CRITERION-RELATED VALIDATION OF MECHANICAL AND ELECTRICAL APTITUDE TESTS

Comments by Tom Ramsay

Tests:	Ramsay Corporation *Mechanical Aptitude Test*	Ramsay Corporation *Electrical Aptitude Test*
Sample Tested:	87 technical college students in mechanical courses	97 technical college students in electrical courses
Criteria:	Grades in technical college mechanical curriculum and scores on a mechanical knowledge test	Grades in technical college electrical curriculum and scores on an electrical knowledge test
Results:	Product-moment correlation of .48 with a short test of mechanical knowledge and .40 with GPA for 87 technical college students in a mechanical curriculum	Product-moment correlation of .47 with a short test of electrical knowledge and .41 with GPA for 97 technical college students in an electrical curriculum

TIP

The Industrial-Organizational Psychologist

Featured Articles

From the Editorial Board

News and Reports

precision in employee selection and development

H**OGAN**

ASSESSMENT SYSTEMS

The Science of Personality™

Fritz Drasgow
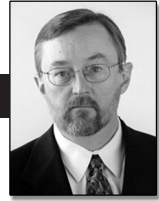
I recently learned that associations can be classified as staff intensive, balanced, or member intensive based on the extent to which staff versus members perform the work of the society. SIOP has an excellent but small staff and, therefore, would be called member intensive. Over the course of the past year, I've had the opportunity to see how much our members contribute to SIOP. The quantity and quality of our member activities are truly amazing.

A rough estimate of the number of SIOP members who have served the society in some way during the past year might be a thousand. In this column, I can only mention a small number of individuals, so I want to acknowledge the work of everyone who has pitched in during the last year. Thanks!

Our conference is a massive undertaking. **Donald Truxillo** and the Conference Planning Committee; **Lisa Finkelstein**, **Rob Ployhart**, and **Julie Olson-Buchanan** and the Program Committee; **Luis Parra**, **Joan Brannick**, and the Workshop Committee; **Irene Sasaki** and **Liberty Munson** and the Placement Committee; and **Kathleen Lundquist and Harold Goldstein** and the Doctoral Consortium have worked tirelessly to make the conference a success. At the conference, awards will be given—thanks to **Dan Turban** and the Awards Committee—and fellows will be named—thanks to **Gary Latham** and the Fellowship Committee.

It is important for SIOP to communicate our work to other psychologists as well as to the public. **Scott Highhouse, John Scott, Paul Hanges**, and the APA Program Committee and **Paul Tesluk, Eric Heggestad,** and the APS Program Committee provided great programs at last years' APA and APS conferences and are working on the 2005 conferences. **Heather Fox** has served as chair of the APA/APS Relations Committee to ensure a continuing dialogue between our Society and those two associations. **Wendy Becker** and the Visibility Committee and **Mary Doherty Kelly** and the Communications Task Force have worked to educate the public about I-O psychology, and **Jim Beaty** and the Electronic Communications Committee have helped with our Web site.

The Professional Practice Committee, chaired by **Doug Reynolds**, and the Scientific Affairs Committee, chaired by **John Hollenbeck**, have initiated activities on behalf of the Society as well as scanned the environment for issues that could affect us. **Peter Scontrino** and the State Affairs Committee have tracked regulatory and legislative actions in all 50 states.

Education is very important to our Society. **Steve Rogelberg** and the Education and Training Committee have been very active over the past year. **Rich Martell** and the I-O Training Task Force have examined I-O graduate programs in psychology departments. As our continuing education coordinator, **Judith Blanton** has worked to ensure that members receive training as well as the credits they need for their licenses. **Ron Landis** and the Teaching Institute continue to reach out to minority-serving institutions and provide information about I-O psychology.

Publications are very important to SIOP. **Bob Pritchard** and the Organizational Frontiers Series Committee and **Allan Church, Janine Waclawski**, and the Professional Practice Series Committee have continued to develop outstanding new books. As editor of *TIP*, **Laura Koppes** has directed this outstanding publication.

Our most important asset is our members. **Talya Bauer** and the Membership Committee, **Mickey Quinones** and the Committee on Ethnic and Minority Affairs, and **Scott Button** and **Mikki Hebl** and the LGBT Committee directly support our membership, and the Historian, **Derek Avery**, records and archives information about the Society. The Foundation Committee, chaired by **Paul Thayer**, has worked hard on several projects that benefit our members.

Our representatives to APA Council, **Jim Farr, Angelo DeNisi, Lois Tetrick, Nancy Tippins**, and **Bill Macey**, are faced with a very challenging assignment, and our members-at-large, **Janet Barnes-Farrell, Jose Cortina,** and **Kurt Kraiger**, provide important leadership for the Society. Our Secretary, **Georgia Chao**, has been wonderful to work with. Our financial officers, **Dianna Stone** and **John Cornwell**, have also been great. **Mike Burke**, SIOP past president, has shared his remarkable understanding of the Society and its activities with me—thanks, Mike! And finally, **Leaetta Hough** as president elect this year has taken on more and more responsibility for the Society. Please support her during the upcoming year.

Again, thanks to all who have graciously donated their time and energy to SIOP!

Administrative Office Transition

I am very pleased to introduce **David Nershi** as the executive director of SIOP. Dave comes to us from the National Exchange Club where he was executive vice president and a member of their board of directors. Dave graduated from West Virginia Wesleyan College and then worked 6 years as a newspaper reporter and editor in West Virginia. He then entered the field of association management and later served as executive director of marketing for the United States Junior Chamber of Commerce. Dave has more than 20 years of experience in association management, communications, and

marketing on local and national levels. Please be sure to introduce yourself to Dave and give him your support as he takes on his new role.

I want to thank Bill Macey and the search committee for their efforts. They conducted the search the way that it should be done.

Some things about the Administrative Office are not going to change. Our excellent staff—Esther Benitez, Larry Nader, Linda Lentz, Clif Boutelle, Lori Peake, Jen Baker, and Ahmad Awad—will continue to provide a high level to service to members. I want to thank them for all their contributions during the past year.

As everyone knows by now, Lee Hakel will retire at the conclusion of this year's conference. It is truly impossible to describe what she's meant to SIOP over the past 10 years. Beyond her role as director, she's been our institutional memory and the person who members, committee chairs, and presidents turn to when they need good advice. Thank you Lee!

International Involvement

For several years SIOP has sought to expand its horizons beyond the borders of the United States. **Sharon Arad** has chaired our International Affairs Subcommittee, and Mike Burke made increased international involvement one of his presidential goals. I am very pleased to report some statistics about the growing international presence in SIOP. At our conference this year, 253 people on the program have addresses from outside the US! A total of 18% of the posters and 25% of the other sessions have at least one person from outside the US. These figures clearly show that SIOP is an international organization.

Work, Stress, and Health:
Making a Difference in the Workplace Conference

Leslie Hammer reports that the conference "Work, Stress, and Health 2006: Making a Difference in the Workplace" will be held in Miami, Florida on March 2–4, 2006 at the Hyatt Regency Miami Hotel. The conference theme is "making a difference in the workplace," and the conference organizers are especially interested in hearing about the translation of research to practice and workplace programs, policies, practices, case experiences, and other efforts to prevent stress in today's workplace. Please consider attending this meeting and reporting on your worksite's occupational health efforts or your research in this area—it is important for I-O psychology to be highly visible at this conference. The deadline for abstract submission is May 1. More information is available at http://www.apa.org/pi/work/callforpapers.html.

APA Council of Representatives

We received good news from this year's apportionment ballot: We won back a fifth seat in Council! Thanks to everyone who allocated one or more of their votes to SIOP!

Foundation

The Foundation and I want to thank the members who generously contributed last year. In our fall fund drive, over $24,000 was contributed with about $11,500 going to the Scholarship Fund. In addition, Personnel Psychology, Inc. made a contribution in honor of the editors, editorial board members, authors, and reviewers of *Personnel Psychology* (1984–2004). The total endowment now exceeds $700,000, and we hope to get to $1 million soon.

Membership

I am pleased to report that as of February 28, SIOP membership stood at 6,218, which is an increase of 163 from this date last year. Professional members total 3,582, which is an increase of 123. The vast majority of APA's Divisions are experiencing declines in membership, so this is very good news.

And Finally,

It has been an honor to serve as your president for the past year. I've learned a lot and enjoyed working with many great people. Thanks to the many, many people who have contributed to SIOP's continuing success!

Spring is in the Air!

Laura L. Koppes

Spring is slowly evolving here in central Kentucky, and when April arrives, one particular activity preoccupies Kentuckians: horseracing at Keeneland race track in Lexington followed by the Kentucky Derby in Louisville. We also can count on voluminous flowering bushes and trees, thus, the perfect season to hike the Red River Gorge and other trails throughout the Commonwealth. Spring is my favorite time of the year because of the sense of new beginnings and hope. This is especially true this year as I ponder the horrific effects of the tsunami, which captured the world's attention. Special thoughts go out to SIOP members who suffered the effects of this tragedy.

I have now finished my first year as *TIP* editor, with two more additional years ahead of me. I would like feedback as I desire to prepare issues that you find valuable and informative. I was thrilled to receive a letter from **Kitty Katzell**. As many of you know, Kitty and Ray Katzell, her late husband, have contributed much to I-O psychology. I invite you to join the *TIP* Editorial Board at a roundtable discussion during the 2005 conference to share your thoughts and ideas on Friday, 12:00 noon in San Gabriel B.

Features

SIOP would not be what it is today without the efforts of many individuals; however, one person, in particular, has single-handedly contributed to the development of our professional organization. It is with great pleasure to feature Lee Hakel, who is retiring as SIOP's Director. I am fortunate to have interacted with Lee on several occasions because I always learned from her. I look forward to seeing Lee at the SIOP conference so I can personally express my appreciation.

SIOP will celebrate 20 years of the conference this year! **Bill Macey** provides a historical perspective on organizing the annual meeting. Thanks to everyone who pursued this endeavor!

I like to think of *TIP* as a venue to provoke discussions on various issues. Don't hesitate to send your thoughts after reading the feature written by Gary Powell on the family-friendly workplace.

From the Editorial Board

As always, the *TIP* Editorial Board prepared outstanding columns for this issue. Please join me in thanking **Jaime Durley, Corey Munoz**, and **Andi**

Kimbrough for spearheading **TIP-TOPics** the past 2 years. For their last column, they provide a summary of all the **TIP-TOPics** columns.

I also thank **Michelle Donovan**, who decided to retire as the column editor for the **Spotlight on Local I-O Organizations**. **Lori Foster Thompson** graciously agreed to lead this column: She plans to expand her coverage to include other organizations, including those located in various countries.

Topics in this issue include the global workforce, sexual harassment in other countries, I-O psychologists in Singapore, autobiographies including hamsters and choice points, funding opportunities, needs analysis and evaluation, data warehousing, and the Vail model in graduate education. You may notice that the **I-O Ethicist** column has not appeared in the last several issues. According to column editor Bill Macey, he has not received any questions, situations, or inquiries from SIOP members. We may decide to discontinue the column if there is no interest.

News and Reports

I am pleased to provide an interview with SIOP member **Wendy Becker** about a recent event that captured the hearts of many SIOP members. Wendy's son Matthew Ramige hiked out of the rugged Montana wilderness with a broken back and severe burns after he and a coworker survived a plane crash in which three others died. Matthew's perseverance against impossible odds is an inspiration to us all. My understanding is that Matthew will be with Wendy at the SIOP conference.

Esther Benitez of the SIOP office provides an update on the current superb SIOP staff. I am especially appreciative of Jenny Baker and Lori Peake, who assist in the preparation of *TIP*. Information about the new SIOP Executive Director will appear in the July 2005 issue.

Other news to note: an invitation to join the SIOP Legacy Group, Request for Proposals for SIOP surveys, and the Call for 2006 SIOP Awards.

I give my condolences to the families and friends of **Kathryn Berkovsky Hodge** and **Douglas N. Jackson**.

Miscellaneous

It's been brought to my attention that advertisements and press releases have cited information from *TIP,* with the implication that SIOP and *TIP* endorse such information. Please remember: 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 frequently receive questions about submissions, therefore, I prepared **Information for Contributors**. Please note that my e-mail address for submissions has changed to LKoppes@siop.org.

Reactions to the 2004 October issue
Letter sent to the editor December 30, 2004

Dear Laura:

This morning I sat down in my easy chair, and immediately my cat settled herself in my lap and went to sleep.   I had not yet picked up the book I had been reading last night, so I looked to see what was lying on the end table beside my chair, and there was the October issue of *TIP*, still unread. The cat slept on and I spent a delightful morning with *TIP*.   It was just marvelous!   You did a GREAT job!   There was so much that was meaty and useful and interesting and entertaining and enjoyable.   Thanks so much.

Specifics?   "Defining the Profession" was wonderful.   Ray would've loved that.

[Dale] Glaser's "Miscues and Fallacies," **Joel [Moses]**'s "Corporate Corruption," and **[Bill] Macey**'s "Ethicist"—all very thought-provoking.

I loved **Paul Muchinsky**'s "High Society."   It was a lot of work; very clever and well done.

I've gotten far removed from the legal aspects since I retired, so **Art Gutman**'s legal stuff was instructive as was **Doug Reynolds**'s piece on job applicants in the Internet age.

[Frank] Landy's "Along the Way" relieved some of the intellectual strain that had set in by the time I got that far.   I'm so totally retired now that I don't think psychologically very often.

Nice to see **Kevin Murphy**'s picture and see what he's doing.   He was at NYU with Ray for a time.

Having served more than once on APA Council, I was interested in seeing what **Jim Farr** had to say.   I'm glad they're getting their financial house in order.

The APA *Monitor* came today, and I see that our candidate, Brehm, did NOT get elected.   We tried!

By now, I don't recognize a lot of the names of people in SIOP (or in APA, for that matter), but 14 is still "my" division.

Happy New Year!   And thanks for all you continue to do for SIOP.

Kitty Katzell

Reaction to article, "It's the Leadership Stupid: An I-O Psychology Perspective on the 2004 U.S. Presidential Election" (January, 2005)
Letter send to the editor February 9, 2005

I agree with **Ronald Riggio** that leadership of the office of the president of the USA cannot be outsourced, but is a presidential election about leadership? I think not. This year's election was a graphic example of millions of American voters casting ballots against their own self-interest. It truly was a shocking illustration of the power of shock and awe provoking of deep-seated anxiety about gays and abortions. This election was not about leadership as much as it was about propaganda by the White House masters. I divide leadership into two parts: face-to-face leadership that must begin with two people and propaganda leadership. Clearly, we in I-O psychology understand a good deal about the former (Graen 2003, 2004, 2005), but we are rank amateurs when it comes to the latter. President Bush's campaign directors' success shows that the master practitioners are light years ahead of our understanding. Based on my expertise in leadership, I could not hope to convince millions of American voters that some vague threat to our national moral values is more important than taking care of their families in terms of jobs, healthcare, taxes, and social security.

George Graen, PhD
Professor of International Leadership
University of Louisiana-Lafayette

"Just Say Yes to Every Request for Awhile and Let's See Where This Goes"

A Tribute to Lee Hakel

Mike Campion

No, that was not Milt's pick-up line when he first met Lee at the University of Minnesota in 1961 (and shame on you for thinking so).

It is what I told Lee as president of SIOP when she and Milt took over the Administrative Office in 1995. Now 10 years later, as Lee retires, we have one of the best run professional associations due largely to Lee's efforts and leadership.

Here is how Lee describes it—

So I said 'yes' every time an Executive Committee member said, 'Could you....' And so the Administrative Office began to evolve into the full-service office that we are today. The professional competence of the office staff is as extraordinarily high as their commitment to serving SIOP members. The staff of only six full-time equivalents serves a membership of 6,600 and 31 committees—one of which puts on a conference for 3,000+ participants. We do the production work for seven publications each year (four issues of *TIP*, the Membership Directory, the conference program, and the Foundation Annual Report). We maintain the SIOP Web site, with a considerable amount of e-commerce on it. We interface with the public as well as members by answering phone and e-mail requests and questions.

Lee also served the profession by being managing editor of *Personnel Psychology* for 20 years (1984–2004). Through their vision, effort, leadership, and financial investment, Milt and Lee helped *Personnel Psychology* become one of the premiere research journals for SIOP members. Authors and readers often overlook the essential role played by those who help create the journals—"the physical trace of our science" (as once described by Milt). It is overwhelming to imagine how much knowledge has been documented in *Personnel Psychology* over the last 20 years.

Service to others has been a dominant theme in Lee's life. The list of volunteer associations for which she has had leadership roles is longer than most people's resumes, including:

- Bowling Green Community Foundation
- Healthy Families Foundation
- Leadership BG
- Bowling Green Schools Educational Foundation
- Bowling Green Chamber of Commerce
- Planned Parenthood of Northwest Ohio

- City of Bowling Green, Architecture and Grounds Planning Committee
- Postal Customer Council of Northwest Ohio
- University Women of BGSU
- Springboard Program, BGSU
- League of Women Voters
- Prison Concern Group
- Governor's Advisory Panel on Rehabilitation and Corrections
- Columbus Metropolitan Club
- University of Houston Women's Association
- Catholic Conference of Ohio
- Fourth Presbyterian Church, Chicago

She also found time to serve her family—Milt for 43 years of marriage (and counting), two children, and seven grandchildren.

You can see why Lee is fond of a quote from sociologist Margaret Mead: "Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has."

Lee's extraordinary service to SIOP can be illustrated by quotes from SIOP members. I asked a convenience sample of past Executive Committee members and *Personnel Psychology* editors for their memories of Lee. Here are some of the things they said.

"My fondest memory of Lee is her great enthusiasm for everything she does. This ranges from monumental tasks such as preparing for the conference, starting the Foundation, and implementing JobNet to fun things such as taking her grandson to Europe. Because of this, It was always a treat to be with her." (**Linda Sawin**)

"Working with Lee Hakel on the Foundation Board was a true pleasure. Since this was a new enterprise, we were often in situations where we were uncertain about various issues ranging from federal regulations to tax issues. Lee always found the right person to give us advice and in her own easygoing way took on many of the problems that we faced. She always gave us the credit but everyone of us knew that she did the heavy lifting. What a blessing she is." (**Irv Goldstein**)

"Lee is quite simply one of the most dedicated individuals to SIOP that I have ever known or worked with. She has undying attention to detail, a good grasp of the political implications, and she sincerely cares about what happens to SIOP members." (**Mike Coovert**)

"What can I say about Lee Hakel: She is the smartest and most genteel person with whom I've had the pleasure to work. I miss seeing and talking to her. Milt is *such* a lucky young man!" (**Philip Craiger**)

"As you know, the Hakels owned *PPsych* when I was the editor, and as you also know, the editor's job at *PPsych* can be stressful. I worked closely with Lee for 6 years through all the ups and downs of running a major journal and she brought three very needed resources to our relationship, and by that I mean things I sure didn't bring to the relationship: (a) knowledge—she always knew how to handle any problem that arose on the production side no matter how weird or idiosyncratic, (b) understanding—she always seemed to know just what I was thinking and feeling, often before I did, and (c) encouragement—she was always so optimistic that everything would turn out fine that she even made me hopeful. She has a gift for making everyone feel appreciated, when in fact, she is really the one that everyone should be appreciating. I would really like to develop that." (**John Hollenbeck**—I must note that John's words speak for all of us past editors)

"Lee once told me that she reads every word of every issue of *Personnel Psychology*. I thought that was pretty amazing." (**John Fleenor**)

"My most memorable moment of working with Lee was in mid-2003. As I was about to depart on a trip, Lee phoned and we had a brief conversation that went along the lines of "Mike, you are president of an unincorporated association! Our agent apparently failed to file our required annual reports to maintain our articles of incorporation. As a result, our articles of incorporation have been revoked. I've communicated with the lawyers and here is what we need to do …." By the end of the phone conversation I thought that I could tell Allstate something new about being in good hands—I was working with Lee Hakel! And I'll always remember and appreciate the SIOP office updates from Lee. The update typically started with a line such as "Things are looking good!" This statement was followed by a brief update such as "Membership is at an all time high. We have a record number of conference registrants. Copies of so and so's book are sold out, etc., etc." Then, a line would follow, and it simply read "And now for the really good news!" Here, Lee would describe the professionalism and efforts of staff members who were working behind the scenes at top speed to make things work for our membership! She was extremely proud of their energy and commitment, which I saw as a reflection of her." (**Mike Burke**)

"I can't come up with one memory but the picture image in my mind is of Lee tired and smiling at the end of each SIOP conference." (**Ann Marie Ryan**)

"Lee was always wonderful to deal with, but my best memory happened just before she started. The decision about replacing the Administrative Office

was to happen during my presidential year, and I was a little uptight about dealing with that process. However, when Lee turned out to be one of the applicants, it quickly became clear that there was nothing to be concerned about. The decision was clear-cut and the rest is history." (**Wally Borman**)

Lee is calm, professional, organized, incisive, warm, and always stylish. She is a speedy and responsive e-mail correspondent. She's a great ally and a great advocate. Lee appears to me to be a model of work–family balance. As dedicated as she is to SIOP and all her professional endeavors, my sense from the way Lee talks about her family, is that they are never far from her heart or mind. (**Katherine Klein**)

"Always gracious...always professional...always made me feel like I was someone special (even on the phone when I would call the *PPsych* office ...no matter how little the question, that's quite an accomplishment)...I also always remember her at the annual *Personnel Psychology* meeting at SIOP ... moving graciously among all the people on the editorial board...making each one of us feel welcome and each person feel like he or she was the most special person in the room...finally, I always thought that she and Milt looked at all of us (as we joked, laughed, and teased each other) like proud parents who thought the kids were doing OK." (**Jim Smither**)

"My favorite serious memory of Lee dates from the first year I served as SIOP Conference chair. Lee was determined to get us the best possible AV costs and find a vendor that she was confident in. She spent hours talking with vendors and negotiating costs. Then, once she found a vendor who was both reasonably priced and competent, Lee was like a mother lion protecting her cubs when it came to spending SIOP's money without compromising on AV quality. I was getting 3–4 e-mails a day with Lee proudly proclaiming how she'd saved SIOP another $150 or gotten a free microphone thrown into the package. It illustrates how no one has been more concerned with spending SIOP money carefully or providing high-quality experiences and services to our members than Lee." (**Jeff McHenry**)

"I'm copying Steve Ashworth on this because I want to make sure I get the humorous moment right. But I believe it happened in Denver, when Lee and Steve were evaluating a hotel as a prospective location for a SIOP conference. They were having lunch, if I'm not mistaken, and part of the ceiling collapsed right over where they were eating. As you can imagine, we did not end up going to Denver for the SIOP conference! (Jeff McHenry, and the story was validated by **Steve Ashworth**)

"Lee is incredible! She remembers everything, knows everything, and cares about everything. She will help, keep you out of trouble, and point you in the right direction. SIOP has grown stronger and better because of Lee." (**Paul Thayer**)

"Lee Hakel is one of those rare individuals who combines super efficiency in operations with a gracious, helpful, and friendly style! The world needs more of her type." (**Lyman Porter**)

"My fondest memories of Lee relate to her patience and willingness to work within others' limits. We sort of negotiated about issues like the number of reviews, words in reviews, and so on during my early days as book review editor. This is something which only the very best managers know how to do well, and she surely ranks among the best of managers. The coolest thing I remember though was when I called *Personnel Psychology* as a headhunter in Columbus, in 1984. I tried to sell her on our services (finding employers good administrative support staff), and she sold me on I-O psychology, instead. I entered Ohio State University the next spring, and the I-O program a year later." (**Bob Jones**)

I also asked Lee for her memories, and this is what she said:

"It is the willingness of SIOP members to come, to be involved, and to learn that keeps SIOP and the SIOP conference vital and growing. Ultimately, it is the SIOP members who make all the difference and they comprise my most lasting memory. My most important thought is that I am so grateful to the SIOP members for giving me the opportunity to work for them.   It has been a great experience."

No, Lee, it is the other way around—we are so grateful to you.

Some Selective Memories of the First SIOP Conference and Subsequent Changes in the First Ten Years

Bill Macey

The notion of the conference in its original form began someplace that did not include me. But, with the help of **Stan Silverman**, I've arrived at the following reconstruction of events. In the early 1980s, there was a growing concern within the membership over the limited program time and workshop space at the APA convention. Separately, a membership survey conducted by **Irv Goldstein** and a springtime conference at Johns Hopkins University that drew significant numbers of Division 14 members led to the observation that a springtime, mid-year conference could serve to meet member needs. So, the idea grew, and by 1984 it was apparently a done deal.

My personal involvement began with a visit to Chicago in 1984 by **Ben Schneider** and Irv Goldstein to begin the process of site selection. I arranged for visits to the Hilton, Palmer House, and the new Marriott on Michigan Avenue. Because we didn't have experience running our own conference, conversations with the hotels were at times almost amusing; the hotel representatives were incredulous of our confidence. In fact, one major hotel chain within the city (that will go nameless) had absolutely no interest in our business whatsoever. So, the management team at the Marriott made our choice an easy one. Mark Lauer, the sales manager, was an ardent supporter and advisor. (He was also our contact for the 1993 conference in San Francisco.) The hotel itself "fit" the ideal image of a conference hotel as it had many areas where people could sit and talk, creating the opportunity for the kinds of conversations that the conference planning committee envisioned.

Of course, visions and dreams can generate optimism, but hotels look for guarantees and hard numbers. I (fondly) recall some anxiety, but more a sense of excitement, as we thought through what might really happen. The thinking at the time was that if 600 people or so attended, the conference could be successful. I don't recall that anyone thought what a "failure" would look like. In fact, to quote the Executive Committee minutes of August, 1984, "The best guess of the planners is that 600–700 will attend, but they fear this could be an underestimate." Survey results suggested that we could draw 600 to 700, but my own recollection is that no one really had all that much confidence in any given number. Nonetheless, we "officially" anticipated 700 to attend (our luncheon guarantee, however, was a more modest 650). That we were so accurate and slightly underestimated the actual attendance really surprised the hotel sales manager, who marveled at the appropriateness of our earlier confidence.

Planning for attendance is one thing, creating a compelling program offering is another.   Discontent with the APA convention format created the

opportunity. Many may recall the mad dashes between sessions each year at the various APA convention hotels. The mid-year conference was to be different…an atmosphere of collegiality where the best of ideas could find their place and time.

Thus, the structure of the program was also intended to be different from the APA convention format, as the Executive Committee meeting minutes of August 1984, stated: "One overriding principle was to get more frequent exchange among members." The notion of master lectures, unstructured roundtables, and the like were the outgrowth of discussion within the Conference Planning Committee and the Executive Committee prior to 1986. Originally, the thought was to have a balance of 50% traditional programs (symposia, papers) and 50% in new or alternative formats.

Despite ambitious plans, concerns about the program surfaced. In fact, the Executive Committee minutes of August 1984 indicate there was also concern at the time that the "best traditional papers were already given at APA." Nonetheless, plans moved forward, and by fall, the Conference Planning Committee had prepared detailed timelines. In fact, there was sufficient optimism to plan for the second and third year conferences before the program for the initial conference was even completed. Because the conference was intended to be in a different city than the APA convention, both Dallas and Atlanta were identified early on as potential sites, and in May of 1985, the Executive Committee voted to approve a contract with the Atlanta Hyatt.

My memory is that there was a clear desire to avoid introducing unnecessary complexity in the planning and execution of the conference. Thus, early on, the idea of having a placement or exhibit area were abandoned because of fear of the costs and issues like insurance, and so forth. There was also the belief that exhibits would not contribute financially.

Nonetheless, sponsors were sought. Indeed, Bill Hicks, a good friend of many within SIOP, made an early, good-faith verbal commitment on behalf of Jossey-Bass at the APA meeting in 1985 and, soon thereafter (September, 1985), our friends at Jossey-Bass became the first "coffee-break sponsor" to officially commit in September of that year. Jossey-Bass' early sponsorship made a huge difference, particularly in how it contributed to our growing sense of optimism. Many letters and phone calls later, we were successful in arranging for a few additional coffee break sponsors (thanks to Consulting Psychologists Press, NCS, and London House). In the early years of the conference, sponsors simply paid the expenses of hosting a coffee break and dealt directly with the hotels involved. This later changed simply because it became increasingly difficult to ensure consistent quality and coverage of the coffee breaks.

By May 1985, plans were made to invite a "name" luncheon speaker. However, execution turned out to be more challenging than the concept. Just gaining access to the more "famous" individuals turned out to be a challenge. Successful and highly visible people have many layers of protection. Those

considered for invitation included a Nobel laureate, a well-known Chicago author, a newspaper columnist, and the president of the Chicago Bears Football Club. Timing was an issue for all, and discussions and negotiations dragged on for months. We were fortunate that Michael McCaskey, president of the Chicago Bears, agreed to speak. He found the idea interesting, having been on the Harvard Business School faculty with a doctorate in organizational behavior from Case Western Reserve University. Note that the Chicago Bears won Super Bowl XX just months before the conference so this particular invitation "fit" Chicago very well. The actual day of the luncheon was an anxious one; less than 30 minutes before the scheduled time to begin serving, our speaker had not left his home in the northern suburbs. The kind people at the Marriott had sent one of their limousines to pick him up, and we were in constant contact with the driver so we could decide just how long we could hold off serving the food (breast of chicken filled with apples and almonds). Our valued speaker finally arrived, if a little late, and the rest of the event went off particularly well. Unfortunately, obtaining a luncheon speaker soon grew problematic, and by 1989, we were no longer scheduling outside luncheon speakers. The lunchtime "space" was occupied by the meal and an opportunity to make important announcements.

