field—either through coursework or previous experiences. As a high school student, less emphasis will be placed on your technical skills; however, dependability, maturity, and ability to meet the demands of working in a professional environment will be critical.

These internships, although harder to find, provide the opportunity to learn from experienced I-O psychologists and can help inform your future career choices. In addition, the relationships you build can pay rich dividends during the graduate school application process and later in your career. Some extra cash and tuition assistance are always helpful, but good advice and strong letters of recommendation are priceless!

References

Munson, L. J., Phillips, G., Clark, C. C., & Mueller-Hanson, R. A. (2004). Everything you need to know about I-O internships: Results from the 2003 SIOP Internship Survey. *The Industrial-Organizational Psychologist, 42*, 117–126.

The Enhanced SIOP Consultant Locator System

William Shepherd
Chair, Consultant Locator Subcommittee
PsyMax Solutions

Doug Reynolds
Chair, Professional Practice Committee
Development Dimensions International

Imagine the phone rings in the SIOP Administrative Office. The caller says:

I am trying to locate a consultant who can help my company conduct an employee opinion survey. Do you know of anyone?

Or:

I'm a SIOP member and I have an individual assessment practice. I just landed a large nationwide assessment project. I need to develop a network with some fellow psychologists who can help conduct assessment centers in Columbia, Missouri and Coral Gables, Florida. Do you know of anyone?

The staff members at the SIOP Administrative Office do not make referrals or endorsements of specific members. Instead, they refer callers to the Consultant Locator System (CLS). The CLS (www.siop.org/sioplocator/) is a searchable database of SIOP members who provide I-O consulting services. The purpose of the CLS is to help organizations find the right I-O vendor for their needs. In addition, I-O practitioners can find other consultants who may want to partner on consulting engagements.

The CLS is a great tool for marketing your business, and we encourage you to sign up; this article provides more information about the CLS and how to get your services listed. Simply stated, the goal of the CLS is to increase the visibility of I-O psychologists who provide consulting services regardless of whether they are individual consultants, academic faculty who consult on the side, or are employees of a small, medium, or large consulting firm. The site is very easy for potential clients to use, and its value to the public will be enhanced as more consultants are listed.
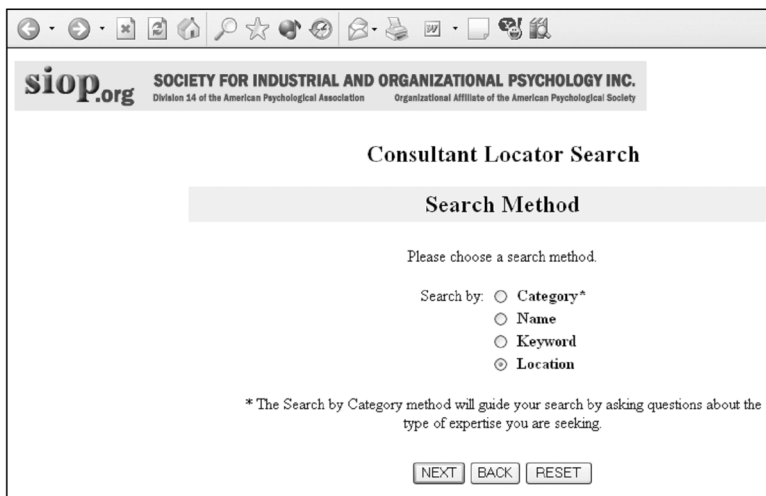
New Enhancements

The site has been recently enhanced. Some of the most significant upgrades include:

- **Advanced search features:** Users can now search for a consultant by category, name, keyword, or location (see Figure 1). Searching by category allows users to identify consultants by area of expertise (see Figure 2) using either general business terms (e.g., "Retaining Employees") or I-O terms (e.g., "Job Analysis").
- **Improved display:** Like a search engine result, the CLS first displays a summary of all matching consultants and firms. Users may then click
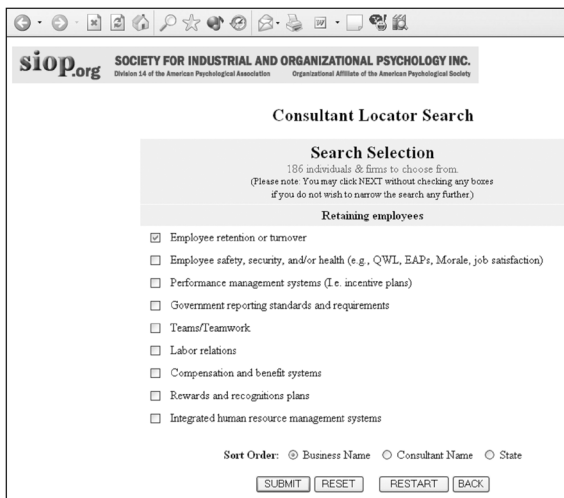
through to a full-page description of each consultant or firm. Your page can include your contact information, a brief description of your services, and a direct link to your Web site.

- **Improved visibility:** Your CLS registration fee supports SIOP's efforts to drive increased traffic to the site by advertising and marketing I-O practitioners to HR professionals across a range of industries. The CLS team is working with other HR-related Web sites to directly link users to the CLS.

Figure 1. **Multiple search methods.**

Figure 2. **Users can search by need.**

Getting started is easy. Simply go to www.siop.org and click on "Consultant Locator" on the left-hand menu. Individual consultants/practitioners can be listed for $50 per year. Consulting organizations can purchase a listing for their company plus up to three additional consultants within their company for $300 per year. Payment can be made by credit card.

We encourage you to join today. Gaining one significant client or partner relationship based on your CLS membership will easily provide a solid return on your investment fees.

For more details, please review the FAQs list below (a more detailed list appears on the Web site).

Frequently Asked Questions about the CLS

- *Will users be able to contact me directly from the CLS via e-mail or link to my Web site?* Yes, the Locator System provides lists of service providers for visitors containing complete contact information including telephone numbers, e-mail addresses and Web-site URLs.
- *Do you need to be licensed to enroll in the CLS?* No, the only requirement is SIOP membership in good standing.
- *Do you need a PhD to enroll in the CLS?* No. However, you must be a member of SIOP at the professional level (Associate, International Affiliate, Member, or Fellow). Information on SIOP membership criteria is available on the SIOP Web site.
- *Do I have to be a member of SIOP to register my consulting firm?* Your firm must employ at least one professional-level member of SIOP as a principal, officer, or executive of the firm.
- *Can providers living outside the U.S. enroll in the CLS?* Yes. All professional-level members of SIOP can register regardless of their geographic location.
- *Is SIOP endorsing providers who enroll in the CLS?* No, the purpose of the CLS is to enable visitors to identify individuals, and/or firms that have individuals, who are members in current good standing of the Society and who have self-reported capabilities that may be of interest. The CLS is intended for information exchange only. SIOP does not offer warranties or guarantees regarding participants in the system.
- *Do I have to pay SIOP referral fees for business I get from the CLS?* No, your registration fee is all that is required.
- *Can I get a discount if I want to list several individuals?* Yes, organizations may register up to three consultants for their organization-level enrollment fee. Additional consultants may be added for $50 each.
- *What if the CLS does not list my area of practice or expertise?* A text field is provided in the enrollment process that allows for participants to fully describe their range of services. This text is searchable by users who use the keyword search function.

If you have questions about enrollment in the CLS, be sure to review the information available directly on the site (http://www.siop.org/sioplocator/). You may also contact the SIOP Administrative office directly (e-mail: SIOP@siop.org) or either of us with your comments, questions, or suggestions about the CLS (wshepher@psymaxsolutions.com or doug.reynolds@ ddiworld.com).

Plan to attend these upcoming SIOP conferences!

2006 April 28-30
Dallas, Texas, Adams Mark Hotel Dallas

2007 April 27–29
New York , New York, The Marriott Marquis

2008 April 11–13
San Francisco, California, Hilton San Francisco & Towers

2009 April 3–5
New Orleans, Louisiana, Sheraton New Orleans Hotel

Employers and Job Seekers Find JobNet
a Great SIOP Benefit

Clif Boutelle

It began with a conversation at the 1999 SIOP conference in Atlanta between then-President **Elaine Pulakos** and **Linda Sawin**, who at that time was chair of the Placement Committee. While observing the popularity of the Conference Placement Center, they wondered if it were possible for SIOP to offer placement services on a year-round basis, rather than only in April at the conference or through ads in *TIP*.

At that moment, what eventually turned out to be JobNet began to take shape. "It seemed like a natural progression of our placement service," Pulakos recalled, "and I think its growth and use since then bears out our initial premise."

From there Sawin ran with the idea. "As we began to research what was needed, we first thought we should go to an outside vendor to install a job placement service. But with prodding from Lee Hakel, director of the Administrative Office, it was decided that we could do it ourselves."

Larry Nader, SIOP's IT manager, was the liaison between Sawin and Dacor, SIOP's Internet service provider, which had performed contract computer programming for SIOP in the past.

Sawin looked at the project from the user's standpoint and Nader provided the technical expertise. "The development of such a complex system was a huge undertaking, but we persevered," Nader said. "After several months of trial and error and fine tuning, we were finally ready to go," Nader added.

"To be honest, there were days when I thought we might not be able to get the job done, but Larry and Lee were phenomenal," Sawin said.

The result was JobNet, an electronic placement service accessed through the SIOP Web site, which went online in December of 2000 with about 16 job listings. It's been growing steadily ever since. Currently there are about 110 positions available on JobNet.

JobNet offers job-seeker subscribers the option of placing a resume in a password-protected database that can be accessed only by employer subscribers.

Employers can post jobs for 3, 6, or 12 months and can advertise single or multiple jobs. The fee for posting jobs begins at $400 for a single posting for 3 months for employers. Those who want to post their resume on the site can do so for $25 (for members) or $60 (for nonmembers.) Fees may be paid online using a credit card or by telephone, fax, or U.S. mail.

Position descriptions are available for viewing at no charge on the SIOP Web site and can be accessed through the JobNet designation on the home page.

"I think JobNet is one of the best things we have done at SIOP," said Pulakos. "We (at Personnel Decisions Research Institutes) use it regularly, and we have hired people through JobNet. It works!"

It has worked for other employers as well. Diane Lepley is the corporate staffing director for Chicago-based RHR International, which, with its more than 70 doctorate-level business psychologists, specializes in human behavior and its effect upon corporate performance.

"We've had good success in hiring I-O psychologists, and JobNet plays a key role in our employment strategies," Lepley said. Though not a SIOP member, she has attended every SIOP conference since 1998, recruiting at the Placement Center. She sees JobNet as an extension of that, allowing her to post jobs and recruit SIOP members year round.

"JobNet is a logical place for us to recruit because we employ a large number of psychologists and SIOP is a great place to find qualified and talented people," she added.

Ron Gross, CEO and president of Censeo Corp. in Orlando, which specializes in Internet-based assessments, recently posted an opening on JobNet for someone with an I-O background and was pleased with the response. "We received about 12 applications and a high percentage were very well qualified. With other services, you receive more applications, but not nearly the percentage of qualified people that comes through JobNet."

In the summer of 2003, **David Pollack** had a good job with the Immigration and Naturalization Service and was not really looking for a new job. One day he saw a position on JobNet that interested him. "The job description fit my training as an I-O psychologist, so I applied," he said. In September of 2003, he started his position with Sodexho, a Maryland-based food and facilities company, where he is developing and validating a new hiring process.

"This is a great position and it wouldn't have happened if I had not looked at JobNet," he said.

Heidi Glickman, manager of executive development at Wal-mart Stores, Inc., the world's largest retailer, has experienced JobNet success both as a job seeker and as an employer. Three years ago she posted her resume on JobNet and that led to her current position at Wal-mart. Now she uses JobNet when she is looking to bring on board people with I-O backgrounds to help run assessment centers and perform leadership development tasks.

"I find JobNet to be very valuable and greatly appreciate the service," Glickman added.

Allison Carter, manager of human resources at Qwiz, Inc. in Atlanta, a global leader of pre-employment assessment solutions, is yet another employer sold on JobNet. "It's a fabulous service and the one place I go when we are looking to add I-O psychologists to our team," she said.

"We've advertised positions in traditional publications and Web sites but did not receive the qualified people we were expecting to attract. SIOP and JobNet leads us to skilled and experienced candidates that make our job searches more efficient," Carter said.

"JobNet has been successful beyond our hopes," said Sawin.

Secretary's Report

Georgia Chao
Michigan State University

The fall meeting of the Executive Committee was held on September 25–26, 2004 in Detroit, Michigan. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Fritz Drasgow** reported a lot of interest in the status of I-O programs in psychology departments. **Rich Martell** submitted a draft of a survey, feedback was submitted by Executive Committee members, and a final version is underway. In addition, a proposal for a national council of doctoral programs in I-O psychology was introduced. This proposal is not a SIOP proposal; however, it was determined that SIOP could arrange a meeting for these program directors to take place around the 2005 conference. It was also suggested that a similar meeting for directors of master's level programs could be arranged.

Fritz Drasgow also introduced the idea of a small conference to be held in the fall. Presentations around a theme would be by invitation only, but attendance would be open. It is hoped that this type of conference would be appealing to mid-career academics. An ad hoc committee, chaired by **Leaetta Hough**, was approved to further explore this idea. On a different topic, the idea of a SIOP journal was discussed, and an ad hoc committee was approved to further explore this suggestion.

Financial Officer **John Cornwell** reported that the audit, conducted by Brell, Holt & Company, is going well. Current assets were up this year due to a number of revenue-producing activities; however, our reserve funds have not reached target goals. In order to help grow the reserve fund, early conference fees will be increased $20/$10/$30 for members, student members, and nonmembers, respectively. Regular conference fees will be increased $25/$10/$25, respectively. In addition, Placement Center fees for employers only will be increased.

New proposals for the 2005 conference include demo booths for the exhibition hall, reunions for past doctoral student consortia participants, a breakfast and pins to recognize SIOP Fellows, and meetings for directors of master's and doctoral I-O programs. Methods to provide audio or video recordings of conference presentations were also discussed.

Dan Turban, chair of the Awards Committee, led discussions on recipients of SIOP's awards. Awards will be announced at the SIOP conference before the presidential address.

Other items discussed at the meeting include the selection procedure for the executive director's position, an insurance plan for the Administrative Office, procedural clarifications for award applications, SIOP's role in ranking of graduate programs, the use of SIOP's logo in I-O textbooks, upcoming e-mail announcements related to APA, and a mission statement for *TIP*.

A lot of issues were discussed and I tried to present those that have direct impact on members. Fall meetings usually consist of the Executive Committee and all committee chairs, but this year's meeting was downsized in order to save costs. If you have any questions or comments, please contact me via e-mail at chaog@bus.msu.edu or by phone 517-353-5418.

Changing your Address?

Don't forget to let us know your new address. We want to keep in touch!

SIOP Administrative Office
520 Ordway Avenue, Bowling Green, OH 43402
E-Mail: siop@siop.org
Phone: 419-353-0032 Fax: 419-352-2645

How We Support Ourselves: Financing the SIOP Conference

Donald M. Truxillo, SIOP Conference Chair
Portland State University

John Cornwell, SIOP Financial Officer
Loyola University New Orleans

A number of members have noted that the SIOP conference is a great deal in terms of what they get for their money. But where does the financial support for the conference come from? The goal is to keep the SIOP conference self-supporting. There are several revenue sources for the conference, but we'll focus on the three biggest: registration fees, conference exhibitors, and promotions.

