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Leaetta Hough

It's a wonderful spring day in Lake Wobegon where "all the women are strong, all the men are good looking and all the children are above average." When you read this column, it will be a beautiful summer day in Lake Wobegon.

The Conference in Los Angeles

We celebrated the 20th anniversary of our annual spring conference with another highly successful conference. It has become THE time we gather to learn the latest in our field and renew our friendships. So many people, hundreds of people, are involved in making our spring conferences successful. Thank you, everyone!

Special thanks are due **Lisa Finkelstein** (program chair), **Donald Truxillo**, (conference chair), **Luis Parra** (workshop chair), **Kathleen Lundquist** (doctoral consortium chair), **Julie Olson-Buchanan** (Sunday seminars chair), **Michael Horvath** (coordinator for conference CE sessions), **Doug Pugh** (volunteer coordinator), the volunteers who stuffed more than 3,300 conference bags, Lee Hakel and the entire Administrative Office staff.

The plenary session, organized by Donald Truxillo and **Steve Ashworth**, was a time to reflect on our twenty years of spring conferences and our impressive growth as a Society. The highlight of the plenary session was **Fritz Drasgow**'s presidential address, "Computerized Testing and Assessment: Boon or Boondoggle?" We honored the SIOP award winners and the new Fellows—thank you, **Dan Turban** (awards chair) and **Gary Latham** (fellowship chair). We said a sad farewell to Lee Hakel, our director for the last ten years and honored her for remarkable service and stewardship by renaming the doctoral consortium the "Lee Hakel Doctoral Consortium" and the Graduate Student Scholarship the "Lee Hakel Graduate Scholarship Award". We also gave David Nershi, our new executive director, a hearty welcome. Thank you, **Bill Macey, John Cornwell,** and the AO Transition Committee for finding Dave and helping ease the pain of a transition to a post-Lee era.

I am also pleased to report that we are becoming more international. Twenty-five (25) percent of the symposia included an author from outside the U.S. and 18 percent of the poster sessions included an author from outside the U.S.

Future Spring Conferences

The spring conference has been so successful that, in our recent member survey, you voted overwhelmingly to expand the conference to three full

days, with the opening, plenary session on Thursday morning. Donald Truxillo and his Conference Committee are moving quickly to implement this change. We will know more soon and will keep you informed.

This change will relieve some of the pressure on our program chairs; they reject many very highly rated submissions because of lack of time slots. This change should also help eliminate the low attendance at Sunday morning sessions. Of course, because Sunday won't be a conference day, it should eliminate the problem altogether!

Our spring conference in Dallas 2006 also has an important change. Although it will neither begin on a Thursday nor last three full days, it has been rescheduled one week later than previously planned. The 2006 spring conference is May 4 (Friday) to May 6 (noon, Sunday) in Dallas, with pre-conference workshops May 3, 2006. The hotel inadvertently blocked many of the rooms for a citywide event, rooms that we had reserved for our conference. Steve Ashworth and the Conference Committee have negotiated very favorable concessions for SIOP, including a much-reduced room rate for conference attendees, a rate we're unlikely to see again. Thank you, Steve!

Annual Fall Consortium

We are launching an annual consortium this fall. Its mission is to "bring leading-edge scientists and practitioners together in the quest for better individual and organizational outcomes." Each year a different hot topic will be examined in depth. The topic this year is "Leadership at the Top: The Selection, Globalization and Ethics of Executive Talent." In these focused settings, our science and our practice are merged; we will jointly examine what we know, what we are doing, and how we move the field forward in the particular area featured. This year's practice and science co-chairs are Robert Silzer and David Campbell, and I am the general chair.

For many years you have urged SIOP to undertake such an initiative. It is now scheduled: October 28–29, 2005, St. Louis, Missouri, the Westin-St. Louis. Although considerable work remains, much has been accomplished thanks to co-chairs **Rob Silzer** and **David Campbell**, as well as David Nershi (SIOP executive director) and **Wendy Becker** (visibility chair). The steering committee, formed by the executive committee, developed and implemented a process for suggesting and evaluating topics and identifying chairs. Thank you **Milt Hakel, Allan Church, Rick Guzzo, Bob Pritchard, Jeff McHenry** and Rob Silzer.

My Goals for the Year

One of my primary goals as president is the successful launch of the annual fall consortium. In addition, my goals are to (a) work with Dave Nershi and the administrative staff to ensure a smooth transition and effective post-Lee

administrative office; (b) continue the visibility and outreach efforts of the Society; (c) support the effort to develop SIOP journals; (d) continue adding to and improving our Web-based services; and (e) engage with the executive committee and other thought leaders to develop a strategic plan for SIOP.

Strategic Planning

During the executive committee meeting this fall, we are setting aside one full day to bring together I-O psychology thought leaders to engage in structured, strategic planning for SIOP. This is the third time in our history that we as a Society have undertaken such a process. The first time was during Milt Hakel's tenure as president in 1984, and the second time was during **Kevin Murphy**'s presidency in 1998. The strategic planning committee, consisting of Bill Macey, John Cornwell, Jeff McHenry, **Jose Cortina**, Lisa Finkelstein, Dave Nershi, and me, are planning and coordinating the effort. The starting point is a review of the content analysis of your responses to the recently completed member survey. We will keep you informed of the process and outcomes.

In Conclusion

Thank you for voting for SIOP in the APA election; we regained our fifth seat on the APA Council. Perhaps when you read this, we'll know which four members are our new APA Council representatives.