In retrospect, the first conference went off far better than could have been expected from a logistical perspective. This isn't to say there weren't difficulties. In some cases, members took logistics into their own well-intended hands, even moving AV equipment as necessary between sessions. However, the program format was clearly successful, and it was obvious to everyone there that the conference was an unqualified success. Of course, the first conference was markedly smaller in comparison to recent conferences (33 sessions over 2 days, Thursday and Friday). But its size in no way diminishes the significance of what had been accomplished. By the way, for the financially curious, the single occupant hotel room rate at the conference was $89.

As would be expected, changes to the conference followed. The next year, there were nearly 900 people registered, compared to the 700+ the first year. There were 65 workshops, tutorials, and poster sessions in 1987. The conference moved to Friday and Saturday. In some respects, the experience in Chicago had been misleading, as problems with the hotel in Atlanta nearly forced a move to a new hotel. Logistical problems aside, it was clear that the conference concept was more than just a good idea, although it was still not intended to replace SIOP's presence at the APA convention held in August. Indeed, it was still called the "Mid-Year Conference" by many, even though the "official" designation was Society Conference.

Conferences in Dallas (1988) and Boston (1989) validated the mid-year conference concept. Attendance hit 1,000. Indeed, by 1988 it was clear that the mid-year conference was THE conference. Attendance at the 1988 APA preconvention workshops in New Orleans was fewer than 100, literally less

than a third of those who had attended just a few years earlier. So, plans were made to shift Society business and the fiscal year to begin and end with the conference. These changes were finalized at the 1990 conference in Miami, where the conference program expanded to 2½ days (and perhaps the beginning of the woeful cry, "How did I get scheduled on Sunday?").

Somewhere between 1988 and 1990 (Miami), it became evident that the commercial side of the conference was taking root. The demand from exhibitors for "table space" increased. Exhibitor presence created pressing traffic issues, a trend that continued through at least the first 11 conferences. Those who attended the Miami conference may recall that movement between meeting rooms became nearly impossible due to a combination of narrow aisles and exhibitor tables placed every few feet.

Another concern at the time was the appropriateness of holding a conference in a warm-weather/resort-like setting. Many felt conflicted. To those attending the Miami conference, it was painfully evident that Saturday afternoon was practically dead…the storms in the area the day before had dissipated and it was a beautiful day that most could not resist. However, complaints from **Mike Campion** aside, many chose by voting with their sunburns that warm weather is good, and beach is even better.

Despite the incredible contrasts in weather, the 1991 conference in St. Louis proved the obvious thesis that location matters in different respects. The geographic proximity of the conference to so many graduate programs led to a huge increase in attendance, nearly 1,300. Thus, in 6 years, the conference had nearly doubled in size. There were 74 sessions and almost 300 proposals had been submitted! (Rooms were still under $100.)

Our first "out of the country" experience occurred at the 1992 conference in Montreal. Despite concerns for international travel, there were nearly 400 program submissions.   Ninety-four members of the Program Committee labored to evaluate 399 submissions.   The increasing scale of the conference was matched by speed, in a sense: The first annual 5K road race was held.

A notable change was introduced the next year in San Francisco (1993). For the first time, placement services were offered. There were 132 job seekers and 24 jobs listed. By the 1995 conference, placement services had expanded to two hotel meeting rooms. The "new member social" was also introduced in 1993. Unfortunately, the number of Executive Committee members attending greatly surpassed the number of new members!

Through the next 2 years, the basic format of the conference did not significantly change. The program format encompassed 2½ days with a Saturday luncheon.   Conference attendance and scale continued to increase as well, reaching nearly 2,000 in 1995 in Orlando. The size and capability of a conference hotel became a major planning issue. We were outgrowing the cities and properties that could comfortably accommodate our size and meeting requirements. SIOP (the conference) had become big stuff.

Though changes to the conference by 1995 were relatively incremental, there are certainly some notable moments from the first 10 years. The 1994 conference in Nashville stands out in many respects. The size of the property was enormous, and many people complained of getting lost on the way to conference sessions. More (or less) memorable than being lost in the greenery of the atrium were the lurking members of another convention group whose name will go unmentioned for their unsavory social practices.

Most of all, the memories I have of those first 10 years are of the many friendships made and renewed. To all those responsible for the planning and execution of the first conference and those following, you have my deep personal thanks.

Please welcome David Nershi, SIOP's new Executive Director!

Please make David feel at home as he attends his first SIOP Conference!

Or, send an e-mail to dnershi@siop.org.

An Opinion:
The Family-Friendly Workplace—Just an Illusion

Gary N. Powell
University of Connecticut

Once upon a time, the idea spread throughout the workplace that if employers became more "family friendly" in their programs and policies—showing greater concern for their employees' lives outside of work by offering nontraditional work arrangements such as flextime, telecommuting, job sharing, and paid or unpaid leaves to address family concerns as well as child and elder care assistance—they would help employees to achieve a more desirable balance between their work and family lives. In return, employers who adopted such policies would benefit from having more loyal and committed employees.

Being family friendly, it was argued, would particularly help employers to attract and retain female talent. More women were obtaining business degrees at the undergraduate and master's level and entering the managerial and professional ranks of corporations than ever before. These women tended to express a greater interest in balancing their work and family lives than their male counterparts. Any employer that did not take advantage of women's as well as men's talents would not stay competitive with other employers that made better use of all of the available talent. Moreover, men who sought to balance work and family would also benefit from family-friendly policies. It sounded like a win–win proposition for all parties—employees of both sexes and their employers.

Many employers publicly embraced this idea and rushed to implement innovative family-friendly programs and policies, and corporate public relations (PR) departments heralded these innovations. Magazines such as *Working Mother* began to publish lists of the most family-friendly companies. The federal government responded with the Family and Medical Leave Act of 1993. It looked as if the workplace was truly becoming more family friendly.

But the reality was quite different. Companies that needed to improve their bottom line often did so by downsizing because eliminating jobs reduced their labor costs. However, the amount of work that was required to provide good service to customers in an increasingly service-oriented economy was increasing, not decreasing. As a result, the survivors of downsizing, especially nonunionized managers and professionals, were expected to do more work, not less.

The pressure of employees to spend ever-longer hours at work was especially detrimental to women's careers. Typically, within a dual-earner couple, it was the wife who provided transportation for children to and from school, who took over when childcare arrangements fell through, who stayed home with sick children or brought them to doctor's appointments, who attended parent–teacher conferences, and so on. Women in these situations could not

easily respond to their employers' demands for longer hours at work, and their career advancement suffered.

In addition, electronic technologies such as e-mail, the Internet, cell phones, and fax machines made it possible for employees who wished to advance in their careers to continue working from home without decreasing the hours they spent at their work site. Many employees even logged in to their e-mail accounts late at night to scroll through and respond to messages received, just to maintain the impression that they were placing themselves on call at all times. This pernicious encroachment on family life meant that employees, even when home, were actually spending less time with their families and, ultimately, enjoyed fewer opportunities to take advantage of their companies' family-friendly policies.

So, although some employees welcomed the opportunity and encouragement to expand their workday, most felt pressured to work longer hours whether they wanted to or not in order to avoid negatively impacting their careers. Although employers were touting themselves as more family friendly, the workplace had actually become more family averse.

Whatever happened to the family-friendly workplace? Nothing happened to it, because it never existed. It was just an illusion. Nonetheless, to this very day, there are still employers with PR departments that proudly proclaim, "We are a family-friendly company." Their employees know better.

Wendy Becker's Son Survives Montana Plane Crash

Laura L. Koppes

TIP Editor **Laura Koppes** spoke to **Wendy Becker** about a recent event that captured the hearts of many SIOP members. Wendy's son Matthew Ramige hiked out of the rugged Montana wilderness with a broken back and severe burns after he and a coworker survived a plane crash in which three others died. Search and rescue had been called off because the local sheriff had declared that the crash was not survivable. The inspirational story of perseverance against impossible odds received attention in the national news.

Laura: Wendy, how did you first hear about Matt's accident?

Wendy: I had just finished teaching my MBA class and got the telephone call that every parent fears. The Forest Service said that my son had been on a small plane that was lost in a storm near Glacier National Park. Matt routinely went into the wilderness to collect data for his job as a forestry scientist. I rushed to Montana along with my family. On a layover in Minneapolis, I was informed that the plane had been located and that there were no survivors.

L: When did you learn that Matt had survived?

W: In Kalispell, MT, the Forest Service conducted meetings the following day with the five grieving families. We were all in shock of course. There was little information and no explanation. My brother is a pilot and he wanted to fly to the wreckage site. We were so frustrated and angry that we left the meeting to console ourselves. My brother got on the Internet at the hotel and was looking at aviation news about the accident. I was writing a memorial about Matt while my sister and Matt's brother were gathering together family pictures.

Suddenly a woman from the Forest Service rushed in and pulled me aside. She confirmed my name and told me that I needed to get to the hospital immediately. Matt had walked off the mountain: He was alive! I had to ask her to repeat the words to my family as I was so shaken. We rushed to Kalispell Hospital where I saw my son for the first time. He was badly injured but was coherent and could talk to me. I flew with him in the air ambulance to the burn center at Harborview Medical Center in Seattle, WA. There I learned that Matt had a broken back, burns over 20% of his body to his face, neck, hands, chest and thigh and he was in kidney failure. Matt remained in the hospital for 2 months. He had skin grafts to his hands, chest, and legs on his 30th birthday.

L: Was Matt able to recall what happened?

W: Yes, his memory is clear. Their mission that day was to take a short flight from Kalispell to the Schaefer Meadows landing strip in the Bob Marshall Wilderness. The team had gear for a week's worth of work. The weather was stormy and the plane hit a mountain shortly after takeoff, broke into pieces, and caught fire. Pilot Jim Long and Matt's good friend Davita Bryant never made it out of the burning plane. Matt and Jodee Hogg heard screams

from their seriously injured colleague Ken Good and were able to carry him away from the flames.

L: How did they survive in the wilderness?

W: It truly is incredible. Matt's clothing had burned off in the fire so the three huddled together to keep him warm in 20-degree temperatures. The plane had crashed above the timber line and the wind that night was fierce. All of their supplies had burned so they did not have food or blankets, but they constructed a shelter using parts of the plane. When Ken died the next morning from his injuries, Matt and Jodee decided that their survival depended on hiking out. They knew the direction to hike but not how far it would be to civilization. They made an initial steep descent of 2,000 feet to a flat basin. At that point, they could hear helicopters above but could not attract their attention. They did not realize that the sheriff had located and inspected the crash site and declared everyone dead, calling off search and rescue. Matt and Jodee spent a second cold night in the mountains, drinking water from the forest streams. Later that afternoon, they stumbled onto Highway 2 where Matt flagged down a startled motorist.

L: What is Matt's recovery like now?

W: Matt does physical therapy everyday to strengthen his back and to regain energy and stamina. His neurosurgeon is optimistic that he will not need back surgery and that he will eventually be able to return to an active lifestyle. His burns will take up to 2 years to heal; it's too early to say whether Matt will need additional surgery. Every week we travel to the New York-Presbyterian Burn Clinic in New York City where Matt undergoes therapy for the burns, with special emphasize on recovering functioning in his hands. He must wear pressure garments day and night on the burn areas to minimize scarring and to protect the skin. He must stay out of the sun. He attends a support group for burn victims. His kidneys were saved, according to his doctors, because he drank water from the mountain streams during his hike off the mountain.

L: Do you have any special insight or observations about the accident and its aftermath related to your training in psychology?

W: Yes, the experience has increased my awareness of the impact of psychological trauma in several respects. The first is the notion of 'blame-the-victim.' Authorities were faced with national media scrutiny when they erroneously declared everyone dead and called off the search and rescue. In some cases, the blame shifted to survivors for not leaving a note at the wreckage site. Authorities minimized their own neglect of the forensic evidence, the physical shelter that was built, three unbuckled seatbelts, and so forth. It is unfortunate that the survivors had to undergo this additional distress. Public outcry over the mistakes that were made in the aftermath of the accident and subsequent investigations will help to prevent this from happening again.

The second is the human spirit of endurance in the face of adversity. I am humbled by Matt's physical and emotional strength. He was able to rationally assess his injuries and get himself to safety. He overcame the horror and mental anguish of the crash and focused on survival. With a broken back, he helped carry his colleague from the burning plane. For his courage and heroism, the governor of Montana awarded Matt the medal of valor. For his perseverance during this ordeal, he will forever be my hero.

SIOP Staff 2005

Esther Benitez

Many of you have dealt in person, by phone, or by e-mail with various SIOP Administrative Office staff members. For you and others who may be new to SIOP, the following brief biographies will give you an idea of the expertise covered by our SIOP staff and some interesting information that you may not know!

Ahmad Awad—Web Programmer. Our newest employee, Ahmad is a recent graduate of the University of Toledo with a bachelor's degree in Computer Information Systems. Computers have been in his life when he first disassembled one out of curiosity at the age of 10. He has been employed as a programmer since his senior year in high school when he took advanced placement courses at the University of Toledo while working full time and then graduating with his high school class. His last employer closed their Toledo office and sent all the jobs to India. He is currently working to update the programming technology of the SIOP Web site by converting it from ASP to the latest technology of ASP.NET, a new Microsoft framework that allows superior database-controlled Web applications. Outside of work, Ahmad is a real sports fanatic. Every other Sunday, he plays football with a group of friends, no matter what the weather, and also enjoys basketball, tennis, and working out. He recently was one of 2,000 picked to play in a district Madden Football Tournament. He has developed Web sites in the past, including one for professional NBA basketball player, Jim Jackson.

Jen Baker—Publications Manager. Jen's responsibilities are to design, typeset, and edit printed materials for SIOP, such as *TIP*, the conference program, forms, brochures, pamphlets, and reports. She works closely with the *TIP* editor and other editorial staff. The former assistant managing editor of *Personnel Psychology*, Jen has also worked in various capacities with SIOP since August 2001. Jen is a graduate of Bowling Green State University's technical writing program, and believes that clear, concise communication is critical to the success of any organization, especially one as diverse as SIOP. Jen appreciates the atmosphere of teamwork in the SIOP office and the opportunity to work on many diverse projects. A newlywed (she was formerly Jen Domanski), she enjoys gardening, cooking, and crafts, and she also holds a black belt in karate.

Esther Benitez—Manager of Membership, CE, and Sales. Besides being the "voice of SIOP" (first person usually to answer the phone), Esther's primary responsibility is facilitating an efficient membership process and keeping the member database consistent, correct, and current. She works with the Membership chair and APA/APS/CPA in processing

new member applications. As CE Administrator, she works with the CE Coordinator, workshop chairs, and APA to see that CE credit is available and keeps a record of those who participate in SIOP's CE programs. She also handles the sales of books, mailing lists, and other merchandise, as well as promotional items for SIOP such as the conference bag and related items. Esther enjoys the variety of responsibilities, the opportunity to help others in solving problems or answering questions, and also appreciates the teamwork aspect of the office. A summa cum laude graduate of Baylor University, Esther also has a master's degree in music from the University of North Texas. She has been with SIOP since September 1996, having worked previously at the Indiana University Foundation. In her spare time, Esther enjoys gardening, traveling with her husband, antiquing, genealogy, and reading.

Clif Boutelle—Visibility Consultant. Clif is a part-time contracted consultant who is helping promote the field of I-O, SIOP, and the expertise of its members in the news media. Much of his work involves preparing stories based on research presentations at annual conferences, working with the news media to inform them about the conference and its proceedings, and answering press queries for various workplace experts. He also writes stories for *TIP* and other SIOP publications as needed and works closely with the SIOP Visibility Committee. Clif joined SIOP in January 2000 following his retirement from Bowling Green State University where he was associate vice president for marketing and communications. Clif is also an avid photographer and for many years was a free lance sports photographer, taking pictures for the National Football League, the National Hockey League, and Major League Baseball. His pictures have appeared in numerous magazines including *Time, Newsweek*, and *Sports Illustrated*. He also took pictures for baseball and football card companies. When he's not working for SIOP, he enjoys golf and traveling with his wife.

Linda Lentz—Finance Manager. Linda Lentz joined the SIOP staff in September 2002. Her primary roles include management of SIOP finances, working with the financial officer to develop budget reports, and handling various matters for the SIOP Foundation Board. From developing donor agreements for the Foundation to learning the ins and outs of putting on a large conference, she has enjoyed the variety of the work at SIOP. Linda came to SIOP from the Dana Credit Corporation where she worked for 9 years in the leasing industry. As a nontraditional college student, Linda worked full-time at Toledo Hospital while attending the University of Toledo in the evenings. After 8 long years, she received a BBA with honors in 1994. College was a great learning experience but it was working for her parents in the family business that gave her a strong work

ethic and a focus on customer service. Linda and her husband Bob moved to Bowling Green in 2001 with their children, Nick and Miranda.

Larry Nader—IT Manager. Larry, who has been with SIOP 6½ years, is in charge of the Windows Server 2003 computer network and is the SIOP Webmaster. He has implemented several interactive projects on the SIOP Web site including the conference submission and review process, online registration, online dues payment, and JobNet. He also works with **Milt Hakel** on the complex SIOP database. Larry enjoys his job because he likes to work with computers and implement new innovations, and likes providing instant information to the membership via the Web. He stated that SIOP is a nice organization for which to work and believes the SIOP Administrative Office will grow as the Executive Committee and the membership create more tasks for them to do. Larry has a BA in communications from the College of Wooster. He owned and operated a radio station for 5 years and a printing/graphic design business for 10 years. He spent 2 years in California as a technical writer for the Microwave Instruments Division (MID) of Hewlett Packard (now called Agilent) where he further developed his knowledge and skills in computers and electronics. Larry is also a part-time DJ (disc jockey) and has done hundreds of weddings and parties. Other than work and a family to keep him busy, Larry maintains a large comic book collection (15,000+) plus the various posters and statues that go with it.

Lori Peake—Web Administrator. Lori has been with SIOP for 5 years. During this time, she has been an administrative assistant and then publications manager but now works part time so that she can spend time during the day being a mom. Her main responsibilities include helping Jen with publications (formatting, copyediting, and proof reading), collecting and formatting ads for SIOP publications, and posting and updating items on the SIOP Web site. Lori also enjoys her job responsibilities and working closely with the other employees at SIOP. Lori has a BA in English from Clemson University (Go Tigers!) and taught high school speech and English in Texas before moving to Ohio. She enjoys reading, horseback riding, collecting pottery, and spending time with her family.

David Nershi—Executive Director. Welcome David Nershi as the new executive director of SIOP! Information about David will be forthcoming in the July issue.

Join the SIOP Foundation Legacy Group

Paul W. Thayer
President, SIOP Foundation

The SIOP Foundation announces the creation of the Legacy Group, honoring those who have made deferred gifts by designating the SIOP Foundation a beneficiary in their wills, or of other properties. Legacy Group donors will be recognized each year in the *SIOP Foundation Annual Report.*

Since its inception in 1996, the SIOP Foundation has grown steadily and now has endowed funds in excess of $700,000. Earnings from SIOP Foundation funds support many activities that advance the science and practice of I-O psychology. These activities range from supporting efforts to interest students of diverse backgrounds in I-O psychology to grants to support research and practice. Last year, the SIOP Foundation gave $24,000 in grants through SIOP, including the first three $2,000 scholarships to help worthy doctoral students complete their dissertations.

Your contributions have brought us this far, but there are many more activities that support the science and practice of I-O psychology that the SIOP Foundation would like to underwrite. To continue this work and expand it, we depend on your donations. One way to support the SIOP Foundation is through a deferred gift by including the SIOP Foundation in your will or by making the SIOP Foundation the beneficiary of life insurance, an IRA, or an annuity. You may designate a specific amount or specify a percentage of the estate. A life insurance policy or annuity can be given merely by changing the beneficiary to the SIOP Foundation.

In addition to ensuring the future of I-O psychology, deferred gifts may have certain tax advantages for you. By donating the assets of some retirement plans, such as IRAs and 401(k) plans, or naming the SIOP Foundation as your beneficiary, you may be able to avoid taxes on them.

If you would like to make a deferred charitable gift, the SIOP Foundation, through the Toledo Community Foundation, can offer advice. Or, you may want to consult your own financial advisor as you review your will, estate plans, and charitable giving.

If you make the SIOP Foundation the recipient of a deferred gift, please send us a copy of that portion of your will or beneficiary designation so that we may include you in the Legacy Group listing in our annual report. All gifts are endowed unless otherwise instructed, and, thus, make a perpetual contribution to the advancement of our field.

COMPREHENSIVE TALENT MANAGEMENT

Linkage Research

Employee Engagement Surveys

360° Multi-Rater Feedback

Success Profiling

Competency Modeling

Applicant Tracking/ Hiring Management

Cascading Goals & Strategy Alignment

Performance Management

Career Management & Development

Skills Testing

Behavioral Testing

Interview Design & Management

Outsourcing ׀ Employee Research ׀ Software

Kenexa

800.391.9557
www.kenexa.com

TIP-TOPics

Jaime Durley, Corey Muñoz, Andi Kimbrough
University of Georgia

Editor's Note: This is Jaime's, Corey's, and Andi's last column. Over the past 2 years, they have prepared this column for students. Thank you for giving your energy, time, and insights to inform SIOP student members!

As we pack our bags for LA, we can't help but feel a bit nostalgic about the past 2 years as columnists for **TIP-TOPics for Students**. Saying good-bye is always difficult, but writing this column has informed us of the many opportunities that lie before us. During our tenure we have learned so much about the career paths we can pursue with a degree in I-O psychology, and we hope that you, too, feel prepared and confident to pursue your dream career. We would like to thank everyone who contributed to our column: the professionals who assisted us with the content of the column by devoting their valuable time and energy, our colleagues and professors for their support and encouragement, and the readers who e-mailed us with suggestions and feedback. We hope to see you in California at SIOP—please come say hi!

As we thought about the overall direction we wanted to take the column when we originally accepted the positions as student columnists, we felt we needed to provide information that hadn't really been addressed in previous issues. Because past issues of *TIP* are easily accessible online via the SIOP Web site, we didn't feel the need to "reinvent the wheel" and cover important topics that have already been discussed by previous authors. Although different career options available to I-O psychologists have been touched upon in earlier columns, no comprehensive investigation into each career had been conducted, and no advice had been provided as to what students can do now to prepare for each career path. As you know, this has been our mission for the column throughout the past 2 years.

However, in our efforts to determine what has been done in the past, we composed tables summarizing information contained in the columns written by previous authors. Although the past issues are available online, there is no index as to which topic was addressed in each issue. For example, if you're interested in finding information on dealing with stress as a grad student or steps to take in writing a thesis or dissertation, you would have to weed through each past issue of *TIP* to find this information. Now, in the 10th anniversary of the column, we decided to share this "quick reference" with you to keep on hand if you need other *TIP*s as you continue your education. It is a wonderful resource and can help you find information on a wide array of topics vital to students of I-O psychology. Use it liberally, and good luck in your education and career!

The Student Network
Loviscky & Hayes, 1995–1997

Our predecessors have been writing advice for graduate students for many years now, all documented in back issues of *TIP* (accessible online at http://www.siop.org/tip/TIP.html). The founding columnist, Kerry Burgess, im-plemented a column for graduate students called **The Student Network**. Greg Loviscky and **Bryan Hayes** (1995–1997) took the column over in 1995. Their approach was varied in perspective and covered topics such as research and early career job considerations. An important contribution of their column was the student survey they conducted covering graduate program choice, career aspirations, and graduate school experiences.

Year	Column Topic
July 1995	Student Survey
Oct. 1995	Socialization Literature to Shed Light on 1st Year Transition
Jan. 1996	Considerations for I-O Students Seeking Academic Positions
April 1996	Want an Applied Job: Get Experience
July 1996	Organizational Research from Student Perspective
Oct. 1996	APA Science Student Council; Guidelines for Doctoral Education
April 1997	Results of Student Survey
July 1997	Training Future I-O Psychologists—Comparing Programs in 4 Countries

TIP-TOPics for Students, Riddle & Foster, 1997–1999

Dawn Riddle and Lori Foster Thompson (1997–1999) brought about a name change to **The Student Network** when they updated the student column by calling it **TIP-TOPics for Students**. Their initial focus was to provide students in I-O and related fields with advice on surviving grad school. They did this by showcasing three main areas particularly relevant to students. The first area, **In the Spotlight**, highlighted hot topics in the field (e.g., technology in training) based on input from students and professionals worldwide. It also addressed several important topics specifically directed at early-career issues (e.g., publication skills and teaching portfolios). Riddle and Foster also addressed questions that many of us were "wondering but were afraid to ask" in the section *You Know, I've Been Wondering*. These topics covered a multitude of vital areas from thesis/dissertation writing to job searches and professional development. Finally, their third section provided **Tips for Balancing Life & Grad School**, where they provided helpful suggestions on how to survive this chapter in life.

Year	In the Spotlight	"You Know, I've Been Wondering"	Tips for Balancing Life & Grad School
July 1997	Overview	Overview	Overview
Oct. 1997	Role play as learning, practice, & assessment in graduate training	Thesis/dissertation—differences, level of complexity, & how it affects post-PhD job search	Informal support group
Jan. 1998	Technology in training	Internships—multiple perspectives (academic, intern director, & student)	Socializing with peers (traditional & nontraditional grad students)
April 1998	Business community in education	Future of our field/ business trends	Vision & perspective—obtaining & maintaining
July 1998	Publication skills	Publication process—submitting paper	Work–family conflict
Oct. 1998	Academic jobs—teaching portfolios	Academic & applied job search	Work–family balance
Jan. 1999	SIOP Doctoral Consortium—what it is & how to get involved	What goes on at SIOP conference	Cyber support networks
April 1999	Career survival training for the classroom	Professional development seminars—developing your "professional persona"	Leisure time at SIOP conference

Hoffman, Vu, & King, 1999–2001

Kim Hoffman, Suzanne Vu, and **Tom King** (1999–2001) followed their predecessors by having recurring sections in each of their columns. These authors typically included four main categories that represented topics common to most graduate students. The categories were **Meeting the Minds of Scientist & Practitioner**, **Tips for Balancing Life & Grad School**, *TIP Through Time*, and **Making the Right Connections**. The section **Meeting the Minds of Scientist & Practitioner** explored the nature and meaning of the scientist-practitioner model and how it applies to professional life. The authors covered both academic and applied professional settings. Like the previous authors, the section **Tips for Balancing Life & Grad School** focused on practical tips for simultaneously surviving graduate school and

managing your personal life. The *TIP* **Through Time** section provided a look at the various points along the journey through graduate school and covered topics such as choosing your thesis topic, taking comps, or defending your dissertation. Finally, in the **Making the Right Connections section**, Hoffman, Vu, and King offered ideas and suggestions on how to network with other I-O students, faculty and practitioners.

Year	Meeting the Minds of Scientist & Practitioner	Tips for Balancing Life & Grad School	*TIP* Through Time	Making the Right Connections
July 1999	KSAOs in grad school	Compartmentalize life	1st year	Faculty & colloquiums
Oct. 1999	Balance S & P in profession	Creative thought	—	—
Jan. 2000	—	Balance professional & personal life	2nd Year	Peers
April 2000	Customers of I-O research & practice	Take a road trip	—	—
July 2000	—	Trials & tribulations	—	SIOP student network
Oct. 2000	—	Follow your own drummer	Thesis & dissertation process	Graduate peers
Jan. 2001	Scientist vs. practitioner	Workout	Comps	—
April 2001	Joy of teaching	Money management	—	Professional organizations

Butts, Grauer, & Yanchus, 2001–2003

Marcus Butts, Eyal Grauer, and Nancy Yanchus (2001–2003) incorporated four main themes that occurred frequently in their columns. The first theme was **Psychology et al**., which addressed how I-O psychology is influenced by other disciplines, such as public policy and mathematics. Second, the **Career Corner** section highlighted various careers available to students in I-O psychology, often spotlighting individuals currently working in these careers. The third theme was the **Path to PhD Glory**, which provided tips on surviving graduate school, spanning the 1st year through defending the dissertation. Finally, **Scientists & Practitioners** discussed the differences and similarities between these two roles in which I-O psychologists engage, ways to bridge the gap between these two seemingly conflicting viewpoints, and advice on how to decide which type of role you should pursue.