Registration Fees

By far the largest revenue stream for the conference is registration fees. Setting fees for the conference is a tricky business in that you have to estimate the fees based on projected conference attendance—something that is always an unknown. In addition, there are sometimes additional conference costs for a particular location or a particular year.

For the 2005 conference in Los Angeles, we have made a conservative estimate of attendance and set the advance registration fee for members at $120 to be sure the conference operates in the black. Of course, this is still far cheaper than most other professional meetings.

Conference Sponsors

The sponsors who display their wares in the Exhibit Hall are another major income stream for the conference—without them, our registration fees would skyrocket! Note that in addition to the regular booths this year, we'll also have four "demo booths" where exhibitors will be able to demonstrate their products and services away from the noise and distractions of the usual exhibits. The demo booths will also be a source of revenue used to offset conference costs.

Promotions

A third source of income is the promotions associated with the conference such as the conference bags with the goodies stuffed inside and the T-shirts. The sponsors of these items provide substantial support for the conference and allow us to save on registration fees.

As a final note: If you'd like to learn more about the how's and why's of the SIOP conference, be sure to look for the "how the conference works" session at the L.A. conference. Members of your Conference Committee will be there to answer your questions.

Opportunities to Provide Input for Future Issues of *TIP* at 2005 SIOP Conference Sessions

Two sessions scheduled on the 2005 SIOP conference program are opportunities for SIOP members to provide input for future issues of *TIP*.

Meet the *TIP* Editor and Editorial Board

The purpose of *TIP* is to provide news, reports, and noncommercial information related to fundamental practice, science, and teaching issues in industrial and organizational psychology. Given that the publication is for SIOP members, we invite SIOP members to attend this session to share their expectations, ideas, and suggestions for *TIP* with the editorial board. (Date and time to be determined.)

What Do You Think About the Future?

This year's SIOP conference will feature a special session on Sunday to discuss I-O psychology's future with some of the leaders in our field, including current SIOP president **Fritz Drasgow**. To help provide context for this discussion, you are invited to contribute your thoughts on the future at http://www.rocket-hire.com/siopsurvey. The survey should require only 10 minutes to complete. If you have questions or comments, please e-mail **Charles Handler** at chandler@rocket-hire.com. This information will help **Jason Weiss** in preparing his **Leading Edge** column.

Stay up to date!

SIOP 2005 Los Angeles

Check the SIOP Web site at www.siop.org to get the latest conference information.

Clif Boutelle

SIOP members have a wealth of expertise to offer reporters and by working with the media, they are providing opportunities to greatly increase the visibility of industrial and organizational psychology.

Media Resources, found on the SIOP Web site (www.siop.org), has proven to be a valuable tool for reporters looking for experts to comment on their stories about the workplace. Members who are willing to talk with the media are encouraged to list themselves and their area(s) of specialization in Media Resources. It can easily be done online.

Following are some of the news stories that have been printed, using SIOP members as resources, since the last issue of *TIP*.

A new book, entitled "The Allure of Toxic Leaders," by **Jean Lipman-Blumen** of Claremont Graduate University in Claremont, CA, has attracted a great deal of media attention. *The Wall Street Journal, The Miami Herald, The Seattle Times, Fort Wayne News-Sentinel, Fast Company* magazine and several online publications have all carried stories since the book was published this summer. "Toxic leaders manipulate deep psychological needs in their subordinates," Lipman-Blumen said. "They leave their followers worse off than when they found them, feed their followers illusions, play to their basic fears and needs, stifle criticism, mislead and create scapegoats." Followers, she said, have their own reasons for tolerating or wanting toxic leaders. They want reassurance, security, and certainty, and push leaders to promise those things whether they can deliver or not. Because people need to feel secure or special, she says, they may overlook early signs of unethical or otherwise damaging behavior.

And in a November 1 *USA Today* story about top managers leaving tech companies, Lipman-Blumen noted that some change can be good, especially when an organization is going through tough times. It provides the opportunity to go in a new direction, she said. Unfortunately, she added, too often the executives who do go on to other jobs are the ones you don't want to leave.

An October 31 story in the *Chicago Tribune* about personality testing cited **David Scarborough** of Unicru in Beaverton, OR and **Robert Hogan** of Hogan Assessment Systems, Inc. in Tulsa, OK. Psychological testing is being used by 40% of large U.S. firms, evaluating everyone from hourly employees to top executives. More than 15 million have taken Unicru's customer service test. "The kinds of people who do well obviously have to have good self control," said Scarborough. "They have to be patient. They have to enjoy helping people. All those characteristics are quite measurable."

Hogan said testing "if done right can be hugely helpful and promotes organizational effectiveness and social justice." Nevertheless, he noted that the testing industry is filled with abuses. "There are no barriers to entry. Anybody can put together a set of items and say 'I've got a test here' and start selling it. They're selling snake oil." He said that tests need to validated and data published in peer-reviewed journals and tests be reviewed.

Dennis Doverspike, a professor of psychology at the University of Akron, was called by the *Akron Beacon Journal* to comment for an October 24 story about current advertising trends that show the office as a fun place to work. Advertisers are appealing to one of the young adult population's outstanding traits—being workaholics. So many of them work such long hours that "the workplace is where they have social relationships. They like a congenial and collegial workplace atmosphere," he said. He also believes that because the current generation of young workers was raised on reality television, the lives of everyday people appeal to them. And because the workplace is such a focal point, it's only natural that work is an effective real-life setting on which to base advertising.

Selecting the right kind of leader can be critical to an organization's success and companies that take a critical and disciplined look at who they hire have the best chance for success, says a *Portland (OR) Business Journal* article. And one of the best ways to insure success is to utilize the science of assessment and testing in making the selection.

Two chief scientists from Unicru—David Scarborough and **George Paajanen**—contributed to the October 20 story. "Formal assessment," said Scarborough, "can be correctly described as a risk management procedure for reducing the frequency of poor human capital decisions." Combining objective data about a person's skills in leadership, problem solving, communication, motivation, and other characteristics can identify the stronger performers and make hiring recommendations that pay back many times over the investment in an assessment, Paajanen added. The article was written by **Rainer Seitz**, an I-O psychologist with SHAPE Consulting in Vancouver, WA.

Kissing up, being nice and agreeing more than disagreeing do seem to be effective tactics for people to use when looking for a job," said **Timothy Judge** of the University of Florida. That's part of a recent study by Judge that was reported in several newspapers and radio and television stations around the country, including the October 18 *South Florida Sun Sentinel* (Ft. Lauderdale) and NBC, ABC, and MSNBC television affiliates in Florida. "This approach succeeds," he found, "because it leads recruiters and interviewers to believe the applicant will fit into the organization."

The October 10 issue of the *Daytona Beach News Journal* ran a story on the divisiveness of political talk in the office. **Paul Spector** of the University of South Florida noted that in a year when the population appears to be evenly divided between the two major candidates that, to preserve office har-

mony, "the old saying of not talking about religion and politics may be a good rule to follow, especially when emotions are running high."

Research by **John Kammeyer-Mueller** of the University of Florida, **Theresa Glomb** of the University of Minnesota, and **Maria Rotundo** of the University of Toronto has been the focus of stories that have appeared in newspapers, including the October 5 edition of the *Norfolk Virginian-Pilot* and the electronic media. They found that emotionally draining jobs don't necessarily lead to higher pay. However, the more intellectually demanding the job, the greater the financial rewards.

For an October 4 story on finding ethical executives that appeared in the October 4 *Tucson Citizen*, the writer turned to Robert Hogan of Hogan Assessment Systems in Tulsa, OK, a firm that specializes in the science of personality testing. He said that not only can personality testing help determine the leadership potential of job candidates, they can also indicate "dark side" characteristics.

In the October 4 issue of *Fortune* magazine, **Ben Dattner** of Dattner Consulting in New York City offers several tips for a first-time manager. "Most companies really don't do a very good job of supporting and developing new managers," he said. One suggestion: "Assume you don't understand all that's required of you in the new role. It's complex, and if you go in thinking you 'get' all of it right away, you'll make a lot more mistakes than if you approach it as a learning process." He also cautions against trying to be perfect. "Sometimes it is better to back off a bit."

And in an article about personality testing in the September 20 *U.S. News & World Report*, Dattner said, "These tests are a snapshot, but life is a moving picture." He cautions that tests can allow organizations to unfairly label an individual or allow a person to rationalize faults that should be corrected. "Personality tests can offer one additional data point but should not determine the outcome of decisions."

In a column on bad bosses, especially those who are secretive and talk too much, that appeared in the September 21 issue of *Wall Street Journal,* **Dory Hollander** of WiseWorkplaces in Arlington, VA was a contributor. Both kinds of bosses hurt their employees' and companies' performance. "They marginalize and invalidate employees, or manipulate them for their own advancement and cause them (employees) to make bad decisions," she said.

Jerry Palmer of Eastern Kentucky University was quoted in an August. 30 *Christian Science Monitor* story about finding fulfillment in an office environment. Palmer emphasized the importance of carrying out office tasks in which a person can experience positive effects.

A story in the August issue of *Training* magazine about internal survey programs featured the Mayflower Group, a consortium of 42 companies that share, compare and learn from each other's survey data. Contributing to the story were **Nick Mills**, personnel research manager at Ford Motor Co. and

chair of Mayflower; **Bill Macey**, CEO of Personnel Research Associates in Rolling Meadows, IL: and **Karen Paul**, manager of talent management for 3M in St. Paul, MN. "Mayflower is committed to the strategic value of employee surveys and the positive effects they can have in companies," said Mills. Comprised mostly of survey professionals, Mayflower has been able to strike a balance between the open sharing of HR practices and protecting proprietary, valuable and competitive information. The way it works, explained Macey, is that we take all the data developed by company surveys, aggregate it, and generate a series of reports, which are made available to our members. Paul added, "Quite often you see trends and reports put out by certain vendors and with the Mayflower data you can verify if the trend truly exists or is an artifact of the vendor's current client list. With about a million and a half data points that we're looking at in any given year, at least among member companies, we know what the truth is."

A study about shift work by **Mark Nagy** of Xavier University was the subject of a story in the August 13 *Atlanta Journal-Constitution*. He found that married workers, contrary to conventional wisdom, seem to fare much better psychologically and emotionally when working nights than single workers. Unmarried workers likely feel a little left out of the mainstream and are lonely, he said. "It's harder to date and socialize with friends at night if you are working late hours—unless most of your best friends work the same times you do."

For Amy Joyce's Life at Work column about taking vacations and yet staying connected to the office in the August 15 *Washington Post*, **Baird Brightman**, president of Worklife Strategies in Sudbury, MA, noted "There used to be something called the workday, with a beginning and end. Now workers stay in touch with the office via cell phone and e-mail while away. The world's expectation is that you are always there, always working," he said.

A special report about the role of corporate boards in a company's "culture" was featured in the summer issue of *Corporate Board Member* magazine. Corporate culture can make or break a company, and sometimes it does both. The board's job is to make sure it works for the good. Yet, according to **Edward Lawler** of the University of Southern California's Marshall School of Business, "most boards are poorly equipped to deal with culture. An understanding of corporate culture is one of the great missing links in the kinds of competencies that boards ought to have to monitor what's going inside the corporation."

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

Send copies of the articles to SIOP at PO Box 287, Bowling Green, OH 43402, or e-mail them to siop@siop.org, or fax to (419) 352-2645.

Announcing New SIOP Members

Talya N. Bauer
Portland State University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 15, 2004.

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Welcome!

SIOP Annual Conference 2005

Westin Bonaventure Hotel and Suites
Los Angeles, California

April 15-17, 2005
Preconference Workshops April 14

Welcome from the Conference Chair

Donald Truxillo
Portland State University

Welcome to the 20th Annual SIOP Conference and workshops! Los Angeles is a terrific place for SIOP, and it marks the 20th anniversary of the original conference in Chicago in 1986. Few of the people involved in that original meeting could have imagined how the conference would grow in terms of attendance and the variety of sessions and activities offered.

For 2005, we have another great set of conference activities: excellent preconference workshops, a strong program involving even more interactive sessions and special events, outstanding Sunday sessions, and lots of opportunities to network and connect with friends. As you read through the conference information, you'll find articles that provide a more in-depth description of all of our major conference activities. Here are some particularly important highlights:

The Continuing Education and Workshop Committee headed by Luis Parra has prepared 14 exceptional preconference workshops for Los Angeles. These professional development opportunities have been planned with the generous input and feedback from many of you and are being carefully designed to bring you the most up-to-date thinking and practice in our discipline. Check out the extraordinary panel of nationally and internationally recognized experts—both from inside and outside the field of I-O—who will be leading this year's workshops. Be sure to register early to ensure your first choices!

We have an outstanding program this year thanks to Lisa Finkelstein and the volunteers working with her on the Program Committee. There will be many great symposia, panel discussions, master tutorials (for CE credit), roundtables, and invited addresses. We also will have several new and exciting sessions and formats. These include:

- A thought-provoking Sunday morning theme entitled "The Future of I-O Psychology Research, Teaching, and Practice: What Lies Ahead for the Next 20 Years?" This will include two invited sessions as well as several sessions submitted by our members
- A special "Then and Now" session featuring SIOP presidents reflecting on our past, present, and future
- An informative session on obtaining funding and grants for research by

those who have track records of success

- A continuation of the well-received interactive sessions introduced in the last couple of years, including Interactive Poster sessions and Communities of Interest sessions
- Two new types of sessions! The Academic–Practitioner Collaborative Forum will highlight research completed by academic/practitioner teams and promote the successful development of more of these collaborations, and the Theoretical Advancement sessions will showcase exciting new directions in theory

As always, the conference will run through mid-day Sunday, with some very strong sessions planned for Sunday morning. So please plan to attend these intriguing Sunday sessions.

Julie Olson-Buchanan and her subcommittee have created an interesting and informative set of Sunday Seminars. These sessions (formerly called Expanded Tutorials) have become a SIOP favorite because they provide the opportunity to bring us up to speed on cutting-edge research topics and methodological issues. This year's topics are quite diverse—IRT, experience method sampling, work–family perspectives, and grant writing—so there is something (or many things) for everyone!

Liberty Munson and Irene Sasaki will manage the Placement Center for the 2005 conference. The Placement Center will once again operate completely online. Those who register with the Placement Center will have access to resumes and job descriptions on the Web site before, during, and after the conference. As we did in Chicago, computers and printers will be available on site to use to search for jobs and candidates. These resources are limited to Placement Center users only. An interview room will also be available in Los Angeles. If you're in the market for a new job or looking for candidates to fill your opening, register for the Placement Center early!

Dan Sachau is in charge of the SIOpen golf tournament, which will be held on Thursday, April 14 at the Industry Hills Golf Club. The tournament will be played on the Eisenhower course, which has been named by *Golf Digest* as one of the 25 best public courses in America. The course has also been the host to the U.S. Amateur, many U.S. Open Qualifying tournaments, and a number of LPGA tour events. However, the course's real claim to fame may be its role in the films *Caddyshack* and *Falling Down*.

As I noted, there's a lot more information about the Workshops, the Sunday Seminars, the Placement Center, and SIOpen in this publication. Read up and get registered!