Finally, I want to thank the Executive Committee, all the committee chairs, and committee members who help make our Society a wonderfully successful, responsive-to-its-members organization. I want to welcome the new officers and executive committee members, as well as the new committee chairs and committee chairs-in-training: Jeff McHenry (president elect), Lisa Finkelstein (secretary), **Adrienne Colella** (member-at-large), Douglas Pugh (SIOP conference chair), Julie Olson-Buchanan (SIOP program chair), **Tammy Allen** (Sunday seminars chair), **Joyce Bono** (awards chair), **Gilad Chen** (scientific affairs chair), **Tahira Probst** (APA program chair), **Verlin Hinsz** (APS program chair), **Dennis J. Johnson** (state affairs chair), **Mindy Bergman** (Placement and JobNet chair) and **Michael Zickar** (historian).

We are indeed a thriving organization with a committed membership!

Nothing endures but change.

Heraclitus, Greek Philosopher
(540 BC–480 BC)

Laura L. Koppes

Throughout the years, I have observed many students who struggled with understanding psychological theory and research because they wanted yes/no or definitive answers to their questions about human behavior. They disliked my responses such as "*well, it depends*" or "*additional research is necessary*" or "*another theory was developed because the previous theory did not include variable* x *so now we have two theories*." One piece of information I shared with certainty, however, was that changes in human behavior are inevitable. Consider changes associated with recent events on the world scene: natural disasters; war; deaths of the Pope, young children, and a 45-year-old family member; and numerous others. Once again, I am reminded of the vulnerability and precariousness of human life, which inspired me to reflect on how I live my life. I've determined that it's time to make a change so I have decided to pursue a full-time consulting career. I am enthusiastic about helping organizations and leaders effect change as my life's vocation. "*We must be the change we wish to see in the world*." (Mahatma Gandhi)

I enjoy being the editor of *TIP* and look forward to 2 more successful years. During the *TIP* Editorial Board roundtable discussion at the SIOP 2005 Annual Conference, session participants consistently praised the quality of articles, columns, and reports. The annual conference was well-attended; however, many SIOP members could or did not attend. Therefore, several topics from the conference are presented throughout this issue. Examples include essays based on SIOP award winners' presentations, women in academe panel discussion, practice topics (computerized assessment, coaching, change management, on-boarding for executives), students' perspectives, LGBT and SIOP, SIOPen results, legal research and issues, the doctoral consortium, and future of I-O psychology survey results.

Features

The **Features** section begins with **Leaetta Hough's** first column as SIOP's president. Welcome Leaetta!

SIOP award winners who gave conference presentations were invited to prepare essays for *TIP* based on those presentations. **Frank Landy** prepared

a thought-provoking essay on postmodernism as it relates to applied psychology. **Elaine Pulakos**, along with several colleagues, wrote a paper that describes a leading-edge research program to investigate the concept of adaptability. Highlights from the 2003 Income and Employment Survey Results are presented. Although the survey was administered in 2004, the data represent salaries and employment from the 2003 calendar year. As printed in previous issues of *TIP*, a follow-up study on an evaluation of research productivity in I-O doctoral programs is included in this issue.

From the Editorial Board

Thanks to all the students who prepared submissions for the **TIP-TOPics** writing contest. I also thank the faculty members who wrote recommendation letters. Several superb papers were submitted, making the choice difficult. I am pleased to announce three new student members to the *TIP* Editorial Board. Through a competitive process, the following graduate students were selected to lead the **TIP-TOPics** column for the next 2 years: **Adam Bandelli, Gabriel E. Lopez Rivas,** and **Raymond Charles Ottinot**, all from the University of South Florida. Congratulations! We look forward to outstanding columns!

This issue contains the first column prepared by **Lori Foster Thompson** on local I-O organizations. As you will see in this issue, Lori has expanded our horizons to include I-O organizations in other countries. Don't hesitate to inform Lori of an I-O group in which you are involved. Additional columns cover topics such as ADEA, careers in I-O, diversity in SIOP, global opportunities and threats, living in Germany, the Ottawa I-O group, and *Dear I-O*. **Marcus Dickson**, the 2005 SIOP Distinguished Teaching Contributions Award recipient, prepared an essay on lessons learned for the **Education and Training** column.

News and Reports

This section contains several news items about the SIOP 2005 Annual Conference. Some reports and updates result from the SIOP Executive Committee meeting held immediately after the conference. While most conference attendees are returning home on Sunday, the elected officers and committee chairs meet Sunday afternoon through the evening and most of Monday morning. After the conference and these meetings, I am SIOPed out for a few weeks! I have to admit, however, that it is enlightening to participate in the business of SIOP.

Of utmost importance in this section is a commentary about SIOP's new Executive Director, David Nershi. Many members had the chance to meet David during the conference. I had the good fortune to interact with him during the Executive Committee meetings, and I was most impressed!

If you did not see or hear enough about I-O psychology at the SIOP annual conference or could not attend, you have another opportunity to learn about our discipline at the annual meeting of the American Psychological Association in Washington, D.C. **John Scott** provides a nice overview of the presentations for the Division 14 (SIOP) program. And, it's not too soon to be thinking about the 2006 SIOP Annual Conference and beyond. Other conference news and meeting reports in this issue include the need for visibility, the Teaching Institute, and the IOOB conference.

Miscellaneous

Please note that my e-mail address for submissions is LKoppes@siop.org. I wish for you a refreshing, rejuvenating, and relaxing summer!