Year	Psychology et al.	Career Corner	Path to PhD Glory	Scientists & Practitioners
July 2001	Mathematics/ statistics and I-O psychology	The academic vs. the private consultant	The 1st year experience	Introduction & overview
Oct. 2001	Public policy/ government and I-O psychology	—	Advice on defending the thesis and/or dissertation	How to decide whether you want to be a scientist or a practitioner
Jan. 2002	Cognitive psychology and I-O psychology	Teaching in a master's vs. PhD program	Saving money	—
April 2002	Meaningfulness of work and graduate school	The consulting world: internal, external, and independent consulting	—	Differing viewpoints on the research publication process
July 2002	Military careers in I-O psychology	Preparing Future Faculty (PFF) programs	Importance of networking at conferences (IOOB and SIOP)	Revisiting the scientist's perspective on the publication process
Oct. 2002	—	—	Reducing stress	Getting access to organizational data
Jan. 2003	Serving as an expert witness	Working in industry: internal consulting	—	Individuals who bridge the scientist–practitioner gap
April 2003	Teaching aids: Movies with content related to I-O psychology	Advice on writing good resumes and surviving interviews successfully	A step-by-step guide through the master's thesis process	—

Brinley-Kimbrough, Durley, & Muñoz, 2003–2005

During our time as **TIP-TOPic**s student columnists (2003–2005), we decided to focus on career paths in I-O psychology. Each issue highlighted a different career path and had four recurring sections that focused on helping graduate students prepare for eventual careers in these areas. **Developing the Student** focused on course recommendations, books, and other resources that would provide knowledge to students interested in each career path. In **Developing the Researcher**, we highlighted various research areas important for each of the career paths. **Developing the Practitioner** focused on the practical experiences that students can obtain in order to prepare them for each of the careers. Finally, **Career Connections** highlighted the overlap among various career paths in I-O psychology, recognizing that preparing for one career path in particular results in preparation for the other career paths as well.

Year	Column Topic
July 2003	Introduction and discussion of the goals of the column
Oct. 2003	Academia
Jan. 2004	External consulting
April 2004	Internal consulting
July 2004	Government & military
Oct. 2004	Independent consulting
Jan. 2005	Similarities and differences between I-O and related fields: MBA vs. PhD
April 2005	Tip-Topics evolution

In conclusion, we would like to thank all of our "panels of experts" who we surveyed in order to write this column throughout the past 2 years. Without their insight and advice, this column would not have been nearly as successful. In addition, we would like to thank YOU, our readers, who took the time to read this column and e-mail comments and suggestions to us. We hope that this column has been informative to you during your years in graduate school, and we wish everyone the best in whatever career path(s) that they choose. Finally, we would like to wish the best of luck to the new **TIP-TOPics** student columnists. As always, if you would like more information on any of topics covered in our columns, please feel free to contact us: Andi Kimbrough (amtbrinley@aol.com), Jaime Durley (jdurley@uga.edu), and Corey Muñoz, (cmunoz@uga.edu). Thank you once again, and good luck!

Michelle A. Donovan
Intel Corporation

Editor's Note: This is Michelle's last column because she has decided to "retire" from the TIP *Editorial Board to spend more time with her 4-month old son. Over the past 3 years, Michelle has spearheaded the development of 11 columns— from Washington DC to California groups (Bay area & S. CA) to Minnesota, North Carolina, Chicago, St. Louis, Atlanta, Portland, Houston, and Michigan. In Michelle's words, "It was like a U.S. road trip for me!" Thank you Michelle for devoting considerable time and effort to inform SIOP members about various organizations!*

In this **Spotlight** column we turn our focus to Los Angeles, California in the spirit of the upcoming SIOP conference. The Personnel Testing Council of Southern California (PTC-SC) is one of a number of Personnel Testing organizations (e.g., Washington DC, Northern California, and Arizona) that focus on educating and networking in the area of personnel selection. So read up on PTC-SC and feel free to say hello to some locals at the SIOP conference!

Personnel Testing Council of Southern California (PTC-SC): Sharing Our Perspectives on Personnel Testing

Chris Daclan
City of Long Beach Civil Service Department
PTC-SC Vice President of Publications

Although the roots of the Personnel Testing Council of Southern California (PTC-SC) are in the city of Los Angeles, its members represent a wide area: from the deserts and mountains in the east, the different valleys and cities around the basin, to the beaches along the coast. From these different areas we all come together to share our perspectives on personnel selection.

In true laid-back Southern California style, the PTC-SC was formed more than 50 years ago when a small group of professionals got together at a restaurant to exchange ideas and information about the field of testing. Since then, we've grown to more than 180 members. Because of its long history, PTC-SC has witnessed the evolution of employment testing itself, from early court cases that introduced testing guidelines, to the long lasting effects of the Civil Rights Act and the establishment of the Uniform Guidelines, to more recent issues, such as the Americans with Disabilities Act. PTC-SC has also been a catalyst for the formation of other PTC chapters around the country, including those in metro Washington DC, Northern California, and Arizona.

Today, the principles of the group are still basically the same as they were in the beginning. PTC-SC's goal is to serve as a forum for discussion of current issues in personnel selection and testing, to encourage education and continued professional development, to advocate the understanding and the use of fair and nondiscriminatory employment practices, and to encourage use of professionally sound selection and testing practices. Although the emphasis has always been on testing, we also cover more general human resources issues, such as compensation and workforce planning.

The PTC-SC meets every month at a local restaurant in the Los Angeles area. Because the membership is spread out as far as 100 miles in any direction, finding a centrally located meeting place has been one of our challenges. Over the last few years, one of LA's more well-known restaurants, Luminarias on the Hill, has been home (mostly because they have a great lunch buffet!). At each monthly meeting, invited speakers make presentations regarding personnel selection or other human resources issues. Among the most recent topics were situational judgement tests, acting as a witness in employment discrimination litigation, competency modeling, and targeted behavioral interviews.

In addition, the PTC-SC has two conferences each year, one in the fall and one in the spring. The conferences have the dual role of presenting contemporary personnel selection/human resources issues and also providing training opportunities. Over the last 2 years, we've had the honor of nationally recognized and sought-after presenters, such as Mike Willihnganz from CPS, Ted Darany of Darany and Associates, and Shelly Langan from the State of California, as well as some of I-O's most famous names—**Frank L. Schmidt, Paul Sackett, Robert Guion, Deniz Ones,** and **Wayne Cascio**. As with any of PTC-SC's events, the conferences provide an opportunity to meet and network with other local professionals and to take advantage of the great venues in the area, such as the Queen Mary, the beautiful Mission Inn in Riverside, and most recently, along the shores of Huntington Beach, a.k.a. Surf City.

As SIOP's conference in Los Angeles approaches, the PTC-SC is proud to welcome all of you to Southern California. And although we probably can't get you free tix to Disneyland, feel free to contact any of our members for more info about the area. If you have any questions about our organization, please feel free to check our Web site at http://www.ipmaac.org/ptcsc or contact our new president, Hedieh Khajavi, at hedieh.khajavi@lausd.net.

Future Spotlights on Local Organizations

Stay tuned for the July issue of *TIP* when I turn the reins of this column over to **Lori Foster Thompson**. I can't believe it's already been 3 years since we got the initial idea for this column at a SIOP panel discussion on local groups—it has been a wonderful ride. Thanks again to all the organizations that I have worked with along the way…. I've met some very talent-

ed and funny people from all over the US who are incredibly dedicated to the profession of I-O psychology (Oh yeah…and a good lunch buffet!).

Lori's got some great ideas for continuing to profile local U.S. organizations, as well as expanding the focus of the column to have a more international flavor…. Rumor has it that we've already been contacted by an I-O group in Canada (led by none other than a member of the Royal Canadian Mounted Police!). It feels great to "retire" from my column duties and leave them in such capable hands.

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 Lori Foster Thompson at lfthompson@ncsu.edu.

The SIOP Administrative Office will be operating at the annual Conference. We can help you with your membership needs:
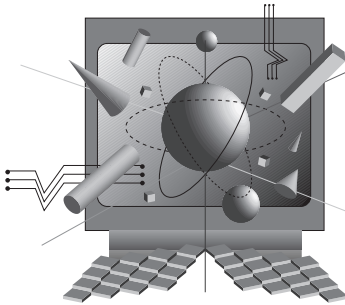
Membership Information
Database updates
Name or address changes
E-mail updates
Affiliation changes
Applications for membership
Dues payments
Committee volunteer forms
Book orders

Stop at the Registration Desk and Say Hello!

The Global Workforce and
Implications for I-O Psychology Practice

Michael M. Harris
University of Missouri-St. Louis

As I-O psychologists, we spend relatively little time talking about workforce trends and related issues. To be sure, you probably know that the US is facing some interesting workforce trends. Some examples regarding the U.S. workforce that most of us have heard about in the last decade or so include:

1. *The growth of the U.S. workforce is slowing.* In the last few decades, the U.S. workforce has gone from a peak growth rate of 2.6% (during the 1970s) to a much lower growth rate, beginning in the 1980s, when the labor force grew only 1.6%. The U.S. labor force grew by only 1.2% in the 1990s. This trend is predicted to continue, with growth in the U.S. workforce reaching only 1.0% between 2000–2015, and barely growing at all (a mere growth rate of .2%) from 2015–2025.

2. *The U.S. workforce is aging fairly rapidly.* In 1998, the median age of the workforce was 39; it is estimated to be 41 by 2008.

3. *Non-Whites account for much of the growth in the U.S. workforce.* From 1998–2008, the U.S. labor force will experience a 40% growth in Asian workers, a 37% growth in Hispanic workers, and a 20% growth in African-American workers.

4. *The employer–employee relationship is increasingly nontraditional.* At last count, about 13 million U.S. workers were employed as independent contractors, temporary employees, or on a contract basis. Indeed, about 5% of U.S. workers have more than one job.

These are just some of the examples of changes in the U.S. workforce; for more details and trends, go to the Department of Labor Web site (http://www.bls.gov/opub/working/home.htm). There are many implications of these changes, including what companies will need to do as a result. The slowing growth in the workforce, for instance, might be addressed by improving productivity, automating business processes, or sending more work off-shore. The increasing diversity of the workforce suggests that supervisors and managers will need better cross-cultural skills.

Most of us have heard of these trends and are at least somewhat familiar with the implications. But what about other countries? Are their workforces changing? What are the implications for I-O practice? To learn about what

other countries are experiencing, I asked a variety of my contacts for help. Collectively, they provided information and sources for several countries, including Canada, Romania, Singapore, the United Kingdom (UK), and Indonesia. In the remainder of this column, I summarize some of the information that I obtained about workforce trends in these countries and discuss the implications for I-O psychologists. I conclude with some general suggestions for I-O psychologists.

Workforce Trends in Some Selected Countries

Canada

I learned that Canada has a large number of baby boomers (i.e., employees born between the mid-1940s and the mid-1960s). In fact, in some industries (e.g., education) half of the workforce may be baby boomers. Over half of all managers are 40 years or older, which means that there may be massive numbers of retirements in coming years. A key concern among employers is whether the next cohort of workers will have the skills and experience to fill retirees' positions. It is expected that some industries, such as manufacturing, health care, and communications, will have a greater demand for, than supply of, workers in coming years. Electricians and pharmacists will also be in short supply.

Like the US, Canada is experiencing an increasingly diverse workplace as minorities continue to be the fastest growing segment of the Canadian workforce. According to the Canadian Race Relations Foundation, many immigrant workers are better educated than other Canadians. One key implication here is that recruiters need to gain a better understanding of employee qualifications and experience that is gained outside of Canada. Line managers will increasingly need to develop their international experience and skills. This suggests that I-O psychologists might devote more time to cross-cultural training.

Romania

Most people reading this column probably have at least some familiarity with Canada, if only because SIOP has held conferences there. I must admit that I only had a hazy idea where Romania even was geographically (I knew that it was in Europe; now I know that it is in southeastern Europe), until I began preparing for this article and decided to find Romania on the atlas. In terms of background, Romania is a relatively small country, with an area of just over a quarter of a million square kilometers (for those of you not used to thinking in the metric system, that is just under 100,000 square miles). In terms of size, then, Romania is slightly smaller than the state of Oregon. The largest city, and capital, is Bucharest, with about 2 million residents. The population of Romania is around 22,000,000 and continues to decline. After 1918, Romania was transformed into an authoritarian monarchy, which changed into a communist state after 1944. In December, 1989, Romania took its first steps towards becoming a democracy and moved from a com-

munist-style economic system towards a capitalistic one. However, that transition has created a high degree of uncertainty. It has been asserted that workers may be less productive than they were before December 1989 due to the new approaches to work that are engendered by a capitalistic model. Organizational change aimed at helping employees adapt to a new work culture would seem to be a challenging undertaking for I-O psychologists.

Romania is working to join the European Union (EU) in 2007. Many changes are in progress in Romania in order to meet the EU requirements (e.g., educational system). Romanians are generally poor (about 22% are considered to live in poverty), but there are large differences in terms of income. The unemployment rate is also rather high; as of 2002, 8.9% of men were unemployed and 7.7% of women were unemployed.

Romania is faced with some challenging workforce trends. One trend is that Romanians often prefer to work in other countries, such as Spain, Germany, Italy, and the US. Officially, about 1 million Romanians are working in other countries (Note that this represents nearly 5% of the entire population of Romania!); unofficially, it is estimated that 2 million Romanians are working elsewhere (which would represent nearly 10% of the entire population). This suggests a tremendous "brain drain" is taking place, which raises an interesting opportunity for I-O psychologists to help solve a nationwide retention problem. At the same time, multinational companies are building facilities in Romania because of the low wages, suggesting that I-O psychologists might devote their energy to creating recruitment and selection processes for multinational organizations.

Singapore

Singapore provides a wealth of information regarding its workforce that is readily accessible on the Internet. Curious about the history of this country, I found that the modern history of this country begins with the establishment of Singapore by the British as a "port of call" to refit, revitalize, and protect their trading ships. In addition, Singapore became a major center for the sorting and export of rubber. Rapid growth led to great prosperity, until 1941, when Singapore was attacked and ultimately occupied by Japan. Following World War II, Singapore became a British Crown Colony. Singapore later became an independent country and was admitted to the United Nations in 1965. Singapore's rapid economic growth was highly affected by southeast Asia's downturn in the late 1990s, with unemployment doubling in a single 3-month period during 1998.

With these facts in mind, it is interesting to note that Singapore provides extensive information regarding its workforce. This information is readily available on the Internet, and I encourage anyone interested in more details to visit this Web site (http://www.mom.gov.sg/mrsd/publication). Summarizing some of the interesting points, Singapore has a sophisticated workforce;

about 25% of the labor force works as professionals/managers; 30% work as production, craftsmen, and laborers. This latter group shrunk slightly in size from 2002 to 2003, and the former group grew slightly. However, job creation actually fell in 2002 by 1.1%; although it also shrunk slightly in 2003, the decline was smaller than the previous year (.6%). The unemployment rate went up from 4.4% in 2002 to 4.7% in 2003. Employees work long hours, averaging 51 hours per week.

As in the US, Singapore is experiencing an aging workforce; the median age has increased from 35 years old in 1994 to 39 years old in 2004. The labor force growth has also stagnated over the last couple of decades. Specifically, the 2.6% growth of previous years has declined to 1.5% in 2004. The educational level of the workforce in Singapore has improved substantially over the last few years, and most university graduates have degrees in business or engineering science.

Some workers are employed in nontraditional work arrangements. Specifically, the percentage of temporary workers rose 19% from 2001 to 2004, resulting in nearly 1 out of 20 workers having temporary positions. The percentage of part-time workers also increased during this time period. Unlike the US, far fewer workers in Singapore work more than one job; specifically, only 1.6% of employed workers have more than one job.

One report that I read about the Singapore's workforce noted that education and skills are important to individuals in securing jobs. Commenting on the shift towards a knowledge-based economy amidst a "more volatile and uncertain environment," this report indicated the importance of regular re-skilling and updating of worker knowledge to stay competitive. Clearly, helping people in their job search and developing training programs would be critical I-O psychology tasks in Singapore.

United Kingdom

It has been estimated that by 2010, almost 40% of the UK workforce will be aged 45 or over. Two factors are currently combining to make population aging an increasingly serious issue. First, people are living longer. Second, the combination of falling birth rates and the "baby boom" demographic legacy are making older generations an increasingly high proportion of the total population. It has been predicted that UK organizations (which are still permitted to openly discriminate against older workers in recruitment and selection) will soon be actively trying to attract this growing cadre as the skill pool shrinks.

Indonesia

Finally, I also obtained some information about Indonesia, where many companies are insisting that job candidates have a college degree, rather than merely a high school diploma, which was sufficient in the past. My source also noted that there will be increasing competition for jobs in Indonesia and more transparent hiring processes. Minimum salaries will probably increase as a result.

Implications for I-O Psychologists

No longer can North American I-O psychologists assume that their practice will be relegated to this continent. First, in the future, I-O psychologists are more likely to advise companies regarding which country to send work to, or to build a facility in. The I-O psychologists involved in that decision may need to provide input regarding workforce quality, size, and related issues for different countries. Of course, knowledge of political, social, legal, and economic issues may also become more important in that regard. I-O psychologists will therefore increasingly need to have an in-depth understanding of different countries and cultures. This also suggests that I-O psychologists will become more involved in what is referred to as human resource planning (HRP) issues than in the past.

Second, I-O psychologists will themselves increasingly become part of teams, task forces, and partnerships with people from other countries and cultures. As I-O psychologists become involved as consultants, trainers, and decision makers, they will need to develop those skills for themselves in order to succeed in those roles. Even seemingly simple interactions, such as interviewing etiquette, may differ widely from country to country.

Third, I-O psychologists will be increasingly involved in helping prepare the workforce for cross-cultural interactions. As companies have more international interactions, whether it be developing customers in other parts of the world, creating new alliances, maintaining existing partnerships, or starting new facilities, I-O psychologists will play a role in selecting and training employees to forge relationships and make managerial decisions (e.g., hiring, performance evaluations, and so forth). I-O psychologists will increasingly need to be capable of selecting employees on the basis of cross-cultural skills or training them for these skills.

Finally, based on the above implications, I recommend that I-O psychology graduate programs, as well as SIOP, create training and development programs to enable students as well as professionals to acquire the necessary global skills and experiences to be effective. For I-O psychology programs, this might involve developing a new course or providing lectures or discussions addressing global issues for existing courses. For professionals who have completed their formal education, SIOP should consider designing and delivering workshops or seminars on relevant global issues. Ultimately, of course, we as professionals are responsible for our own development, and I recommend that everyone consider overseas assignments, cross-cultural task forces, and similar experiences.

Summary and Conclusions

A recent report by the CIA's National Intelligence Council asserted that:

Most of the increase in world population and consumer demand through 2020 will take place in today's developing nations—especially China,

India, and Indonesia—and multinational companies from today's advanced nations will adapt their "profiles" and business practices to the demands of these cultures (p. 29).

With the right training and experiences, I-O psychologists have the opportunity to make enormous contributions to globalization. Going one step further, I would ask whether one can remain a fully competent I-O psychologist without having global experiences and skills. I suspect that the answer will be a resounding "no" in a few years, if it is not already "no."

I would like to thank a number of individuals for their help in obtaining this information, including Stuart Walls, Supriadi Legino, Dan Ispas, **David Chan**, Julia Richardson, and one person who chose to remain anonymous. Please send me (mharris@umsl.edu) your comments on this column and suggestions for future columns of **Global Forum**.

Sexual Harassment:
Here, There, and Everywhere
Part 1: English-Speaking Countries

Art Gutman
Florida Institute of Technology

In my July 2004 column, I used the (then) anticipated Supreme Court ruling in *Pennsylvania State Police v. Suders* (2004) as an occasion for summarizing sexual harassment (SH) case law up to that time. I then covered the actual ruling in *Suders* in the October 2004 issue (concluding the perspective on constructive discharge is ambiguous) and a prior Supreme Court ruling in *Oncale v. Sundowner* (1998) in the January 2005 issue (citing loopholes relating to same-sex harassment). So why more on SH? Last Spring, **Laura Koppes**, our (then) incoming editor, requested articles on international topics. I offered to cover SH elsewhere on the planet. To date, I've gathered about 1,000 pages of material. I was going to write my piece for the October 2004 issue, but the hurricanes got in the way (see Hays-Thomas & Gutman in the January 2005 issue). Indeed, as I write this, 30% of my house is still uninhabitable. On the positive side, I've had more time to ponder international issues and find a sensible approach to delivering on my promise to my editor. I view this column as a starting point. I hope that readers with expertise on international issues will be motivated to jump in.

The one thing the extra time provided me is too much material to cover in one article. There are interesting developments in every English-speaking country, the European Union (EU), and the rest of the world. The English-speaking countries follow most of our precedents. That includes the United Kingdom (UK) and Ireland, both of which are also EU members. The EU Council issued a directive in 2002 forcing its member states (now numbering 25) to develop SH laws by October 5, 2005. The UK and Ireland are well prepared for this development, but other EU states are in varying stages of preparation, with some trying to incorporate SH laws into existing statutes (e.g., France, Germany, Italy, and Sweden) and others starting basically from scratch (e.g., Bulgaria, the Czech Republic, and Poland). As for the rest of the world, some countries have written western-like laws (e.g., South Africa) and others are tying to follow suit (e.g., Malaysia). An interesting development is occurring in foreign-based U.S. companies where native employees are using our courts to sue those companies. Such countries (e.g., Mexico and India) have weak SH laws, but will likely consider stronger laws as a

result of these developments. Finally, we hold foreign companies doing business in the US to our standards, and this is also raising awareness in other countries. For example, the impact of the well-publicized SH claims made against Japan's Mitsubishi Motors in the mid to late 1990s has raised awareness of SH issues there as well as here.

In short, to do justice to this topic (excuse the pun), I will need two installments (or parts). Part I (below) covers English-speaking countries. I will begin with a brief summary of U.S. case law on SH, followed by a summary of case law in the UK. I will then selectively sample from case law, statutory law, and/or regulatory law in Canada, Australia, New Zealand, and Ireland. I will save for Part II the recent developments in the EU and the rest of the world, including the fate of U.S. companies doing business there and foreign companies doing business here.

Overview Of U.S. Case Law

The major law covering SH in the US is Title VII of the Civil Rights Act of 1964, as amended. SH is not explicitly outlawed in Title VII. Rather, its coverage is based on 30 or so years of Title VII case law combined with policy guidance by the Equal Employment Opportunity Commission (EEOC). Most proscriptions for the lower courts (and employers) come from a combination of six major Supreme Court rulings and EEOC policy guidance associated with those rulings. Because I discussed these issues in three prior columns, the presentation below is abbreviated.

There are two types of SH (see Table 1). The quid pro quo (QPQ) violation is the easier one to interpret. It connects SH to a tangible employment consequence, meaning virtually any term, condition, or privilege of employment (e.g., termination or failure to promote for failure to grant sexual favors). Every court that has seen QPQ since the late 1970s, including the Supreme Court, has found employers strictly liable (i.e., with no affirmative defense) for this violation. Therefore, the Supreme Court has focused more so on hostile sexual harassment (HSH), defined as severe or pervasive unwelcome sex-based abuse, but with no associated tangible employment consequence. Of course, victims of severe HSH have been known to quit their jobs because they cannot take the abuse any longer, a scenario termed "constructive discharge."

Table 1
Quid Pro Quo Versus Hostile Environment Harassment

Quid Pro Quo	Sexual favors are demanded under the threat of negative tangible employment consequence (e.g., demotion or discharge).
Hostile Environment	Sexual or gender-stereotypical abuse that interferes with ability to work. Tangible employment consequences are not necessary.

The six major Supreme Court SH rulings are depicted in Table 2. HSH was defined in *Meritor*, but this ruling failed to provide a clear prescription for employer liability, especially for HSH by supervisors. *Forklift* clarified that victims of HSH need not suffer concrete psychological harm to satisfy the definition from *Meritor*. *Forklift* also endorsed the reasonable person (rather than reasonable victim) perspective for judges and jurors to assess HSH (as did subsequent rulings). *Oncale* and *Suders* featured same-sex SH and constructive discharge, respectively. In between, *Ellerth* and *Faragher* cleared up the confusion from *Meritor* on employer liability, proclaiming that employers are vicariously liable for HSH by supervisors, but with an affirmative defense (proof that "reasonable care" was taken to prevent and quickly correct HSH violations that victims "unreasonably" failed to take advantage of). At the same time, the Supreme Court endorsed prior lower court rulings that HSH by coworkers requires proof of reckless disregard by the employer (that the employer knew or should have known and did not act). As we will witness below, several of our English-speaking counterparts have gone further in this domain, holding employers with weak preventative policies liable, even in cases involving coworker HSH.

Table 2

Major Supreme Court Rulings

Meritor v. Vinson 1986 477 US 57	Defines HSH as severe or pervasive unwelcome sex-based behavior, but the ruling is vague on employer liability.
Harris v. Forklift 1993 510 US 17	HSH does not require concrete psychological harm. Reasonable person view endorsed here and in later rulings.
Oracle v. Sundowner 1998 523 US 75	Outlaws same-sex harassment, but leaves room for same-sex abuse that is defensible on grounds that it is not related to sex.
Burlington v. Ellerth 1998 524 U.S. 742	Vicarious liability for HSH by supervisors in private entities. Affirmative defense for employers taking reasonable care to prevent and correct HSH.
Faragher v. Boca Raton 1998 524 U.S. 775	Vicarious liability for SHS by supervisors in public entities. Affirmative defense for employers taking reasonable care to prevent and correct HSH.
Penn State Police v. Suders 2004 No. 03-95 (June 14)	Constructive discharge is a tangible employment action if it follows from an official company act.

A major feature of our system is that key principles from case law are only occasionally written into statutes, usually after a major amendment by Congress (see for example the Pregnancy Discrimination Act of 1978 and language in the Civil Rights Act of 1991 on adverse impact). As a result, there is no Title VII statutory language on SH. The UK follows similar traditions. However, many other countries have incorporated key principles from U.S. and UK case law and regulatory law (on SH and other EEO issues) directly into their statutes. This is not a deficiency in our system (or in the UK). The role of interpreting major court rulings falls to the EEOC (and other federal agencies). In general, in our system, complaints are made to the EEOC, which then investigates, mediates, and attempts to conciliate. Cases then proceed to a district court (a trial court) and may be appealed to a regional circuit court and the Supreme Court. Some version of this general arrangement is common among English-speaking countries, and other countries are attempting to develop similar traditions.

Overview of UK Case Law[1]
(England, Northern Ireland, Scotland & Wales)

The UK has traditions similar to ours. Their major statute relating to SH is the Sexual Discrimination Act of 1975 (SDA-75), and there is an Equal Opportunity Commission (EOC) that parallels the EEOC. Like Title VII, there is no explicit language on SH, but there is a general provision that employers must take "reasonably practicable steps" to prevent any form of sex discrimination. There are regional variations within the UK (just as there is among our states). The trial court is called the Employment Tribunal (ET), the first major appeals court is the Employment Appeals Tribunal (EAT), and there are appeals courts beyond the EAT. Because of its connection to the EU, the ultimate appeals court is the Court of Justice of the European Communities.

The first known UK SH case is *Strathclyde Regional Council v. Porcelli* (1986 SC 137), decided the same year as the U.S. Supreme Court decided *Meritor*. Porcelli, a female lab technician, was abused by two male coworkers who wanted her to resign. Their actions included a combination of lewd comments and acts (e.g., looking up her skirt when she climbed the stairs). The defendants argued it was personal, and they would treat a similarly situated male in likewise fashion. Surprisingly, the ET accepted this argument and ruled against Porcelli. However, the ET was overturned by the EAT and the Scottish Court of Session. The Court of Session ruled that the specific actions by the defendants were

---

[1] My thanks to Dr. James Fleming (my brother-in-law), Professor of Law at Fordham University, for sending me full-text UK case law reports via Westlaw International. Summaries for the cases cited in this section are available on www.eoc-law.org.uk/ (and also, by simply inserting the name of the case or its formal citation in a Google search). Free full text summaries for the recent UK cases are also available on http://www.ucc.ie/law/irlii/index.php in the "Search BAILII" option.

"very different in material respect from that which would have been inflicted on a male colleague, regardless of the equality of the overall unpleasantness."

The definition of HSH was further addressed in several subsequent EAT cases. For example, in *Bracebridge Engineering Ltd. v. Darby* (1989, IRLR 3, EAT), Darby suffered a single sexual assault by a coworker and a supervisor. Darby complained, the coworker and supervisor denied the incident, and the company took no action. The EAT found for Darby, ruling that a single incident of severe abuse constitutes HSH. In *Reed & Bull Information Systems v. Stedman* (1999, IRLR 299 EAT), Stedman resigned from her position of market manager because of a steady diet of provocative remarks and suggestive behaviors. The EAT found for Stedman even though she never complained. The ruling was that other coworkers were aware of the abuse Stedman suffered; therefore, management should have also known and taken corrective action. The EAT also endorsed the reasonable person perspective in this case. Then, in *Driskell v. Peninsula Business Services & Others* (2000 IRLR, 151, EAT), the EAT ruled that a series of unwelcome sex-based banter, taken as a whole, amounts to pervasive abuse sufficient to support an HSH claim.