Finally, I'd like to offer special thanks to all the people involved in helping to ensure that our conference in Chicago will be a success. Lee Hakel and the SIOP Administrative Office staff do the heavy lifting with regard to planning conference logistics and ensuring that the facilities are up to snuff. This is a group that works very hard behind the scenes to make the conference

come off so smoothly. This is a truly amazing group of people, and I thank them sincerely. Another group that provides an important service to our conference is our exhibitors and sponsors. Our exhibitors help us stay current on the latest trends in I-O theory and practice, and our exhibitors and sponsors both provide significant financial support for the conference. Finally, thank you to all of you, our SIOP members, who volunteer your time and participation in the conference. Member involvement is the key to the success of any professional conference, and no professional society gets more support from its members than SIOP. Members plan workshops, review conference submissions, and organize the Placement Center. And of course, the workshops, Sunday Seminars, and the sessions that make up the program are provided primarily by members. All of this volunteer work and support helps ensure that the conference is well tailored to our membership. Thanks to the hundreds of volunteers and the thousands of volunteer hours invested, the 2005 SIOP Conference will be another outstanding success!

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

Reminders

Conference registration: You have two registration options. First, you can register online. All of you who have supplied an e-mail address to SIOP will receive an e-mailed announcement from the SIOP Administrative Office when the registration site comes online. Alternately, you can fill in the registration form in this publication and send it with your registration fees to the Administrative Office. Be sure to indicate which conference activities you'll be participating in: the conference itself, workshops, the SIOpen Golf Tournament, and the Sunday Seminars.

Registrants who cancel their registration on or before **March 31, 2005**, will receive a refund of the conference registration fee, less a $70 administrative fee. Please refer to SIOP's Cancellation Policy for Workshops and Cancellation Policy for Sunday Seminars in the workshop and Sunday seminar articles in this publication.

Hotel reservations: We are once again expecting about 3,000 conference attendees (or more). So please be sure to make your hotel reservations as soon as you decide to attend the conference. We will be holding conference sessions in our conference headquarters hotel, the Westin Bonaventure. We also have rooms blocked for conference attendees at the Marriott, which is just across the street. We'll maintain up-to-date information about the availability of hotel rooms on our SIOP Web site at http://www.siop.org/Conferences//HOTELINFO.htm.

We encourage you to stay in one of these hotels where we have rooms blocked. We have negotiated very competitive rates at these hotels and you'll find them very convenient for participating in conference events. SIOP must book blocks of rooms for its annual conference many years in advance. Fur-

thermore, if the room block is not used, SIOP is liable for the unused rooms, a standard practice in the industry; in other words, the cost of unrented rooms must be absorbed by the membership. Obviously, then, it is helpful if people stay in one of the conference hotels. In addition, the room rates should be the lowest in the area, particularly for hotel rooms of that quality.

Travel: United Airlines is the official airline of the 2005 SIOP Conference. You or your travel agent can call to receive a 5% discount off the lowest applicable discount fare, including first class, or a 10% discount off full-fare unrestricted coach fares, purchased 7 days in advance, by calling 1-800-521-4041. An additional 5% discount applies when tickets are purchased at least 30 days in advance of your travel date. Discounts also apply to Shuttle by United and United Express. Make sure you refer to Meeting ID Number 529CC.

Transportation is available to and from Los Angeles International Airport (LAX). The shuttle service is $15.00 each way ($13.00 if you use the coupon found at www.supershuttle.com/coupons/LAX/SIOP.pdf) and taxi service is available for about $38 each way. Public transportation is also available.

Los Angeles nightlife: Los Angeles offers world-class entertainment and dining—great restaurants, great theatre, great music, and of course, great shopping. Online city guides are available from the L.A. Convention and Visitors Bureau (http://www.visitlosangeles.info/index.jsp) and City-search (http://losangeles.citysearch.com/) to help you plan your evening's activities. In addition, the conference hotel is located in the heart of the city's performing arts district, including the new Walt Disney Concert Hall designed by Frank Gehry; more information can be obtained at http://www.musiccenter.org/. Other areas of the city are easily reached via taxi or the new subway line.

Conference information: If you have questions that are not answered on the Web site or in this booklet, look for the names and contact information of people who can be of help. Please feel free to contact me or the SIOP Administrative Office at (419) 353-0032.

See you in L.A.!

Some Hints to Help With Online Registration

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

Hotel Information

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

The Westin Bonaventure Hotel and Suites
404 South Figueroa Street
Los Angeles, CA 90071-1710
Tel: (213) 624-1000
Fax: (213) 612-4894
Reservations: 1 800-937-8461
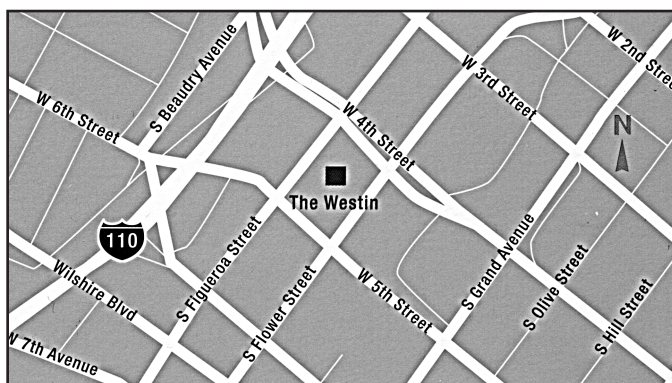
Additional Hotels With Rooms Blocked for SIOP 2005 Participants

All of the conference program will be held at the Westin Bonaventure Hotel and Suites, but additional sleeping rooms have been blocked at the following hotel:

Los Angeles Marriott Downtown
333 South Figueroa Street
Los Angeles, CA 90071
Tel: (213) 617-6034
Fax: (213) 617-6032

Wanted: Student Volunteers for
SIOP 2005 Conference in Los Angeles

S. Douglas Pugh
University of North Carolina at Charlotte

Graduate Student Affiliates of SIOP wishing to volunteer to assist with the SIOP 2005 conference in Los Angeles must do so when they register online for the conference. Students not registering online will need to attach a note to their faxed or mailed registration form indicating a wish to volunteer. Last year, more than 80 students were volunteers. In Los Angeles, 80 student volunteers will be needed, starting on the afternoon of Wednesday April 13 and running through Sunday afternoon. All volunteers will receive, upon completion of their 4-hour obligation, a token of appreciation in the form of a $60.00 prepaid Visa card. This card will be provided at the conference and can be used like an ordinary credit or debit card.

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

No Fun Run This Year

Despite herculean efforts by Paul and Pat Sackett to overcome hurdles erected by the City of Los Angeles, there will be no Fun Run at SIOP 2005. The Sacketts worked for months to find a place to hold the event but to no avail.   They considered parks near and far and even checked out the cost of closing streets near the hotel (astronomical cost!). We are sorry to disappoint all you runners, but rest assured there will be a Fun Run next year in Dallas.

SIOP Conference Placement Center: What You Need To Know

Liberty Munson
The Boeing Company

Irene A. Sasaki
The Dow Chemical Company

SIOP continues to offer job placement services at its annual conference. To use the Placement Center, you must be registered for both the conference *and* the Placement Center. To fully benefit from the Placement Center service, both job seekers and employers should register at least 2 weeks in advance.

Note: SIOP's JobNet and the Placement Center are two *separate* services. Registration in JobNet cannot be substituted for registration in the conference Placement Center. If you are currently registered in JobNet and want to use the Placement Center, you must register for this service through the conference Web site.

Key Features of the Placement Center

- The center is once again being run as a fully online process, replacing the paper copies of resumes and job postings of years past. It is to your advantage to register early and to conduct as much of your search as possible online prior to the conference.
- A bank of computers will be available in the Placement Center to search the database during the conference. These will be offered on a first-come, first-served basis with time restrictions imposed during busy periods. It is recommended that you bring a laptop to the conference, if you have one. The conference hotels have Internet access in the guest rooms, which can be used to access the Placement Center database at your convenience. The hotel does charge an additional fee for this service.

Registration and Important Points

Preregistration for the Placement Center is through the SIOP conference registration Web page. Some important points:
- Job seekers and employers will enter/upload resumes and/or job descriptions into password-protected databases. You will be able to conduct keyword searches of the database enabling you to identify the jobs or candidates that best fit your needs.
- You will have access to the appropriate database until June 15, 2005 to conduct job or candidate searches and print resumes or job descriptions.
- Bring resumes or job descriptions with you to the conference because hard copies are not available on site and printing capability is limited.

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

Who May Register for Placement Services

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

Registration Costs

The registration fee for SIOP Student Affiliate job/internship seekers is $40, for SIOP member job/internship seekers it is $45, and for nonmember job/internship seekers it is $100. The employer registration fee is $185 and covers one or more positions. **No refunds will be given for cancellations.**

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

Helpful Information for Job Seekers and Employers

Visit the Placement Center section of the SIOP conference Web site for:
- Information on using the Placement Center, including photos from last year's facility
- Useful tips on resume writing and interviewing that may be particularly helpful for new job seekers of applied and academic positions
- Tips for employers on writing job descriptions

Access to the Database Without Participating in the Placement Center

An option is available to those interested in accessing the job-seeker or employer databases without participating in the Placement Center. Access to the Web site is available 1 week after the conference through **June 15, 2005**. The cost is $150 to access resumes and $40 to access job postings. Paper copies of the resumes and job postings are not available.

Questions?

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

SIOP 2005 Sunday Seminars
(Formerly Expanded Tutorials)

Julie B. Olson-Buchanan
California State University–Fresno

On behalf of the Sunday Seminars Committee, I am pleased to invite you to register for one of the four exciting Sunday Seminar sessions that will be offered at the SIOP 2005 Conference in Los Angeles. Formerly known as Expanded Tutorials, the Sunday Seminars are designed to provide longer, in-depth explorations of cutting-edge research topics and methodological issues from a scholarly perspective. As such, they are primarily academic in nature and address state-of-the-art research and theory from the perspective of top scholars.

The following Sunday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Three (3) hours of continuing education (CE) credits are awarded for the participants in one (1) Sunday Seminar.

If you have any questions, please contact me at julieo@csufresno.edu (559) 278-4952.

- **Duration**: Sessions are 3 hours long and you can earn three CE credits for attending.
- **Enrollment**: Enrollment for each session is limited to 40 individuals.
- **When**: Sunday, April 17, 9:00 a.m.–12:00 noon. The location will be at the conference site; the specific location will be provided in the conference program.
- **Cost**: Each Sunday Seminar will cost $75.00 (U.S.).
- **Registration**: You must complete the Sunday Seminars section of the general conference registration form (also available on the SIOP Web site) and include payment in your total.
- **Cancellation**: Sunday Seminar fees canceled by March 31, 2005, will be refunded less a $25.00 (U.S.) administrative fee.

Topics and Presenters

Collecting and Analyzing Data Using Experience Sampling Methods. Howard M. Weiss, Purdue University, and David A. Hofmann, University of North Carolina at Chapel Hill. Coordinator: Daniel J. Beal, Rice University.

Item Response Theory. Nambury S. Raju, Illinois Institute of Technology, Oleksandr (Sasha) Chernyshenko, University of Canterbury, and Stephen Stark, University of South Florida. Coordinator: Herman Aguinis, University of Colorado at Denver.

Emerging Perspectives of Work and Family Interfaces. Jeanette N. Cleveland, Pennsylvania State University, and Debra A. Major, Old Dominion University. Coordinator: Debbie Ford, CPS.

I-O Participation in Federal Research Grants. Thomas F. Hilton, National Institutes of Health, National Institute on Drug Abuse, and Eduardo Salas, University of Central Florida, Institute for Simulation & Training. Coordinators: Boris Baltes, Wayne State University and Rudolph J. Sanchez, California State University–Fresno.

Sunday Seminar 1

Collecting and Analyzing Data Using Experience Sampling Methods

Howard M. Weiss
Purdue University

David A. Hofmann
University of North Carolina at Chapel Hill

Researchers in organizational psychology have become increasingly interested in studying within-person microlevel processes in real time and in natural settings. The preferred method for conducting this research is a technique alternatively referred to as experience sampling method (ESM) or ecological momentary assessment (EMA). Studies using EMA methods are appearing more frequently in the I-O and OB journals. Although these methods have advantages in terms of reducing certain methodological artifacts and studying time-delimited psychological processes, they offer challenges of design, data collection, and data analysis. This seminar will provide a tutorial on all phases of conducting EMA studies and is intended for anyone who is considering the use of or is already using EMA. Operational aspects of designing and conducting EMA studies using handheld computers will be thoroughly presented, using the Purdue Momentary Assessment Tool (PMAT —an open source program for designing and conducting EMA studies) as the foundation. Analyses of EMA data using multilevel modeling will also be described. The presenters, Howard Weiss and David Hofmann, are, respectively, experts in EMA research and multilevel modeling.

The Seminar is designed to help participants:

- Summarize the advantages of using EMA to understand a variety of organizational phenomena
- Gain knowledge and experience using PMAT to design both simple studies as well as more creative and complicated designs
- Predict which logistical concerns will apply to conducting EMA studies in different settings for different purposes
- Describe the basics of multilevel modeling and the advantages this analytic technique holds for EMA studies.

Howard M. Weiss is professor and head of the Department of Psychological Sciences at Purdue University. He is an expert in the conceptualization and measurement of job satisfaction and affective experiences at work as well as in the use of the ecological momentary assessment method to study microlevel processes of affect and work behaviors. He is best known for the development (with Russell Cropanzano) of affective events theory. He is one of the developers (with Daniel Beal and Shelley MacDermid) of the Purdue Momentary Assessment Tool (PMAT), a program for designing and conducting EMA studies on Personal Digital Assistants. Funding for his research program has come from the Department of Defense, the Office of Naval Research, Naval Personnel Research and Development Center, and the Army Research Institute. Howard is a SIOP Fellow.

David A. Hofmann (PhD, The Pennsylvania State University) is currently associate professor of Management at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill. His research interests include safety issues in organizations, multilevel analysis, organizational climate and leadership, content-specific citizenship behavior, and the proliferation of errors in organizations. In 1992, he was awarded the Yoder-Heneman Personnel Research award by the Society for Human Resource Management. His research appears in a number of journals including *Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Journal of Management, Organizational Behavior and Human Decision Process,* and *Personnel Psychology*. He has also coauthored several book chapters, edited a book (*Safety and Health in Organizations: A Multi-level Perspective*), and presented papers/workshops at a number of professional conferences.

Coordinator: Daniel J. Beal, Rice University.

Sunday Seminar 2

Item Response Theory

Nambury S. Raju
Illinois Institute of Technology

Oleksandr (Sasha) Chernyshenko
University of Canterbury

Stephen Stark
University of South Florida

Although classical test theory (CTT) has been the method of choice for constructing achievement, aptitude, and personality tests for decades, CTT has some well-known shortcomings, such as sample-dependent item statistics, item-dependent ability estimates, unconditional standard errors of measurement, and limited utility for computerized adaptive testing. Item response

theory (IRT) was developed in the 1950s to address some of these shortcomings. This tutorial is designed to introduce some fundamental IRT models and methods for constructing tests and examining measurement bias.

The IRT tutorial will consist of two parts: theory and applications. In the theory part, IRT models for dichotomous and polytomous response data will be introduced, with emphasis on the underlying assumptions and how CTT shortcomings are addressed and resolved. In the applications part, we will show how IRT can be used to equate test scores across different administrations or cultural groups, to assess measurement bias (i.e., differential item/test functioning; DIF/DTF) and to conduct computerized adaptive testing. Examples will involve tests used for personnel selection, attitude surveys, and 360-degree feedback assessments. We will demonstrate the use of popular programs for IRT analysis and explain how the results can be used to inform organizational decisions.

This seminar is intended for I-O graduate students and faculty with an understanding of classical test theory and graduate statistics.