Research Productivity of I-O Psychology Doctoral Programs in North America

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Editor's Note: Research results and opinions expressed in this paper are those of the writers and do not reflect an official position of the TIP *editor, Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society.*

Over the years, various sources have examined the level of research productivity associated with industrial–organizational (I-O) psychology doctoral programs (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Howard, Maxwell, Berra, & Sternitzke, 1985; Levine, 1990; Payne, Succa, Maxey, & Bolton; 2001; Surrette, 1989; Winter, Healy, & Svyantek, 1995). Although certainly not the only factor contributing to overall program quality, levels of research productivity for individual faculty and for specific programs are, and likely will continue to be, a critical component of any program evaluation. Given the emphasis placed on scholarly research within the field of I-O psychology, as well as academia in general, it is important to have as complete a picture as possible, not only of the levels of productivity associated with specific programs but also of the range and level of productivity across programs.

Both the criteria used as well as the level of inclusiveness have varied considerably across previous examinations of research productivity. Research productivity has been operationalized in a range of ways. Payne, Succa, Maxey, and Bolton (2001) examined 65 academic programs based on student representation at conferences. Winter et al. (1995) evaluated research productivity of 42 I-O psychology doctoral programs based on faculty contributions to the "top five" I-O-oriented journals from 1990 to 1994. Gibby et al. (2002) updated and extended Winter et al.'s approach by evaluating research productivity with respect to five categories reflecting a broader set of publication outlets: (a) publications in the "top five" I-O journals from 1996 to 2000, (b) publications in the "top 10" I-O journals from 1996 to 2000, (c) publications in the "top 10" I-O journals for the entire career of program faculty members, (d) total research output from 1996 to 2000, and, (e) total research output for the entire career of faculty members. Although the criteria measures used by Gibby et al. are substantially more comprehensive than those included by Winter et al., relatively few I-O programs were examined with respect to these criteria. Specifically, data for only 20 programs were provided for all measures except publications in the "top five" I-O journals (for which 41 programs were examined).

The purpose of this paper is to provide a relatively comprehensive examination of I-O doctoral program research productivity. Gibby et al.'s investigation based on journal publications ended with the year 2000. We present

similar data ending with the year 2003. In line with Gibby et al., we also provide data based on the total career output of individual faculty members associated with each program. More importantly, Gibby et al. provide productivity information for only a subset of I-O programs. Our goal in the present study is to provide similar data for all current I-O doctoral programs in North America as listed on the SIOP Web site. Consequently, whereas previous investigations of research productivity associated with various programs have focused on the "top" programs, our review allows not only an examination of the productivity levels but also of the range and distribution of productivity across all programs.

Method

To determine the set of programs to be included in our investigation, we first visited the Society for Industrial-Organizational Psychology (SIOP) Web site to obtain a current list of all doctoral I-O psychology programs. A listing of "doctorate level" programs indicated 94 programs. Although we did not necessarily confine our search to programs in psychology departments, we did restrict our investigation to programs offering doctoral degrees in industrial and/or organizational *psychology*. Therefore, although we did not include programs offering degrees in human resource management, organizational behavior, industrial relations, or human factors, we did include industrial and/or organizational psychology programs based in management departments and business schools (as long as the degree offered was in psychology), as well as programs offering doctor of psychology (PsyD) degrees. Based on these criteria, we identified 60 programs for inclusion in the analyses.

Once we compiled the list of relevant programs, we obtained a list of current core faculty members from departmental chairs or contacts. A few programs did not respond to several attempts at contact. For these programs, we used the core faculty indicated on their Web sites. Only those listed as "core" or primary faculty as of April 1, 2004 were included for each program. Furthermore, only faculty members directly associated with the industrial and/or organizational psychology program were included (we did not include adjunct faculty based in other departments). In addition, although Gibby and colleagues (2002) included student output as well as faculty output in calculating program productivity, they did so only for the current research categories (i.e., only those categories focusing on the past 5 years). We did not include student output in any of our calculations. We decided to forego this measure and instead directed our focus solely on faculty research productivity. Readers interested in previous studies regarding student productivity should see Payne et al. (2001) or Surette (1989).

Next, faculty names were entered into the PsychINFO database and searched according to publications. In instances in which multiple authors were associated with the same name (e.g., a search of PsychINFO for **Kevin**

R. Murphy identifies several different individuals) and in instances when the same author seemed to publish under alternate names (e.g., maiden and married name), we attempted to verify the information in PsychINFo by contacting the individual. Productivity calculations were limited to refereed articles, book chapters, and edited books listed in PsychINFO as of January 1, 2004. Dissertations, book reviews, obituaries, technical reports, letters to editors, conference submissions, and errata were removed from calculations.

We utilized criterion categories similar to those used by Gibby et al. (2002). Specifically, we examined programs with respect to publications in the "top 10" I-O journals for both the past 5 years (i.e., 1999–2003) as well as total career. We also calculated total research productivity for both the past 5 years as well as total career. In line with Gibby et al., we used Zickar and Highhouse's (2001) listing of journal rankings as the basis for identifying the "top 10" I-O journals. Journals on this list included *Journal of Applied Psychology, Personnel Psychology, Academy of Management Journal, Academy of Management Review, Organizational Behavior and Human Decision Processes, Administrative Science Quarterly, Journal of Management, Journal of Organizational Behavior, Organizational Research Methods,* and *Journal of Vocational Behavior.*