There are two UK cases worth noting because of their connection to EU policies. In *Balgobin and Francis v. London Borough of Tower Hamlets* (1987, IRLR 401, EAT), the EAT endorsed a recommendation from the (then) emerging European Commission's Code of Practice that even if a complaint is not upheld, employers should transfer or reschedule the work of one of the involved parties. In *Wadman v. Carpenter Farrer Partnership* (1993, IRLR 374, EAT), with facts similar to *Driskell*, the EAT endorsed the actual definition of sexual harassment (at that time) in the European Commission's Code of Practice. As we will witness in the next installment (Part 2), *Balgobin* and *Wadman* are important transition cases that will likely connect UK case law with emerging case law for the remaining EU states.

There are several key cases on employer liability (including *Balgobin*). For example, in *Institu Cleaning Co Ltd. v. Head* (1994, IRLR4, EAT), a manager was guilty of a single act of HSH when he greeted Head with the remark "Hiya big tits." Head complained and was advised to use the company's grievance procedure. Head did not comply because she felt uncomfortable with the procedure. The EAT ruled the company should adopt a separate procedure to deal with SH complaints. In *Vent-Axia v. Wright* (1999, EAT), a department head accused of harassing four women was not permitted to learn the names of his accusers due to confidentiality issues. The EAT ruled the alleged harasser must demonstrate that this information is necessary in the context of his specific case. In *Caniffe v. East Riding of Yorkshire Council* (2000, IRLR 555, EAT), Caniffe was sexually assaulted by a coworker and the ET ruled the employer had a well-advertised policy that the victim failed to use. However, the EAT overturned the ET, stating the employer's policy contained no "reasonably practicable" steps to prevent SH

from occurring. In other words, in a case that would require a plaintiff to prove reckless disregard by the employer under U.S. case law (that he knew or should have known about the abuse), the unwitting employer in the UK was liable for weak policies even when it did not know, or had no reason to know, that HSH had occurred.

Other interesting cases on employer liability include *Home Office v. Coyne* (2000, IRLR 838, Court of Appeal) and Case No. 2800061/100 (2000, ET). In *Coyne*, the Court of Appeal found for the employer even though an investigation into an allegation by a female victim took 2 years to complete. The Court ruled there was no basis for sex discrimination because the process would likely have been identical for a male victim. In comparison, in Case No. 2800061/100, an employer refused to investigate a same-sex harassment complaint by a male barman against a male bar steward because the complaint was not put in writing. Here, the ET ruled against the employer because it was deemed unlikely that a written complaint would be required in analogous circumstances involving a male harasser and a female victim.

The ruling in Case No. 2800061/100 notwithstanding, UK courts, like our courts, are still grappling with same-sex harassment. As in our case law (see *Oncale*), there are no protections related to sexual orientation. For example, in *Smith v. Gardener Merchant Ltd* (1998 IRLR 510, CA), the Court of Appeal ruled that sexual orientation is not an aspect of sex. Smith's claim was therefore denied on grounds that a similarly situated female would likely be similarly treated. In addition, in *Pearce v. The Governing Body of Mayfield Secondary School* (2000, IRLR 548, EAT), the EAT ruled against a teacher whose students fed her a steady diet of insults, calling her names like "dyke" and "lesbian" on grounds that a male homosexual would likely be similarly treated. On the other hand, plaintiffs do succeed when same-sex harassment has been proven to be sex or gender-based in both female (see *Johnson v. Gateway Food Markets Ltd*, 1900, IT) and male (see *Gates v. Security Express Guards,* 1993, IT) same-sex scenarios.

In summary, UK case law defines HSH much like we do and takes a similar approach to same-sex harassment as in *Oncale*. However, the provision in SDA-75 to take "reasonably practicable steps" to prevent sex discrimination makes it easier to implicate employers when compared to the provisions outlined in *Ellerth* and *Faragher*. As we will witness below, this feature is apparent in other English-speaking countries, particularly Ireland. Another point to note is that there are no apparent ambiguities regarding how to interpret constructive discharge (as in *Suders*) in the UK and in other English-speaking counties. In general, our English-speaking counterparts view constructive discharge as indefensible, whereas the *Suders* ruling requires proof that the constructive discharge was preceded by an "official company act."

Other English Speaking Countries[2]
(Canada, Australia, New Zealand, and Ireland)

Canada's case law on SH predates case law in UK, and Australia's case law followed on the heels of case law in the UK. There is sufficient case law in both Canada and Australia to cover an entire range of SH issues as discussed above for the UK. Statutory laws relating to SH in New Zealand and Ireland are more recent developments. However, SH cases are emerging in both countries, illustrating many of the key principles discussed above for the US and UK. For purposes of exposition, the following discussion samples, without exhausting, major case law in each country.

Canada[3]

Not surprisingly, Canada's treatment of SH (and other forms of workplace discrimination) is closest to ours, even as compared to the other English-speaking countries. Canada has a statute like Title VII (Human Rights Act of 1976–77), and a Human Rights Commission (HRC) like the EEOC. Canadian courts also follow U.S. case law and EEOC regulations very closely, and they use similar procedures from the point of complaint through the appeals process. To illustrate, in *Robichaud v. Canadian Treasury Board*, ([1987] 2 S.C.R. 84), one of two landmark Canadian Supreme Court cases discussed below, Robichaud complained that her supervisor harassed her on many occasions. Her claim was investigated and dismissed by the HRC but overturned on appeal by the Human Rights Tribunal. The Tribunal ruling was then upheld by the Federal Court of Appeal and the Canadian Supreme Court.

Robichaud parallels *Meritor*. In fact, the Canadian Supreme Court used *Meritor* as a blueprint for *Robichaud*. The Court affirmed that Robichaud's supervisor engaged in repeated unwelcome HSH, and the question it resolved was whether employers are vicariously liable for supervisors. In *Meritor*, four justices (Marshall, Brennan, Blackman, & Stevens) favored vicarious liability for supervisors, but the ultimate meaning of this ruling remained ambiguous (until the *Ellerth* and *Faragher* rulings) because the other five justices believed there are circumstances in which employers are not liable. Of course, as clarified in *Ellerth* and *Faragher*, this translated into the affirmative defense employers may use to escape liability if they take "reasonable care" to prevent and quickly correct (and victims "unreasonably" fail to abide). In *Robichaud*, the Canadian Supreme Court followed the Marshall plurality opinion (quoting it verbatim) and ruled employers are vicariously

---

[2] The term "English-speaking" is used here for convenience. My apologies ahead of time to French-speaking Canadians and to citizens of the other countries who speak other languages.

[3] Canadian case law is freely available from a variety of sources. For example, it is accessible on Findlaw.com by using the "Int'l" link on the face page and following the subsequent link for individual countries. The reader can also use http://www.lexum.umontreal.ca/csc-scc/en/index.html to access the *Robichaud* and *Janzen* cases cited in this section.

liable for their supervisors. The Canadian Supreme Court also anticipated the solution later adopted in *Ellerth* and *Faragher*, stating:

> [A]n employer who responds quickly and effectively to a complaint by instituting a scheme to remedy and prevent recurrence will not be liable to the same extent, if at all, as an employer who fails to adopt such steps.

The other landmark Canadian case is *Janzen v. Platy Enterprises Ltd.* ([1989] 1 S.C.R. 1252). *Robichaud* involved a governmental agency. The Canadian Supreme Court used *Janzen* as an occasion to harmonize case law in two different Canadian provinces (Ontario and Manitoba), thereby generalizing to all other provinces, and to generalize the principle of vicarious liability from governmental agencies to private employers. The *Janzen* ruling also cited a host of U.S. lower court rulings and quoted verbatim from the 1980 EEOC Guidelines on Sex Discrimination.

The case itself is interesting for two other reasons. First, the harasser was a coworker (a chef) who had no actual authority over the victim (a waitress), but who represented himself as having the power to influence managerial decisions. Second, the Canadian Supreme Court overturned the ruling by the Adjudication Board that the waitress, who was sexually assaulted, was not a victim of sexual discrimination because the attack was motivated by her "physical attractiveness," not her sex. The adjudicator was "amazed" that employers can be held vicariously liable for HSH because the harasser was not "acting on behalf of the employer." Similar (mistaken) rulings were made by U.S. district courts in early SH cases[4] and overturned in subsequent circuit court rulings.

Australia[5]

The major statute relating to SH in Australia is the Sex Discrimination Act of 1984 (SDA-84). There is a Code of Practice for interpreting this statute written by the Human Rights and Equal Opportunity Commission (HREOC) (3rd Edition, 2004). There are also regional statutes and commissions (or EOCs). Complaints filed with the HREOC are investigated in much the same way as with the US's EEOC and may proceed to the Federal Court of Australia or the Federal Magistrate Court. The appeals courts are regional Supreme Courts in Western Australia, South Australia, New South Wales, Victoria, Queensland, and the Northern Territory, and there is a national High Court.

As in the UK, Australia emphasizes employer policies to protect and quickly correct SH. For example, in Section 4.1 of the Code of Practice, the HREOC states:

---

[4] See for example *Barnes v. Train* (D.D.C 1974) 13 FEP Cases, *Corne v. Bausch & Lomb* (D.Ariz. 1975) 390 F.Supp 161, *Miller v. Bank of America* (N.D. Cal 1976) 418 F.Supp 233 and *Tompkins v. Public Service Electric & Gas* (D.N.J. 1976) 422 F.Supp 553.

[5] Full text Australian laws, regulations, and court opinions relating to sexual harassment and all other forms of workplace discrimination are freely available on http://www.hreoc.gov.au/index.html.

Every employer, regardless of size, must take all reasonable steps to prevent sexual harassment in the workplace. This means that employers must actively implement precautionary measures to minimise the risk of sexual harassment occurring and to respond appropriately when harassment does occur.

The HREOC also states that employers who do not take "all reasonable" preventative steps are vicariously liable for SH violations. The emphasis on employer policies is illustrated in two recent cases.

In *Shiels v. James and Lipman Pty Limited* ([2000] FMCA 2), the company had a written policy, but there was no training for employees. In addition, complainants were required to call the central office during business hours to lodge their complaints. Shiels, who worked in a regional office, was sexually harassed by a coworker. She did not lodge a complaint fearing her privacy would be compromised by calling during business hours when other employees were present. The Federal Magistrate Court found for Shiels, citing both the training and privacy issues.

In *Coyne v. P&O Ports* ([2000] VCAT 657), a male coworker (Buttigieg) at a food establishment exposed himself to a fellow coworker (Coyne) and clutched her vagina. Coyne complained and the employer investigated and recommended disciplinary action against Buttigieg. In the meantime, Coyne was harassed by other workers (because she lodged a complaint) and quit. The Victorian Civil and Administrative Tribunal deemed Coyne's resignation a constructive discharge and found the employer vicariously liable for coworker harassment because it had not established "policies or procedures or had taken any appropriate steps that amounted to reasonable precautions such as to prevent the occurrence of the sexual harassment." Basically, the employer's policy consisted of only written materials, and these materials were distributed mainly to supervisors. The Tribunal offered the following advice to employers to avoid vicarious liability:

> The preventive measures to be taken would ordinarily include the implementation of adequate educational programmes on sexual harassment issues and monitoring of the workplace to ensure compliance with its sexual harassment policies…Educational programmes might include the dissemination of literature and the provision of seminars. There might be re-education programmes to ensure that employees received disseminated materials and understood sexual harassment policies.

The employer's weak policy was costly. Coyne was awarded compensatory damages of $35,000 (Australian) for symptoms of posttraumatic stress disorder (diagnosed by a "registered psychologist"), including anxiety, depression, insomnia, and the need for psychiatric medication. She also received $15,000 "in aggravated damages" (related to her treatment by other coworkers after she complained), and equitable relief for loss of earnings. Her total award was $54,356 (and 3 cents).

New Zealand[6]

New Zealand still has old UK common laws on its books, and its courts closely track case law from the UK, Canada, and Australia. There are two recent statues, both of which explicitly address SH: the Human Rights Act of 1993 (HRA-93) and the Employment Relations Act of 2000 (ERA-2000). However, there are key differences between them. In HRA-93, a complaint is made to the Human Rights Commission, and potential remedies include injunction and damages for pecuniary loss and humiliation. In ERA-2000, a complaint is first made to the employer and then to the Employment Relations Authority, and the potential remedies are reinstatement and lost wages. Either statute may be used to claim SH, but not both. To further complicate matters, SH claims may also use prior common law statutes and principles. Indeed, two of the more interesting cases I found were common law appeals from the Employment Court to the Court of Appeal of New Zealand.

In Case 1, (*Smith v. The Christchurch Press Company Limited* [2000]), Smith complained he was wrongly discharged because his mistreatment of a female coworker occurred off premises and during nonwork hours. The Court of Appeal ruled that "but for" the employment connection, there would have been no contact. Therefore, Smith's termination was justifiable. In the second case, the Court of Appeal upheld an award to Ms. N for $40,000 in general damages and $9,729 in lost wages (New Zealand dollars). Ms. N was the wife of a soldier who worked on base. The judgment against the army (in the name of the Attorney General) was made because the army did not follow its own harassment policy after Ms. N complained about harassment by a staff sergeant.

The court structure is similar to the other English-speaking countries, but the names are tricky. The highest court is the Judicial Committee of the Privy Council, (also known as Her Majesty the Queen in Council) and the lower courts include (but are not limited to) the Court of Appeal, the High Court, and district courts (also termed Employment Tribunals). I found two interesting cases under HRA-93. In *A v. Regency Duty Free Stores Ltd*, (1999), the harasser made repeated "bawdy and suggestive comments" to Ms. A. Ms. A complained, but the employer did not investigate the complaint and, instead, wrote her a letter complaining about her performance. The Employment Tribunal ruled that the letter was an attempt to intimidate Ms. A and discourage legal action and awarded her $15,000. In *Read v. Mitchell & Another* ([2000] 1NZLR 470), the Employment Tribunal awarded $50,000 in damages to Ms.

---

6 Full text case reports for New Zealand are freely available on http://www.brookers.co.nz/ legal/judgments/. For example, the *Smith* and *Ms. N* cases cited in this section are among 13 cases listed by typing sexual harassment into the search link. *Employment Tribunal* rulings (such as the *Regency Duty Free* and *Mitchell and Another* cases cited in this section) are not easily obtained (without fee). However these cases are summarized in various sites, my two favorite sites being http://www.hrc.co.nz/ and the law firm of Bell Gully at http://www.bellgully.com/ resources/resource_00347.asp.

Read after a coworker fed her a steady diet of offensive jokes and sex-based stories. The coworker also repeatedly massaged Ms. Read's shoulders, touched her "bottom," and simulated sexual intercourse.

Ireland[7]

As in New Zealand, Ireland has a recent statute (the Employment Equity Act of 1998, or EEA-98) as well as common law traditions to combat SH (and other EEO violations). For example, in a non-EEA-98 Irish common law case with facts similar to New Zealand's *Smith v. The Christchurch Press Company Limited* (*Cassidy v. Shannon Castle Banquets*, [1999] IEHC 245), Cassidy was accused of sexually harassing a female coworker off premises and after hours and was terminated. The High Court of Ireland upheld the termination, but otherwise, had little to say on issues directly related to SH.

EEA-98 covers many classifications (i.e., race, sex, religion, age, disability, etc.). Within this broad coverage, Section 15(1) of the Act makes employers vicariously liable for all employees, Section 15(3) has an affirmative defense for taking "reasonably practicable" steps to prevent violations, and Section 23(1) outlines specific duties for employers in relation to SH. Interestingly, as written in Section 23(5) of the Act, the burden in SH claims is more so on the employer to prove "reasonable practicability" then on the plaintiff to prove "breach of duty." This is consistent with a parallel EU directive. Furthermore, as written, the "reasonable practicability" burden is heavier than the burden of "reasonable care", which is the standard for the affirmative defense to HSH in *Ellerth* and *Faragher*. Indeed, as written, the "reasonable practicability standard" reads like a midpoint between the standard of ordinary negligence used in common law cases around the world and the standard of strict liability used in QPQ cases in the US.

The complaint process and court structure parallels other English-speaking countries. The employee first appeals to the employer. The next step is a formal complaint with the Equality Authority for investigation, mediation, and possible conciliation, and then the Equality Tribunal, which has the power to mediate and try cases. Cases may then proceed the Labour Court, the High Court, and the European Court of Justice. SH cases in Ireland have mushroomed since the statute was enacted. The following discussion samples some of the more interesting rulings.

To begin with, in harmony with EU directives, EEA-98 features sexual orientation as a protected classification. Consistent with this proscription, an Equality Authority officer ruled in favor of Gabriaele Piazza, a male restaurant employee who was the subject of degrading e-mails by a manager relating to his sexual orientation (*Piazza v. The Clarian Hotel* [2003] Decision

---

[7] Full text case reports for Ireland can be found on http://www.ucc.ie/law/irlii/index.php in the Search BAILII option. Another good site is http://www.ucc.ie/law/irishlaw/cases/. All cases cited in this section are from these two sites.

E2004-033). Piazza was awarded €10,000 for "harassment, distress, and breach of rights." Such rulings have implications for the UK, which as noted earlier, is also an EU member subject to judgments by the European Court of Justice. Recall from the earlier discussion the UK Court of Appeal's ruling that sexual orientation is not an aspect of sex (*Smith v Gardener*, 1998) and the UK EAT ruling against a teacher (called names such as "dyke" and "lesbian") that male homosexuals would likely be treated in kind (*Pearce v. Mayfield Secondary School*, 2000). Obviously, the UK will have to harmonize such decisions with EU directives.

Another interesting case is *Ms. O'N v. An Insurance Company* ([2004] Decision E2004-052), where an Equality Authority officer decided a case with features similar to *Cassidy v. Shannon Castle Banquets* (1999) but with a different outcome. Ms. O'N claimed she was sexually harassed by a coworker during a night out at a sports club. She argued there was an employment connection because membership in the club is endorsed (or "heavily sponsored") by the employer. Recall that Cassidy was terminated for harassing a female coworker after hours, and his termination was upheld under common law principles. In the present case, the Equal Authority officer agreed that Ms. O'N was sexually harassed and that the employer had a poor SH policy. However, she ruled that the harassment did not occur in the context of employment.

Two other cases are worth noting, both on employer liability. In a case cited as Determination No. EED035 (2002), a female stud hand claimed she was harassed by an immediate supervisor and complained to the office manager. At a later time, she phoned in stating she would not be in to work due to illness. At the same time, she complained of further incidents of harassment by the supervisor. She was then terminated. The Labour Court ruled that the termination was retaliation for making a complaint and awarded the stud hand €15,000 for loss of wages and distress. In comparison, in *A Complainant v. A Hospital* ([20020 DEC-E2002-009], a woman complained of verbal and physical sexual abuse by a coworker. The complaint was fully investigated and the harasser was terminated. The Employment Authority officer examined the policy and found for the employer. The officer reasoned that the policy contained a good grievance procedure, a good disciplinary procedure, that all employees were trained on how to used the policy, and that the policy had been properly exercised.

In summary, although the four countries in this section draw heavily from traditions in the US and/or the UK, none of them are clones. For example, the Canadian Supreme Court had a better understanding of *Meritor* than the lower U.S. courts. Ireland proscribes discrimination based on sexual orientation even though the US and UK do not (although the UK will have to). It is easier to implicate employers for HSH outside of North America because of the "reasonably practicable" standard applied in the UK, Australia, New

Zealand, and Ireland. Ireland, in keeping with EU policies, places a heavier burden on employers than anywhere else, although the UK will have to follow this lead as well. Perhaps most interestingly, U.S. courts tend to read only U.S. case law, whereas their English-speaking counterparts are more flexible.

Conclusions and Preview (of Part II)

SH is a universal phenomenon. I could have cited at least 50 published surveys revealing that between 40% and 70% of women in various parts of the world believe they are or have been sexually harassed in the workplace. More importantly, in many of these places, women believe they have no recourse. This is changing, and this change is likely to continue as strong messages from the English-speaking countries are transmitted around the world, particularly over the Internet. Looking forward, my next installment (Part II) will, as noted earlier, feature the EU and non-English-speaking countries outside the EU. As we will witness, the EU has already taken a strong stance against SH, and its messages are beginning to be heard in other places (e.g., Ireland). In closing, I have two wishes. First, I wish that what is written above (and is forecasted to follow) illustrates the importance of going beyond our own boundaries. Second, I hope the next time you hear from me, my house is 100% habitable!

Attention *TIP* Submitters!

Please note that *TIP* Editor Laura Koppes has a new e-mail address. Manuscripts, news items, and other submissions can be sent to:

LKoppes@siop.org

Natalie Allen
University of Western Ontario

Here is a different spin on the international work experience theme. In 1999, **James and Alison Eyring**, both industrial-organizational psychologists and members of SIOP, sold their home in Texas and moved to Singapore. They have since become permanent residents, changed jobs (one or more times), bought a home, and became parents. A fair amount of change in a few years!

Living in Singapore: He Said/She Said

James and Alison Eyring

What motivated you to choose Singapore?

Alison: I was working for a company that relocated its corporate office to Singapore. While Singapore wasn't my first choice to live, it was in Asia—which was great. James and I had agreed that whenever one of us could get a job in Asia, the other would follow. I'd lived in South America and Spain already so was eager to have this experience.

James: Alison and I were both originally interested in living in China. My interest was in how motivation and leadership theory based on Western research would work in such a different culture. When Alison was offered a job in Singapore, I looked it up on a map and agreed to go. Alison moved first and I followed 3 months later—without having set foot in Singapore prior to the move.

What is it like working in Singapore?

Alison: Initially, I was heading change management for an international oil company whose operations were in Asia and Africa. I relocated to Singapore when the company headquarters relocated here. Being based in Singapore made it much easier to understand what was happening in the region. These days it's hard for me to say what it's like to work in Singapore because I'm part of a small company whose clients, staff, and subcontractors are located around the world. Right now our largest project is in Russia. Perhaps one key difference in my workday is that I actually take an hour for lunch and almost always eat a hot meal with a friend, client, or colleague from my office. That's nice.

James: About 1 month after arriving here, I was miserable. No one wanted to hire me—even into more junior jobs than I'd held in the US—because I lacked Asia experience. I gave myself 6 months and promised myself that if things weren't better, I'd go back to the US. I even entered a "return to US" date into my PDA! Things changed for me and fairly soon I was heading HR for the region for a *Fortune* 50 company. I'd say now that working in Asia has been one

of the most rewarding experiences of my career. Every day, I get to work with people in multiple countries and have the opportunity to design and develop HR practices that have to span different languages, cultures, and market conditions.

As an I-O psychologist, what have you gained from this experience?

Alison: Working across so many countries and cultures makes me challenge my beliefs about individual behavior, group dynamics, and organization practices. Over the past decade (I was working in Asia a few years before moving here), this has slowly changed many of my beliefs and practices as an I-O psychologist—or OD practitioner. Perhaps I'm a better I-O psychologist now because I've had to adapt my behavior and interventions.

James: Working in Asia is a humbling experience. There is always more to learn about each country and each culture.   I originally thought this would imply that psychological theory and effectiveness of HR practices would also differ dramatically by these countries. Interestingly, the similarities seem to outweigh the differences. Culture is more important in determining "how" you implement a practice or how leadership is manifested.

How is it as a dual-career couple to relocate internationally?

Alison: Relocating from Dallas to Singapore was harder than our prior domestic relocation in a couple of ways. The hardest for me was to see how difficult it was for James to find a job when he came here. He'd left a company, job, and team he loved. Also, my first 3 months in Singapore were very lonely. I lived in a big shop house with three pieces of furniture and two boxes. James and I could only talk on the phone early in the morning or late at night. I imagine that future international moves will be much more complicated now that we're parents.

James: I faced some unique challenges with this international move. (a) I quit my job and moved to another city without work and without a professional network, (b) I knew very little about the environment in which I'd be living/working, and (c) initially, my qualifications and experiences were insufficient because I lacked Asia experience. This added stress to the other normal dual career issues most couples face. Fortunately, opportunities opened up. Having a PhD in a country where people really value education certainly has helped.

How did your family react to your move?

Alison: I think James was pretty happy about it—but also a bit anxious because it meant traveling to the other side of the world without a job. The first thing my parents said was, "great, we'll stop by on our next trip to China."

James: My mom said, "Oh no, not Singapore!" Then I probed a bit, and she confessed that she knew nothing about it—except that it was very far away. In reality, she's been very supportive of us. My family has been supportive but definitely dislikes having us so far away. You don't get many visitors when you are a 24-hour flight away.

What were the "best" and the "worst" aspects of relocating to the other side of the world?

Alison: Professionally, the "best" has been starting and leading a company

in Asia. There has been so much to learn (e.g., international tax and legal issues, figuring out how to grow a business across markets, employment law in different countries, etc.). The worst aspect is living so far from our family. When my parents died in a car accident 2 1/2 years ago, it was particularly hard for me.

James: The "best" was becoming a father when we adopted a baby girl from China nearly 2 years ago. This has been wonderful and life changing. If we had not moved here, Susan may not have become our daughter. We've also had the opportunity to travel all over Asia. This has given us a chance to see places that we would never have visited if we lived in the US. Although I dislike being away from family, I love the work, the people, and the opportunity to travel.

What general (or specific) advice would you give to SIOP members interested in living or working in another country?

Alison: If there is a place you want to go, then go. Across Asia we've met professionals from around the world who are here because of the opportunities. But, we typically only meet people from the US who are on a short-term assignment with a plush expat package. I wish people from the US were more flexible in this regard. My advice is to go early in your career and try to do it a few times. Don't assume that one short-term assignment or experience (i.e., 2 years or less) will give you an international perspective.

James: It can be a great experience professionally. If you are interested, go out and try to create an opportunity. On a cautionary note, don't go if you can't check your ego at the door. People who are open, willing to learn and try new things do well.

Any other thoughts, observations, suggestions…?

Alison: I think the practice of I-O psychology could be enhanced if more of us spent time living and working outside our country of origin. We do need more comparative and cross-cultural research. But, more importantly, we need I-O psychologists who can see the world through different lenses and understand what theories and practices won't work in certain contexts.

James: I agree with Alison! International experience provides you with a different perspective. The news you see is more global, the people with whom you work have different views and priorities, and the businesses you work in and with face different challenges. This may change your views of what research is important or how you work in organizations.

Alison Eyring is an I-O psychologist (PhD in 1991, University of Houston) residing in Singapore. She is the president of Organisation Solutions Pte Ltd (www.organisationsolutions.com) and an adjunct professor at the National University of Singapore's Business School.

James Eyring is an I-O psychologist (PhD in 1994, University of Houston) residing in Singapore. He is currently working for Dell as director of Learning and Development for the Asia Pacific/Japan region.

Frank J. Landy

As has been the case since the inception of this column, this issue presents a diversity of serendipitous experiences that eventually led to a successful career as an I-O psychologist. **Jeff Conte** was repelled by the task of executing rats; **Ruth Kanfer** learned to stick up for well-done research in the face of groundless resistance, and **Ed Locke**—though not required to engage in execution as Jeff Conte had—disliked "running rats" in experiments and chose a career path that would permit him to make a major contribution to the social order in line with his admiration of "heros" such as Superman, Batman, and Sherlock Holmes. As always, I will refrain from drawing lessons from these recollections. Instead, I will simply point out that there is no one "path" to career success. As a friend of mine said "Life is a trail not a campground." I encourage readers to send me recollections from their "trails."

Guillotines, Hamsters, and Career Decisions

Jeff Conte
San Diego State University

In talking with undergraduate and graduate students who are not sure about the career path they should take, I have found that they often look to those of us who are more senior in our careers and assume that we always knew that I-O psychology (or whatever one's chosen field) was our calling. Nevertheless, my discussions with I-O psychologists over the years indicate that few initially chose this field as a career. Given this, I have always been interested in learning about how colleagues and students found the field and decided on it as a career path, particularly because guidance and vocational counselors rarely steer students toward I-O psychology and many laypersons have never heard of the field. Here is how I found I-O psychology and decided to pursue it as a career after I had started down a different path.

I was pre-med when I began my undergraduate years at the University of Virginia (UVA). In my first chemistry class, the professor predicted that only one-third of the pre-med students in the class would make it into medical school. He said, "Look to the left and to the right of you. Given the odds and the difficulty of pre-med courses, it is likely that if you make it medical school, the students sitting on each side of you will not." I did wind up getting out of the pre-med track but for other reasons that I'll describe below. While taking pre-med courses, I decided to major in psychology and biology as it seemed that such a double major would be impressive to medical school admissions committees. I soon began research in the biology lab of a professor who studied how light–dark cycles affected the circadian rhythms of

albino hamsters. As a new research assistant, I was asked to join a project team that was extracting pineal glands, which partially control circadian rhythms, from the hamsters' brains. The pineal glands were later exposed to different light/dark cycles to determine if they produced varying levels of melatonin, which would indicate that the pineal gland was indeed part of the hamster's biological clock.

During my first day in the lab, I was introduced to a post-doc who had recently completed a 7-year MD/PhD program in biopsychology. She now worked part time in the lab and had a lot of experience extracting pineal glands. She told me that the first thing we needed to do was to "isolate" the hamster's head (i.e., chop it off) so that we could then cut it in half, exposing an easily extracted pineal gland. She noted that "The first hamster is easy to guillotine because it doesn't smell blood. The challenge is that the rest of the hamsters get really excited when they smell the blood of their brothers and sisters on the guillotine. As you'll see, their bodies fill with adrenaline as they try to fight their way away from the guillotine. This results in a 50% increase in the size of their body, which you need to control while putting the hamsters underneath the guillotine and giving a quick, 'painless' downward motion to the blade. The last thing you want to do is cut halfway through the hamster and cause it pain."