This seminar is designed to help participants:

- Gain knowledge of the assumptions of IRT and its advantages over CTT for item analysis and bias detection
- Gain skill in conducting basic IRT analysis involving the three-parameter logistic (3PL) model and Samejima's Graded Response (SGR) model and knowledge of the dimensionality of an item pool, estimating item and person parameters, and evaluating model–data fit
- Gain skill in running and interpreting the results of computer programs (DFIT and LRT) for detecting differential functioning at the item and test levels and knowledge in how to use this information to guide decisions concerning test revision and job selection
- Gain knowledge of the process of computerized adaptive testing (e.g., item selection and scoring), as well as its advantages and disadvantages with respect to nonadaptive/paper and pencil measures.

Nambury S. Raju is a distinguished professor in the Institute of Psychology at the Illinois Institute of Technology (IIT). He received his PhD in 1974 from IIT. Dr. Raju has strong research interests in psychometrics and I-O psychology, especially in the areas of item response theory, differential item functioning/measurement equivalence, validity generalization, and utility analysis. Dr. Raju currently serves on nine editorial boards including *Journal of Applied Psychology, Personnel Psychology, Organizational Research Methods, Applied Psychological Measurement*, and *Psychological Bulletin*. He is a fellow of the American Psychological Association (APA) and the Society for Industrial and Organizational Psychology (SIOP). Dr. Raju has over 200 publications and presentations.

Oleksandr (Sasha) Chernyshenko is a lecturer of psychology at the University of Canterbury, New Zealand. He also received his PhD in I-O psychology from the University of Illinois at Urbana–Champaign in 2002. Dr.

Chernyshenko's research focuses on the application of psychometric methods in the areas of personality and job attitudes. He has worked on numerous projects involving test development, employee engagement surveys, and decision making for government and large private corporations. Dr. Chernyshenko has published papers on modelling responses to personality items, measurement equivalence, and factor analysis. He has taught courses at the postgraduate university level, such as advanced I-O psychology, survey design and analysis, and human resource and performance management.

Stephen Stark received his PhD in I-O psychology from the University of Illinois at Urbana–Champaign (UIUC) in 2002. He is a former assistant professor of psychology at Georgia Institute of Technology and is currently an assistant professor of psychology at the University of South Florida. Dr. Stark's research focuses on the development and application of psychometric methods to practical problems in I-O and educational settings. He has published papers on computer-adaptive testing, differential item and test functioning (measurement bias), and issues related to faking in personality assessment. In 2000, Stark, Chernyshenko, and colleagues at the University of Illinois developed an IRT Web-based tutorial, which is used by researchers and practitioners around the world.

Coordinator: Herman Aguinis, University of Colorado at Denver.

Sunday Seminar 3

Emerging Perspectives of Work and Family Interfaces

Jeanette N. Cleveland
Pennsylvania State University

Debra A. Major
Old Dominion University

Paid work and family are no longer considered separate domains. Yet, much of the I-O and management research on work and family linkages ignores this reality by neglecting family context factors (e.g., the perceptions of spouses and children; special caregiving demands). Although multidisciplinary in nature, work–family research is approached by organizational researchers and practitioners from a distinctly narrow, short-term perspective. I-O psychologists have much to offer employees, partners, future employees (children), and organizations if their expertise in, for example, selection, criterion articulation/development, training, and leadership can be applied with greater balance to both work and family domains. Conversely, consideration of work–family interfaces could also provide valuable insights into traditional I-O topics.

This workshop is designed to take I-O researchers interested in work and family interfaces through the multidisciplinary history of this topic. Faulty, outdated assumptions about both work and family structures in the U.S. will

be explored. Family-oriented and work-oriented work–family research approaches will be presented and critiqued. Emerging research and practical trends will be discussed. Finally, current research omissions or biases will be discussed as opportunities to increase our understanding of work and family interfaces, as well as to enhance the work and family lives of employees and their families. The targeted audience includes academic faculty and doctoral students who are interested in work and family research yet not necessarily experienced in this area. The seminar is designed to present the current state of the research literature, to identify future research directions, and to describe the methodological and measurement challenges associated with the topic.

This seminar is designed to help participants:

• Gain knowledge of research on work and family
• Critique family-oriented and work-oriented approaches to work and family issues
• Identify current omissions and biases in work–family research
• Identify the value of collecting multisource and multilevel data on work–family interfaces
• Discuss how the consideration of work–family interfaces provides valuable insights into traditional I-O topics

Jeanette N. Cleveland is professor of I-O psychology at The Pennsylvania State University. Her research interests include personal and contextual variables in performance appraisal, workforce diversity issues, work and family issues, and international HR. She was consulting editor for Journal of Organizational Behavior and has served or is currently serving on the editorial boards of *Journal of Applied Psychology, Personnel Psychology, Journal of Management, Academy of Management Journal, Journal of Vocational Behavior, Human Resource Management Review, Journal of Organizational Behavior*, and *International Journal of Management Reviews*. She is the coeditor for the *Applied Psychology Series* for Lawrence Erlbaum and Associates. She is the author numerous research articles and books including, *Understanding Performance Appraisal: Social, Organizational and Goal Perspectives* (with K. Murphy) and most recently, *Women and Men in Organizations: Sex and Gender Issues* (with M. Stockdale and K. Murphy, 2000). Finally, she is a Fellow of SIOP and APA.

Debra A. Major received her doctorate in I-O psychology from Michigan State University and is presently associate professor of psychology at Old Dominion University. Her research focuses on the reciprocal relationship between parents' work lives and children's health and how effective workplace relationships help individuals meet the often competing demands of work and family roles. Her research with Karyn Bernas examining stress, leader–member exchange, and work–family conflict was a top-20 finalist for the 2001 Rosabeth Moss Kanter Award for Excellence in Work–Family Research. She is presently completing a 3-year project on work–family cul-

ture and inclusive climate in the information technology workplace sponsored by the National Science Foundation. Her work has appeared in scholarly journals, including *Health Education Research, Human Resource Development Quarterly, Human Resource Management Review, Journal of Applied Psychology, Journal of Occupational Health Psychology, Psychology of Women Quarterly*, and *Sex Roles* as well as numerous edited volumes. She is former editor of *The Industrial-Organizational Psychologist (TIP)*, and she serves on the editorial board of *Journal of Organizational Behavior*.

Coordinator: Debbie Ford, CPS.

Sunday Seminar 4

I-O Participation in Federal Research Grants

Thomas F. Hilton
National Institutes of Health, National Institute on Drug Abuse

Eduardo Salas
University of Central Florida, Institute for Simulation & Training

This seminar is designed to help I-O researchers in academic and similar institutional settings successfully apply for federal grants and open-ended contracts to perform R&D functions. As the vast majority of grants for behavioral science come from the National Institutes of Health, National Science Foundation, and the Department of Defense, these will serve as a contextual backdrop. The presenters each have decades of experience in the administration and conduct of federally funded research and have presented numerous workshops and seminars addressing grantsmanship. Participants will have the benefit of seeing federal funding from the viewpoint of both the grantee and the granting institution. The seminar will help dispel distracting myths about grantsmanship, increase familiarity with federal funding options, overview the often tortuous application process, clarify critical elements in application contents, identify important agency differences in perspective, and discuss how these affect the application process. The goals for the seminar are to offer insights into how to win grants, in part by expanding your knowledge about (a) how agencies set research priorities, (b) how funding applications are reviewed, and (c) how to build your program of research by better exploiting federal research opportunities.

This seminar is designed to help participants:

• Determine applicant eligibility criteria and effectively identify ways to approach potential federal research support programs
• Devise effective strategies to enhance the competitiveness of grant and contract applications and proposals
• Describe application review criteria and processes in common use within the federal government

- Effectively negotiate awards, and plan research execution in a manner that will ensure future growth of individuals' programs of research.

Thomas F. Hilton is the program official for Organizational and Management Sciences at the National Institute on Drug Abuse where he administers a portfolio of grants studying ways to deliver substance abuse treatment and prevention services faster, better, and cheaper. Before joining NIH in 1999, he served as senior scientist and manager of FAA's Training and Organizational Research Laboratory over a 7-year period. Over the previous 12 years, Dr. Hilton served as the uniformed special assistant for manpower, personnel, and training R&D to the Chief of Naval Operations, deputy director of the leadership and management training R&D division at the Naval School of Health Sciences, deputy head of the health psychology department at the Naval Health Research Center, director of the community mental health research unit in the psychiatry department of Southwestern Medical School, and research fellow at Texas Christian University's Institute of Behavioral Research. He has coauthored over 40 journal articles, book chapters, and reports. His research and consulting has focused on survey-guided organizational development and culture change. Over his 25-year career, Dr. Hilton has been involved in most aspects of federal contracts and grants from solicitation to review and administration.

Eduardo Salas is trustee chair and professor of psychology at the University of Central Florida where he also holds an appointment as program director for Human Systems Integration Research Department at the Institute for Simulation and Training. He is also the director of UCF's PhD Applied Experimental & Human Factors Program. Previously, he was a senior research psychologist and head of the Training Technology Development Branch of the Naval Air Warfare Center Training Systems Division for 15 years. During this period, Dr. Salas served as a principal investigator for numerous R&D programs focusing on teamwork, team training, advanced training technology, decision making under stress and performance assessment. Dr. Salas has coauthored over 300 journal articles and book chapters and has coedited 13 books. He is on/has been on the editorial boards of *Journal of Applied Psychology, Personnel Psychology, Military Psychology, Interamerican Journal of Psychology, Applied Psychology: An International Journal, International Journal of Aviation Psychology, Group Dynamics*, and *Journal of Organizational Behavior* and is the current editor of *Human Factors* journal. Dr. Salas is a Fellow of the APA, SIOP, Division 21, and the Human Factors and Ergonomics Society. He received his PhD degree (1984) in I-O psychology from Old Dominion University.

Coordinators: Boris Baltes, Wayne State University and Rudolph J. Sanchez, California State University–Fresno.

General Conference Registration Form

☐ **Check if address below is a permanent change/correction.**

Address: _____

_____

E-mail: _____

Phone: **(W)** _____ **(H)** _____

Name as you want it to appear on your badge *(Please print)*:

_____

Job/School Affiliation as you want it to appear on your badge:

_____

CONFERENCE REGISTRATION

	Early Registration	Registration	AMOUNT
☐ SIOP member	$120	$150	
☐ SIOP nonmember	$260	$300	
☐ Student Affiliate*	$70	$80	$ ___

*You must be a Student Affiliate of SIOP to get the $70 registration fee. Students who are not members need to pay the $260 nonmember registration fee.

Optional

WORKSHOPS–Please indicate your top six choices (in order of preference):

	Workshop #	Workshop Title
1st	_____	_____
2nd	_____	_____
3rd	_____	_____
4th	_____	_____
5th	_____	_____
6th	_____	_____

The deadline for early registration is February 28, 2005.

Any registration forms received after that date will be processed, but **regular fees will apply.** Print your name as you wish it to appear on your Conference badge. Please check the appropriate boxes and type or print clearly.

☐ **I will accept any open session. (if your first 6 choices are unavailable and you do not click this option, you will not be charged for workshops and no workshop registration will be recorded. If paying by check, a refund will be issued)**

WORKSHOP FEES: (Membership in SIOP will be checked)

☐ SIOP Member/Student Affiliate	$400
☐ Nonmember of SIOP	$600

$ _____

SUNDAY SEMINARS, SUNDAY, APRIL 17   **$75**

(Choose one)
☐ Collecting and Analyzing Data Using Experience Sampling Methods
☐ Item Response Theory
☐ Emerging Perspectives of Work and Family Interfaces
☐ I-O Participation in Federal Research Grants

$ _____

CONFERENCE PLACEMENT CENTER: Anonymous Registration ☐ Yes ☐ No

☐ Student Affiliate: Internship/Job Seeker	$40
☐ SIOP Member: Internship/Job Seeker	$45
☐ Nonmember: Internship/Job Seeker	$100
☐ Employer: All positions	$185

$ _____

SIOpen Golf Outing ☐ $85 Quantity: ____

Please send entry form to Dan Sachau by 3/1/05

$ _____

SIOP 2005 T-SHIRT $15 Qty: S__ M__ L__ XL__ 2XL__

This credit card belongs to   ☐ **myself**   ☐ **my employer**

Charge my credit card (Visa, MasterCard, or American Express)

_____   _____
Account Number   Expiration Date

_____
Signature

GRAND TOTAL
(U.S. Dollars, please)

$ _____

Cancellation Policy

Conference registrants who cancel their registration on or before **March 31, 2005,** will receive a refund of the conference registration fee, less a $70 administrative fee.

Workshop fees (less a $70.00 administrative charge) will be refunded through **March 15, 2005.** A 50% refund will be granted between March 16, 2005 and March 31, 2005. No refunds will be granted after **March 31, 2005.** All refunds will be made based on the date when the written request is received at the Administrative Office.

Sunday Seminar fees canceled by **March 31, 2005,** will be refunded less a $25.00 administrative fee.

SIOP Preconference Workshops:
What You Need to Know

Luis Parra
Mercer Human Resource Consulting

We are pleased to present the 2005 SIOP workshops. We anticipate that the workshops will fill up quickly, so register NOW to get the workshop of your choice! We operate on a first-come, first-served basis. On-site workshop registration is available ONLY if someone who has preregistered for a workshop fails to show up.

The following workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Seven (7) hours of continuing education credits are awarded for participation in two (2) half-day workshops.

Note to all California participants seeking CE credit: As of January 2002, APA sponsor credit is accepted for MCEP credit in California. This effectively means that SIOP will not be reporting your participation to MCEP as in the past. You are responsible for individually reporting your own CE credit to them and paying any applicable fees. Of course, SIOP will still maintain its own record of your participation and issue letters providing proof of attendance. Note: This letter is found in your workshop packet if preregistered.

Date and Schedule

The workshops take place on Thursday, April 14, 2005—the day before the regular program of the SIOP conference begins. More specifically:

Registration:	7:15 a.m.–8:30 a.m.
Morning Workshops:	8:30 a.m.–12:00 p.m.
Lunch:	12:00 p.m.–1:30 p.m.
Afternoon Workshops:	1:30 p.m.–5:00 p.m.
Reception (Social Hour):	5:30 p.m.–7:30 p.m.

How to Register

To register, please use our online registration system, or if this is not possible, complete the "workshops" section of the General Conference Registration Form in the center of this booklet. Registration for the workshops is on a first-come, first-served basis. All workshops are half-day sessions and will be presented twice—once in the morning and once in the afternoon. You must register for two half-day sessions (no half-day registration allowed).

Please see the SIOP Web site (www.siop.org) for online workshop registration instructions. To register using the paper form, you must fill out the workshop section. You will be asked to list your top six choices. Because workshops fill up very quickly, we ask that you list all six choices. Please list your choices in order of preference (1st is the highest preference, 6th is the lowest preference). If you list fewer than six workshops and your choices are filled, we will assume that you are not interested in any other workshops and your workshop registration fee will be fully refunded or not charged to your credit card. If you indicate on the General Conference Registration Form that you will accept any open section, we will assign you to a workshop.

Those who register for workshops online will receive a confirmation e-mail right away. Those who register using the paper form will receive a confirmatory e-mail once the form and payment have been processed.

Cost

SIOP Members and Affiliates: $400
Nonmembers of SIOP: $600

Fees include all registration materials for two workshop sessions, morning coffee, lunch, and the social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.