Similar to previous investigations of program research productivity (Gibby, et al., 2002; Howard et al., 1985; Winter et al. 1995), we assigned each individual points for each article using the formula presented by Howard, Cole, and Maxwell (1987). This formula assigns points as follows:

$$\text{credit} = (1.5^{n-i})/\left(\sum_{i=1}^{n} 1.5^{i-1}\right)$$

where n is the total number of authors on the published research and i is the author of interest's position among the total set of authors. Thus, based on the formula, a sole author would receive 1 point, the first of two authors would receive .6 points, and the second of two authors would receive .4 points, and so forth. To obtain a score for a given program, points were summed across all faculty affiliated with the program. This formula was used as the basis for scores in each of the four productivity categories. We also calculated an "overall research productivity" score for each program representing a summary aggregation of the four productivity categories. Given the different ranges across productivity categories, we first converted each score (i.e., point total) to a z-score within category (i.e., the mean points across programs for top 10 journal publications from 1999–2003 was 3.03 [$SD = .25$], and these values were used to calculate z-scores for each program). Next, we calculated the average z-score across the four categories for each program. We then calculated z-scores for this summary category and finally converted these z-scores to T scores (i.e., $X = 50$, $SD = 10$) in order to eliminate negative values.

Results

Table 1 presents the publication-based point totals by program for each of the four productivity categories, the overall productivity index, and the number of faculty associated with each program. Table 2 presents descriptive statistics and correlations between each of the five productivity scores as well as number of faculty. There are a total of 310 faculty across the 60 programs listed in Table 1. The mean number of faculty across programs was 5.17 ($SD = 2.20$) and the modal number of faculty was four.

Not surprisingly, there is a high level of consistency across the five productivity categories (i.e., the mean correlation among the indices was .89). Examination of the aggregate "overall productivity" index indicates that, while the mean overall research productivity score across programs was (by definition) 50 ($SD = 10$), this distribution is positively skewed (skewness = .178), with the majority of scores falling below the mean. Examination of this distribution indicates that only six (10%) programs fall one or more standard deviations above the mean, 17 (28%) programs fall between the mean and one standard deviation above the mean, and 37 (62%) programs fall below the mean.

It is important to stress that the overall productivity score is an arbitrary metric that is difficult to interpret in any absolute sense. The other four category scores correspond to the number of publications (adjusted for number of authors) associated with each program. Examination of the publication points for the "top 10" I-O journals for the 5-year period from 1999 to 2003 reflects a total of 181.98 points across the 60 programs or an average of 3.03 ($SD = 3.25$) per program. To put this in context, we calculated the total number of possible points. Specifically, we obtained a count of the total number of articles published (excluding book reviews, editorials, errata, etc.) in the "top 10" I-O journals from 1999–2003. This count indicated that 2004 articles were published in the "top 10" I-O journals from 1999 to 2003. The 310 faculty members associated with the 60 I-O psychology doctoral programs presented in Table 1 accounted for slightly less than 10% of the total number of articles published.

Finally, as evident from Table 2, program-level research productivity is, to some extent, a function of the number of faculty associated with each program. Not surprisingly, the more faculty associated with a program, the higher the level of overall research productivity. However, this relationship is not as strong as might be expected; the mean correlation between the number of faculty and each of the productivity indices was .48.

Discussion

In the interest of increasing our knowledge about research productivity at industrial and/or organizational psychology programs in North America, we compiled research productivity statistics of I-O doctoral programs listed on the

Table 1.

Research Productivity Indices by Program and Category

University	# Faculty	Top Ten 1999–2003	Top Ten Career	Total Output 1999–2003	Total Output Career	Overall Productivity Index
Alliant International University-Los Angeles	9	3.07	8.18	13.44	30.22	48.18
Alliant International University-San Francisco	6	0.00	0.00	3.00	5.60	40.20
Alliant International University-San Diego	10	0.00	0.00	5.56	27.67	42.25
Auburn University	4	0.40	2.04	7.67	20.42	42.96
Baruch College, City University of New York	8	4.08	21.44	12.41	54.49	52.49
Bowling Green State University	5	9.07	27.79	26.20	71.75	62.06
Carlos Albizu University-San Juan	9	0.00	0.00	0.47	3.98	39.48
Central Michigan University	5	3.55	19.32	9.48	76.06	52.38
Claremont Graduate University	2	0.00	0.40	7.99	13.62	42.01
Clemson University	7	2.29	6.07	21.94	40.84	49.96
Colorado State University	7	1.52	11.20	9.97	53.37	48.06
DePaul University	4	1.07	4.08	5.11	16.24	42.94
Florida Institute of Technology	3	0.18	0.18	0.18	9.45	39.94
Florida International University	4	3.06	9.00	19.48	52.96	51.25
George Mason University	7	7.28	22.05	28.16	67.88	59.90
George Washington University	4	0.47	0.85	1.66	4.87	40.35
Georgia Institute of Technology	5	3.78	16.96	19.83	64.91	54.00
Illinois Institute of Technology	5	1.79	8.11	8.97	40.84	46.72
Kansas State University	4	0.61	8.26	1.76	25.30	43.02
Louisiana State University	1	2.04	2.04	2.64	3.02	41.94
Michigan State University	8	14.56	81.84	42.31	190.92	87.02
New York University	3	2.24	12.98	25.85	91.71	55.30
North Carolina State University	7	1.68	9.33	4.00	34.66	45.22
Ohio University	2	1.47	5.46	4.61	15.78	43.34
Old Dominion University	4	0.00	7.70	2.49	25.84	42.65
Pennsylvania State University	8	10.06	52.67	37.95	127.27	73.41
Portland State University	4	3.15	6.05	8.66	20.84	46.12
Purdue University	5	2.67	12.14	8.85	30.22	47.38
Rice University	3	2.21	2.21	10.22	13.37	44.63
Rutgers-The State University of New Jersey	2	0.00	11.27	5.06	53.54	45.65
Saint Louis University	4	0.00	0.42	4.65	30.11	42.26
Teachers College, Columbia University	10	3.18	12.98	18.22	71.93	52.91
Texas A&M University	4	5.43	10.58	10.40	31.31	49.81