I asked why we couldn't anesthetize the hamsters to avoid the squirming —both the hamsters' and mine. I was told that using an anesthetic was a good idea (for a novice) but that it would add another variable to the experiment, so it was out of the question. I hesitantly admitted that this guillotine proce-dure made me very uncomfortable. The post-doc matter-of-factly said, "Well, the good news is that after you do 100 of them, it won't bother you any more." This did not comfort me at all, but, given my new role as a research assistant, I watched a few example decapitations and then attempt-ed to perform one myself. After a few unsuccessful attempts, we decided it was time to take a break and go home for the day.

I walked home across UVA's campus, which is known, particularly among architecture buffs, for the lawn that surrounds the rotunda and the aca-demic village that Thomas Jefferson designed. In walking back to my apart-ment while still shaking from my failed attempts to decapitate hamsters, I passed dozens of fellow students who were playing Frisbee or napping on Jefferson's lawn. I decided that there must be a better way to get research experience and enjoy my time at UVA than to be buried in a biology lab while decapitating hundreds of hamsters to get at their pineal glands. I admitted my hesitations to the biology professor, who said he understood and instead gave me library work, but he never really included me in his "in-group" after that. This was fine with me as I ran across an introductory I-O psychology class the next semester, and I was fascinated by the application of psychological research to organizations. Over the course of that next semester, I realized

that I was much more excited about combining psychology with business rather than biology. I redirected my energy toward learning as much as possible about I-O psychology before applying to graduate programs in the field. This decision to change my career path was an excellent one as my interest in I-O psychology has only increased over the years. In closing, I would say that this anecdote shows that early career experiences (and gut reactions to those experiences) can serve as realistic job previews that predict career interest and fit—they certainly did for me.

When to Leave the Table

Ruth Kanfer
Georgia Institute of Technology

Sometime around the end of my 3rd year of graduate school in the psychology department at Arizona State University I began working on my doctoral thesis (social self-efficacy among depressed and nondepressed persons). As usual for graduate students at this point in their studies, I also began looking for jobs that might also give me some free time to work on the thesis. I had recently taken my first organizational psychology course (as an elective), and was intrigued by the application of psychological principles to the work domain. Shortly after that course, I heard about a research opening to help conduct an organizational psychology project. The position was with a PhD from the experimental psychology program who had recently started a consulting firm. The project was about employee turnover in the fledgling high-technology industry, and my role would be to assist in data collection, data analyses, and report preparation. It seemed like a great way to pay the rent, hone my statistical skills, and make thesis progress! I took the position.

I learned more from that brief job than I ever expected. My supervisor, it turned out, was not only a rigorous psychologist but a great mentor. Over the next few months, he provided me with vivid lessons for my profession. Before the first field trip to the plant that was the focus of our study, he handed me a copy of Dunnette's now-classic handbook (the "Big Blue"). He simply told me to study it well, as it contained everything I needed to know about the science of I-O psychology. On our trip to the site, my supervisor encouraged me to think about how to apply what I knew about psychological principles to the plant problem. At the site, he arranged for me to spend 2 days observing and interacting with plant employees. I got my first experience in a clean room, my first look at silicone wafers and computer chips, and my first taste of the bumpy process by which progress occurs at the cutting edge of technology. When we returned, I was assigned to turn my observations into testable hypotheses about the potential determinants of turnover and help develop a set of survey measures. For each hypothesis I suggested, my supervisor offered an alternative explanation and asked for clarification for how I

would rule that explanation out. For each measure I proposed, he asked for evidence of reliability and construct validity. It was a tough few months. Finally, the measures were completed and administered.

My next assignment was to conduct the data analyses. Over the next month I spent many late nights at the task. After I did what I thought was necessary, he looked the results over, checked for errors, and suggested more analyses. This went on for some time, to the point where at times I sometimes wondered about my sanity. It was, after all, just a job. Finally, the due date for the report came and we submitted a large document, complete with all the analyses and a short executive summary. My supervisor was scheduled to present the results. He invited me along to the meeting.

The meeting was my first introduction to the business end of consulting. High-level organizational personnel surrounded the long conference table, and I sat next to my supervisor at the far end. As the meeting started, the plant manager stood up and announced his disappointment in the report. He suggested that the turnover problem was simply a matter of a few bad supervisors and that our analyses and conclusions were making a mountain out of a molehill (or something to that effect). I was mortified. But what came next was even more shocking and instructive: My supervisor stood up and asked the manager if he had read the full report. To my utter surprise, the manager indicated that he had not. Next, my supervisor asked the manager if he had reviewed the analyses, or even knew what a standard deviation was. Even more shocking, the manager mumbled something to the effect that he had/did not! My boss calmly but firmly proceeded to tell the manager that he was premature in his assessment and that if he did not wish to have the report delivered at the meeting we were done and would leave. He motioned for us to get up. I thought, "How can he do this?" but before we could leave, the manager deferred. Over the next hour, my supervisor delivered the report, referring to the analyses and drawing conclusions based on the findings. He even worked in the definition of a standard deviation. At the end of the meeting, the manager grudgingly thanked us and we left.

I learned two lessons from that experience that remain with me to this day. First, be prepared. Know your topic and your work thoroughly. Think through alternative explanations early in the process and address them directly. Know your analyses in detail. And know the issues and sociopolitical context in which your work is being considered; that is, be clear about the advantages of a scientific approach for enhancing practice. My supervisor did these things and was unshaken by the reception he received. Second, assure your integrity before it becomes an issue. When I asked my supervisor why he was willing to walk away from the table (and risk losing the contract) he replied that he was in the business of applying psychological science to real world problems and that he had little interest in anything less. To this end, he had previously constructed a contract with the organization that

focused on delivery of useful research findings, not hoped-for results. As he saw it, the manager was the one walking away from the table, not him.

Ironically, my supervisor later left psychology consulting to return to a managerial career in high-technology, the plant manager was eventually replaced, and I went on to a career in academics. But my job experience that year taught me this: Know your business well, stick to it, and think clearly about how what you know may be useful to practice.

Choice Points

Edwin A. Locke

One's life is the sum of a series of choices—choices one makes consciously or subconsciously—every day of one's life. In a free country and barring extreme cases like illness or accident, what is critical is not what happens to one (one's experiences as such) but the conclusions one draws from those experiences and the choices one makes as a result. Furthermore, the experiences one has, if one is proactive, are largely the result of one's choices.

There are numerous choice points in a person's life. I will single out the seven choices that I believe were most important to my career. (Note: I did not make any of these choices in a single day but over a period of time).

1. Choice of career. When I was an undergraduate at Harvard, I majored in psychology. I took a course in motivation from David McClelland, which I liked, but I also had to take a course in rat-running, which I did not like. My father was a businessman, and I admired him at that time, so I considered a business career. But after reading William H. Whyte's *The Organization Man*, I was repelled by the degree of conformity described in that book, and my desire for a business career plummeted, even though I still liked the idea of business. I also liked psychology but did not like rat-running. So I went to my advisor, Richard Herrnstein (later to coauthor the controversial book *The Bell Curve*) and told him of my dilemma. He said, "Why not combine your two interests and go into industrial psychology?" I had never heard of I-O psychology, but his advice made sense, so I decided to try I-O psychology as a career. I applied to the two top places he recommended: Cornell and Chicago. Cornell offered me an assistantship, so I went there. It turned out that I loved the field, so I stayed in it for life.

2. Choice of ambition. As a child I was always a hero worshipper. I loved then—and still love—the idea of greatness in men. (And I have always resented those who resented it). I devoured Superman and Batman comic books, books about the Knights of the Round Table and Sherlock Holmes and western movies because they showed men as heroic and efficacious. I have held to this view of man as an heroic being throughout my life. Its first adult expression was in graduate school: I decided that I would make an important contribution to the field of psychology.

3. Choice of a field of research. The first textbook I read at Cornell was *Principles of Industrial Psychology*; it was written by two of the faculty there, Art Ryan and **Pat Smith**. In it was a graph of an experiment done in England in 1935 by C. A. Mace comparing do-best goals with specific (and apparently hard) goals. No statistical tests were done, but I concluded that this was an important study and that Mace's approach was a very promising way to study motivation. During much of my stay at Cornell my assistantship involved working on a job satisfaction project (out of which the JDI emerged), and it was clear that I was expected to do my dissertation on that topic. When I told Pat Smith that I had decided to do my dissertation on goal setting rather than on satisfaction, there was a very long (and obviously disapproving) silence. But she came around and supported my decision to study goals, as did Art Ryan.

4. Choice to Put Reality First. Fred Herzberg's first book on the motivator-hygiene theory had come out just before I went to Cornell. It generated a lot of interest and controversy, especially over possible problems with his methodology. During graduate school, I attended a symposium on his theory at APA (**Lyman Porter** and **Vic Vroom** were on the panel), and I was shocked that when people criticized his theory, Herzberg became quite angry. In fact, he spent a good part of his career attacking his critics rather than looking at the criticisms objectively and taking steps to correct deficiencies. I took Herzberg as a negative exemplar. I swore after that symposium that I would always put reality (evidence, facts, logic) first in my work and never defend something to the death, simply because I had written it, regardless of the validity of the criticisms. To me this "reality first" attitude was the key requirement of scientific objectivity and progress.

5. Choice of objectivism as my personal philosophy. I first read Ayn Rand's two most famous novels, *The Fountainhead* and *Atlas Shrugged*, in college and had passionately loved them, especially her projection of the ideal man and her love for the heroic. But I did not accept her philosophy immediately or out of emotion. I studied it for many years before all my questions were resolved, and I concluded that it was correct. It was a complete and totally integrated philosophy, which included startlingly original views in metaphysics, epistemology, ethics, politics, and aesthetics (Peikoff, 1991). Before reading Ayn Rand, I had concluded, based on my experiences in college, that philosophy was a bunch of garbage that had nothing to do with real life. Ayn Rand demonstrated that philosophy was a necessity of life and that history was determined by the philosophical ideas that men hold. She also convinced me that it was possible to answer, with certainty, the basic question of philosophy. From then on I decided to take philosophy seriously. One of her key axioms was "existence exists" (reality is real). Further, she showed that the function of consciousness is to perceive reality, not recreate it based on wishes. She called this premise "the primacy of existence." This helped me validate the idea of "reality first."

6. Choosing to meet and work with Gary Latham. Early in our careers, Gary and I were both working on goal setting independent of the other. Gary suggested we meet at an upcoming professional meeting, and I agreed enthusiastically. The result was a career-long collaboration that continues to this day. (Everything we ever did together was published.) Gary was very important in helping goal theory get taken seriously in the early days because all my studies were in the lab, and their applicability to the real world was doubted. Gary's numerous field studies convinced the skeptics. It was also significant that we never chose to become clones of one another; we both did independent work and only came together when a joint project looked interesting. This decision was critical to our own development as individuals.

7. The choice not to play politics. In the 1960s and 1970s, the philosophy of behaviorism was the dominant force in psychology. This doctrine held that consciousness was an epiphenomenon, lacking any causal efficacy, and that people were totally determined by the environment. The degree of fear that psychologists experienced during that period at the thought of taking consciousness seriously (or even using the word consciousness in public) far exceeded the fear that psychologists felt in the 1990s about expressing doubts about affirmative action. To defend consciousness was to insure being called a raving mystic who did not take science seriously. Behaviorism induced a reign of intellectual terror—made possible by those who knew better but did not speak out. I recall talking to one prominent I-O psychologist about this, and he replied to the effect that, "Better go along with the crowd now and then when you get tenure you cay say what you really think." I was contemptuous of this attitude, and I did everything I could to argue against behaviorism. I knew the philosophy was wrong, and Ayn Rand's philosophy (including her original theory of free will) gave me all the intellectual ammunition and confidence that I needed. Because it could not explain human action, behaviorism collapsed as an intellectual force by the end of the 1970s.

Needless to say, I never sought to be "popular." I am naturally introverted and always sought to speak my mind (backed up by facts and reason) whether people agreed with me or not. I was never nominated for any elective office and was only nominated for a journal editorship once (by one person). This was fine with me. I am gratified that my work has been recognized, because the only thing I ever wanted as my work epitaph was: "He did good work."

Reference

Peikoff, L. (1991). *Objectivism: The Philosophy of Ayn Rand*. New York: Dutton.

Funding Opportunities for
I-O Psychologists

Lynn A. McFarland
Clemson University

Many of us believe it is difficult to find funding for I-O research. Our research tends to be more applied than other areas and it may be viewed as less scientific. Therefore, when it comes to research funding, many of those in I-O really do not even consider applying for funding. Is this belief accurate? Is research funding really that hard to come by for I-O psychologists? If there is funding out there, how would one go about trying to find it? How would one decide what funding to apply for? What could be done to increase one's chances of winning such funding?

To answer these questions I spoke with five I-O psychologists who have successfully won funding for their research. Tara Carpenter works with Federal Management Partners (FMP), which provides human resource management consulting services to federal agencies. She is currently the only I-O psychologist with a PhD working in the firm and is the first to win grants as a source of funding for the company. **John Hollenbeck** is a professor in the Eli Broad College of Business at Michigan State University and researches team performance. He initially began applying for funding for his research at the urging of one of his colleagues, **Dan Ilgen**. Since then, he has been successful at winning a number of funding opportunities, most of which are from the Department of Defense (DoD). **Steve Kozlowski** is a professor of psychology at Michigan State University and has successfully won DoD funding for his research on individual learning, team performance, and team leadership for the past several years. Like John, Steve's initial attempts for external funding were prompted by senior colleagues. **Eduardo Salas** is currently a professor at the University of Central Florida. Eduardo has a long history of winning grants with the DoD. Further, prior to becoming a professor, Eduardo was on the other side of the funding equation. He was senior research psychologist and head of the Training Technology Development Branch of the Naval Air Warfare Center Training Systems Division for 15 years. **Suzanne Tsacoumis** is the manager of the Personnel Selection and Development Program at Human Resources Research Organization (HumRRO). She applies for funding from a variety of federal agencies, some of which include federal law enforcement, and has been very successful in this regard. Suzanne has also mentored junior colleagues to teach them how to write winning proposals.

Is There Really Little Funding for I-O Research?

The answer is it depends on what kind of funding you're talking about. When it comes to traditional grants such as those awarded by NSF or NIMH, the answer is yes. I-O psychologists traditionally have a tough time winning such funding awards. One reason is simply because few I-O psychologists serve on the panels that review grants for these agencies. Therefore, reviewers may have a hard time seeing the value in I-O research or simply not have the background to understand how the proposed research contributes to the scientific literature. This can drastically limit the likelihood your research will win. There are a number of reasons I-O lacks representation on these panels. A part of the problem may simply lie in the fact that I-O is a relatively small field. Another issue is that I-O research tends to be applied and not considered "scientific." Further, Steve notes that in most I-O programs, funding opportunities are not a part of the training. In other areas, such as cognitive psychology for instance, students will have had experience with grant writing while they are in graduate school. This is not as prevalent in I-O programs. Therefore, when I-O students graduate they rarely apply for grants. For the same reason, few I-Os would be thought of to serve on committees that reward grants. After all, if you're not writing grants, how would NSF know to put you on a panel to review grants?

John, who is the head of the SIOP Scientific Affairs Committee, is working to change this situation. He and his committee recently lobbied NSF to include more I-O psychologists on such panels. NSF was open to this, and John provided them with a list of 15 I-O psychologists who have a history of good and thoughtful reviews (this was determined through John's own experience as the editor of *Personnel Psychology* and by speaking with editors of other journals). Now, when you submit a grant proposal to NSF, you can be confident that an I-O psychologist will be among those who will be reviewing your work. Having a person review your work who is familiar with your area can certainly increase your chances of winning funding.

Although grants may traditionally be more difficult for I-O types to get, research contracts seem to be more accessible. Grant funding generally allows researchers to simply go and do whatever study they proposed to do and then report back the findings when they're done. Contracts, on the other hand, require one to periodically submit deliverables and usually require one to report to a contract manager. For instance, the DoD often rewards contract funding. Clearly, the goals of this research are to benefit the DoD, but it is research nonetheless, and most agencies require that you publish the results of the research in a scientific journal. Further, the DoD will put a certain person as a point of contact for the researchers, and the researchers must check in with this point of contact periodically and submit deliverables to this individual. Thus, contracts tend to afford less autonomy to researchers than grants.

However, I-O psychologists have a history of winning these types of contracts, and this funding has supported important research. Therefore, although grants can be tough to get, contracts are often awarded to I-O researchers.

Pros and Cons of Funded Research

Some of the reasons people seek funding for research are obvious. The big benefit is that you're getting money to conduct your research! What's better than that?! This money not only funds the research itself (e.g., materials, equipment) but may also allow you to fund graduate students who work on the research, pay for trips to conferences, and fund your summers. Further, as Eduardo notes, some universities will even match funds obtained from external sources. Universities not only welcome such funding, but many require it; particularly of more senior faculty. However, there are also less obvious benefits to having your research funded. As Steve notes, the funding allows a person to conduct systematic research and doing this will not only benefit science but also allow one to become known as an expert in the research area. Such recognition could result in even more funding opportunities and open any number of doors. Suzanne adds that winning research contracts can add to her professional reputation. Consultants who win research money can point to the number of winning proposals they've written, adding to their marketability.

What else does a consultant get out of winning a research contract? Many of the same things academics get. Contracts to conduct research can be lucrative and give practitioners an opportunity to research issues of interest to them. When Tara began working for FMP they had never applied for research money. Tara suggested they apply for Small Business Innovation Research (SBIR) grants from ARI. Such grants can be as lucrative as many of the consulting projects her company wins, and it allows Tara to conduct research of interest to her and of benefit to the U.S. Army. Suzanne also notes that more traditional contracts for consulting work may allow her to do research she enjoys. For instance, if she wins a contract to design a performance appraisal system, this may allow her the opportunity to test a new performance appraisal procedure and determine its validity.

However, there are potential drawbacks to having your research funded. When you win a contract you agree to research what the contracting agency wants. On the other hand, if you applied for a particular contract, it's probably a topic you are interested in. If not, you should not have applied for the funding in the first place! Besides, the money you get to conduct research allows you to do things you would not have had the resources to research otherwise. So, as long as you ensure you only apply for funding to research things of direct interest to you, this isn't a drawback.

If you work for a university, one big drawback to both grants and contracts is paperwork. Money for funded research is funneled through the university. Therefore, there is a ton of paper work on the university's end that a researcher must continuously fill out to receive his/her funding. This can, at times, be overwhelming and frustrating.

When Should You Get Involved?

The best time to seek funding really depends on where you work. If you're in academics, it will be hard to obtain funding without building your reputation first. Further, at most schools right now you don't need funding to get tenure. Writing proposals can be tremendously time consuming and hit rates are low. John notes that unlike the publication process, where you can generally send out a manuscript to other journals when it gets rejected, you can't do the same with proposals. Proposals will vary, both in format and content, quite a bit depending on where you apply for funding. So you cannot keep resubmitting the same proposal to other funding agencies. Having to rewrite proposals can be time consuming and take time away from publishing, which is the main requirement for tenure. Therefore, most academics (including those I spoke with) wait till post-tenure to actively pursue funding for their research.

On the other hand, Steve notes that many universities are now asking junior faculty to get funding for their research, and it is increasingly becoming a part of the tenure evaluation process. If this trend continues, funding may be something one needs to obtain sooner rather than later in their academic careers.

The situation is very different for those in consulting. Securing money and contracts is the primary job of consultants. Winning research funding is one way to do this and should be done immediately. Because it is the consulting firm that will be awarded the funding, the firm's reputation can assist a more junior-level person in securing funding. Thus, as long as the firm is in good standing, the chances of winning may be just as good as they are for a very well respected professor. As I discuss more below, although you will be expected to begin early, you generally won't be expected to go it alone. Most consulting firms have some sort of mentoring where they will first have junior people coauthor proposals before submitting them independently.

Finding the Right Funding

Now let's discuss how to find out about funding opportunities. Funding opportunities are not going to fall in your lap. You have to look for them. There are several things you can do to find out what agencies are interested in funding. First, surf the Web. There are a number of Web sites that describe funding opportunities you might consider. For instance, for federal government grants you can visit www.grants.gov. The DoD has a Web site devoted

to descriptions of SBIR projects (http://www.acq.osd.mil/sadbu/sbir/homepg.htm). NIMH has a Web site devoted to funding opportunities (http://www.nimh.nih.gov/researchfunding/index.cfm), as does the APA (http://www.apa.org/science/funding.html). NSF also has a Web site listing funding opportunities (http://www.nsf.gov/home/grants.htm). Further, **Dianne Maranto**, John, and Eduardo authored a *TIP* article in April 2004 describing how to get NSF research funding. You can checkout the article on the Web at http://www.siop.org/tip/backissues/April%2004/06maranto.htm.

Suzanne made me aware of a Web site that lists federal business opportunities (http://www.fedbizopps.gov/). Although not all requests for proposals provide funding for research, the Web site provides an overview of the requests for proposals to do work in a variety of arenas, and users can specify the type of work in which they are interested so a more targeted listing is generated.

To make life even easier, get on listservs that send information about grants/contracts. John brought Psychological Science in the Workplace InfoNet (PSWIN) to my attention. PSWIN is an information network for psychologists interested in research applied to the workplace. This is a moderated, post-only listserv that monitors many sources of research funding opportunities and posts announcements of I-O and applied research to the listserv in a timely manner. Dianne Maranto, director for Psychology in the Workplace in the Science Directorate at APA, is the person who manages the listserv. She continuously searches for and posts funding opportunities for those doing applied research.   To subscribe, please visit http://listserve.apa.org/cgi-bin/wa.exe?SUBED1=pswin&A=1.

Second, you should ask around. Ask colleagues and friends what sources of funding are available, but also ask at your institution. For instance, all universities have offices devoted to external funding. This would be a good way to get to know the folks who work in these offices and learn how they can help you find and get funding.

Third, if you're particularly interested in DoD funding, a great way to learn more about their opportunities is to take part in one of their summer programs. Steve noted that he took part in these types of programs and benefited tremendously. Such programs require researchers to spend 10 to 12 continuous weeks in the summer in one of the DoD labs. These programs not only allow you to get an inside look into the DoD, but it also allows potential funding agencies to get to know you.

Once you get a list of funding opportunities, you need to determine which to apply for. To narrow the list, the first thing to ask yourself is what you're interested in. Don't apply for funding for research that is not interesting to you or related to the type of work you do. As Tara notes, you'll be more successful getting funding if you focus on opportunities that fit within your research stream. Make note of your research ideas and find solicitations to fund those ideas.

Getting Started

Once you've decided which funding to apply for there are some things that increase the likelihood you will eventually win. First, build a reputation in a particular research area. Funding agencies are not going to want to take a chance funding research they don't know will get done well (or get done at all). Remember, agencies that provide funding for research need to be able to demonstrate that the money resulted in quality work they can use. No agency is going to risk giving an amateur a ton of money. This means you need to build a strong reputation. As Eduardo notes, every publication and conference presentation adds to one's reputation.

Second, to further ease an agency's concern that you don't have enough experience, you should try to find a senior mentor to work with on the proposal. Having an established researcher, particularly one with experience getting funding for research, should reassure funding agencies you will get the work done. Further, this person should have a better sense of the ins and outs of how one goes about winning contracts. In consulting, there are generally formal avenues for mentorship. As Suzanne notes, at HumRRO they generally have the junior consultants first coauthor proposals for research funding with more senior consultants. In academia, there are less formal mentoring procedures, but chances are that some senior faculty would be willing to help out a junior faculty member apply for funding. Most of those I spoke with got their start in this way. For instance, Dan Ilgen helped to get both John and Steve involved with applying for research funding.

Third, get to know people who write the solicitations for research funding. Eduardo notes that becoming familiar with the relevant funding agency will allow you to know what their issues are, and you can more easily write proposals to help you address the issues most pressing for them. How can you get to know those who have the power to fund research? You can do this by attending conferences. These individuals often attend, and some agencies even have booths. Some funding agencies have formal avenues for researchers to meet with those in charge of writing solicitations. The summer programs offered by the DoD described earlier are just one example. Check Web sites and ask around if other agencies have such formal procedures. They can be a great way to get to know what a funding agency's concerns are and for them to get to know you.

Fourth, be persistent. It's not easy to win funding. Even those who are very experienced with getting funding don't win all the time. When you start you're bound to get a lot of rejections. The important thing is to stick with it, and use these rejections as an opportunity to learn. Funding agencies generally allow you to get feedback on your proposal. This will allow you to figure out what you did wrong this time or what you can improve in future proposals.

Fifth, for those in academics, build a strong relationship with the grants and contracts department at your university. This step may be more important than getting to know the folks at the funding agencies. If you can get these administrators on your side, your job will be much easier. They can help you budget and take care of necessary paperwork and all the other administrative issues that go along with the funding.

Finally, when you win funding, be sure you do a great job! As Eduardo notes, doing a great job means more than just conducting quality research. Sure, that's important, but you also have to understand the business side of contracts. You need to ensure you manage the money well and meet each of the deadlines that are set. The best way to ensure you will win more funding is to impress the funding agency by keeping within budget, staying on top of the paperwork, and conducting quality research that contributes to science.

Web Troubleshooting Tips

Over 95% of SIOP members who used the Web site for dues renewal experienced no problems. However, if you do have trouble on the Web, ask yourself the following questions:

- Are your cookies turned off?

  In order for SIOP to communicate with your computer, you must have your cookies turned on. You can turn them off again immediately after you are done on the SIOP Web site.

- Are you using AOL as your browser?

  AOL is incompatible with the software that SIOP uses. Although SIOP is trying to fix this problem, a short-term solution is to use Internet Explorer as your browser instead of AOL.

- Are you trying to communicate with SIOP from a location that is likely to have a firewall, such as a university?

  If this is likely, please call the SIOP Administrative Office at (419) 353-0032 and they will work through the process with you over the phone.

- Is your Web browser up-to-date?

  Older Web browsers cannot take advantage of newer programming.

Thanks for using the SIOP Web site!

Building Competitive Advantage Through Science.

PRESIDIO SCIENCES
Optimize People, Performance, & Results

- Human Capital Initiatives
- Employment Practices Liability
- Corporate Career Website Optimization

"Please Press One"

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

If there is one thing I have learned about I-O psychologists as evaluators of research, it is we are really good faultfinders. Our critical skills are nonpareil. However, although we are abundantly talented in taking things apart, we are not good at putting them back together again. I guess it is like when I was a boy. It sure was more fun to blow something up with a firecracker than reconstruct the fragmented pieces.

It has been my experience that the range of things that can be wrong with a research study is rather small. In fact, we tend to look for the same faults in every research study we evaluate. If we identify none, we conclude the study must be pretty darn good because we couldn't find anything wrong with it. I say if we are so good at spotting fatal flaws in our colleagues' research, we should become skilled in helping them to survive these near-death experiences. That's right; I'm saying SIOP should enter the research recovery, repair, and restoration business. Here is my idea.

First, we gather one dozen of the most esteemed and talented researchers in SIOP. These people will be the gold standard of research expertise—a panel of SMEs second to none. How we pick the 12 people out of the pool of 2,000 who think they should be chosen is not my problem. We lock the distinguished dozen in a room, and we don't let them out until their work is done. Their task is to collectively provide solutions to the common problems they are so adroit in identifying in the research of others. Now comes the slick part. We meld modern communication technology with expert human judgment. SIOP creates a "research hotline" to help all our members conduct better research. We get a phone number that is easy to remember, as (555) ASK-SIOP. The panel of SMEs coughs up workable solutions to typically encountered research problems, and SIOP creates a recorded telephone message menu to assist those of us in need. Although this is just a first draft of my idea, here is how I see it working. We dial the number and this is what we might hear.

"Thank you for calling the SIOP research hotline. Please listen carefully, as our menu has changed.

If you are having trouble with your Introduction section, please press 1. [You press 1.]

---

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

If your research idea has been criticized because it lacks a theoretical base, and you want a theory, any theory, to append your data to, please press 1.

If your research idea has been criticized because it has already been examined in previous studies, and you want some help in repositioning your study as a "constructive replication," please press 2.

If your research idea has been criticized because it seeks to integrate two conflicting explanations (such as environment vs. heredity), and there is no way you can keep everyone happy no matter what you say, please press 3.

If you would like to conduct a meta-analysis of something, but haven't the foggiest idea of what hasn't already been meta-analyzed, please press 4.

If you would like to impress a particular person by making gratuitous references to his or her unpublished tech reports, but don't know where this obscure stuff might be buried, please enter the first five letters of the person's last name, followed by the pound sign.

If you can't think of any compelling reason to conduct your research, and would like a pseudointellectual justification for doing so, please press 5.

If you are having trouble with your Method section, please press 2. [You press 2.]

If your research has been criticized because of an insufficient sample size, and it is on a topic like the personality profile of U.S. presidents who resigned from office, please press 1.