If Your Organization is Paying by Check…

Please mail your General Conference Registration Form to the SIOP Administrative Office, even if your organization is sending a check separately. (Sometimes they don't send the form.) Indicate on the copy of the form that your organization is paying and the check will be mailed separately. Make sure your name is on the check and/or your organization's remittance material. **(Sometimes organizations don't indicate for whom they are paying.)** Keep in mind that your conference registration will not be finalized until payment is received.

Cancellation Policy for Workshops

If you must cancel your workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries) or by e-mail at siop@siop.org. The fax number is (419) 352-2645. Workshop fees (less a $70.00 administrative charge) will be refunded through March 15, 2005. A 50% refund will be granted between March 16, 2005 and March 31, 2005. No refunds will be granted after March 31, 2005. All refunds will be made based on the date when the written request is received at the Administrative Office.

Continuing Education and Workshop Committee

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Joan Brannick (Chair-in-training), Brannick HR Connections

Peter Bachiochi, Eastern Connecticut State University

Mariangela Battista, Starwood Hotels & Resorts Worldwide, Inc.

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Suzanne Tsacoumis, Human Resources Research Organization (HumRRO)

Sara P. Weiner, IBM

SIOP 2005 Preconference Workshops
Thursday, April 14, 2005

1. **Building a Great Place to Work.** Scott Cawood, Revlon Corporation and ModernThink, and Andrea Konz, SC Johnson. Coordinator: Mariangela Battista, Starwood Hotels & Resorts Worldwide, Inc.

2. **Surveys Throughout the Employment Lifecycle: What Matters, When.** Alan L. Colquitt, Eli Lilly and Company, and William H. Macey, Personnel Research Associates, Inc. Coordinator: Michelle A. Donovan, Intel Corporation.

3. **Diversity Management: Moving Past the Buzzwords to Best Practices.** Bernardo M. Ferdman, Alliant International University, and Kecia M. Thomas, University of Georgia. Coordinator: Peter Bachiochi, Eastern Connecticut State University.

4. **Six Sigma: Discipline, Data and Humans.** Carole France, CDR International, and Paula Getz, Sun Microsystems. Coordinator: Eric Elder, Bank of America.

5. **Keeping Your Key Players: Innovations in Talent Retention.** Richard A. Guzzo, Mercer Human Resource Consulting, and Fredric D. Frank, TalentKeepers, Inc. Coordinator: Marcus Dickson, Wayne State University.

6. **I-O Psychologist as Expert Witness: The "Challenges" of Testimony.** Frank J. Landy, SHL, and David Copus, Ogletree Deakins. Coordinator: Matt Montei, SC Johnson.

7. **Cognitive Behavioral Psychology Applied to Organizational Settings.** Gary Latham, University of Toronto, and Janel Gauthier, Laval University. Coordinator: Barbara Fritzsche, University of Central Florida.

8. **The High Learner as a High Potential: Implications for Talent Management and Succession Planning.** Michael M. Lombardo and Robert W. Eichinger, Lominger Limited, Inc. Coordinator: Erika D'Egidio, Bristol-Myers Squibb.

9. **Situational Judgment Tests: Practice and Theory.** Michael A. McDaniel, Virginia Commonwealth University and Work Skills First, Inc., and Stephan J. Motowidlo, University of Minnesota. Coordinator: Suzanne Tsacoumis, Human Resources Research Organization (HumRRO).

10. **Merging and Shaping Corporate Cultures: Realities and Learnings.** Maitri O'Brien, Hewlett Packard, and Vicki V. Vandaveer, The Vandaveer Group, Inc. Coordinator: Wendy L. Richman-Hirsch, Mercer Human Resource Consulting.

11. **Building a Strategy-Based Business Case for Investments in People.** Peter M. Ramstad and David C. McMonagle, Personnel Decisions International. Coordinator: Robert Schmieder, Schmieder & Associates.

12. **Developing Women Leaders: Lessons Learned from Research and Practice.** Marian N. Ruderman and Joan Tavares, Center for Creative Leadership. Coordinator: Rose A. Mueller-Hanson, PDRI.

13. **Ethics and the Practice of I-O Psychology**. Nancy T. Tippins, Personnel Research Associates, Inc., S. Morton McPhail, Jeanneret & Associates, and Greg Gormanous, Louisiana State University Alexandria. Coordinator: Gloria M. Pereira, University of Houston–Clear Lake.

14. **Relevance and Rigor in Organizational Research.** Paul R.Yost, The Boeing Company, and Ann Marie Ryan, Michigan State University. Coordinator: Sara P. Weiner, IBM.

SIOP 2005 Preconference Workshop Descriptions

Thursday, April 14, 2005
The Westin Bonaventure Hotel, Los Angeles

Workshop 1 (half day)

Building a Great Place to Work

Presenters: **Scott Cawood, Revlon Corporation and ModernThink**
Andrea Konz, SC Johnson

Coordinator: **Mariangela Battista, Starwood Hotels & Resorts**
Worldwide, Inc.

How can an organization build a "Great Place to Work" where associates are engaged and profits also soar? One hundred companies are identified every year in *Fortune* magazine's 100 Best Companies to Work For list. This workshop will describe how to take a good work place and make it great. Presenters will review current best practices among the 100 best and also examine the key characteristics found in these best employers. The presenters will review the Great Places to Work Institute selection process and criteria and review in detail the Great Places to Work Survey dimensions. An I-O psychologist from SC Johnson (#23 on the 2004 Best Companies List) will also describe in detail some of her company's best practices. This workshop is appropriate for any I-O practitioner or academic who is interested in building a great work environment and what it takes to sustain such a culture.

This workshop is designed to help participants:
• Explore key best practices and traits among the 100 Best Employers
• Apply these best practices to their own work environment
• Review what it takes to sustain these best practices over time
• Understand the Great Places to Work Institute selection process and criteria

Scott Cawood is the vice president for Global Talent Management at Revlon, a pioneering leader in the cosmetics and skin care industry. Scott is also the founder of ModernThink, an objective research and practice firm dedicated to building great organizations where people want to work. ModernThink currently selects the "best places to work" for many states, including Tennessee, North Carolina, Kentucky, Indiana, and Hawaii. Formerly, Scott was a principal for the Great Places to Work Institute responsible for selecting the "100 Best Companies to Work for in America" which appears annually in *Fortune* magazine. Prior, Scott served as a Human Resources executive at W. L. Gore & Associates, Inc., one of only five companies to have made the "100 Best Companies" list every year since its inception. Scott holds a PhD in business administration and served on the faculty for the MBA program at Drexel University.

Andrea M. Konz is currently director of Organizational Effectiveness at SC Johnson. A graduate from the University of Wisconsin–Madison with degrees in psychology and sociology, Andrea received a master's degree and PhD from the University of Maryland in I-O psychology. She has worked in the Human Resources organization at SC Johnson for 16 years. Andrea's work is heavily focused on her organization's "Best People, Best Place" human resources strategy. Specifically, she manages selection, assessment, performance management, feedback, and coaching processes to increase the talent level in the organization. In addition, she spends a significant amount of time on enhancing the company's culture globally via executive team development, succession planning, survey research, change management initiatives, work–life, and global relocation programs.

Workshop 2 (half day)

Surveys Throughout the Employment Lifecycle:
What Matters, When

Presenters: **Alan L. Colquitt, Eli Lilly and Company**
                     William H. Macey, Personnel Research Associates, Inc.

Coordinator: **Michelle A. Donovan, Intel Corporation**

Dialogue and research on the employment relationship has been of growing importance for both various academic disciplines (social psychology, law, economics, etc.) and I-O practitioners, who for practical purposes wish to make sense of how relationships form, mature, and/or subsequently dissolve during the duration of the employment life cycle. Understanding these issues will provide company and HR leaders with valuable information with which to make important adjustments to recruiting, hiring, staffing, retention, and employee and career development systems and processes.

This workshop will provide background and examples from efforts to survey employees across the employment lifecycle and to link these research efforts within a unified employment relationship framework. This includes recruitment, on-boarding, multirater feedback, employee opinion, and exit surveys. Special attention will be paid to the relevant measurement theories, domains, and constructs including employee socialization, psychological contracts, social exchange, and employee engagement and commitment. Practical issues to be discussed include how to apply these theories to design effective surveys at each stage as well as how to analyze and summarize results. Other issues such as employee privacy concerns and integrated strategies for data gathering and analysis will be discussed. This workshop should be of interest to practitioners conducting and supporting organization surveys and survey research efforts in either internal or external consulting roles.

This workshop is designed to help participants:

- Summarize the key measurement domains, theories, and constructs that are critical to measure in different types of surveys
- Explain the key points in the employment lifecycle where measurement can add value
- Design useful surveys that capture the important data at each stage and that can be integrated into a larger research effort across the employment lifecycle
- Summarize the important issues affecting employees, employee engagement, and the quality of the employment relationship and translate these findings into actions company and HR leaders can take
- Address the practical issues in creating and analyzing databases using survey data gathered across multiple time periods

Alan L. Colquitt is the manager of Workforce Research at Eli Lilly and Company. Alan is responsible for developing the survey strategy at Lilly, including the employment lifecycle surveys. His group conducts workforce research projects in the areas of attraction, hiring, on-boarding/socialization, engagement, performance, and retention, and is the "center of excellence" for all workforce research, testing, assessment, survey, and metrics-related activities. Alan received his PhD in I-O psychology from Wayne State University in 1986.

William H. Macey is CEO of Personnel Research Associates, Inc. and has 25-plus years of experience in consulting with organizations to design and implement survey research. He has consulted with more than 25 of the current *Fortune* 200 companies. He was a contributing author to *Organizational Surveys: Tools for Assessment and Change* (Kraut, 1996). Bill is a SIOP Fellow, SIOP past president, and a previous member of the editorial board of *Personnel Psychology*. He received his PhD from Loyola University Chicago in 1975.

Workshop 3 (half day)

Diversity Management: Moving Past the Buzzwords to Best Practices

Presenters: **Bernardo M. Ferdman, Alliant International University**
Kecia M. Thomas, University of Georgia

Coordinator: **Peter Bachiochi, Eastern Connecticut State University**

As the workforce continues to become more diverse, effective management of this diversity has become more essential. At the same time, the term "diversity" has become a divisive buzzword in some circles, eliciting cynicism and even resistance. Moreover, recent and emerging diversity issues result in more complex choices than ever for organizations and their leaders. This interactive workshop will provide participants with an opportunity to critically explore the implications of theory, research, and practice on diversity dynamics for diversity management that truly reaps the benefits of diversity and fosters inclusion.

In doing this, participants will be asked to grapple with the realities, complexities, and challenges of contemporary diversity, which include and go beyond race, intercultural, and gender dynamics to encompass issues of work–life balance, disabilities, sexual orientation, and more. The workshop will incorporate analysis of cases, presentations of key frameworks, and discussion. Participants will also be asked to begin to apply their learning to their own organization.

The workshop will be of primary interest to practitioners involved in or responsible for diversity management, researchers interested in learning more about organizational realities related to diversity, and those who wish to become more effective champions for inclusion in the workplace.

By the end of the workshop, participants will be able to:
- Describe the forces that resist and facilitate diversity and inclusion in organizations
- Explain how contemporary aspects of diversity affect organizational diversity initiatives
- List key elements for developing organizational cultures that leverage diversity and foster inclusion
- Generate ideas regarding how to create and maintain engagement with and commitment to effective diversity practices across the organization

Bernardo M. Ferdman is a professor at the San Diego campus of the California School of Organizational Studies at Alliant International University (AIU), where he has taught since 1993. He has over 20 years experience as a consultant, teacher, and writer on issues of diversity and multiculturalism; ethnic and cultural identity in organizations; cross-cultural communication; Latinos/Latinas in the workplace; and organizational behavior, assess-

ment, and change. Bernardo has consulted and conducted workshops for a variety of organizations, including Alcoa, The World Bank, Burger King, Bell Atlantic, Verizon, Hilton Hotels Corporation, City of San Diego, the Federal Aviation Administration, and San Jose State University. He has published more than 40 books, articles, and book chapters and made more than 95 presentations at professional conferences in the areas of ethnic, cultural, and gender diversity; diversity training; and organizational psychology. Bernardo has been a consultant with several companies and is a Fellow of APA (Div 9) and the International Academy for Intercultural Research. Bernardo received his PhD in psychology from Yale University in 1987.

Kecia M. Thomas received her PhD in I-O psychology from The Pennsylvania State University in 1993. Since that time, she has held a joint appointment in psychology and African-American studies at the University of Georgia. She teaches several diversity classes for both the undergraduate and graduate populations at UGA and has mentored a number of students who have become diversity scholars themselves. She is the author of the recently released *Diversity Dynamics in the Workplace* (Wadsworth) and has authored numerous chapters and peer-reviewed articles on the topic of the psychology of workplace diversity. Specifically, her scholarship spans the areas of recruitment, leadership, and career development as female, ethnic minority, and gay and lesbian workers experience them. In addition to her academic life, she occasionally provides and supervises OD services to organizations such as BellSouth, the American Cancer society, the New Media Institute, and the Girl Scouts. She is currently developing a center for diversity research and engagement at the UGA.

Workshop 4 (half day)

Six Sigma: Discipline, Data and Humans

Presenters: **Carole France, CDR International**
                    Paula Getz, Sun Microsystems

Coordinator: **Eric Elder, Bank of America**

Six Sigma can significantly contribute to an organization's ability to understand its customers and to meet their needs. Successful deployment of Six Sigma throughout an organization also can aid the enterprise in creating discipline and the capability to execute. However, with some frequency Six Sigma does not meet the expectations. Without the involvement of I-O psychologists or other experts, it often is ineffectively introduced to the organization; early adopters can become "cult-like"—which can increase organizational resistance; it can be used as a weapon, and often the culture does not support Six Sigma philosophy, concepts, and tools.

This workshop, codesigned and facilitated by an I-O psychologist and a Six Sigma Master Black Belt, is designed to help participants:

- Explain the "human element" required for success with Six Sigma
- Apply basic Six Sigma concepts to the work of I-O psychologists
- Discuss the need to build a collaborative culture to support data-based decision making
- Effectively partner with Master Black Belts on projects

Carole France is a partner with CDR International, a Mercer Delta Company, working in their executive development practice area. She manages client relationships and designs and delivers executive development experiences. Carole has had the opportunity to work with several organizations that are in various stages of incorporating Six Sigma into their management practices and culture. She has coached individuals and teams who have had both positive and negative experiences with using Six Sigma as part of action learning team challenges. Before joining CDR International in 1999, Carole was an independent consultant for 9 years. Prior to establishing her consulting practice, she held leadership positions at Western Airlines, Burlington Northern Railroad, and Plum Creek Timber Company. She also served as adjunct faculty at the University of Washington. Carole holds a BA from the University of Michigan and a PhD in counseling psychology from Purdue University.

Paula Getz has been working on Six Sigma at Sun Microsystems, Inc. since they began the rollout 4 years ago. She became the first Black Belt in Professional Services. She has led the deployment of Sun Sigma across the worldwide Professional Services organization in addition to attaining Black Belt certification and being promoted to Master Black Belt 2 years ago. She also led a grassroots effort within Sun to build a line business that will enable Sun to sell and deliver Six Sigma projects and activities to Sun customers who are buying and implementing Sun technology. Prior to becoming a Black Belt, she managed a consulting practice in the Silicon Valley for Sun. She has been with Sun for more than 9 years and in the IT consulting industry for over 20 years.