Table 1. *continued*

University	# Faculty	Top Ten 1999–2003	Top Ten Career	Total Output 1999–2003	Total Output Career	Overall Productivity Index
Tulane University	3	5.57	14.83	10.11	27.02	50.27
University at Albany, SUNY	3	2.01	5.82	4.61	11.79	43.58
University of Akron	7	5.44	26.96	20.18	72.49	57.56
University of Calgary	4	1.94	5.22	18.03	40.52	48.56
University of California, Berkeley	1	1.17	11.16	1.57	25.30	43.91
University of Central Florida	6	2.83	8.10	24.50	71.43	53.33
University of Connecticut	4	0.42	11.79	10.13	33.11	46.00
University of Georgia	7	6.21	19.32	18.85	77.62	56.93
University of Houston	5	0.22	10.45	1.90	27.38	43.24
University of Illinois at Urbana-Champaign	8	8.45	59.36	30.55	154.56	73.15
University of Maryland	5	5.96	31.58	19.36	90.05	59.67
University of Memphis	4	0.00	0.00	4.32	50.35	43.41
University of Michigan	8	2.55	18.18	24.64	100.55	56.68
University of Minnesota	5	8.85	44.13	32.96	107.04	68.50
University of Missouri-St Louis	8	2.64	19.85	14.69	126.05	56.23
University of Nebraska-Omaha	4	0.60	1.60	1.40	7.39	40.68
University of North Texas	4	0.28	0.68	3.12	12.78	41.03
University of Oklahoma	6	2.22	8.74	22.02	64.00	51.86
University of South Florida	10	13.44	51.22	45.18	149.82	79.13
University of Tennessee, Knoxville	5	5.05	25.50	9.51	60.60	53.63
University of Tulsa	4	1.51	4.54	7.33	17.04	43.97
University of Waterloo	4	2.22	3.92	7.55	22.40	44.84
University of Western Ontario	5	4.04	13.47	12.08	39.71	50.11
Virginia Tech University	4	2.07	13.52	6.26	23.54	46.06
Wayne State University	5	4.68	7.42	8.53	22.35	47.65
Western Michigan University	4	0.00	0.00	9.37	25.46	43.04
Wright State University	4	0.70	0.70	3.44	9.79	41.26

Note. "Top Ten 1999–2003" is program output in the Top Ten I-O Psychology Journals (as identified by Zickar & Highhouse, 2001) published during 1999–2003; "Top Ten Career" is program output in the Top Ten journals during the entire publishing career of each faculty member; "Total Output 1999–2003" is total program output during 1999–2003; "Total Output Career" is total program output during the entire publishing career of each faculty member; "Overall Productivity Index" is the *T*-scored aggregation of the four productivity indices.

Table 2.
Descriptive Statistics by Category

	Mean	SD	1	2	3	4	5	6
1. # of Faculty	5.17	2.20	-					
2. Top Ten 1999–2003	3.03	3.25	.41	-				
3. Top Ten Career	13.53	16.00	.44	.91	-			
4. Total Output 1999–2003	12.69	10.75	.51	.85	.81	-		
5. Total Output Career	48.19	40.83	.54	.79	.90	.88	-	
6. Overall Productivity Index	50.00	9.94	.51	.94	.96	.94	.94	-

SIOP Web site. Although this study is similar to previous studies evaluating research productivity of I-O programs, our focus was slightly different. That is, rather than focusing only on the "top" programs, we sought to examine data with respect to the full spectrum of I-O doctoral programs. This allowed us to examine the range and distribution of productivity across all programs.

With respect to the overall index of research productivity, we recognize the urge to simply consider the relative ranking of individual programs. Are we in the top 10? Top 15? However, we believe that it is important to consider the whole picture with respect to research productivity across programs. Our results indicate considerable similarity across programs with respect to faculty size and overall research productivity. The differences between programs are often quite small, and valuable information is lost when only considering the rank position of a program.

It is certainly important to consider the faculty composition of any given program. Again, there is a relationship between the number of faculty in a program and overall research productivity. Thus, program output appropriately reflects the full faculty. However, one should not lose sight of the potential for high-quality programs with a small number of I-O faculty. There is also considerable mobility among faculty. The overall faculty composition of any given program may change substantially from one year to the next. Given the relatively small number of faculty typical of most I-O programs as well as the overall levels of productivity reflected in our data, it is obvious that the addition or loss of one highly productive faculty member may have a tremendous impact on a program's standing. A related caveat of this approach to assessing program research productivity is that it is based on the aggregated productivity of the current faculty. As such, it is not a reflection of all the research conducted within a given program. If, for example, an active researcher joined a particular program at the start of the 2002–2003 academic year, their research record (for the preceding 5-year period as well as their overall career) would be associated with their current program affiliation even if it had actually been conducted at a different location.