If your research participants have been criticized because of sample bias, and you would like some help explaining that your biased sample was drawn from a biased population, please press 2.

If your research design has been criticized for a lack of power, and you would like some psychometric muscle-enhancing steroids, please press 3.

If your criterion measure has been criticized because it suffers from contamination, and you want to send it to detox, please press 4.

If your predictor measure has been criticized because it lacks reliability, yet it possesses other virtues as honesty, dignity, and integrity, virtues that your critics don't possess, please press 5.

If you are having trouble with your Results section, please press 3. [You press 3.]

If your corrected validity coefficients exceed 1.00, and you want help in explaining how predictive accuracy can exceed perfection, please press 1.

If you want some help in coming up with a way to depict boring data with a sexy diagram or figure, please press 2.

If you tested 100 hypotheses at the 5% level of significance and 6 of them turned out statistically significant, and you want some help in convincing people your findings meaningfully exceeded a chance outcome, please press 3.

If you want some help in convincing people that your statement of identifying "interesting trends in the data" is more than a lame cover-up for non-significant results, please press 4.

If you would like some help in presenting never-before-seen Greek letters to signify your command of what must be a really vast knowledge of statistics, please press 5.

If you are having trouble with your Discussion section, please press 4. [You press 4.]

If you would like some help in discussing a sow's ear as if it were a silk purse, please press 1.

If you would like some help in explaining why the set of negative results you got should not be regarded as a Platinum Member of the "most likely to add to the file drawer effect" club, please press 2.

If your research has been criticized as lacking any shred of practical significance, and you want to defend your findings on the grounds there is little chance they thankfully never will be perverted for evil purposes, please press 3.

If your findings have been criticized because they are not likely to generalize, and you would like some help in artfully explaining you don't care if your findings don't generalize, please press 4.

If you feel your research has sucked the last ounce of life out of a topic and there really are no implications for future research, yet you feel it would be imprudent to actually say this, please press 5.

If you are experiencing other reactions to your research, typically of an existential nature, not pertaining to the Introduction, Method, Results or Discussion sections, please press 5. [You press 5.]

If your writing style has been criticized as being long-winded, verbose, wordy, tedious, and rambling, please press 1-7-5-8-6-9-2-8.

If your research has achieved a level of acclaim that leads you to believe you are the Golden Child or the second coming of Hugo Münsterberg, please press the star key.

If your research study has soured you on the prospect of devoting the rest of your working life to this type of activity, and you want some information on a new career, please press 4-1-1.

If in the conduct of your research study you were forced to submit yourself to the whims of a pompous, self-important legend in his or her own mind, and you seek relief from the pent-up rage within you, please press the pound sign as often as it takes to make you feel better.

If you feel distraught and a sense of despair that your research is not likely to alter the course of humanity, please press 0, or stay on the line."

If you would like to speak with me about this idea, please call (336) 334-4525. Operators are standing by. Your call will not be monitored for quality assurance.
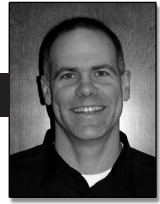
General Thoughts on
Needs Analysis and Evaluation

Scott L. Martin
Payless ShoeSource

I interviewed four practitioners regarding needs analysis and evaluation issues. The first was Jack Gordon. Jack is vice president of Individual Development for JPMorgan Chase, which is a full-service financial institution focusing on investment banking, financial services for consumers and businesses, asset management, and private equity. JPMorgan Chase recently merged with Bank One and has 160,000 employees. Jack focuses on talent management, which involves identifying high potentials, managing mobility, providing appropriate development opportunities, retaining talent, and succession planning.

My second interview was with **Don Allen**, who is a senior organization effectiveness consultant with Home Depot in Atlanta. Home Depot has revenue of about $70 billion (reaching this size faster than any other company), 1,800 stores, and 325,000 employees. Don has a fairly traditional organizational psychology position and focuses on selection, competency modeling, surveys, 360-degree feedback, and change management. Don is one of six organization effectiveness consultants.

My third interview was with **Kevin Brady**, who is vice president of Human Resources for Advocate Christ Medical Center in Oak Lawn, IL. Kevin is an organizational psychologist by training but is now responsible for all human resource issues such as employee relations, staffing and compensation. Kevin has a staff of 20, but there are no organizational psychologists on the team. However, Advocate Christ Medical Center is part of a larger hospital network so Kevin can request support from organizational psychologists at the central hospital.

My final interview was with a human resource generalist who has asked to remain anonymous. She has worked with organizational psychologists in four large organizations, and currently works with one in a *Fortune* 500 organization. Human resource generalists are typically assigned to one or more business units or departments and are viewed as one of the organizational psychologist's customers.

Below are my questions along with their responses and some of my reactions.
What are some of your organization's significant business objectives? How about human resource objectives? According to Jack Gordon, some of

JPMorgan's current objectives include building efficient and effective operations, facilitating the integration with Bank One, and maximizing talent in key positions. For Home Depot, Don Allen mentioned enhancing revenue from existing stores, expanding into China and forming business-to-business ventures. Both Jack and Don mentioned increasing diversity as a business and human resource objective. Don also indicated that Home Depot makes a concerted effort to extend its brand through human resource processes such as being an employer of choice for retirees and veterans (and their spouses). Don also said that a key objective was to empower leaders to drive their own change. This requires providing them with the appropriate knowledge and tools. Kevin Brady indicated that a few of the major objectives for Advocate Christ Medical Center include improving patient and associate satisfaction, and building more effective care teams throughout the medical center.

How do you learn about the business and identify human resource needs? Jack felt this was pretty straightforward and provided a solid list of specific steps to conduct an effective needs analysis. He mentioned doing one's homework (as if preparing for an interview) before meeting with the client. He partners with the human resource generalist, which is politically wise and a great way to learn about the business and a variety of human resource issues. Jack indicated that clients will (or should) know where the business is headed, so it's simply a matter of capturing this information by being genuinely interested in their business and asking the right questions. The questions can be general (e.g., How does your business make money?) or more specific based on his preparation. Once the business direction is understood, then he uses his organizational psychology skills to partner with the business leader to determine the human resource needs. Jack also mentioned that he tries to be very sensitive to their priorities. Unless clients can see the linkage between human resource initiatives and their key business needs, it is difficult to get their attention and support—so he suggests that practitioners choose their spots wisely. He generally limits the length of his documents to one page and avoids technical jargon. At a more general level, Jack tries to build long-term relationships with his customers.

Don, on the other hand, feels that this is an area in which organizational psychologists could improve. Don notes that we tend to be a rather "industrious" group and that we may build solutions without giving adequate consideration to the need. As a simple example, he cites a major change initiative in which an important group was not included in the project. As another example, he cites a group discussion in which a team of human resource employees, including organizational psychologists, were trying to identify the next step in a project. The group began to go down the path of conducting a survey to gather more information. At this point, a human resource executive asked whether the answer could be found from the existing data and some clear thinking. Don believed the executive was correct.

This was also the main message from the human resource generalist I interviewed. She believed organizational psychologists had a tendency to overanalyze situations. She also felt that there were a number of occasions when the solutions didn't quite fit the client's needs, which hurt the credibility of the entire human resource function. Kevin Brady echoed this point by indicating that organizations can be impatient with too much diagnostic work. He mentioned that we are often better served by addressing projects in smaller pieces. This allows us to take action more quickly, allows the organization to execute more effectively, and builds our credibility.

Based on the above, it appears we can apply better judgment regarding the use of our diagnostic skills. We should be careful not to "over use" our diagnostic skills when facing situations in which the need is relatively obvious or simple. At a minimum, if we believe it is necessary to conduct extensive analysis in these situations we should probably help our customers understand the reason. For initiatives that require more significant needs analysis, it appears we can be more effective and efficient in diagnosing situations. It is, however, important to recognize that there are enterprise-wide issues, such as transforming a culture or implementing a new business strategy, that are extremely complicated for even the most seasoned practitioners. Such challenges require extensive diagnostic work if we hope to be successful.

Do you use any models, frameworks, or theories to identify human resource needs? Jack believes that it is generally counterproductive to present models to clients or our human resource partners. He feels that models should only be used to help us think about the situation and to generate key questions for our clients. As one exception, Jack believes change management models do seem to be useful when presented to customers because change management is typically a vague concept that can be made more tangible through the use of behavior-based models. Kevin had a similar reaction. He felt models were useful for him to have in the "back of his mind," but he does not share them with others. Don was more open to the use of models at Home Depot. This may be consistent with their goal of empowering leaders to do some of their own "human resource" work. For instance, Don indicated that they have exposed leaders at Home Depot to various models (e.g., Jay Galbraith's "star" model which encourages alignment between strategy, structure, process, people, and rewards; Mark Plovnick's process of examining goals, roles, procedures, and interpersonal issues) and feels they can be extremely helpful.

What is your view on how organizational psychologists evaluate their interventions? What about at your organization? Don felt that Home Depot has established a solid set of human resource metrics and that the organization uses them to evaluate performance. Alternatively, Jack believes that program evaluation is a major opportunity for his group and for anyone else at JPMorgan who is investing in human resources. He said that all proposals need to have a strong business case. This doesn't require an elaborate

study—it simply needs good logic with relevant data. He recommends small pilot studies in which you can limit your costs and gain better control of the situation. As an example, he cites a situation in which they implemented a career development program to increase retention. The program was implemented in a small unit and turnover dropped from 50% to 7%. Jack believes that the intervention was the only logical explanation for the results. The organization now has data to support broader implementation.

Kevin also felt that we should be more disciplined about evaluating all human resource initiatives. He felt it was important to recognize that the practitioners' main role is to help an organization function more effectively, not to "sell" our solutions to other psychologists. As a result, one way to evaluate our work is by following up with our clients on a regular basis to determine if we have adequately addressed the problem or objective.

I extend my sincere thanks to all four contributors. I learned from their experiences and insights. As always, if you have comments on this column or suggestions for future columns, please let me know at Scott_L_Martin@ payless.com or 785.295.6801. Thanks!

R. Jason Weiss
Development Dimensions International

*This issue's edition of the **Leading Edge** was submitted by guest writer Robert J. Townsend.*

Data Warehousing With Microsoft Access

Robert J. Townsend
California State University—Fullerton

The term "data warehousing" conjures several images; 1,000 terabyte hard drives housed within multiple servers, network administrators ensuring the server remains functional, and a group of hackers looking for a backdoor to steal data. Although this imagery has an element of truth, it can lead to the perception that a database is too cumbersome or exorbitant for typical data storage needs. After all, we need a programmer to build and maintain a database, right? Let me introduce Microsoft Access, the data warehousing tool that needs to be added to every I-O psychologist's desktop.

Access was developed for people who work with data, who do not have (or want) the programming experience necessary to build an SQL database but need to work with data more flexibly than Excel will allow. Access offers several advantages over Excel when data entry is required. Although an Excel form is an excellent tool if one user will be entering data, Access allows several users to enter data simultaneously. An Access database can be set to open to a specific form and not allow users the ability to view or make changes to the layout of the table. Forms in Access will allow linking to data located in another table, resulting in quicker data entry and higher data integrity. For example, one table can contain survey data from multiple sites, and the second table can contain site information. Access forms will allow the user to select the site from a drop down box and will automatically link the survey data to the site information. Through linking tables, Access will allow users to enter more than Excel's maximum 256 fields of data. An Access database will take a little more time and thought to set up than an Excel file but can offer a much higher return on investment depending on the needs of the user.

Databases and forms have been frequent topics within this column. Past issues of *TIP* have described the structure of databases (Weiss & Worst, 2002) and the related security issues (Worst & Weiss, 2003). More recently, Weiss

(2004) wrote of using forms in Excel to enter data. This article will be an extension of these three articles with a specific application—how to create a database in Microsoft Access with a form for multiple users to enter data. I will illustrate the advantages and the ease of getting started with Access in this issue's **Leading Edge** column. I will show how to easily create multiple tables (similar to "worksheets" in Excel), define the relationships between the tables, and create an electronic form that can be used by multiple users at the same time to enter data into a single database.

Create the Database Tables

Our example database will be a survey that past readers should find familiar; the Weiss Circus Clown Selection Test, Revised (WCCST-R). In past columns, the fictional survey was used to collect data from clowns applying for jobs. In this column, we have (fictionally) mailed surveys to multiple clown-placement agencies across the nation so that we can start creating a larger norm base for the test. Each agency will receive 25 surveys labeled 1 to 25. Our database will need two tables; one table will contain contact information for the agency, and the second table will contain data from the returned surveys.

Open Access, select "New Blank Database," choose where the database will reside, and Save. Make sure that "Tables" is highlighted and select "New." Select "Design View" and click Okay. You will now be presented with the screen from Exhibit 1.
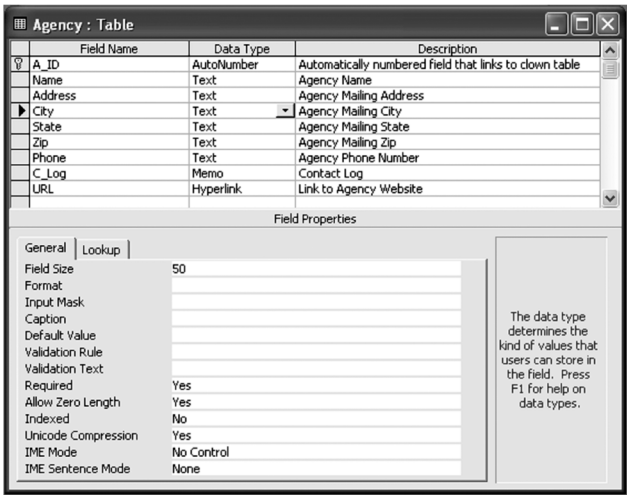
Exhibit 1. **Agency Table Design View**

Exhibit 1 is a snapshot from the Table Design View. You will notice several key fields in this view. The Field Name is the name given to a variable. When exported to another program, the contents of this field will be exported as the name of the variable. A field must also have the Data Type declared. This task is performed automatically in Excel but needs to be manually entered in Access. Several Data Types are available, including Text, Number, Date/Time, and so forth. A distinction should be made between the Memo Data Type and the Text Data Type. A Text Data Type can hold up to 255 characters, while the Memo Data Type can hold 65,000 characters and include special characters like the enter and tab key. The OLE Object Data Type is a nifty field that can be used to store actual files, such as Word, Excel, PDF, or JPEG files, into rows of data. Our Clown table will use this field to upload electronic résumés that clowns submit with their surveys. The Description field allows the user to write a short comment about the field. Each field also has several Field Properties associated with it depending on the Data Type selected. For example, an AutoNumber Data Type will not have the same Field Properties as the Text Data Type. Field Properties allow the user to declare the specifications of the field, such as how many characters will be allowed in a field (Field Size) or the value of a field when a record is created (Default Value). For the most part, the Field Properties default settings are perfect for most databases. The required "yes/no" setting can come in pretty handy on any field. In addition, the Input Mask can be used to predetermine how Text Data Types can be entered. For example, a "Phone Number" Input Mask can be applied so that all characters in the field are formatted like (555) 555-1234. Input Masks can only be added to the Text Data Type and the Date/Time Data Type.

Each field in the table will need a Field Name and a Data Type; the Description is optional. The first and most important field in the table is the Agency ID (A_ID). Referred to as the Primary Key, this will be a unique number that identifies each agency and will be used to link an agency record with a clown record. Select the AutoNumber Data Type to automatically generate this number each time a new record is entered. Add the remaining Field Names and Data Types as seen in Exhibit 1.

Next the Primary Key needs to be created. As mentioned earlier, this is the field that will be used to link one table to another. Duplicate entries and null values are not allowed in a field that is a Primary Key because duplicates defeat the purpose of being able to flexibly create tables of data. A Text Data Type (like a name) can be used as a Primary Key, but a Number Data Type is recommended. Highlight the Primary Key field and go to **Edit | Primary Key** or click the small icon in the toolbar that looks like a key. After all fields have been named and had properties declared, save the table as "Agency." You can now alternate between the design view and the datasheet view by clicking **View | Design View** or by clicking the small icon in the toolbar that looks like a spreadsheet.

Now it's time to create a table that will house the survey data collected from the clowns. This process should be followed exactly like creating the Agency table. Enter the Field Name and Data Types exactly like Exhibit 2. Our survey has 10 questions, so the Field Names should span from Q1 to Q10.

Exhibit 2. **Clown Table Design View**

The Clown table will have two primary keys: Agency ID (A_ID) and Survey ID (S_ID). In this case, the combination of values entered in these two fields will be unique and cannot be duplicated in other rows. To clarify, using our survey as an example, each agency was given 25 surveys numbered 1 to 25. An agency with a unique A_ID number of 3 cannot have multiple clowns fill out survey #1. However, agencies 1, 2, 3, & 4 can all have clowns fill out survey #1. To create multiple Primary Keys, go to **View | Indexes** (if applicable, delete any indexes showing). In the field "Index Name," supply a name for the Primary Key and select A_ID as the Field Name. Under Index Properties, select "Primary: Yes"; this is your first primary key. Go to the next record, do not supply a name, and select "S_ID" as the field name; this is your second Primary Key. Close the Indexes: Clown box and save the table as "Clown."

Define the Relationship Between the Tables

It is now time to define the relationships between the tables. Weiss and Worst (2002) do a great job of describing the different types of relationships that can exist between tables. In summary, there can be two types of relationships. In a one-to-one relationship, one value from one field in Table A (a field with no duplicates) matches one value from one field in Table B (another field with no duplicates). In a one-to-many relationship, one value from one field in Table A (a field with no duplicates) has several matches in one field from Table B (a field that allows duplicates).

In our clown database, the A_ID field in the Agency table (a field that does not allow duplicates) will link to the A_ID field in the Clown table (a field that allows duplicates). Therefore, our Agency to Clown link will be a

one-to-many relationship. To define this relationship, go to **Tools | Relationships.** Next, go to **Relationships | Show Table** and add both the Agency and Clown table. Select the A_ID field from the Agency Table and drag it onto the A_ID field in the Clown table (note: when creating your own database, Data Types must match between linked fields). An Edit Relationships Box will appear; click Join Type. In our agency table, we will enter every agency name in the table; however, not every agency will respond. Therefore, there may be some cases when records in the Agency table will not have matching records in the Clown table. Selecting *Include ALL records from "Agency" and only those records from "Clown" where the joined fields are equal* will allow the database to show all Agency records even when they do not have a matching Clown record. Select OK, then Create, and your Relationships box should match Exhibit 3.
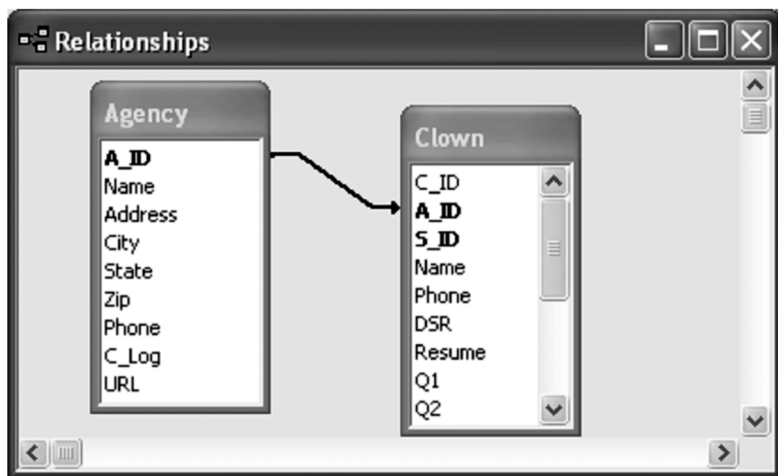
Exhibit 3. **Relationship Between Agency Table and Clown Table**

Create the Data Entry Form

A form can be used for a variety of purposes, including data entry, viewing data, and performing certain tasks. Fields from tables in the database are combined with text and images from the form to create a dynamic and customized interface with the database. Adding fields, text, and images are as simple as drag and drop. In our example, a form will be used to enter survey data into the Clown table.

Here's how we'll create our form. Go to the opening screen for the database and highlight "Forms" under Objects. Click New, select Design View, choose the Clown table, and select OK. This is the design view for your new

form. Make sure the Toolbox (**View | Toolbox**) and the Field List (**View | List**) is showing. The Toolbox contains several buttons that can be customized for use in the form. You can view the names of the buttons by placing the cursor over the Toolbox. The Field List contains all the fields in the Clown table.

Begin by resizing the table to approximately 4 ½ inches in width by 4 inches in height. Click on the Label icon in the Toolbox and draw a label on the top of the form from one side to the other. Type "Clown Survey Data Entry" and press enter. While the label is selected, use the upper toolbar to adjust the font size to 20 and text alignment to center. The first data entry field should allow the users to choose an agency. This drop-down Combo Box will need to grab the names of the agencies from the Agency Table. Highlight the Control Wizards, select Combo Box, and use the cursor to draw a small box on the form. Select "I want the combo box to look up the values in a table or query" and press next. Select the Agency table and press next. The combo box should be filled with the names of the agencies, so select Name and press next. Select "Hide Column Key" and press next. When users select a name from the combo box, the corresponding A_ID number from the Agency table needs to be stored in the A_ID field in the clown table. Select "Store that value in this field," select "A_ID," and select next. Name the label "Agency Name" and press Finish. The remaining data entry fields can be added by dragging the fields from the Field List onto the Form. Drop, place, and size the fields so that your form matches Exhibit 4. Once finished, save the form as "Clown Info."

Exhibit 4. **Clown Form Design View**

The database needs to be tweaked so that data entry can happen quickly. Users can use the tab key to toggle between fields when entering survey data. Go to **View | Tab Order** to adjust tab order. Certain form properties need to be changed. Go to **View | Properties,** select "Form" from the drop down box, and select the "All" tab. These changes need to be made: set Data Entry to Yes, Record Selectors to No, Navigation Buttons to No, Dividing Lines to No, and Auto Center to Yes. Next, the database needs to have certain features disabled at startup. In our example, the database will be formatted so that it will open to the "Clown Info" form and disable all views for the user. This will prevent any mishaps or accidental deletion of records when an admin or a temp is entering survey data. Go to **Tools | Startup,** name the application title "Enter Clown Survey Data," select "Clown Info" as the display form, and uncheck all boxes. Note: The next time the database is opened, it will display the Clown Info form without any Access toolbars. Hold down the shift button while double clicking the database to open in the regular view.

The database is complete and ready to be moved to its permanent location. A database should house all data and should not be saved on more than one computer. The ideal situation is a centrally located PC that everyone can access. There are several configurations that can be used. The database can be placed on a central server that everyone can access. Multiple users would be able to enter data from different PCs simultaneously without a problem. In addition, if the server has an IP address, users could potentially use Access to enter data from home or from different offices. The database can also be placed on a PC that is networked to other computers without a central server. Multiple users would be able to access the database via My Network Places and enter data simultaneously. If only one PC is available, then only one person can enter data at a time.

Multiple users are able to use the form and enter data at the same time. In Excel, multiple users can enter data on a shared workbook but with several limitations, including the inability to enter hyperlinks or embed files. Excel files could be copied and pasted onto several machines to overcome this obstacle, but this would result in multiple files that would need to be merged to view the final data set. In Access, the database is located in a central location without the limitations of Excel. Entering data is simple. Users locate the database on the network or online. Upon opening, users can increase data entry speed by tabbing between the fields. To insert a résumé, the user will need to left click and select "Insert Object." After the final field is filled, the user can press tab to go to the top of the form and begin entering a new record.

This article has covered how to develop an Access database that can be used to enter and store data. However, the abilities of Access are far reaching. Data sets can be easily appended, deleted, merged, and updated. Access can be used to query and analyze data, generate on-the-fly reports on the analysis of data, and automate several tasks with the push of one button. I-O

psychologists can easily work this functionality into research and practice. We've all had the experience of searching for the folder within a folder within a folder that contains the data file related to a certain project. An Access database can serve as the single storage location for data collected from multiple instruments. Several versions of a data set can reside in this database. The limit to the amount of storage in an Access database is 2 gigabytes. Finally, I-O psychologists who work with data sets will appreciate the level of data security. Multiple temps (or undergraduate assistants) can be used to enter data without the concern of destroying sensitive data. Access is a powerful program that has much to offer. Please consult the additional resources section for more information.

References

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

Weiss, R. J. & Worst, J. (2002, October). Leading edge: Databases and I-O. *TIP: The Industrial Organizational Psychologist, 40,* 49–56.

Worst, J. & Weiss, R. J. (2003, January). Leading edge: Database security and I-O. *TIP: The Industrial-Organizational Psychologist, 40,* 93–97.

Additional Resources

The file used as the example in this article is available for download at http://www.robertjtownsend.com/publications.html. Please feel free to use this file as an example of how to create forms in Access.

Please consult these books for more information on Microsoft Access:

Prague, C. & Irwin, M. (2001). *Access 2002 Bible.* New York: Wiley Publishing, Inc.

Viescas, J. L. (1999). *Running Microsoft Access 2000.* Microsoft Press.

Questions or Comments?

If you have questions or comments about this article, please don't hesitate to e-mail me at inbox@robertjtownsend.com.

FULLY ENGAGED:
LOVES THEIR JOB. HIGH PERFORMER.
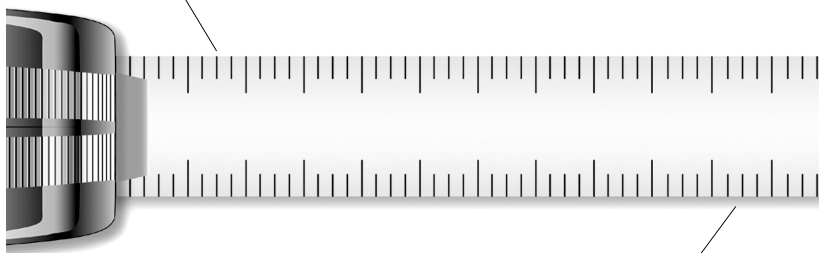
DISENGAGED:
DISTRIBUTES 50 COPIES OF THEIR RESUME EACH WEEK.

MEASURE WHAT MATTERS

Kenexa®'s extensive body of research has documented the strong linkages between various aspects of employee engagement and business outcomes. Attitudes influence actions and actions determine results. Kenexa specializes in measuring the employee attitudes that matter the most and focusing managers and leaders on the actions that impact engagement and drive business results.

Kenexa®

www.kenexa.com
800.391.9557

David Costanza
The George Washington University

Jennifer Kisamore
University of Oklahoma-Tulsa

David and I are excited about taking over the **Education and Training in I-O Psychology** column. We hope to be able to continue and extend the fine work that has been done by **Neil Hauenstein** and his predecessors on this column. Although we have some ideas about topics and issues that we would like to see discussed on these pages, we are also eager to hear from you regarding your ideas about education and training in I-O.

The current column addresses an important issue to SIOP members: How do we prepare individuals to be I-O psychologists? The ongoing debates about licensure, training (and retraining) requirements, and the entry of psychologists trained in areas other than I-O (e.g., clinical, counseling) into SIOP make a discussion of how we prepare future I-O psychologists very timely.

The authors of this column present an alternative framework for the development of graduate programs in I-O. Although most I-O programs are focused on training researchers, **Jennifer Thompson** and her colleagues discuss the advantages of practitioner-oriented models of graduate student training. Although practitioner-oriented models have found their place in clinical psychology programs, Jennifer and her colleagues show how such models might be successfully extended to I-O psychology programs.

In order to continue the tradition Neil has established, the next E&T column will be written by the recipient of the 2005 SIOP teaching award. We would, however, be very interested in publishing a response regarding use of the Vail model in a future E&T column. Feel free to send any comments about this column or ideas for future columns to David (dcostanz@gwu.edu) or me (jkisamore@ou.edu). If you have any questions about the Vail model, please contact Jennifer Thompson at (jthompson@csopp.edu).

The Chicago School I-O Program:
Application of the Vail Model to Graduate I-O Education

Jennifer Thompson
The Chicago School of Professional Psychology

Andrew Garman
Rush University Medical Center

Michael Horowitz and Michael Barr
The Chicago School of Professional Psychology

In the field of psychology, the two most popular models of training are the Boulder model (scientist–practitioner) and the Vail model (scholar–practitioner). This article discusses both of these models, the application of the Vail model to clinical psychology and how the Vail model could be applied to industrial-organizational (I-O) psychology. Finally, an example of the application of the Vail model to an I-O program and the benefits of using the Vail model are discussed.

The first model of training for clinical psychology determined that there should be emphasis on both research competencies and clinical skills (Raimy, 1950). This model was dubbed the Boulder model because the conference regarding this model took place in Boulder, Colorado, and took up the name "scientist–practitioner" to refer to psychologists who were trained under this model. This approach allowed recipients of this training to receive a PhD, specified that this type of training should take place in a university, and prepared graduates to work in both the academic world and as practitioners (Norcross & Castle, 2002).