Workshop 5 (half day)

Keeping Your Key Players: Innovations in Talent Retention

Presenters: **Richard A. Guzzo, Mercer Human Resource Consulting**
Fredric D. Frank, TalentKeepers, Inc.

Coordinator: **Marcus Dickson, Wayne State University**

Too often, talent retention is seen as something that managers "throw over the wall" to the human resources division—and all too often, that approach fails to stem significant levels of turnover. More and more, organizations are

realizing that talent retention is every manager's job, and that is the underlying approach that these two presenters take. This workshop thus focuses on keeping your people—not just your best people (the "A" players), but also the wide range of key talent in your organization ("B" players who may never be superstars but who are the bedrock of the organization; employees with specialized and hard-to-replicate talents or knowledge). It will draw on the latest published and proprietary research on employee turnover and retention, and will include ways to assess the impact of turnover on your organization tools for identifying the root causes of turnover, and techniques for improving retention, including ways to create a "retention culture"—how to train managers to do the things that lead to reduced turnover. Other innovative approaches for improving retention will be discussed including involving team members as retention agents. The two presenters have wide-ranging expertise in the topic and will present their (sometimes compatible and sometimes differing) approaches to and perspectives on employee retention. Participants will be invited to discuss their own retention efforts and outcomes, as well as to consider how they might instill a focus on retention throughout their organizations. This workshop will be most valuable for human resource managers higher than first-level management but will be of interest and benefit to managers at all levels and all functions in the organization.

This workshop is designed to help participants:
- Identify the most significant causes of employee turnover in one's own organization
- Compute the impact of employee turnover in one's own organization
- Determine ROI associated with the use of specific retention approaches within one's own organization
- Identify and design approaches for enhancing employee retention as needed within one's own organization

Richard A. Guzzo is a principal with Mercer Human Resource Consulting in Washington, DC. In that capacity, he has worked with such diverse clients as Toyota Motor Manufacturing, Corning, Marriott International, National City, and Cardinal Health, among others. He and colleagues at Mercer recently published *Play to Your Strengths* (2004; McGraw-Hill), which focuses on the management of internal labor markets, including issues of employee retention. Prior to moving to Mercer, Rick was a professor of I-O psychology and business at the University of Maryland and previously held academic appointments at McGill University and NYU. He is well known for his empirical and theoretical work on a variety of topics, including teams and team functioning (authoring with colleagues both the *Handbook of I-O Psychology* chapter on teams, and the most recent *Annual Review of Psychology* chapter on teams), and on expatriate employees. Rick is a Fellow of SIOP and of the Academy of Management.

Fred Frank is CEO of TalentKeepers®, Inc., a firm nationally recognized for their work in employee retention, including winning *Human Resource Executive* magazine's Top Training Product of the Year Award in 2002. Fred himself has had over 25 years of experience in the human resources industry, as an entrepreneur building and selling two companies, as an executive with a multibillion dollar global e-information and solutions company, and as a professional well-schooled in the various areas of human resources. He has worked directly with numerous client organizations including Bank of America, the FBI, the Life Insurance Management Research Association (LIMRA), Metropolitan Life, Time-Warner, and Xerox. Fred has a BA from Michigan State University, and an MS and PhD in I-O psychology from Wayne State University. Prior to beginning his first firm, he was a professor at Bowling Green State University and the University of Central Florida.

Workshop 6 (half day)

I-O Psychologist as Expert Witness:
The "Challenges" of Testimony

Presenters: **Frank J. Landy, SHL**
David Copus, Ogletree Deakins

Coordinator: **Matt Montei, SC Johnson**

This workshop will cover three distinct topical areas. The first is a review of recent federal court decisions regarding the traditional protected groups (race, gender, disability, and age) as well as emerging statistical issues, in particular the process and logic of setting cut scores as illuminated in the *Septa* and *Delaware* decisions. The second topic is based on recent interviews with federal judges (trial, magistrate, and appeals) on their views of I-O psychology and expert testimony. Generally, this section will also include survey results from the Federal Judicial Center on the views of judges and lawyers regarding expert testimony. The final area will consider the increasingly common practice by lawyers of challenging the admissibility of expert testimony based on an application of Daubert Principles. Testimony about the effect of stereotypes and organizational culture on HR decision making will be used to illustrate these principles. This workshop should be of interest to (a) I-O psychologists who testify, or plan to testify, as expert witnesses in employment and human factors litigation, (b) graduate students who seek a better understanding of expert witness testimony, (c) I-O psychologists with staff positions in public- and private-sector organizations who may experience discrimination challenges, and (d) lawyers who retain I-O expert witnesses.

This workshop is designed to help participants:
- Update knowledge of recent court decisions
- Prepare for expert testimony by providing a new perspective
- Identify critical areas for surviving challenges to I-O testimony
- Discuss emerging trends in employment challenges
- Explain the views of judges regarding expert witness testimony

Frank J. Landy received his PhD in I-O psychology at Bowling Green State University in 1969. He progressed from assistant to full professor of psychology at The Pennsylvania State University, retiring with the rank of emeritus professor in 1994. Frank began testifying as an expert witness in 1980 and formed the consulting firm of Landy, Jacobs and Associates with his friend and colleague Rick Jacobs. In 1988, Landy, Jacobs and Associates was acquired by the international psychological assessment firm of Saville, Holdworth Limited (SHL). Currently, Frank directs the litigation support division of SHL from their Boulder, Colorado offices. In addition to his role as an expert witness assisting both defendant employers and plaintiffs in over 100 cases, Frank has just edited a text on employment discrimination for the SIOP Professional Practice Series. In addition, Frank has recently completed an undergraduate text on I-O psychology with his colleague Jeff Conte. The text entitled *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology* was published by McGraw-Hill in 2004.

David Copus is a veteran employment discrimination lawyer. He is an honors graduate of both Northwestern University (1963) and Harvard Law School (1966). David is listed in the *Who's Who in Executives and Professionals, International Who's Who of Management Labor and Employment Lawyers, Guide to the World's Leading Labour and Employment Lawyers,* and *the International Who's Who of Business Lawyers.* The *National Law Journal* has named him as "among [the] nation's best litigators in employment law." He is a member of the Advisory Board of the National Employment Law Institute and a member of the American Bar Association's sections on Litigation and Labor and Employment Law. He has written numerous books and articles related to the law, including a paper on expert testimony by psychologists to be published in an upcoming text on employment discrimination for the SIOP professional practice series. He has recently completed a book-length manuscript entitled *Strangers in Paradise: Junk Science and Gender Stereotyping*. He has participated in several SIOP programs and most recently at the 2004 APS national conference, where he discussed his manuscript on stereotyping.

Workshop 7 (half day)

Cognitive Behavioral Psychology Applied to Organizational Settings

Presenters: **Gary Latham, University of Toronto**
Janel Gauthier, Laval University

Coordinator: **Barbara Fritzsche, University of Central Florida**

Clinical psychology, like I-O psychology, embraces the scientist-practitioner model. Yet historically, I-O psychology has largely ignored the methodologies and findings in clinical psychology in favor of those in experimental psychology. This is particularly true in the domains of employee training and motivation. The goals of the present workshop are two-fold. First, recent findings from research conducted by Latham on modeling, functional self-talk, mental imagery, and changing outcome expectancies in organizational settings will be reviewed.

Second, theoretical knowledge and practical instruction in the use of empirically supported cognitive behavioral techniques for modifying human thought, affect, and action will be provided. Special emphasis will be given to learning how to use knowledge derived from a functional analysis of behavior to conceptualize and implement a cognitive behavioral intervention. Case examples and experiential exercises will be used to illustrate the application of specific cognitive behavioral interventions in organizational settings. This workshop should be of interest to practitioners who are responsible for coaching and mentoring individuals in work settings and to researchers interested in training and motivation.

This workshop is designed to help participants:
- Gain knowledge of the research on cognitive behavioral techniques applied in organizational settings
- Conceptualize human behavior within a theoretical framework that encompasses the cognitive, emotional, social, and biological determinants of behavior
- Conduct a functional analysis of behavior to identify important controllable, causal, functional relationships between determinants of a specific behavior
- Use knowledge of why a behavior occurs to conceptualize and implement cognitive behavioral interventions
- Focus cognitive and behavioral interventions on specific targets
- Avoid the mistakes smart people make in applying cognitive behavioral techniques

Gary Latham is Secretary of State Professor of Organizational Effectiveness in the Rotman School of Management at the University of Toronto,

and a past president of the Canadian Psychological Association. A Fellow of APA, APS, CPA, the Academy of Management, and the Royal Society of Canada, Gary is also the recipient of the Distinguished Professional Contributions (1998) and Distinguished Scientific Contributions (2002) Awards from SIOP. In 2004 he received both the Distinguished Scholar Practitioner award and the Herbert Heneman award for Career Achievement in Human Resources Research from the Academy of Management. Gary received his PhD in I-O psychology from the University of Akron.

Janel Gauthier is professor of psychology at Laval University and a past president of the Canadian Psychological Association (CPA). Canadian Delegate to the General Assembly of the International Union of Psychological Science, Janel is also a member of the Board of Directors of the International Association of Applied Psychology. He is a Fellow of CPA and the Clinical Section of CPA. He was a visiting scholar at Stanford University under professor Albert Bandura. He was formally recognized for his distinguished contribution to Canadian Psychology by the Canadian Register of Health Service Providers in Psychology in 1998. He has published over 90 journal articles and chapters on behavioral and cognitive interventions for anxiety, depression, grief, headaches, and low social self-esteem. His publications can be found in journals such as *Journal of Consulting and Clinical Psychology, Behavior Therapy, Behaviour Research and Therapy, Cognitive Therapy and Research, Journal of Behavioral Medicine*, and *Journal of Personality and Social Psychology*. Janel is also a licensed psychologist with 30 years of experience in the practice of clinical health psychology. He received his PhD in clinical psychology form Queen's University at Kingston (Ontario) in 1975.

Workshop 8 (half day)

The High Learner as a High Potential: Implications for Talent Management and Succession Planning

Presenters: **Michael M. Lombardo, Lominger Limited, Inc.**
            Robert W. Eichinger, Lominger Limited, Inc.

Coordinator: **Erika D'Egidio, Bristol-Myers Squibb**

An organization's ability to attract, develop, and retain talent is one of the indicators of effectiveness and success. Although organization-wide talent management is the overall process, a subsystem is succession management or the identification, development, and management of high potentials. This category of people is identified early to mid-career and slotted to take one of

the top jobs at some point in the future. This workshop will include (a) a review of the research on learning agility and its use in highpotential identification and development; (b) designing processes for the identification and development of high potentials; (c) techniques for helping line managers be less frustrated with the task of nominating people to be high potentials; and (d) ROI measures for succession systems. This workshop should be of interest to practitioners who are responsible for developing or implementing assessment or selection systems in any type of organization, either in a consulting or internal role.

This workshop is designed to help participants:

- Summarize the research on learning agility as an indicator of potential
- Design processes for the identification and development of high potentials
- Apply ROI measures to succession efforts
- Identify key factors to consider when designing a succession planning process for high potentials
- Identify criteria for managers to use in identifying high potential individuals

Michael M. Lombardo has over 20 years experience in executive and management research and in executive coaching. He is one of the founders of Lominger Limited, Inc., publishers of the Leadership Architect Suite. With Bob Eichinger, Mike has authored 20 products for the suite. During his 15 years at the Center for Creative Leadership, Mike was a coauthor of *The Lessons of Experience*, which detailed which learnings from experience can teach the competencies needed to be successful. He also coauthored research on executive derailment (revealing how personal flaws and overdone strengths caused otherwise effective executives to get into career trouble); Benchmarks, a 360-degree feedback instrument; and the Looking Glass simulation.. Mike has won four national awards for research on managerial and executive development. He received his doctorate in education from the University of North Carolina.

Robert W. Eichinger has over 40 years of experience in management and executive development. He held executive development positions at PepsiCo and Pillsbury and has consulted with hundreds of organizations on succession planning and development. He has lectured extensively on the topic of executive and management development and has served on the board of the Human Resource Planning Society, a professional association of people charged with the responsibility of management and executive development in their organizations. Along with Mike Lombardo and others, Bob has written several books and articles and created over 50 paper and software products for helping people grow and develop. He received his PhD in I-O psychology from the University of Minnesota.

Workshop 9 (half day)

Situational Judgment Tests: Practice and Theory

Presenters: Michael A. McDaniel, Virginia Commonwealth University and Work Skills First, Inc.
Stephan J. Motowidlo, University of Minnesota

Coordinator: Suzanne Tsacoumis, Human Resources Research Organization (HumRRO)

Situational judgment tests are low-fidelity simulations designed to screen job applicants for employment. Situational judgment tests have a long history in personnel psychology and have experienced renewed interest in recent years. This workshop provides a summary of current research and practice in developing situational judgment tests. After presenting a brief history of situational judgment tests, participants will learn the steps needed to develop a situational judgment test. Participants will learn (a) different approaches to developing items, (b) variations in instructions and their impact, (c) different approaches to scoring situational judgment tests, (d) criterion-related validity evidence, (e) construct-validity evidence, (f) a theory to explain why SJT scores are often correlated with some personality traits, and (g) a review of research indicating that SJTs can be faking-resistant approaches to measuring noncognitive traits. This workshop should be of interest to practitioners who are responsible for developing or implementing situational judgment tests and to researchers interested in innovative assessment methods.

This workshop is designed to help participants:
- Develop situational judgment tests
- Describe the different approaches to scoring situational judgment tests
- Discuss the validity evidence for situational judgment tests
- Explain a theory of how situational judgment tests work

Michael A. McDaniel is a professor of management at Virginia Commonwealth University and is president of Work Skills First, Inc. He has researched the validity of situational judgment tests and has developed such tests for several organizations. He has published extensively in the area of personnel selection including articles concerning situational judgment tests, employment interviews, training and experience reviews, cognitive ability tests, customer service tests, integrity tests, assessment centers, biodata measures, customer service tests, and measures of short-term memory. He has published in several journals including *Personnel Psychology, Journal of Applied Psychology*, and *Academy of Management Journal*. Mike received his PhD in I-O psychology from George Washington University in 1986.

Stephan J. Motowidlo is a professor of psychology at the University of Minnesota. He is credited with rekindling interest in situational judgment

tests for personnel selection and is also well known for his development of the distinction between task (directly adding value to what the organization produces) and contextual (e.g., being a good citizen) job performance. He has published extensively in the areas of work stress, job satisfaction, and structured employment interviews. He has published in a variety of journals, including *Journal of Applied Psychology, Personnel Psychology, Organizational Behavior and Human Decision Processes, Academy of Management Review, Academy of Management Journal, Human Performance*, and *Polish Psychological Bulletin*. Steve received his PhD in I-O psychology from the University of Minnesota in 1976.

Workshop 10 (half day)

Merging and Shaping Corporate Cultures: Realities and Learnings

Presenters: **Maitri O'Brien, Hewlett Packard**
                    Vicki V. Vandaveer, The Vandaveer Group, Inc.

Coordinator: **Wendy L. Richman-Hirsch, Mercer Human Resource Consulting**

Acquisitions are expensive and the stakes are high. Repeatedly, studies have shown that most acquisitions fail to create the value anticipated by the deal—most often because of the inability to integrate cultures. This workshop focuses on how to help ensure effective cultural integration. Workshop participants will learn about thoughtful approaches to merging and shaping corporate cultures along with lessons learned from hands-on experiences. Workshop participants will gain both an internal and external perspective on ways to enhance culture integration through various mechanisms such as culture due diligence, the systematic selection of leaders, the fast-tracking of new team development, and so forth. This workshop will include discussions of case examples, identifying gaps between divergent cultures, risks of poor integration, leadership requirements for change, and the role that organizational consultants can play to facilitate culture integration. The workshop is directed towards experienced professionals who are helping to facilitate effective culture integration.