It is also quite interesting to examine the extent to which faculty in I-O doctoral programs contributed to the relevant literature over the 5-year period from 1999 to 2003. As noted, the contribution of faculty in I-O doctoral programs accounted for just under 10% of the total articles published in the "top 10" I-O journals. At first glance, this number may seem surprisingly low. There are certainly student authors or coauthors that were not included in our data as well as contributions from I-O program faculty outside of North America. Even so, it is important to note that those journals considered to be the "top" I-O journals are not exclusively I-O publication outlets. Although the *Academy of Management Journal and Review, Administrative Science Quarterly,* and the *Journal of Management* are included in the top I-O journal list, they are broad management journals reflecting very diverse content areas. Given the small number of I-O doctoral programs and faculty relative to traditional management programs, it is not surprising that I-O psychology program faculty represent a small minority of contributors. Similar arguments could be made with respect to journals like the *Journal of Vocational Behavior, Organizational Research Methods,* and the *Journal of Organizational Behavior.* Contribution rates to journals like the *Journal of Applied Psychology, Personnel Psychology*, and *Organizational Behavior and Human Decision Processes* will certainly be higher, but again, contributions to these journals are not exclusive to I-O psychology. In short, our data support what all I-O researchers know—the "top" I-O journals represent a highly competitive academic arena that extends well beyond the bounds of traditional I-O doctoral programs.

In addition to the levels of overall research productivity associated with each program, there is also considerable information to be gained by considering both scores in each category individually and the relationships among the different categories. An examination of the ratio of points in the "top 10 I-O journals 1999–2003" category to points in the "total output 1999–2003" category indicates a fair degree of consistency across programs with an average ratio of 25%. There are, however, exceptions. For example, although the University of Michigan falls above the mean with respect to overall productivity, the ratio of "top 10 I-O journals 1999–2003" to "total output 1999–2003" is just 8.7%. This suggests that quite a bit of faculty research is directed at outlets other than the traditional "top 10" I-O journals and may represent areas of interest other than those considered mainstream I-O research. Similarly, a relatively large ratio between either "top 10 1999–2003" and "top 10 career" or "total output 1999–2003" and "total output career" may be indicative of a more junior faculty. To illustrate, Wayne State University has a "top 10 1999–2003" to "top 10 career" ratio of 63% (compared with an average of 30%).

In summary, although previous investigations have tracked faculty research productivity as an indicator of the quality of the "top" I-O programs,

our investigation attempted to gauge the full range of research productivity across current doctoral programs. Our goal was to provide a relatively comprehensive (i.e., inclusive) picture of the level of publication-based productivity occurring at I-O psychology doctoral programs in North America as well as an indication of the standing of individual programs.

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What I Learned Along the Way

Frank J. Landy

The twists and turns of a career in I-O psychology remain the theme of this column. **Monica Hemingway** followed the traditional path that began with the study of subcutaneous fat, continued through the normal "feeder" positions of bartender, grape picker, and sheep herder, culminating in a position of research assistant in which she spent most of her time hiding from the researcher to whom she had been assigned. **Bob Lord** saw grad school as a way out of being drafted (it didn't work), cut a class taught by Herb Simon to watch the Detroit Tigers in the World Series assuming his absence would not be noticed (it didn't work), and eventually settled down to the hard work of donating time in reviewing the work of others and embracing others' reviews of his own work (it did work). **Bill Macey** traveled to his current position by being the only one around the department on a Christmas holiday and having the good fortune to marry a partner who required substantial dental work. Interested? Go read.

Remember that this column depends on your submissions—recollections of serendipitous events that played a significant role in getting you to the place you currently occupy. Send those recollections to me for future columns.

A Long and Bumpy Road

Monica Hemingway
Dow Chemical Company

My path to I-O psychologist and "selection person" wasn't exactly a straight road—there were several major bumps along the way. In high school, I decided I wanted to be a medical doctor, so I went off to university to study life sciences/pre-med. Two years later I finally realized that (a) I didn't like doctors (Perhaps a result of too much time spent in the ER after one of my many injuries?) and (b) I didn't like genetics, chemistry, or biology very much. In fact, the only truly interesting course I'd taken was an elective in psychology. So, much to my parents' dismay, I changed majors to psychology (bump in the road #1).

My honor's thesis was on the impact of localized subcutaneous body fat on skin surface electromyographic recordings of paraspinal muscle activity. It didn't have much to do with psychology (which is perhaps why I enjoyed it so much), but I made up my mind to pursue a PhD in clinical psychology, specializing in pain management. Then came my thesis defense—I failed (bump #2). Apparently the thesis wasn't "psychological enough." Eventually it was accepted (and published in *Biofeedback and Self-Regulation*—my first pub!) and I graduated, but by then I'd given up on the idea of grad school

and taken off for what turned into a 2-year backpacking trip around New Zealand, Australia, and Southeast Asia.

I worked a lot of odd jobs along the way (bartending, picking grapes, tending sheep, braiding hair) but the one job that ended up as bump #3 was as accounts manager in an infertility clinic in Sydney, Australia. The accounts department was a mess. We were billing clients for maternity care when they hadn't even gotten pregnant. Not a good thing when you're dealing with women taking massive doses of hormones…. So I reorganized the department and lines of communication between the lab, nurses, doctors, and accounts department. By the time I left, we had fixed all the billing problems and thankful women were bringing me bouquets of flowers. That's when I thought "I could do this for a living—it's always nice to have flowers in the office." Seriously though, I enjoyed the experience immensely and decided to pursue "it" as a career. I just had no idea what "it" was. I'd never heard of I-O. So when I got back to Canada, I called up a bunch of management consultants, asked them what sort of training they had, found out I could get a PhD in this thing called I-O psychology, and started applying to grad schools.