Some clinical psychologists were not satisfied with the Boulder model, however, and debated that there should also be a practitioner-oriented model for psychologists who were not interested in academics and research, but who were instead focused on being practitioners (Albee, 2000; Donn, Routh & Lunt, 2000; Nathan; 2000; Peterson, 2000; Scheirer, 1983). This type of professional training is similar to the model used by medical doctors, lawyers, and dentists. The impetus for this different model arose out of concerns that the Boulder model was producing too few practitioners, scientist–practitioners who did not produce research that advanced the field after their degree, and psychologists who were not well prepared to "practice" (Scheirer, 1983).

The alternative "professional" model that arose is the Vail model, because the conference regarding this model took place in Vail, Colorado, and uses the term "scholar–practitioner" to refer to those who are trained using its principles. Graduates of Vail model programs receive a PsyD (Doctorate of Psychology) degree, can receive their training at a university or a separate professional school, and are prepared to work as practitioners who apply scientific theory to the work that they do (Korman, 1976). It should also be noted that there are some professional programs that ascribe to the Vail model but award a PhD for various reasons. The American Psychological Association and the National Institute for Mental Health approved the Vail model in 1973.

Training of clinical psychologists under the Vail model did not begin until the first PsyD program at the University of Illinois in 1968. As a result, most PsyD programs were developed within the last 30 years. Since the creation of this training model, it has primarily been applied to clinical psychology (82% of PsyD programs are in clinical psychology), although there are some counseling and school psychology programs based on the Vail model as well (Norcross & Castle, 2002). There are also several organizational psychology programs that award the PsyD degree (e.g., Rutgers, Alliant).

The application of the Vail model to the training of clinical psychologists resulted in a shift of focus away from contributing an original work of research, theory testing, or theory modification to applied aspects of psychology such as client interaction, knowledge of theory and models, and the practical application of these theories and models. The Vail model has flourished as the number of clinical PsyD programs has grown to over 50 programs since its inception (APA, 2002). Although the PsyD degree may be viewed as second-class for lack of research emphasis by Boulder model traditionalists, recipients of professional psychology services such as clients and healthcare providers do not share these biases (Norcross & Castle, 2002).

The Vail model programs are collectively given voice through the National Council of Schools and Programs in Professional Psychology (NCSPP). This organization and proponents of the Vail model assert that PsyD programs have responded to the very significant societal demand for effectively trained and educated psychology practitioners. In addition, with NCSPP's emphasis on diversity as a core competency, there has been a significant increase in the numbers of practicing psychologists from underrepresented populations and the capacity of psychology to serve these populations (Collins, 2004).

Although the Vail model has been successfully applied to clinical psychology, it has yet to become a trend in the area of I-O psychology. This article aims to demonstrate how the Vail model is well-suited to the field of I-O psychology by providing examples of the application of the Vail model to an I-O psychology master's program.

The Chicago School of Professional Psychology has modeled the I-O master's program after the Vail model. The objectives in this program are mastery

of program competencies through experiential learning and individualized feedback. Three examples of the application of the Vail model are the professional development course, the student assessment center and the internship courses.

Professional Development Course

The professional development course focuses on four areas: (a) self-awareness and interpersonal skills, (b) networking and professional integration, (c) diversity training, and (d) research and writing skills. The first three areas mentioned are specifically related to practice and the development of "soft skills." The last area of focus is related to traditional research and academic proficiency.

The development of self-awareness and interpersonal skills is essential to understanding oneself and how one interacts with others, as well as understanding others and what method(s) are most effective for interacting with different individuals. Increasing this skill set should improve students' client interaction skills. Teaching students how to network and interact with other professionals in the field should increase their knowledge of the field and professional savvy. Participating in diversity training will enhance their interaction with others who have dissimilar backgrounds, as well as give them insight into the reactions of participants of diversity training.

There are several activities that were designed to give students a chance to learn and practice in three of the focus areas. In the self-awareness and interpersonal skills area, giving and receiving feedback are the core topics addressed in this section. Beginning with Kolb's (1984) learning style inventory and followed by a battery of other self-assessment instruments, students gain awareness of their approaches to learning and interacting. Next, in a laboratory-type setting, they work in dyads and triads on a series of activities designed to help them understand the strengths and limitations of their dominant style. Students discuss real-time situations rather than case studies to explore their values, behaviors, and attitudes.

In the networking and professional integration area, students are exposed to professional groups, I-O professionals, and senior I-O students. The first activity has the student attend a professional association meeting and write a report describing the nature of the association, the nature of the event attended, and evaluating the advantage this association provides for the student's career. The second activity involves having a group of students interview a current I-O or HR professional concerning his/her "career ladder." This career ladder details the professional's education, how it led to an internship, how an internship led to a job, and the progression of jobs held. The third activity is a roundtable discussion in which second-year students discuss how their internship program is going. The purpose of this discussion is to share knowledge and strategies that first-year students can learn as they pursue their own internships.

In the diversity training area, students read a number of articles concerning race, age, poverty, gender, and human needs that were outside the field of I-O. Activities are based on experiences of "inclusiveness" and "exclusiveness" and how different students had experienced both of these states. Students also watch films on these issues and discuss their different perspectives. Finally, students participate in activities on how they could integrate this diversity knowledge into their lives, their work, and the field of I-O.

Student Assessment Center

The second example of an application of the Vail model to I-O is the student assessment center, which is conducted at the completion of the second semester of coursework. The assessment center is designed to measure each individual across the competencies of the program (the same competencies that are assessed for accreditation and program evaluation purposes). The assessment center is structured as an in-basket exercise, a writing assignment, and several other simulation exercises. After participating in the assessment center, each student receives an individualized feedback report detailing how well they performed in each of the competencies. This report is given to each student before they are able to begin an internship and an action plan is designed in conjunction with their advisor.

In addition to the benefits of the individualized reports for those who are assessed, some of the second-year students also get the benefit of revising and conducting the assessment center. Students that work in the consulting center of the school, the Center for Sustainable Solutions, lead such activities as assessor training design, conducting assessor training, creating assessor training manuals, and logistical set up of the actual assessment center. The logistical set up includes arranging space, equipment, and materials such as participant packets and assessor rating packets. This also involves large-scale coordination of the location and materials of participants and assessors by each exercise. Next spring the program will begin to use these second-year students as raters in addition to the current assessors. This will give the added experience of participating in rater training, making assessment ratings and participating in a consensus meeting with professionals from the field.

Internship Course Sequence

The third example is a series of two courses designed to be taken during the students' internship experience. The course sequence consists of two 3-credit hour courses that meet once a week during the students' second year of study. Class size is purposely kept very small; typically no more than seven students will be allowed in a single section.

The primary objective of the first course is to socialize students into what for many will be their first professional roles. The course accomplishes this by first reviewing the APA code of ethics as well as a series of case vignettes relevant to I-O roles (Lowman, 1998). Time is also set aside in each course session for a facilitated "check-in" discussion for each participant's intern-

ship. In doing so, the course provides a safe haven for discussing a wide variety of work-related challenges the students may be facing and collectively problem-solve these issues on an ongoing basis.

The second internship course is designed to assist students in developing their career plans. This is accomplished through teaching job-search strategies, interview skills, and participation in a 360° feedback program. The 360° feedback process gathers data from internship supervisors, faculty, coworkers, classmates, customers and—if applicable—direct reports. These data provide performance information based on the group of program competencies that are related to interpersonal skills. The feedback report is then used to design a continuing career plan that wraps up the student educational experience and prepares students to transition into being a professional.

Additional Benefits to the Program

In addition to the benefits of the professional model of student educational experience, there are also benefits of this model to those who work in the higher educational system. Most notably, the aggregate data from the individualized feedback reports (from the assessment center and 360 degree feedback) provide excellent assessment data for accreditation reports and program development. This data is gathered on an annual basis, which allows the faculty to implement new experiential exercises and see the impact of curricular changes in future aggregate data every year. Examples of program changes that arose from analyzing this data are the addition of specific statistical procedures across the curriculum through applied homework and examples. In addition, self-awareness and active listening skills were moved to the beginning of the curriculum so that the skills could then be reinforced and enhanced later in the program.

Summary and Conclusion

In conclusion, this article hopes to present convincing evidence of the value of the Vail model to I-O psychology. The field of I-O psychology is applied in nature, seeks to train students to understand theories and models and emphasizes applying theories and models to different situations in organizations today. For students who will not be employed in research or academic settings, the Vail model may best suit their needs by training with a focus on practice and application.

References

Albee, G. W. (2000). The Boulder Model's fatal flaw. *American Psychologist, 55*(2), 247–248.
American Psychological Association. (2002). *Graduate study in psychology* (2003 ed.). Washington, DC: American Psychological Association.
Collins, L. H. (2004). National schools of professional psychology: The diversity competency. Retrieved November 1, 2004, from http://www.ncspp.info/div.htm.
Donn, J. E., Routh, D. K. & Lunt, I. (2000). From Leipzig to Luxembourg (via Boulder and

Vail): A history of clinical psychology training in Europe and the United States. *Professional Psychology: Research and Practice, 31*(4), 423–428.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.

Korman, M. (Ed.). (1976). *Levels and patterns of professional training in psychology*. Washington, DC: American Psychological Association.

Lowman, R. L. (1998). *The ethical practice of psychology in organizations*. Washington, DC: American Psychological Association.

Nathan, P. E. (2000). The Boulder Model: A dream deferred—or lost? *American Psychologist, 55*(2), 250–252.

Norcross, J. C. & Castle, P. H. (2002). Appreciating the Psy.D.: The facts. *Eye on Psi Chi, 7*(1), 22–26.

Peterson, D. R. (2000). Scientist–practitioner or scientific practitioner? *American Psychologist, 55*(2), 252-253.

Raimy, V. (1950). *Training in clinical psychology.* Englewood Cliffs, NJ: Prentice-Hall.

Scheirer, C. J. (1983). Professional schools: Information for students and advisors. *Teaching of Psychology, 10*(1), 11–15.

Request For Proposals: Surveys for SIOP

Background

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

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

Description of Work

The majority of the work involved revolves around the following SIOP surveys that are conducted electronically:
- Exit Survey (on-going)–Membership Committee
- Member Survey (every other year)–Professional Practice Committee
- Conference Evaluation (once a year)–Conference Committee
- Salary Survey (once every 3 years)–Professional Practice Committee

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

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

- Allows comparisons across data sets for trending
- Reduces redundancy across surveys to the membership
- Ensures consistency in approach and look
- Allows for more systematic data collection, processing, and archiving

Nonnegotiable

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

Advertising

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

Request for Information

Approach

Questions from vendors are due, in writing, by **June 15, 2005**. Questions will be answered by June 30, 2005 and all RFP responders will be copied on the answers. Questions may be addressed to **Mary Doherty Kelly** at 847-472-5730 (mkelly@pra-inc.com) or David Nershi at the SIOP office at 419-353-0032 (dnershi@siop.org).

Responses to this RFP are due no later than **July 15, 2005** and should be submitted to Mary Doherty Kelly at mkelly@pra-inc.com.

Responses will be evaluated in terms of completeness of response, the degree to which the RFP directions were followed, and the responses in terms of flexibility, capabilities, and quality.

Selection Process

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

Confidentiality of Process

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

Specific Information Needed

Please provide the following information in the order outlined below by **July 15, 2005.**

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

2. Please describe your in-house technological capabilities, specifically, your experience with Web-based surveys.

3. Do you have any limitations on the number of people taking a survey or the number of questions that can be supported with your technology?

4. Briefly describe any stress test for Web-based surveys that you have conducted or the largest number of respondents to a single survey you have experience conducting on the Web.

5. What specific steps do you take to ensure data integrity and quality data reports?

6. What steps do you take to maintain data security and confidentiality?

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

8. Describe how you would prefer potential conflicts in timelines on a project to be resolved.

9. Are there any limitations to the number of subgroups or reports generated that you would like to place on any given survey?

10. When conducting Web-based surveys, how many reminder messages (if any) would you support?

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

12. Could you provide content coding on any open-ended questions?

13. Is there anything else you believe we should take into consideration in this proposal or advice you would provide to us?

14. Briefly describe why you would like to provide such a generous donation of your time and talents.

15. Please provide your preferred report format for this work as Attachment A.

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

Visibility Committee Update

Wendy S. Becker
University at Albany

Christopher Rotolo and **Kerrie Baker** are working with *Fast Company* magazine to research gender differences in entrepreneurs and leaders of small to mid-size businesses. The study examines how CEO/owner background and experience, as well as current leadership styles, relate to organizational culture factors critical to business success. Employee engagement, discretionary effort, teamwork, and loyalty are examined in relationship to leader gender. The study will be published in *Fast Company* late summer. Cedar Crest College, multirater.com, MindGarden, Inc., and Behavioral Insights, LLC. have contributed resources to this effort.

Kurt Kraiger uncovered an opportunity to partner with Microsoft to develop technical material within SIOP's area of expertise. Visibility, Communication, and Scientific Affairs are working with Kurt to further advance this unique opportunity. SIOP members should stay tuned to *TIP* for more information as the relationship develops.

SIOP is represented by **Nils Olsen** at monthly meetings of APA's Decade of Behavior 2000–2010, a multidisciplinary initiative focused on helping the behavioral and social sciences meet significant societal challenges. These include improving education and health care, enhancing safety in homes and communities, addressing the needs of an aging population, and helping to curb drug abuse, crime, high-risk behaviors, poverty, racism, and cynicism towards government. SIOP members are encouraged to identify research efforts that help inform the public and the public policy process. Various awards are available which recognize research that has impacted policy and has contributed to solving social problems. SIOP members can learn more about this program at http://www.decadeofbehavior.org/index.cfm.

Clif Boutelle now uses NewsWise as the preferred media service to publicize SIOP members' research. In addition, he has been developing a mailing list of news media in the greater Los Angeles area and has distributed a news release to LA and other national outlets about the conference. He has been reviewing conference presentations, interviewing presenters, and writing stories that will be sent to outlets in LA and around the country.

A session at the annual conference in Los Angeles is designed to help SIOP members increase the visibility of their work. "Gaining Visibility for Your Work: Learn from the Experts" will be chaired by **Wendy Becker** and **Mary Kelly** and will feature **Bill Byham, Frank Landy, Ed Salas** and **Ben Schneider** as panelists and **Leaetta Hough** as facilitator. The session takes place on Saturday, April 16 at 1:30 pm in San Francisco (Level 2).

Visibility's mission is to enhance SIOP's identity, get I-O stories into the media and to gain visibility for SIOP with a wider audience. We conduct month-

ly conference calls to update and expand our projects. Please contact any committee member with your Visibility ideas. Members include Kerrie Baker, Clif Boutelle, Joan Brannick, Lucinda Doran, Jeff Jolton, Paul Mastrangelo, Nils Olsen, Chris Rotolo, Michelle Wiener, and Wendy Becker.

Call for Nominations and Entries
2006 Awards for the Society for Industrial
and Organizational Psychology

Joyce E. Bono, Chair
SIOP Awards Committee

Distinguished Professional Contributions Award
Distinguished Scientific Contributions Award
Distinguished Service Contributions Award
Distinguished Early Career Contributions Award
Distinguished Teaching Contributions Award
S. Rains Wallace Dissertation Award
William A. Owens Scholarly Achievement Award
M. Scott Myers Award for Applied Research in the Workplace

DEADLINE FOR RECEIPT OF NOMINATIONS: **JULY 1, 2005**!

Send nominations and entries for all awards to:

> Awards Committee Chair
> Joyce E. Bono, PhD
> Psychology Dept., University of Minnesota
> 75 East River Road
> Minneapolis, MN 55455

Nomination Guidelines and Criteria

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

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

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

3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters (not counting the nominating letter) for any given nomination should be between a minimum of three and a maximum of five.

4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Dis-

tinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.

5. **Ten copies** of all submission materials are required. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by **July 1, 2005**.

6. The Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and Distinguished Teaching Contributions Awards are intended to recognize a lifetime of achievement in each of their respective areas.

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

1. The general nature of the nominee's contributions to the practice of I-O psychology.

2. The contributions that the nominee has made to either (a) the development of practices, procedures, and methods, or (b) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.

3. If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.

4. The impact of the nominee's contributions on the practice of I-O psychology.

5. The stature of the nominee as a practitioner vis-a-vis other prominent practitioners in the field of I-O psychology.

6. The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.

7. The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing I-O psychologists.

8. The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.

2. The most important theoretical and/or empirical contributions.

3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.

4. The stature of the nominee as a scientist vis-a-vis other prominent scientists in the field of I-O psychology.

Distinguished Service Contributions Award

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

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

Criteria for the Award

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

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

Distinguished Early Career Contributions Award

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

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2005 Award, nominees must have defended their dissertation no earlier than 1999. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice
2. The most important contributions to science and/or practice
3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues

4. The status of the nominee as a scientist and/or practitioner vis-a-vis other prominent scientists and/or practitioners in the field of I-O psychology

5. Although the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology

6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 1999.

Distinguished Teaching Contributions Award

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

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

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

Criteria for Evaluation of Teaching

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O psychology courses or related areas is expected. The criteria are flexible and may involve the following:

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

2. Demonstration of student accomplishments. Evidence for this would include papers or projects completed by students, students presenting papers at professional meetings or students subsequently publishing their work done with the teacher, stimulation of student research, awards or grants received by students, students pursuing further graduate work, successful placement of students in jobs or graduate programs, careers or internships achieved by stu-

dents, and other student-oriented activities (e.g., undergraduate student accomplishments will be highly valued).

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

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

Administration Procedures

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

2. The subcommittee will make a recommendation about the winning nomination to the SIOP Awards Committee, which will transmit the recommendation to the SIOP Executive Committee. If appropriate, nominators of any meritorious nonwinning candidate will be contacted to encourage renominating his/her candidate for the next year's deliberations.

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.

2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.

3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to

the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.

5. The degree to which the research yields information that is both practically and theoretically relevant and important.

6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the American Psychological Society, or the American Psychological Association.

2. Each entrant should submit 10 copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.

3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before **July 1, 2005**, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be received by **July 1, 2005**.

Administrative Procedures

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

2. The Awards Committee will make a recommendation to the Executive

Committee of SIOP about the award-winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.

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

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

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2004).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2004 publication date will be considered.

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology

2. The potential impact or significance of the publication to the field of I-O psychology

3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

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

2. Publications having multiple authors are acceptable.

3. **Ten copies** of each publication should be submitted.

4. Publications must be received by **July 1, 2005**.

Administrative Procedures

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

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

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

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

M. Scott Myers Award for Applied Research in the Workplace

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

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

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

Criteria for Evaluation of Projects or Products

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

Guidelines for Submission of Projects or Products

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

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

3. Each nomination package must contain the following information:

    a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.

    b. A technical report which describes the project or product in detail. This may be an existing report.

    c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.

    d. A list of three client references who may be contacted by the Myers Award subcommittee regarding the project or product.

    e. (Optional) Any other documentation which may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).

4. If appropriate, nominators of highly rated nonwinning candidates will be contacted to encourage renomination of a candidate for up to 3 years.

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

Administrative Procedures

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

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

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

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

Past SIOP Award Recipients

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

Distinguished Professional Contributions Award

1977	Douglas W. Bray	1991	Charles H. Lawshe
1978	Melvin Sorcher	1992	Gerald V. Barrett
1979	Award withheld	1993	Award withheld
1980	Award withheld	1994	Patricia J. Dyer
1981	Carl F. Frost	1995	Allen I. Kraut
1982	John Flanagan	1996	Erich Prien
1983	Edwin Fleishman	1997	John Hinrichs
1984	Mary L. Tenopyr	1998	Gary P. Latham
1985	Delmar L. Landen	1999	Lowell Hellervik
1986	Paul W.Thayer	2000	Joseph L. Moses
1987	Paul Sparks	2001	David P. Campbell
1988	Herbert H. Meyer	2002	George C. Thornton III
1989	William C. Byham	2003	George P. Hollenbeck
1990	P. Richard Jeanneret	2004	Frank Landy

Distinguished Scientific Contributions Award

1983	William A. Owens	1995	Frank Schmidt & John Hunter
1984	Patricia C. Smith	1996	Fred Fiedler
1985	Marvin D. Dunnette	1997	Charles L. Hulin
1986	Ernest J. McCormick	1998	Terence Mitchell & Victor H. Vroom
1987	Robert M. Guion		
1988	Raymond A. Katzell	1999	Neal Schmitt
1989	Lyman W. Porter	2000	Benjamin Schneider
1990	Edward J. Lawler III	2001	Daniel R. Ilgen
1991	John P. Campbell	2002	Gary P. Latham & Robert D. Pritchard
1992	J. Richard Hackman		
1993	Edwin A. Locke	2003	Walter C. Borman & Paul R. Sackett
1994	Bernard M. Bass		
		2004	Kevin Murphy

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell	1998	Neal Schmitt
		1999	Richard Klimoski & William Macey
1990	Paul W. Thayer		
1991	Mary L. Tenopyr	2000	Paul Sackett
1992	Irwin L. Goldstein	2001	James Farr
1993	Robert M. Guion	2002	Award withheld
1994	Ann Howard	2003	Award Withheld
1995	Milton D. Hakel	2004	Wayne Camara & Nancy Tippins
1996	Sheldon Zedeck		
1997	Ronald Johnson		

Distinguished Teaching Contributions Award

2004   Paul Muchinsky

Distinguished Early Career Contributions Award*

1992	John R. Hollenbeck	1999	Richard DeShon
1993	Raymond A. Noe	2000	Award withheld
1994	Cheri Ostroff	2001	Daniel M. Cable & Jose Cortina
1995	Timothy A. Judge	2002	Michele J. Gelfand
1996	Joseph Martocchio	2003	David Chan
1997	Stephen Gilliland	2004	Jeffery LePine
1998	Deniz S. Ones & Chockalingam Viswesvaran		

William A. Owens Scholarly Achievement Award

1998   Avraham N. Kluger & Angelo S. DeNisi
1999   David Chan & Neal Schmitt
1999   Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, &
        Arnoldo Bautista
2000   Paul Tesluk & Rick Jacobs
2001   Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, & Murray
        R. Barrick
2002   E. Allan Lind, Gerald Greenberg, Kimberly S. Scott, & Thomas D.
        Welchans
        Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, & Kevin
        E. Plamondon
2003   Katherine J. Klein, Amy B. Conn, & Joan Speer Sorra
2004   Benjamin Schneider, Amy Nicole Salvaggio, & Montse Subirats

M. Scott Myers Award for Applied Research in the Workplace

1998   Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance
1999   Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, &
        Therese Revitte
2000   HumRRO, PDRI, RGI, Caliber, & FAA
2001   Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston,
        Kimberly A. Smith-Jentsch, & Carol Paris
2002   Norman G. Peterson, Michael D. Mumford, Walter C. Borman,
        P. Richard Jeanneret, & Edwin A. Fleishman
2003   Award withheld
2004   Elaine Pulakos, Sharon Arad, Wally Borman, David Dorsey,
        Rose Mueller-Hanson, Neal Schmitt, & Susan White

---

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

Edwin E. Ghiselli Award for Research Design

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

S. Rains Wallace Dissertation Research Award

1970	Robert Pritchard	1987	Collette Frayne
1971	Michael Wood	1988	Sandra J. Wayne
1972	William H. Mobley	1989	Leigh L. Thompson
1973	Phillip W. Yetton	1990	Award withheld
1974	Thomas Cochran	1991	Rodney A. McCloy
1975	John Langdale	1992	Elizabeth W. Morrison
1976	Denis Umstot	1993	Deborah F. Crown
1977	William A. Schiemann	1994	Deniz S. Ones
1978	Joanne Martin & Marilyn Morgan	1995	Chockalingam Viswesvaran
1979	Stephen A. Stumpf	1996	Daniel Cable & Steffanie Wilk
1980	Marino S. Basadur	1997	Tammy Allen
1981	Award withheld	1998	David W. Dorsey & Paul E. Tesluk
1982	Kenneth Pearlman	1999	Taly Dvir
1983	Michael Campion	2000	Steven E. Scullen
1984	Jill Graham	2001	Robert E. Ployhart
1985	Loriann Roberson	2002	Award withheld
1986	Award withheld	2003	Mark G. Ehrhart
		2004	John Hausknecht & Joshua Sacco

John C. Flanagan Award for Best Student Contribution at SIOP

1993	Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick L. Oswald & Jeff W. Johnson
1997	Syed Saad & Paul Sackett
1998	Frederick P. Morgeson & Michael A. Campion

*Award suspended

1999	Chris Kubisiak, Mary Ann Hanson, & Daren Buck		
2000	Kristen Horgen, Mary Ann Hanson, Walter Borman, & Chris Kubisiak		
2001	Lisa M. Donahue, Donald Truxillo, & Lisa M. Finkelstein		
2002	Remus Ilies		
2003	Amy Colbert		
2004	Christopher Berry, Melissa Gruys & Paul Sackett; Ute-Christine Klehe & Neil Anderson		

Robert J. Wherry Award for the Best Paper at the IO/OB Conference

1981	Mary Ann Lahey	1994	Talya Bauer & Lynda Aiman-Smith
1982	Missing		
1983	Maureen Ambrose	1995	Mary Ann Hannigan & Robert Sinclair
1984	Missing		
1985	Alene Becker	1996	Adam Stetzer & David Hofmann
1986–87	Missing	1997	Scott Behson & Edward P. Zuber, III
1988	Christopher Reilly		
1989	Andrea Eddy	1998	Dana Milanovich & Elizabeth Muniz
1990	Amy Shwartz, Wayne Hall, & J. Martineau	1999	Michael Grojean & Paul Hanges
1991	Paul Van Katwyk	2000	Jennifer Palmer
1992	Sarah Moore-Hirschl	2001	Steven M. Rumery
1993	Daniel Skarlicki	2002	Damon Bryant & Dahlia Forde
		2003	Renee DeRouin

SIOP Gold Medal Award

2002	Lee Hakel

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

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

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland
1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

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

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989   Ruth Kanfer
1994   Cheri Ostroff

Award for Distinguished Contributions to the International Advancement of Psychology

1994   Harry C. Triandis
1999   Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	Ed Fleishman

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

1993   Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998   Harry C. Triandis
1999   Fred E. Fiedler & Robert J. Sternberg
2000   Robert M. Guion

Secretary's Report

Georgia Chao
Michigan State University

The winter meeting of the Executive Committee was held on January 28–30, 2005 in Detroit, Michigan. Highlights of decisions and topics of discussion at that meeting are presented below.

The Executive Committee met with candidates for the Executive Director position (results from this search are presented in President **Fritz Drasgow**'s column). President Fritz Drasgow reported that the second *Institute for the Teaching of I-O Psychology* faculty teaching workshop was scheduled at George Mason University for DC area schools in February.

Financial Officer **John Cornwell** summarized SIOP finances. On January 1, 2005, SIOP became an employer, property owner, leaseholder, and a member of the Bowling Green, OH, Chamber of Commerce. Financially, we are in good shape and the Executive Committee reviewed benefit plans proposed for SIOP employees.

The Long Range Planning Committee reviewed four committees for sunsetting: Scientific Affairs, State Affairs, Organizational Frontiers, and Professional Practice. All were favorably reviewed and the Executive Committee voted to continue all of them.

Gary Latham presented recommendations for SIOP Fellowship to the Executive Committee. New Fellows will be announced at the conference.

Leaetta Hough provided an update on a fall conference. A steering committee has been formed to evaluate topics for a small, focused conference. Around 300 people are envisioned to attend this conference and it may run for a day or day and a half. The conference will feature only invited speakers who are experts in the chosen topic. Specifics on the fall conference will be available at the SIOP conference.

Our members-at-large communicate with committee chairs to track their progress. **Janet Barnes-Farrell** reported that everything is on track for the conference. Registration is going well. Things are in shape for the SIOP program. Lee Hakel noted that, as of January, 18% of the poster sessions include an author from outside the US. and 25% of the symposia include an author from outside the US. Furthermore, 253 people to be listed in the program index live outside the US. **Kurt Kraiger** reported that two new books are out: *The Dark Side of Organizational Behavior* (edited by Ricky Griffin & **Anne O'Leary-Kelly**) and *Discrimination at Work* (edited by **Bob Dipboye & Adrienne Colella**). **Mike Burke** reported that a showcase symposium at the APA conference will feature occupational health psychology. **Jose Cortina** reported that nobody is using the LGBT dicussion list. More publicity about this discussion list might stimulate participation.

In other actions, the Executive Committee discussed criteria used for the Distinguished Teaching Award. It was concluded that these criteria should parallel the criteria for our other distinguished awards (Distinguished Scientific Contribution, Distinguished Professional Contribution, Distinguished Service Contribution). These four awards refer to a lifetime of sustained contributions.

Nancy Tippins announced that SIOP won a 5th seat on APA Council and the Executive Committee discussed several ways where SIOP could be more visible within APA. Kurt Kraiger led a discussion about a possible partnership with Microsoft Office Online. Microsoft has a Web site called "*Microsoft tools for your job.*" It is a Web-based collection of resources for people in a wide variety of occupations. The Visibility and Scientific Affairs Committees were tasked to further explore how SIOP and Microsoft might work together on this public resource. Fritz Drasgow led a discussion about the possibility of a SIOP journal. Two task forces were set up to explore the viability/interest in a conceptual journal (e.g., *Psychological Inquiry*) or a practitioner journal. Finally, Fritz Drasgow led a discussion about the feasibility of moving the SIOP conference days from a Friday/Saturday/Sunday schedule to a Thursday/Friday/Saturday schedule. There were several advantages and disadvantages to both schedules and other options were also discussed. Input from the membership was viewed as critical to any decision regarding the conference schedule.