Upon completion of this workshop, participants will be able to:
- Describe the impact of corporate cultural differences on merger success
- Explain the challenges in merging divergent cultures and shaping the desired culture (e.g., what to anticipate, how to prepare, what to do, etc.), and describe some successful approaches taken by other companies to meet the challenges
- Conduct reasonable premerger culture due diligence

- Describe the critical roles that internal and external organizational consultants can play to help leaders lead change successfully, particularly with respect to merger planning, selection of top leaders, fast-tracking new team development, and serving in a consultative/facilitative role
- Apply the lessons learned from select case studies (e.g., HP/Compaq and ChevronTexaco)

Maitri O'Brien is a senior organizational effectiveness and management consultant in Hewlett Packard. Maitri works with the senior leadership teams in HP focusing on organizational design, management of change, leadership coaching and employee engagement in a global context. She has worked extensively with the leadership teams in the U.S., Europe, and Asia Pacific. Most recently she has been working in Bangalore, India as HP expands and develops its operations there. Maitri and her team have worked on the HP/Compaq merger for 2 years focusing on culture and people integration initiatives. Maitri is also an executive coach in HP's Winning Edge Program for the Top 100 Executives. Maitri received her MS in clinical psychology from the Pacific Graduate School of Psychology.

Vicki V. Vandaveer is the founder and CEO of The Vandaveer Group, Inc., based in Houston. The primary focus of Vicki's practice for the past 12 years has been executive coaching, executive team coaching, and merging and shaping corporate cultures. Most recently, for the past 4 years she has been helping ChevronTexaco with the leadership and cultural aspects of their merger. She currently coaches 37 executives in five different companies and in 12 countries and cultures (US, UK, South Africa, Greece, Belgium, Singapore, Australia, China, Korea, India, Pakistan, and Brazil), including top management and high potential executives in the "top 100" within their companies. She has considerable experience working with multinational and multicultural leadership teams, helping team members—individually and collectively—adapt to and help lead significant organization change, including culture shaping. Her clients are primarily *Fortune* 500 companies and their supplier partners. Vicki is a Fellow of APA and SIOP, has served as an APA Council Representative for SIOP (1992–1995), and has chaired or participated on most of SIOP's committees. Vicki received her PhD in I-O psychology from the University of Houston.

Workshop 11 (half day)

Building a Strategy-Based Business Case for Investments in People

Presenters: **Peter M. Ramstad, Personnel Decisions International**
                   David C. McMonagle, Personnel Decisions International

Coordinator: **Robert Schmieder, Schmieder & Associates**

"People are our greatest asset"—sound familiar? Although top executives recognize the importance of managing talent well to maximize the organization's success, they readily admit that their talent decisions are made with much less rigor and logic than their decisions about money, technology, and products. The improvement in HR measures has provided better data for making decisions, but their historical perspective often leads to a reactive, cost approach to decisions rather than a proactive investment strategy. This workshop provides a means for applying greater rigor, logic, and strategic focus to talent decisions through the use of a decision framework that directly links the talent investments to strategic success.

After learning basic terminology and concepts (e.g., financial terminology, balanced scorecard, HR dashboard), participants will be introduced to specific tools and approaches for building strong business cases that clearly demonstrate and effectively communicate the return on HR investments. Small-group activities with facilitated debriefs will provide participants the opportunity to apply the models and frameworks in building business cases for their own specific HR investments.

This workshop is designed to help participants:
- Define common financial terminology and concepts
- Apply a new framework for making investment decisions about people
- Move beyond traditional HR system analysis to focus on how talent creates value
- Build strategy-based business cases for your investments in people

Peter M. Ramstad is executive vice-president for Strategy and Finance at Personnel Decisions International (PDI). Over the last 10 years, Pete has held various leadership positions within PDI and worked with the core tools of business strategy, organizational effectiveness, and talent development. Prior to joining PDI, Pete was a partner with a major public accounting firm focusing on financial, operational, and systems consulting in high tech and service environments. He is a Certified Public Accountant, Certified Management Accountant.

Pete has research partnerships with faculty from the University of Southern California and University of Central Florida to study how people create value

and how that value can be measured. As a part of this research, he has coauthored a chapter in the *Handbook of Psychology* and jointly authored numerous papers on the evolution of the HR function and human capital measurement. Pete has been a speaker at many professional and academic conferences and has participated as a faculty member in executive education programs.

David McMonagle is a researcher at Personnel Decisions International focusing on human capital strategy, HR functional strategy, and the transformation of HR within organizations. Prior to joining PDI in 2003, he worked with Measurement and Research Services at Texas A&M University where he also received an MS in I-O psychology and is working to complete requirements for his PhD. Before Texas A&M, David served in the Navy with the Naval Nuclear Propulsion Program. His duties included contracting and congressional liaison to ensure the continued research for nuclear-powered submarines and aircraft carriers.

Workshop 12 (half day)

Developing Women Leaders: Lessons Learned from Research and Practice

Presenters: **Marian N. Ruderman, Center for Creative Leadership**
Joan Tavares, Center for Creative Leadership

Coordinator: **Rose A. Mueller-Hanson, PDRI**

Women have made remarkable progress in attaining leadership positions, holding nearly half of the managerial and professional jobs in the U.S. However, there is still a gap between men and women at the executive level—women remain vastly underrepresented in the uppermost levels of organizations. Although companies have figured out how to attract high-achieving women, they are far less successful at developing and retaining them. This workshop provides research-based and practical thinking about the development of women leaders. Workshop participants will learn about the latest research on the developmental needs of high-achieving women as well as the current thinking about a variety of developmental techniques: single-identity leadership development programs, coaching, 360-degree feedback, networking, and assignment-based learning. This workshop will include discussions of the strengths, weaknesses, and practical considerations associated with each developmental technique. Workshop participants will learn how to utilize a framework explaining the developmental needs of women leaders and how to analyze the suitability of a variety of techniques to further women's leadership development. This workshop should be of interest to practitioners and researchers interested in how organizations can facilitate the development of women leaders.

By the end of this workshop, participants will be able to:

• Apply knowledge of career management strategies to women leaders
• Briefly summarize the latest research on the developmental needs of high-achieving women
• Set up plans for helping women get clear feedback
• Help women identify career goals within the context of their life goals
• Explain how organizations can use the following techniques to facilitate women's leadership development: single-identity leadership development programs, holistic assessment of life goals, coaching, 360-degree feedback, networking, learning from life, and assignment-based learning

Marian N. Ruderman is a group director of research at the Center for Creative Leadership in Greensboro, North Carolina. Her research focuses on leadership development processes with special attention to the development of women leaders. A frequent contributor to the literature with over 40 publications, Marian's work appears in both scientific and practitioner journals. Marian is lead author of the book *Standing at the Crossroads: Next Steps for High-Achieving Women*. She is coeditor of *Diversity in Work Teams: Research Paradigms for a Changing Workplace*. She holds a PhD in organizational psychology from the University of Michigan.

Joan Tavares is currently the program manager for the Women's Leadership Program and the Coaching for Development Program at the Center for Creative Leadership. A Fulbright scholar and former teacher, she has trained in a variety of programs at the Center for Creative Leadership including the Looking Glass Experience, the Leadership Development Program (LDP)®, and Tools for Developing Successful Executives. Joan has done extensive one-on-one work with senior executives in the Awareness Program for Executive Excellence (APEX)®. Joan has presented at various national conferences and is a member of the Creative Education Foundation and the Organization Development Network. She holds a PhD in French from the University of Minnesota.

Workshop 13 (half day)

Ethics and the Practice of I-O Psychology

Presenters: Nancy T. Tippins, Personnel Research Associates, Inc.
S. Morton McPhail, Jeanneret & Associates
Greg Gormanous, Louisiana State University–Alexandria

Coordinator: Gloria M. Pereira, University of Houston–Clear Lake

Ethics and ethical practice are integral to the practice of I-O psychology. Every psychologist must understand what constitutes ethical and unethical practice in I-O psychology and be able to apply that understanding in diverse and changing practical situations. This workshop will include review of the

content of the 2002 APA Ethical Principles of Psychologists and Code of Conduct, discussion of its application in the field of I-O psychology, and processes for formally and informally resolving ethical problems.

The workshop will consist of four parts: (a) Workshop participants will review the Ethics Code, focusing on how it applies to I-O psychologists; (b) we will describe processes for analyzing and making ethical decisions; (c) participants will have the opportunity to apply these processes to case studies drawn from I-O practice; and (d) we will review and discuss an ethics hearing process. This workshop should be of interest to I-O psychologists who want to learn more about ethical dilemmas and decision making applied to their work. Participants should obtain a copy of the Ethics Code in advance of the workshop and be familiar with its contents.

This workshop is designed to help participants:

- Describe how the APA Ethics Code relates to the practice of I-O psychology
- Summarize the recent changes to the APA Ethics Code
- Use a systematic process for making ethical decisions
- Apply the ethical decision-making process to actual situations in I-O psychology
- List the steps involved in an ethical hearing process

Nancy T. Tippins is president of the Selection Practice Group of Personnel Research Associates (PRA) where she is responsible for the development and execution of firm strategies related to employee selection and assessment. Prior to joining PRA, Nancy spent over 25 years in various HR positions at IBM, Exxon, Bell Atlantic, and GTE. Nancy is active in professional affairs including the Society for Industrial and Organizational Psychology (SIOP) where she has served as chair of the Committee on Committees, secretary, member-at-large, president, and APA council rep. Nancy is a licensed psychologist and received her PhD in I-O psychology from the Georgia Institute of Technology.

S. Morton McPhail received his doctorate from Colorado State University and is a principal and vice-president of Jeanneret & Associates. Mort has served as project manager and principal-in-charge for many projects in both the public and private sectors during his more than 25 years as a consultant. His work has ranged across a wide variety of issues including test development and validation for selection and promotion, physical ability testing, classification and compensation, employee training and development, performance assessment and management, and individual assessment and coaching. Mort has served as expert counsel and provided testimony in numerous matters of litigation. He is past chair of SIOP's State Affairs Committee, Ad Hoc Committee on Professional Development, and Task Force on Licensure. He currently serves on the Written Examination Committee of the Texas State Board of Examiners of Psychologists assisting with the development of the jurisprudence and ethics examinations required for licensure in Texas.

Greg Gormanous is professor of psychology at Louisiana State University Alexandria and chair of the Department of Behavioral and Social Sciences. He teaches an applied undergraduate course in ethics. Greg has served as president of the Federation of Associations of Regulatory Boards consisting of all U.S. licensing boards in various regulated professions and is a former president and member-at-large of the Association of State and Provincial Psychology Boards (ASPPB). He has served as chair of SIOP's State Affairs Committee and was a member of the last two SIOP Task Forces on Licensure. He currently serves as ASPPB's liaison to SIOP and is also past chair of the Committee on Complaints and Ethical Violations of the Louisiana State Board of Examiners of Psychologists. Ethics experiences include serving either as adjudicator or hearing officer in actual ethics hearings and as cocreator of multiple mock ethics hearings presented at APA and SIOP. He earned his doctorate from the University of Southern Mississippi and completed postdoctoral coursework in I-O psychology at the University of Houston. He is a licensed psychologist.

Workshop 14 (half day)

Relevance and Rigor in Organizational Research

Presenters: **Paul R. Yost, The Boeing Company**
                 Ann Marie Ryan, Michigan State University

Coordinator: **Sara P. Weiner, IBM**

I-O psychologists continually face the challenge of addressing highly relevant organizational issues while maintaining rigor in their research. In this workshop, we will explore strategies I-O psychologists can use to do rigorous, high-quality research and significantly contribute to a company's success. The workshop is for I-O practitioners inside and outside of organizations. Topics will include: selling your research ideas, building partnerships with key stakeholders, framing and conducting research in organizations, publishing applied research, and how to be invited back to do more. The presenters will share examples from Boeing and other companies to illustrate how applied research rigor can be maintained while obtaining results that inform the business and are valued by leaders.

This workshop is designed to help participants:
- Build research projects that fit customer needs without sacrificing rigor
- Frame research projects so they will be compelling for organizational stakeholders
- Identify success factors and pitfalls in organizational research projects
- Design and conduct research that will impact organizational effectiveness
- Expand applied projects into publishable research

Paul R. Yost is manager of leadership research with the Boeing Leadership Center, the organization responsible for the ongoing development of over 15,000 leaders in the company. In this role, Paul is responsible for managing leadership research projects, program development, and integrating research findings into corporate development processes such as succession planning. Paul's recent work has focused on developing resources and tools that leaders can use to leverage the 80% of development that occurs on the job. This includes a 10-year longitudinal research project to track the ongoing development of 121 executives and managers. Paul's previous experience includes work in employee surveys, selection systems, performance assessment, and team development. He has held positions with Battelle Research and GEICO Insurance. Paul received his PhD in I-O psychology in 1996 from the University of Maryland at College Park.

Ann Marie Ryan is a professor of I-O psychology at Michigan State University. Ann Marie has published extensively on a wide range of topics, mostly related to employee selection and employee surveying. She has worked with a wide variety of public and private sector organizations in conducting her research. She is a past president of SIOP. Ann Marie currently serves as editor of *Personnel Psychology*. She received her PhD in 1987 from the University of Illinois at Chicago.

2005 SIOpen Golf Outing

Industry Hills Golf Club, Pacific Palms Resort
1 Industry Hills Parkway, Industry Hills, CA
Thursday, April 14th, 2005

1:00 pm, Shotgun Start
Entry deadline: February 28, 2005

You are invited to participate in the 7th quasi-annual SIOpen Golf Outing at the Industry Hills Golf Course on Thursday, April 14th, 2005. The entry fee of $85 includes greens fees, cart, transportation, and prizes (longest drive, closest to the pin, low net, low gross, etc.).

The Industry Hills Golf Club is about a 30-minute drive from the Westin Bonaventure. For those of you who would like a ride to the tournament, a bus will pick you up at the hotel (11:30 a.m.), take you to the course, and bring you back to the hotel after the tournament.

We will be playing on the Eisenhower course, which has been named by *Golf Digest* as one of the 25 best public courses in America. The course has also been the host to the U.S. Amateur, many U.S. Open qualifying tournaments, and a number of LPGA tour events. However, the course's real claim to fame may be its starring role in the films *Caddyshack* and *Falling Down*. If you would like more information on the course, please see http://www.ihgolfclub.com/ike.htm.

The defending SIOpen "champions" are the three-time winners from Texas A&M: Dave Woehr, Wink Bennett, Eric Day, and Bryan Edwards. Winners of the 2005 SIOpen will retain the coveted "Hugo Cup" until the 2006 SIOpen in Dallas. Players of ALL skill levels are welcome. Teams will be appropriately handicapped. Form your own team, or Dan will team you up. The format for the 2005 SIOpen will again be a 4-person scramble. Each team member hits a tee shot and the team selects the best shot. Then each team member hits from the location of the selected shot.

To register for the 2005 SIOpen, be sure also to indicate your participation in the Golf Outing on your General SIOP Conference Preregistration Form and include payment in your grand total. Please include a reasonable estimate of your handicap.