The next year I started in the I-O PhD program at Bowling Green. I spent that first year hiding in people's offices whenever I heard Carlla Smith's voice in the hallway. I was her research assistant. I knew I wanted to study climate and culture and occupational stress; I definitely wasn't interested in the "I" side of things. So when I was deciding which school to go to I'd called Carlla and asked if it would be possible to work with her if I came to Bowling Green. Her reply, in a distinct Texas drawl, was "Honey, I don't know what it's like in Canada but this is a free country, you can work with whoever you want." It took 2 years before I stopped being scared of her! In any case, I was well on my way to a career in occupational health psychology and feeling pretty good about it.

Then came bump #4: an internship at Procter & Gamble doing selection work. I knew I hated selection, but hey, it was good money. After that internship I decided that maybe selection wasn't all that bad after all so the next year I went back to P&G for more. It was growing on me. Maybe this was the career for me. So when I graduated I went to work for a consulting company doing research in applied linguistics. What does that have to do with selection? Nothing. Key learning here: Never accept a job offer without a written agreement! The job I thought I'd accepted didn't actually exist (bump #5). When I showed up for work they didn't know what to do with me so I ended up as European business manager, senior statistician, and test development manager (yes, all three roles together) for an English language testing program. Not quite what I'd had in mind but it did have one advantage, I got a huge dose of global exposure, working mostly with clients in Japan, Korea, France, and Argentina. The international component added a degree of excitement and complexity not found in domestic I-O work. I've lived and

worked in five different countries and have never really thought of myself in terms of any one citizenship, cultural background, language, and so forth, so global work was a good fit. Finally, I knew what I wanted to be when I grew up, an I-O psychologist specializing in global selection. Two years later I went to Dow Chemical to lead the design and development of selection processes worldwide. What a blast! For 3 years life was good. This was exactly what I wanted to do. But slowly over the next couple of years I strayed away from selection, ending up as a Six Sigma Black Belt (bump #6). Interesting work (a useful skill set to learn and it's good to speak the "language" of Six Sigma) but not where I wanted to be. So in January, I dove back into the world of selection and joined PRA (now Valtera) in Chicago. Who'd have thought that a soft and fuzzy "O" type would end up very much on the "I" side of things and happy to be there?

When I look at my MD friends from the university I think how lucky I am to have run into so many bumps in the road. Without those bumps I'd probably have ended up as a family doc somewhere in the Canadian wilderness!

Good Theory and Good Colleagues Can Make Psychology a Lot of Fun

Robert G. Lord
University of Akron

When I entered the University of Michigan in 1964 as an engineering student, I had little knowledge of psychology and no thoughts of becoming an I-O psychologist. But I was open to new ideas. By my sophomore year, I realized that I was more interested in economics than engineering because of its strong unifying theory but also because it seemed more relevant to national issues, and I liked my professors better, so I changed my major to economics. However, as I considered graduate school and a career as an academic, I thought psychology would be a better career choice. Where economic theory made assumptions about human behavior such as the idea that people were rational decision makers, psychology actually tested these assumptions, finding them to be generally incorrect.

I went to Carnegie-Mellon University (CMU) for graduate school, in part, because I was impressed by the work of Herb Simon in both economics and psychology (his notions of satisficing and bounded rationality have been relevant to both fields and later won a Nobel prize in economics) but also because at CMU they would let me teach as a graduate student and hopefully avoid the draft. For those who do not remember the 1960s, the war in Vietnam was not popular even at its beginning, and it put many of us in conflict over whether to participate. CMU turned out to be a great choice, but it did not work out exactly as I hoped.

I entered graduate school in 1968, but was drafted anyway. I spent 1969 and 1970 in the Army but was lucky enough to be sent to Germany rather than Vietnam. Overall, being in the Army was a much more positive experience than I had expected. I met people from all over the country and from very different backgrounds. (Until then I had lived a typical upper-middle class life in a suburb of Detroit.) I also learned that if you have a job to do, you do it and do it well—no excuses and no procrastination. This lesson served me well later on as reliable role performance is required by most organizations.

I resumed my graduate studies in early 1971 and graduated in August 1974. While I was there, CMU created a wonderful climate for graduate students, making us feel more like faculty than students (both graduate students and faculty attended psychology department faculty meetings and many other professional/social functions) and making us believe that we could make important contributions to psychology, which some of us did. Decision making and problem solving were exciting issues for faculty members at this time, and I was fortunate enough to take courses from Hillel Einhorn and Herb Simon on this topic. It was especially stimulating to read the classic book by Newell and Simon (1972), *Human Problem Solving*, both in draft versions and after it was published. The book is almost 900 pages, but the draft version was even more impressive, creating a stack of paper about a foot high that Simon handed out on the first day of class. That left an impression!

Later I read several other classic books by Simon, but what really surprised me was how he found out that I went to the World Series the one time I cut his class. (Detroit lost that game 10–1, but they did win the 1968 series). The next day he started class by asking me if I enjoyed the World Series. That was characteristic of Simon, he always seemed to know more than he should, yet he was approachable and interested in students as well as their ideas and experiences. Like all CMU psychology students at that time, I developed a detailed understanding and appreciation of the notion that you could build artificial models of human cognitive processes that could be implemented on computers and that these computer programs provided reasonable theories regarding how cognitive processes operated. This idea was a radical departure from the experimental, behaviorist orientation that dominated psychology at that time. However, I did not realize that this was a revolutionary idea, as it was certainly widely accepted at CMU. Later I grew to appreciate the fact that this was indeed a novel perspective that could be applied productively to many topics such as social cognitions and performance appraisals.