This is my final secretary report. I had fun harassing committee members, but it is time to move on. I'm sure SIOP's new secretary, **Lisa Finkelstein**, will be terrific. I've always closed these reports with "If you have any questions or comments, please contact me via e-mail at chaog@msu.edu or by phone 517.353.5418." But if you really have any questions or comments about this report, call Lisa. I'm outta here.

Douglas N. Jackson (1929-2004)

Douglas N. Jackson, professor of psychology at the University of Western Ontario for over 30 years, died on August 22, 2004 at his home in London, Ontario, from complications due to pancreatic cancer.

Jackson was born in Merrick, New York. He graduated from Cornell University (1951) with a BSc in industrial & labor relations and from Purdue University (1955) with a PhD in clinical psychology. He worked as an intern at the Menninger Foundation in Topeka, Kansas with Gardner Murphy and returned there as a post doc but realized that his interests were more suited to psychological assessment. Jackson taught at Penn State University (1956–62), Stanford University (1962–64), and then became the uniquely titled senior professor of psychology at the University of Western Ontario in 1964.

Over his career, Jackson published approximately 250 peer-reviewed journal articles and book chapters, and several coedited books. The impression he left on the thinking of others is evident in some 3,000 publications that have cited his work over the years.

Of the hundreds of publications Jackson produced in his career, there are a few of which he was particularly proud. The first was Jackson and Mesick's (1958) *Psychological Bulletin* article on the social desirability response set in personality measurement. The second was Jackson's 1971 *Psychological Review* article articulating his influential position that psychological theory should be the foundation of personality test construction.

In the late 1960s, Jackson put his ideas about personality and abilities assessment into practice by establishing a company to publish his tests. His favorite and the most renowned of these are the Jackson Vocational Interest Survey (JVIS), the Personality Research Form (PRF), the Employee Screening Questionnaire (ESQ), and the Leadership Skills Profile (LSP). Research Psychologists Press (Canada) and Sigma Assessment Systems (USA), led by his son Ted Jackson, continue to distribute these tests throughout the world.

Jackson's contributions have been recognized in various ways. He served as president of the Society of Multivariate Experimental Research (1975–1976), which awarded him the Saul Sells Award for Lifetime Contributions (1997). He was elected president of APA's Division of Measurement, Evaluation, and Statistics (1989–1990) and was awarded that division's Samuel J. Messick Award for Distinguished Scientific Contributions (2004).

Jackson was admired and respected by his many graduate students and colleagues. He was a staunch advocate of freedom of speech and was a founding member of the Society for Academic Freedom. At the University

of Western Ontario, he established the Research Unit on Work and Productivity to apply knowledge from the behavioral sciences to address organizational problems. One of the major objectives of the Research Unit is providing opportunities for graduate students to gain practical experience.

Jackson's energetic life included a love of scuba diving, fishing, reading on a wide range of topics, and playing chess. Although Douglas Jackson was a serious scholar, his friends will remember him for his warmth and sense of humor. Jackson is survived by his wife, Lorraine, his children Douglas III, Lori, Ted, and three children from a previous marriage, Malcolm, Lisa, and Timothy Bang, and five grandchildren. He is missed very much.

<div align="right">Ted Jackson and Deborah Powell</div>

Kathryn Berkovsky Hodge (1957–2004)

Dr. Kathryn Berkovsky Hodge, a management development consultant at Microsoft in Redmond, Washington, died November 13, 2004 in Arlington, VA, after a yearlong battle against pancreatic cancer. She was 47 years old.

Kathryn joined Microsoft in 2002 as a senior human resources curriculum manager. She later worked as a management development consultant with the People and Organization Capability Group, for which she developed and delivered training programs to enhance the skills and capabilities of Microsoft managers.

Before joining Microsoft, Kathryn worked for Boeing in Seattle; Frito-Lay in Dallas; and Bell South, United Parcel Service, and the Georgia division of mental health, all in Atlanta.

Kathryn received her PhD in industrial-organizational psychology from Georgia Tech in Atlanta in 1995. She was a magna cum laude graduate of Duke University, where she received a bachelor's degree in psychology and was named to Phi Beta Kappa. She also earned a master's degree in special education from the University of Virginia and had worked as a first-grade teacher in Columbia, SC, for 2 years.

Kathryn was an enthusiastic traveler who circumnavigated the globe twice during her time with Microsoft. She was also an avid amateur artist and crafter and had equally keen interests in gardening, interior decor, art museums, science fiction, movies, reading, and spirituality. She was known for her cooking and baking skills, thoughtfulness, and love of cats and other small creatures.

Kathryn was born in Warrensburg, MO, and attended elementary and junior high school in California before her family relocated to Vienna, VA, where she graduated from high school in 1975. Kathryn moved back to Virginia from Seattle when she became ill in late 2003.

Kathryn is missed and mourned by her loving parents, Leon and Morene Berkovsky of Vienna, VA; her sisters, Andrea Kelley of Collingswood, NJ,

and Dana Miller of Henderson, NV; her niece and nephew, Bryan and Lauren, of Henderson; and many aunts, uncles, and cousins.

Services were held at Holy Comforter Church in Vienna, VA, followed by inurnment in the church columbarium.

Condolences may be sent to 9608 Pembroke Place, Vienna, VA 22182. Memorial donations may be made to Capital Hospice, Halquist Memorial Inpatient Center, 4715 N. 15th St., Arlington, VA 22205.

SIOP Members in the News

Clif Boutelle

A tried and true way to gain visibility for I-O is through the media. It is encouraging that some 2,000 SIOP members have agreed to be listed on SIOP's Media Resources Web site. By doing so, they are making themselves available to talk to reporters about their expertise. (There are more than 100 specialized topics listed.)

And Media Resources works! Just how much is not known. But the number of hits to the site steadily climbs, and anecdotal evidence from reporters indicates they find the site a good source in their constant search for workplace experts. In addition, the SIOP office regularly fields calls from reporters asking for experts, all of whom are found on Media Resources.

Following is just a sampling of recent news stories to which SIOP members contributed:

When two workers at a Jeep Assembly plant in Toledo were killed, the *Toledo Blade* in a January 28 story called upon workplace violence specialist **Francois Courcy**, a professor of psychology at the University of Sherbrooke in Quebec, for comments. He said workplace violence was far more prevalent when employees did not feel respected by their superiors or coworkers. "If people don't feel they are appreciated, they react," he added. "Employers can help avoid violence by creating safe, secure workplaces," he said.

Mitchell Marks, an organizational consultant with JoiningForces.org, in San Francisco contributed to a January 31 *Wall Street Journal* story about the huge payday Gillette Co. CEO James Kilts will reap following the sale of that company to Procter & Gamble. He said many "people see mergers and aquisitions as a game and a way to buttress their own wealth and portfolio." It's a disturbing trend because it demoralizes employees. "People think they are joining a company for the long haul and boom, the rug is pulled out from under them because the CEO wants a quick payday."

Several British newspapers, including the *Times* (London) *Online*, covered a January 13 address at the British Psychological Society by **Virginia Schein**, a professor of management at Gettysburg College. Reporting on her 30 years of studying gender stereotyping she said that in 41 countries where there is sufficient data to measure the numbers, women hold, on average, barely 25% of management jobs. She added that antidiscrimination laws are the major reason women have been able to break into management level jobs. Unfortunately, she added, "ingrained" attitudes of men over who should have managerial jobs are holding back women's progress.

Research by University of North Carolina at Charlotte psychology faculty members **Steven Rogelberg** and **Charlie Reeve** on stress among animal shelter employees whose duties include euthanizing animals was the topic for

a January 23 interview on NPR-WFAE FM in Charlotte. Their research was also featured in a two-part series in the December and January issues of *Animal Sheltering* magazine.

Katherine Klein, a professor of management at the University of Pennsylvania's Wharton School, and **Ben Dattner** of Dattner Consulting in New York City were major contributors to the January 16 issue of *The Wharton Leadership Digest*, a Wharton newsletter. In a story on how to build successful management teams, especially when new top executives clash with people already on the team, Dattner said it was "important for them to trust and respect each other, but liking the other person is not a necessary ingredient for an effective team. Team members need to be working toward a common goal that is clearly understood by everyone."

Citing the colossal clash of egos between Michael Eisner and Michael Ovitz at Disney, the article called that scenario destructive and one to be avoided. Klein noted "When you have two people on the team who share power, it complicates matters. In such cases, management needs to delineate the line of power even if it means the person who loses clout eventually leaves the organization."

What to say to friends and relatives who, during Christmas and New Year's, grill unemployed people about their job search? The holidays are particularly difficult for people who are out of work, says a December 28 *Wall Street Journal* story, because of insensitive questions and useless advice from well-meaning people. "It seems that friends do ask the most probing, insolent, sort of negatively nuanced questions," said **Dory Hollander** of Wise-Workplaces in Arlington, VA. "There's a sense that people are being unfair and they don't understand your dilemma," she said.

A new study by a University of Ottawa team suggests that workplace bullying harms employee morale more than sexual aggression. Reported in the December 8 *Financial Post*, the study found bullying was more strongly linked to reduced job satisfaction and that more women than men are affected by bullying. Project leader **Laurent Lapierre**, an assistant professor of management, says there are several reasons why bullying has such a strong negative influence on job dissatisfaction, including the helplessness felt by victims. Sexual harassment victims can often get help because there are laws protecting them. Bullying victims have no support system and often have to either endure the abuse or quit.

The November issue of *American Way*, the American Airlines magazine, included a story on a trend of former technology workers turning to hands-on occupations that get them back in touch with the material world and the people in it. One of the contributors was Ben Dattner of Dattner Consulting in New York City. He noted that former tech workers can tap into substantial savings they accumulated as they begin their career transformations. "People who have been quite accomplished at problem solving in the dot.com era are

going into social entrepreneurship and devoting their resources to the betterment of mankind," Dattner said.

The November issue of *Human Resource Executive* carried a story on values and ethics which quoted SIOP members **David Donnay**, director of research and development at CPP Inc.(a California firm which conducts values assessments), and **Bruce Sevy**, vice president of sales and marketing at Chicago-based assessment provider SHL. Donnay said the growing interest in assessing values is attributable to "recent attention given to a host of issues around integrity, ethical leadership, and corporate governance." Sevy said that the increased attention has been fed by newspaper headlines. "When values becomes an issue in the news media, they become an issue with management," he said.

Jean Lipman-Blumen of Claremont Graduate University in Claremont, CA, was featured in a November *Fast Company* story discussing "dangerous leaders," which was the subject of her recent book *The Allure of Toxic Leaders*. "So-called toxic leaders are everywhere," she said, "and they prey on psychological weaknesses and manipulate workers for their own benefit. They are easy to spot—a creepy charisma, few morals, a sycophantic following, and illusion of godlike heroism. Dealing with them is much harder."

A good night's sleep may be the best remedy for a bad day at work, suggests a University of Florida study conducted by management professor **Timothy Judge** and **Remus Ilies**, an assistant professor of management at Michigan State University. "Employees who have stressful days at work bring their negative moods home," said Judge. "The one comfort is that the effect is short-lived and usually gone by the next day." Among the newspapers that carried stories on their research was the December 3 *Toronto Globe and Mail*. The story was also reported on radio and television stations around the country.

Please let us know if you or a SIOP colleague have contributed to a news story. We would like to include it in **SIOP Members in the News**.

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

HumRRO

Human Resources Research Organization

Meeting Tomorrow's Challenges with Customized Solutions Today

Applying Science & Technology…

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

…To Organizational Needs

Personnel Selection, Classification, and Promotion

Instructional Systems Development

Program and Policy Analysis

Educational Research and Evaluation

Better Performance

Credentialing

Performance Management and Compensation

Strategic Human Resource Management

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 February 16, 2005.

David Allen
TRI-AD
Escondido CA
dc1allen@aol.com

John Arnold
Loughborough University
Loughborough Leics UK
j.m.arnold@lboro.ac.uk

Anibal Avendano Victorero
Minera Escondida Limitada BHP-
    Billiton Corporation
Antofagasta III Region Chile
anibal.a.avendano@bhpbilliton.com

Mahmut Bayazit
Koc University
Istanbul Turkey
mbayazit@ku.edu.tr

Margaret Beier
Rice University
Houston TX
beier@rice.edu

Suzanne Bell
DePaul University
Chicago IL
sbell11@depaul.edu

Jean-luc Bernaud
Rouen University
Cergy France
bernaud.jl@wanadoo.fr

Kevin Bradley
Federation of State Boards of PT
Alexandria VA
kbradley@alum.rpi.edu

B. Tyson Breland
Marriott International, Inc.
Washington DC
ty.breland@marriott.com

Edie Butler
Philip Morris USA
Charlotte NC
eabutler@aol.com

Joe Cardador
Service Management Group
Kansas City MO
jcardador@servicemanagement.com

Maria Rosa Carrero
Cumberland County College
Vineland NJ
mcarrero@cccnj.edu

Tina Chen
Sempra Energy Utilities
San Diego CA
ttchen@semprautilities.com

Brian Cutler
Univ of North Carolina-Charlotte
Charlotte NC
blcutler@uncc.edu

Jose David
Associates Finance–Citigroup
Guaynabo PR
jdavid@tamu.edu

Kevin Dooley
Deutsche Bank
Singapore
kevin-hr.dooley@db.com

Benjamin Osayawe Ehigie
Dickinson College
Carlisle PA
benosang@yahoo.com

Olga Epitropaki
ALBA, Greece
Athens Greece
oepitrop@alba.edu.gr

Scott Erker
DDI
Bridgeville PA
scott.erker@ddiworld.com

Joshua Feinberg
St. Peters College
Jersey City NJ
jfeinberg@spc.edu

Jacqueline Fitzgerald
Manheim—Div of Cox Enterprises
Marietta GA
jackie.fitzgerald@cox.com

Jane Gayton
A. W. Fraser & Associates
Vancouver BC   Canada
jgayton@awfraser.com

Jennifer Gillespie
Bowling Green State Univ
Bowling Green OH
jcarr@bgsu.edu

Darald Hanusa
Midwest Center for Human Services
Madison WI
dhanusa@factstaff.wisc.edu

Kristen Horgen
PDRI
Tampa FL
kristen.horgen@pdri.com

Jeff Johnson
SHAPE Consulting
Tigard OR
jeff@shapeconsulting.com

Dishan Kamdar
Indian School of Business
Hyderabad Andhra Pradesh   India
dishan_kamdar@isb.edu

Kristy Lauver
Univ of Wisconsin-Eau Claire
Eau Claire WI
lauverkj@uwec.edu

Huy Le
HumRRO
Falls Church VA
HLe@humrro.org

Ralph Lubbers
Private Practice
Toronto ON   Canada
ralph.lubbers@utoronto.ca

Shawna Lyonfields
CMA
Saint Louis MO
slyonfields@cmaconsult.com

Steven Madenberg
RHR International
Northport NY
smadenberg@rhrinternational.com

Leanne Markus
Centranum Limited
Mairangi Bay Auckland New
    Zealand
lmarkus@performancegroup.co.nz

Corinne Mason
DDI
Dallas GA
Corinne_222@hotmail.com

Daniel Newman
University of Maryland
College Park MD
dan@psyc.umd.edu

Cornelia Niessen
Univeristy of Konstanz
D78457 Konstanz Germany
cornelia.niessen@uni-konstanz.de

Elizabeth O'Keefe
viaPeople, Inc.
Apex NC
eokeefe@nc.rr.com

Deborah Peck
SEITY, Inc.
Scottsdale AZ
dpeck@seity.com

Georgia Pomaki
University of British Columbia
Vancouver BC   Canada
gpomaki@psych.ubc.ca

Michelle Roberts
Lowe's Companies Inc.
Huntersville NC
Michelle.L.Roberts@lowes.com

Radha Roy
Caliper Management, Inc.
Princeton NJ
RRoy@calipercorp.com

Sofia Ruden
Psykologiforlaget AB
Stockholm Sweden
s.ruden@psykologiforlaget.se

Peter Rutigliano
Self-employed
Tenafly NJ
prutigliano@datata.com

Lourdes Santos
Anthem AZ
Terry_Lourdes@hotmail.com

Bryan Schaffer
Univ of North Carolina-Asheville
Asheville NC
bschaffer@unca.edu

Sherry Schneider
Univ of West Florida
Pensacola FL
sschneider@uwf.edu

Mark Scholz
Self-employed
Alexandria VA
mwsak@cox.net

Robert Seneca
Boca Raton Resort & Club
Boca Raton FL
rseneca77@msn.com

Anders Sjoberg
Psykologieforlaget AB
Stockholm Sweden
a.sjoberg@psykologiforlaget.se

Austin Smith
Pine Grove Recovery Center
Hattiesburg MS
fsmith@forrestgeneral.com

Gary Smith
Self-employed
Pittsburgh PA
garyraysmith@yahoo.com

Kristin Smith-Crowe
University of Utah
Salt Lake City UT
mgtksc@business.utah.edu

Jason-Jno Taylor
PeopleAnswers, Inc.
Round Rock TX
jtaylor@peopleanswers.com

Rachel Tears
AUM Center for Government
Montgomery AL
rtears@cgov.aum.edu

Elena Tuzhikova
Herzen State Pedagogical University
    of Russia
St. Petersburg Russia
www.@tuzhikova.net

Craig Urbanski
City of Albuquerque NM
Albuquerque NM
curbanski@comcast.net

Patricia Vassar
Smith & Nephew
Manassas VA
tmvassar@hotmail.com

Bart Weathington
Univ of Tennessee-Chattanooga
Chattanooga TN
Bart-Weathington@utc.edu

John Weaver
Psychology for Business
Waukesha WI
jweaver@psychologyforbusiness.com

Joshua Weible
Union Pacific Railroad
Omaha NE
josweib01@aol.com

Keya Williams
Tower Consultants, Ltd.
Stuart FL
williams@TowerConsultants.com

Susan Williams
JPMorgan Chase & Company
New York NY
smwill2000@yahoo.com

Welcome!

IOTAS

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

Awards

Miguel A. Quinones from the Eller College of Management at the University of Arizona has received a Fulbright Scholar Grant to Chile. He will spend the fall 2005 semester at the Pontificia Universidad Catolica in Santiago working with **Antonio Mladinic** and others in the psychology department and the business school developing and launching a new master's program in human resource management and organizational behavior.

Tjai M. Nielsen, assistant professor of management science in the School of Business at George Washington University, received a "Best Reviewer Award" from the Academy of Management's Organizational Development and Change Division. He was selected from hundreds of reviewers involved with reviewing conference submissions. He received the award at the 2004 Annual Meeting of the Academy of Management held in New Orleans.

CONGRATULATIONS!!

Transitions, Appointments, and New Affiliations

Ralph Mortensen, formerly with Aon Consulting, has joined the U.S. team of YSC as a managing consultant based in Detroit. YSC is a British consultancy specializing in leadership, talent, and organizational assessment and development. He will be helping to expand the North American practice. More company information is available at its Web site: yscltd.com.

The University of North Carolina-Charlotte is very pleased to welcome new faculty member **Eric Heggestad**, starting in the fall of 2005. He will be joining colleagues **Anita Blanchard, Kim Buch, Dave Gilmore, Jo Ann Lee, Charlie Reeve, Steven Rogelberg** and **Bill Siegfried** in psychology and **Chris Henle, Doug Pugh**, Beth Rubin, **Ben Tepper**, and **Kelly Zellars** in management. Heggestad will be a member of the I-O psychology program and the forthcoming interdisciplinary doctoral program in organizational science.

Carl Greenberg has moved from Aon Consulting to Spherion Corporation, an international staffing organization, as vice president of Selection and Retention. He can be reached at carlgreenberg@spherion.com.

In August, **Garnett Stokes** became dean of the Franklin College of Arts and Sciences at the University of Georgia. Franklin is the largest college at

UGA. Garnett served as the applied psychology PhD program's chair for a number of years before becoming department head. The press release can be found at http://www.uga.edu/news/artman/publish/040623stokes.shtml.

Effective July 2005, **Ron Johnson** will assume the position of dean, College of Business Administration at North Dakota State University. (Yes, it is in FARGO! It just hasn't been cold enough in Scranton, PA so I thought that I would go in search of better weather!!)

Tjai M. Nielsen, formerly a consultant at RHR International, joined the faculty last fall in the School of Business at The George Washington University.

The American Society of Safety Engineers (ASSE) Foundation selected **Yueng-Hsiang (Emily) Huang**, research scientist at the Liberty Mutual Research Institute for Safety and ASSE member James D. Ramsay, PhD, associate professor and coordinator of the Safety and Health Protection Program at the University of Wisconsin-Stevens Point (UWSP) to its research committee. For more information check ASSE's Web site at www.asse.org.

BEST WISHES!!

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

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
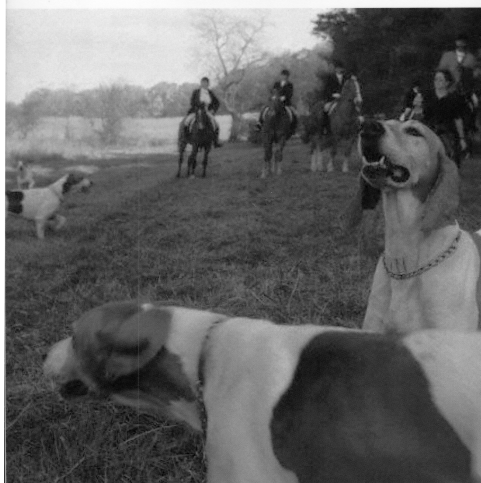New Orleans, Louisiana, Sheraton New Orleans Hotel

---

Proud provider of SIOP membership surveys.

HUNTING AND GATHERING IN THE CORPORATE TRIBE

ARCHETYPES OF THE CORPORATE CULTURE

Keith Wilcock

"The theory that corporations are evolved tribes opens entirely new ways of thinking about and analyzing modern business organizations. *Hunting and Gathering in the Corporate Tribe* shows how to apply the new field of *corporate anthropology* to the every day challenges of operating a business. **Watch out. This book will shift your paradigm."**

-Dr. Marvin Dunnette, past President and Fellow of SIOP (The Society of Industrial and Organizational Psychologists) and author of the *Handbook of Industrial and Organizational Psychology*

To order: Send $25 plus $3 for postage and handling to:

The Wyer-Pearce Press
5145 Weeks Rd
Excelsior, MN 55331

Your Name _____

Address _____

_____

City/State _____

ZIP _____

Conferences & Meetings

David Pollack
Sodexho, Inc.

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

2005

April 2–5   Annual Conference of the American Society for Public Administration. Portland, OR. Contact: ASPA, (202) 393-7878 or www.aspanet.org.

April 6–9   Annual Conference of the Southeastern Psychological Association. Nashville, TN. Contact: SEPA, (850) 474-2070 or www.sepaonline.com (CE credit offered).

April 11–15   Annual Convention, American Educational Research Association. Montreal, QC. Contact: AERA, (202) 223-9485 or www.aera.net.

April 12–14   Annual Convention, National Council on Measurement in Education. Montreal, QC. 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 Association. 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 Association. Toronto, ON. Contact: AEA, (888) 232-2275 or www.eval.org.

2006

April 28–30   Annual Conference of the Society for Industrial and
                   Organizational Psychology. Dallas, TX. Contact: SIOP,
                   (419) 353-0032 or www.siop.org (CE credit offered).

July 16–21   International Congress of Applied Psychology. Athens,
                   Greece. Contact: www.iaapsy.org.

Call for Nominations:
2006 APA Scientific Awards Program

The APA Board of Scientific Affairs (BSA) invites nominations for its 2006 scientific awards program. *The Distinguished Scientific Contribution Award* honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. *The Distinguished Scientific Award for the Applications of Psychology* honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, the names and addresses of several scientists who are familiar with the nominee's work, a list of 10 most significant and representative publications, and at least five reprints representative of the nominee's contribution (reprints, preferably in electronic form).

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 2006 program, nominations of persons who received doctoral degrees during and since 1996 are being sought in the areas of:
- animal learning and behavior, comparative
- psychopathology
- health
- developmental
- cognition/human learning

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, you can go to the **Science Directorate Web page (www.apa.org/science/sciaward.html)** or you can contact **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-mail, swandersman@apa.org**.

The deadline for all award nominations is **June 1, 2005**.

Call for Papers:

Organizational Research Methods (orm.sagepub.com) Is Pleased to Announce a Feature Topic on "Multilevel Methods and Statistics"

Papers that address, but are not necessarily restricted to, the following topics are most welcome:

- Research methods and designs unique to multilevel and dynamic longitudinal contexts
- The statistical consequences of ignoring multilevel influences and/or the benefits of incorporating such influences
- Refinements and extensions of existing statistics to multilevel and longitudinal questions, including implementing general linear model generalizations (e.g., dichotomous response distributions) into hierarchical linear models or considering ways in which numerous time points (20 or more) can be incorporated into existing methods
- Problems (and solutions) with implementing existing statistics to examine multilevel questions
- Introductions and applications of novel models and methods
- New ways of conceptualizing, measuring, and/or analyzing multilevel constructs and processes (e.g., person-organization fit, diversity, climate constructs)
- New ways of supporting and assessing aggregation and composition models
- New ways of conceptualizing, measuring, and/or analyzing homologous relationships across levels of analysis
- Tutorials on the statistical models and/or methods issues in multilevel research
- Meta-analytic or theoretical review papers

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 and should be approximately 2,500 words in length (excluding tables and references).

The guest editors for this Feature Topic are Dr. Robert E. Ployhart, University of South Carolina (ployhart@moore.sc.edu; 803-777-5903; Dr. David Chan, National University of Singapore (davidchan@nus.edu.sg; 65-6874-5026); and Dr. Paul D. Bliese, Walter Reed Army Institute of Research (paul.bliese@us.army.mil; 49-6221-172626).

In order to be considered for publication in this Feature Topic section, a one-page article proposal/summary should be sent by e-mail to **multilevelorm@moore.sc.edu** by **May 1, 2005**.

Call for Papers

Organizational Research Methods
Special Issue on Mediational Inferences in Organizational Research

It has been approximately 20 years since James and Brett (1984) and Baron and Kenny (1986) focused attention on theoretical, design, and analytic issues associated with drawing mediational inferences. Many advances have occurred since then, yet many controversial issues remain. The purpose of this special issue is to revisit this important topic, to capture what we know (and don't know) about mediation, and to forge new directions for research and application. Papers that address, but are not necessarily restricted to, the following topics are most welcome:

- A review and analysis of the construct validity of mediator
- Proximal versus distal mediation
- The role of research design on mediational inferences
- Sampling and power related issues
- Mediation in larger causal systems
- Conceptualizing and testing multiple mediators
- The application of different analytic techniques
- Tests and "rules of evidence"
- Qualitative approaches; and
- Extensions to multi-level and longitudinal designs

The guest editors for this Feature Topic are Drs. John E. Mathieu, University of Connecticut (JMathieu@business.uconn.edu; 860-486-3735); Donald Bergh, Purdue University (ddbergh@exchange.purdue.edu); and Rick DeShon, Michigan State University (deshon@msu.edu).

A one-page article proposal/summary should be sent by e-mail to **ORM-Mediation@business.uconn.edu** by **June 1, 2005** to be considered for this Featured Topic. These summaries will be used only to ensure that the focus and scope of each paper is appropriate for the Feature Topic (see *Organizational Research Methods*, Jan. 1999 for details). Summaries will be reviewed by the guest editors and authors will be contacted with invitations to submit full-length versions. All papers will undergo the standard double-blind *Organizational Research Methods* review process and must meet the standards of the *Organizational Research Methods* Editorial Policy Statement (see http://orm.sagepub.com).

Authors with accepted proposals must plan to submit completed manuscripts by **December 15, 2005**.

Call for Papers

2005 Conference on Commitment
Commitment in Organizations: Accumulated Wisdom and New Directions

The Ohio State University
Fisher College of Business
October 28-30, 2005
Columbus, OH, USA

Objectives

This conference aims to bring together a community of scholars interested in the phenomenon of commitment to share ideas and present both conceptual and empirical work. The purpose of this conference is to provide leading-edge thinking on all aspects and forms of commitment in organizational contexts (e.g., organizational commitment, work commitment, occupational commitment, career commitment, union commitment, goal commitment, escalation of commitment, interpersonal commitment, program commitment, customer commitment, and commitment to change). We invite presentations that summarize what we know about commitment as well as innovative ideas for further advancing commitment theory and research.

The size of the conference promotes opportunities for informal interaction and dialogue among attendees to facilitate networking, the sharing of ideas and in-depth discussions to explore the issues of greatest personal interest. Academics and practitioners from fields including organizational behavior, human resource management, industrial and organizational psychology, decision making, industrial relations, and related fields concerned with commitment are invited to attend.

Changing your Address?

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

Make changes to your information anytime by visiting **www.siop.org/contactupdate/**

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

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at LKoppes@ SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.