Dan Sachau inherited the SIOpen management duties from Chuck Lance and Jose Cortina, so please contact him at the Department of Psychology, Minnesota State University, Mankato, MN 56001. He can also be reached at 507-389-5829 or Sachau@mnsu.edu if you have any questions.

Entry Form Seventh Annual SIOpen Golf Outing

Industry Hills Golf Club, Industry Hills, CA
Thursday, April 14, 2005, Shotgun Start @ 1:00

Format: Four-person scramble
Application Deadline: March 1, 2005. Entry fee: $85/person includes, golf, cart, prizes, and transportation
Prizes: "Hugo Cup" to first place team, closest to pin, longest drive, low gross

Team Name:

Team Captain (or Individual): _____	Team Member #2: _____
Address: _____	Address: _____
City/St/Zip: _____	City/St/Zip: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Riding bus to tourney? ☐yes ☐no	Riding bus to tourney? ☐yes ☐no
Riding bus back to hotel? ☐yes ☐no	Riding bus back to hotel? ☐yes ☐no
Handicap/Average score:	Handicap/Average score:
Team Member #3: _____	Team Member #4: _____
Address: _____	Address: _____
City/St/Zip: _____	City/St/Zip: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Riding bus to tourney? ☐yes ☐no	Riding bus to tourney? ☐yes ☐no
Riding bus back to hotel? ☐yes ☐no	Riding bus back to hotel? ☐yes ☐no
Handicap/Average score:	Handicap/Average score:

Mail application to Dan Sachau, Psychology Department, 23 Armstrong Hall, Minnesota State University, Mankato, MN, 56001, or email to Sachau@mnsu.edu.

- Include payment with fees on General Conference Preregistration Form.
- A free bus service is included in the fee. Please indicate whether you will be riding.
- If you do not have a complete team, we will be glad to put you on a team that needs players.

Directions and Transportation Information

Westin Bonaventure Hotel and Suites
404 S. Figueroa Street
Los Angeles, CA 90071
Phone (213) 624-1000 Fax (213) 612-4800
http://www.westin.com/bonaventure

Driving Directions to the Hotel

From the North: Take either Interstate 405, state Highway 101 or Interstate 5 and follow the signs into Downtown Los Angeles. Then take state Route 110 South and exit onto Wilshire Blvd. Turn left onto Wilshire Blvd. and then turn left onto Figueroa St. Turn right onto 4th St. and then right onto Flower St. Proceed to the hotel.

From the South: Take I-405 North to state Highway 110 North. Take state Highway 110 North until you come to 3rd St. Exit onto 3rd St. and turn right. Proceed to Flower St. Turn right onto Flower St. and drive one block to the hotel. The hotel is located on the right.

From the East: From either I-10 or state Highway 60, follow the signs into Downtown Los Angeles. Take state Highway 110 South and exit onto Wilshire Blvd. Turn left onto Wilshire Blvd and continue to Figueroa St. Turn left onto Figueroa St. and proceed to 4th St. Turn right onto 4th St. and then right onto Flower St. Proceed to the hotel.

From the West: From I-10 or Interstate 105, take state Highway 110 North and exit onto 3rd St. Turn right onto 3rd St. and proceed to Flower St. Turn right onto Flower St. and drive one block to the hotel.

Transportation

United Airlines is the official airline of the 2005 SIOP conference. You or your travel agent can call to receive a 5% discount off the lowest applicable discount fare, including first class, or a 10% discount off full-fare unrestricted coach fares, purchased 7 days in advance, by calling 1-800-521-4041. An additional 5% discount applies when tickets are purchased at least 30 days in advance of your travel date. Discounts also apply to Shuttle by United and United Express. Make sure you refer to Meeting ID Number 529CC.

Transportation is available to and from Los Angeles International Airport (LAX). The shuttle service is $15.00 each way ($13.00 with the coupon found at www.supershuttle.com/coupons/LAX/SIOP.pdf) and taxi service is available for about $38 each way. Public transportation is also available.

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

Awards

It has come to *TIP*'s attention that at the August Academy of Management Meeting in New Orleans a paper by SIOP members won both the Human Resource Division and the Organizational Behavior Division Scholarly Contributions Award for the best paper published in 2003. Rumor has it that this is the first time the same paper has won both of those awards. Paper Citation: Schneider, B., Hanges, P. J., Smith, D. B., & Salvaggio, A. N. (2003). Which comes first: Employee attitudes or organizational financial and market performance? *Journal of Applied Psychology, 88*, 836–851. Congratulations to Ben, Paul, Brent, and Amy Nicole who were all at the University of Maryland I-O program when the paper was written.

Hogan Assessment Systems (HAS) recently announced it has endowed a new research fellowship, called the HAS Applied Measurement Fellowship, to a Bowling Green State University graduate student. Congratulations to HAS' first fellowship recipient, **Ian Little**, who is currently working on his PhD in I-O psychology. Along with advisor **Michael Zickar**, Little will assist HAS in the development of a computer adaptive cognitive assessment tool, called the Critical Reasoning Inventory for Business.

Marc Orlitzky, **Frank Schmidt**, and **Sara Rynes** received the 2004 Moskowitz Prize for their article "Corporate social and financial performance: A meta-analysis," published in *Organization Studies* (2003, 24:3, 403–441). The Moskowitz award, a cash award of $2,500, is given for outstanding quantitative research relevant to the social investment field and is sponsored by Calvert Group; Trillium Asset Management; Harris Bretall Sullivan & Smith; Kinder Lydenberg, Domini & Co., Inc.; and Rockefeller & Co. This award typically goes to people in finance, so it is unusual for I-O psychologists to receive it. Past winners can be found at www.sristudies.org.

RATE BUSTER: Say, has anyone noticed what **Tim Judge** has done lately? In the first five issues of *JAP* in 2004 he has eight publications—eight. Amazing! He's had a career in a year. (this was submitted by **Terry Mitchell**, an envious colleague) Leave some room for the rest of us, Tim.

CONGRATULATIONS TO ALL!

Transitions, Appointments, and New Affiliations

Charles A. Pierce has joined the faculty in the Department of Management, Fogelman College of Business & Economics, University of Memphis.

Nathan Hiller from Penn State University and **Christian Resick** from Wayne State University have joined the faculty of the industrial-organizational psychology program in the Department of Psychology at Florida International University.

Joel Moses, managing director of the Applied Research Corporation, has been elected as vice chairman of the board of Medic Alert Foundation, serving over 4 million members worldwide as a premier emergency medical information service.

BEST WISHES TO ALL!

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

David Pollack
Sodexho, Inc.

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

2005

Feb. 25–27   Annual IOOB Graduate Student Conference. Melbourne Beach, FL. Contact: lizmcchrystal@hotmail.com.

March 10–11   Annual Conference of the Personnel Testing Council of Northern California (PTC/NC). Folsom, CA. Contact: www.ipmaac.org/ptcnc.

March 10–13   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.sepaonline.com (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	12th Congress of the European Association of Work and Organizational Psychology. Istanbul, Turkey. Contact: www.eawop2005.org.
May 16–20	35th Annual Information Exchange on "What is New in Organization Development and Human Resource Development." Chicago, IL. Contact: Organization Development Institute, Don@odinstitute.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.
June 26–30	Interamerican Congress of Psychology. Buenos Aires, Argentina. Contact: www.sip2005.org.ar.
July 18–23	25th O.D. World Congress. Cyprus. Contact: Organization Development Institute, Don@odinstitute.org.
July 22–27	11th International Conference on Human–Computer Interaction. Las Vegas, NV. Contact: http://www.hci-international.org.
Aug 5–10	Annual Meeting of the Academy of Management. Honolulu, HI. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Aug 7–11	Annual Convention of the American Statistical Association. Minneapolis, MN. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).

Aug 18–21   Annual Convention of the American Psychological Asso-
               ciation. Washington, DC. Contact: APA, (202) 336-6020 or
               www.apa.org (CE credit offered).

Sept 26–30   Annual Conference of the Human Factors and Ergonomics
               Society. Orlando, FL. Contact: The Human Factors and
               Ergonomics Society, (310) 394-1811 or http://hfes.org (CE
               credit offered).

Oct 26–29   Annual Conference of the American Evaluation Associa-
               tion. Toronto, Canada. Contact: AEA, (888) 232-2275 or
               www.eval.org.

Call for Nominations
American Psychological Foundation
2005 Harry and Miriam Levinson Award

The American Psychological Foundation requests nominations for the *2005 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology*.

The Levinson award is administered by the APA Office of Division Services in conjunction with APA Divisions 13 (Consulting Psychology), 14 (Industrial-Organizational Psychology), and 39 (Psychoanalysis). A committee of the three divisions solicits nominations, reviews nomination materials, and submits the recommended recipient's name and credentials to the APF board of trustees for final approval. The recipient receives $5,000 and a certificate of recognition.

Eligibility. According to the agreement establishing the Harry Levinson Fund with the Foundation, an annual award is to be given to "an APA member who has demonstrated exceptional ability to integrate a wide variety of psychological theory and concepts and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations."

Nomination procedure. Nominations must include two elements: (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials must be submitted in electronic format only. A "cover" e-mail note with the two attached files (in Microsoft Word or PDF formats) should be sent to **division@apa.org**.

Deadline. March 15, 2005. Announcement of the recipient is expected to occur by or after April 15.

For more information, please contact the American Psychological Foundation at foundation@apa.org. The APF encourages nominations for individuals that represent diversity of race, ethnicity, gender, age, and sexual orientation.

Call for Papers
Special Issue on
Incorporating Behavioral Theory in OM Empirical Models

Guest Editors: Elliot Bendoly and Ken Schultz

The special issue on **Incorporating Behavioral Theory in OM Empirical Models** aims to publish a set of papers that draw upon established behavioral theory (particularly microlevel) from various disciplines of management

as well as from external associated fields such as psychology and sociology. The relevance of the application of these theories in clarifying and extending the understanding of issues of importance to operations management researchers should be made obvious, as required in general for submission to *Journal of Operations Management* (*JOM*).

Furthermore, because the focus in this special issue is in the application of behavioral theory in empirical modeling, submissions are expected to involve empirical data collection and analysis at their foundation. Anticipated methodologies suitable for this special issue include both survey and experimental (either controlled or action-research based) research. For additional submission guidelines see *JOM*'s editorial philosophy online. (http://www.mgt.ncsu.edu/jom/Ed_Philosophy.html)

Manuscripts must be postmarked by **April 15, 2005** and conform to *JOM* requirements. Submissions before the due date are welcome and will be reviewed when received. Reviews will be double blind, following *JOM* review procedures. The guest editors in consultation with the editor-in-chief of *JOM* will make all final decisions as to the suitability of manuscripts for the special issue.

MS Word formatted manuscripts should be submitted to either:

Elliot Bendoly, Assistant Professor, Goizueta Business School, Emory University, 1300 Clifton Road, Atlanta, GA 30307 (USA); elliot_bendoly@ bus.emory.edu or **Ken Schultz, Assistant Professor, Johnson Graduate School of Management, Cornell University, Ithaca, NY 14853 (USA).**

Call for Papers

Individual Differences Research Group announces a general call for papers for two new peer-reviewed journals: *Psychology Research Journal* and *Journal of Worry and Affective Experience.*

Psychology Research Journal (ISSN: 1553-1678), slated to begin publication in March 2005, is seeking papers on all psychological research topics. This journal is dedicated to publishing brief reports (typically no more than 15 double-spaced manuscript pages). Papers must be scholarly in nature and, though brief, include the necessary information to meet traditional rigorous scientific standards.

Journal of Worry and Affective Experience (ISSN: 1546-0924), expected to begin publication in February 2005, seeks full-length and brief papers on all aspects of affect (broadly defined) and related cognitive topics such as worry, coping, and attribution. Papers may examine these topics from any perspective (e.g., job satisfaction, effects of affect on performance, work related worry and stress, day-to-day functioning, clinical application, assessment).

Submissions to both journals are accepted via surface mail or as an e-mail attachment. Visit our Web site (**http://www.idrg.org/**) or contact us by e-mail

(**info@idrg.org**), for additional information and submission instructions. IDRG; P.O. Box 1723; Kingsville, TX 78364-1723.

Call for Papers
Organizational Research Methods **is pleased to announce a Feature Topic on "Nonresponse to Organizational Surveys."**

Papers that address, but are not necessarily restricted to, the following topics are most welcome:

1. Typical response rates achieved in both academic and applied survey research

2. Trends in survey response rates and factors behind those trends

3. Facilitating response to surveys through social and organizational interventions

4. Procedural and design decisions that impact response rates

5. The effect of response facilitation methods on data quality

6. The demographic, attitudinal, and personality factors associated with nonrespondents

7. The individual, group, organizational, and cultural factors that can explain response and nonresponse to a survey

8. The processes leading to response or nonresponse

9. Methodologies to assess nonresponse bias

We invite empirical, conceptual (i.e., new theory) and literature review papers. We also welcome papers offering guidelines and best practices that are based on solid empirical work published previously (these would be useful for people who are planning on conducting a survey). Papers focusing on Internet/Intranet surveys are particularly welcome.

Two types of articles will be published: (a) feature articles and (b) research notes. Feature articles are full-length empirical, conceptual, or theoretical manuscripts typical of *ORM* contributions. Research notes are narrower in scope than a feature article. Research notes should make an important contribution regardless of length, but the contribution would be narrower, perhaps addressing a more specific issue/topic as opposed to broader issues. Research notes should represent original empirical research or replications of important extant studies. Research notes should be approximately 2,500 words in length (excluding tables and references).

The guest editors for this feature topic are Dr. Steven G. Rogelberg, University of North Carolina–Charlotte (sgrogelb@email.uncc.edu; 704-687-4742) and Dr. Jeffrey M. Stanton, Syracuse University (jmstanto@syr.edu, 315.443.2879).

Information can be found at **orm.sagepub.com.**

Request for Proposals
Promoting Psychological Research and Training
on Health Disparities Issues at Ethnic Minority Serving Institutions

A small grants program funded by the American Psychological Association (APA) Science Directorate's "Academic Enhancement Initiative" and administered by the APA Public Interest Directorate's Office of Ethnic Minority Affairs (OEMA) in collaboration with the APA Minority Fellowship Program.

Promoting Psychological Research and Training on Health Disparities Issues at Ethnic Minority Serving Institutions Grants (ProDIGs) will be awarded to early career faculty for specific, limited, and highly focused activities that are both preliminary and related to the preparation of a federal or foundation funding proposal, and able to be fully implemented during a 12 to 18 month period.

Brief descriptions of projects of previous recipients of ProDIGS grants are available at **http://www.apa.org/pi/oema/programs/pemsi_description.pdf**.

Application

Although there is no formal application to complete, applicants should consider including the following materials with their submission:

Cover memo and recent curriculum vitae.

Letter(s) of support from your respective academic department/program.

Detailed budget of your proposed research or program/curriculum development effort.

Request and Deadline for Applications

Questions should be directed to **Sonja Preston of the APA Office of Ethnic Minority Affairs (OEMA) at 202-336-6029 or spreston@apa.org**.

Deadline for receipt of complete applications is **February 21, 2005**.

Announcement

Applied Psychological Techniques, Inc. (APT) was recently named one of the top 50 diversity-owned businesses in Connecticut by DiversityBusiness.com and has received their 2004 Div50 Award. This award annually recognizes diversity-owned businesses in a broad range of sectors such as technology, manufacturing, food service, and professional services. APT was also a recipient of the 2003 Div50 Award.

United States Postal Service

Statement of Ownership, Management, and Circulation

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