Often we don't realize the consequences of some experiences until many years later. My experiences at Michigan and particularly at CMU have had three important effects. First, I received great educations at both institutions. Second, I had wonderful mentors, whether in economics or psychology, and got caught up in the intellectual excitement that permeated both universities. Forty years later, I still find new ideas exciting. Third, I learned to cross conceptual

boundaries in pursuing problems, and I saw many other faculty do this rather successfully. For example, early in my career we were very successful in applying cognitive theories of categorization to explaining leadership perceptions, and more recently we have had some success in understanding the role of neural networks, emotions, and physiological mechanisms in motivation.

One consequence of such experience was a preference for theory that is sliced thickly. (This preference applies to cake as well.) Personally, it's the broader understanding in terms of multiple theoretical perspectives that makes the more narrow practical questions interesting to me. One example pertains to research on control theory that I began in the early 1980s with **Mike Campion,** who was then a young graduate student from Minnesota. Our initial focus was on the topic of changes in goals over time, but subsequent work with **Mary Kernan** and **Paul Hanges** helped me see the broader relevance of hierarchical self-regulatory systems for understanding the interaction of both goals and feedback.

Although it is exciting to learn new ways to think about research problems, my experience is that there is also a hidden challenge, namely to convince colleagues (or reviewers and editors) that nontraditional orientations toward a phenomenon are interesting and worthwhile. I learned this lesson early in my career in 1976 when **Mike Rush, Jay Thomas,** and I sent our first article on implicit leadership theories to *JAP*. It was rejected with a one-paragraph review saying that it was a "decrement, rather than an increment to the leadership literature." We didn't save that review! Reactions at *OBHP* were more positive, perhaps because the article's theoretical orientation was a better fit with this journal. Whatever the reason, this article was published in 1977, and it started a long series of studies with many students and colleagues that is still receiving attention today. The obvious lesson is not to let one (or two) bad reviews hold you back. There is a second lesson here, which took me much longer to realize. That is, although conventional research is easier to do and publish, integrating typical I-O topics with broader theoretical perspectives like categorization theory can produce research that has a greater long-run impact.

Another lesson I learned along the way was that it generally takes more time than you first realize (and more feedback from others) to do a good job, whether the task is conceptualizing theory, analyzing data, or writing. This has been the case with my understanding of the role of cognitive processes, which, though starting out in the 1960s, benefitted from teaching graduate courses in information processing for many years. It is also true of my work on leadership, motivation, and self-regulation, and more recently on emotions. Similarly, initial data analysis rarely works the way we anticipate. I can easily recall several instances when it took multiple years to find the right way to analyze data or to find ways to filter data to reveal what you wanted to see. For example, an early study I did with Jeff Hohenfield in 1979 on the performance of major league baseball players supported none of our predictions until we real-

ized (far too slowly in retrospect) that data from players with less than 50 at bats should be ignored—no modern major league batting average should be above .400! Writing and rewriting also take time. First drafts probably should not be shared with colleagues, and especially not with advisors, reviewers, or editors. Patience, rethinking, and rewriting generally improve the product.

Looking back on my career, I can see where a few people had major impacts that could not have been anticipated when I first met them. **Jerry Barrett** and **Ken Wexley** convinced me to come to the University of Akron, but it was the long-haired hippy Jerry brought with him from Rochester, who was wearing a peace necklace and cut-off jeans when I first met him, who had the most impact. For those of you who didn't know him then, that was Ralph Alexander, who was to be a friend and colleague for the next 19 years. Until his sudden death in 1993, Ralph was always there in the office next door to answer statistics questions, talk about the field, or just go have a beer. Jerry Hunt was another important person, who I first met at one of his biannual Carbondale, Illinois. leadership symposia in the late 1970s. What I didn't realize then was that Jerry had a unique talent for bringing leadership scholars together, making the events exciting, and finding ways to publish the resulting work. He has done this repeatedly in many forums. Jerry had an early effect on me personally, and he has had a lasting effect on the leadership field. Remarkably, Jerry is still doing that today!

Another important event was **Neal Schmitt** inviting me to serve as an associate editor of *JAP*. (I have no idea when I first met Neal.) That kept me busy for a number of years. What I learned from this experience is that good reviews and receptive authors can often improve work immensely and that many people are willing to donate their time and effort to improving the work of others. Although the review process is sometimes frustrating, it is really a remarkable system.

What did these individuals have in common? All three worked hard over a number of years, were good thinkers, were committed to developing the field of I-O psychology, and brought others along with them. I have tried to do the same and have had lots of fun doing it.

Dental Plans and Career Paths: Making the Connection

William Macey
Valtera Corporation

It appears I was a lucky person early in my career The good breaks that came my way seemed to result from just being in the right place at the right time. Of course, that's my perspective with the benefit of hindsight. Sometimes, things don't look quite as good at first as they later turn out to be. Let me explain.

In December of 1973 I was an ABD in the experimental program at Loyola University of Chicago. Looking forward to an academic career, I was

nonetheless more than a little concerned because jobs were particularly scarce at the time, and I had visions of an appointment in a major university setting. The holiday break from classes had just begun, and I was sitting outside the office of Homer Johnson who was department chair at the time. Homer called me into his office and "suggested" I take advantage of an opportunity to apply for a position at North Central College in nearby Naperville, Illinois. It seems that he had just received a call from Olga Engelhardt, chair of the psychology department at North Central, who had an immediate need. I told Homer that the "opportunity" wasn't exactly what I was looking for (I had a much grander "career vision"), but he essentially suggested that I might not have another chance in the short-term to find a position of any kind. The job market was just plain awful, and looking back, it would be an understatement to say that I probably had more than a slightly overblown sense of self-worth. At any rate, I went for the interview and was offered a position to start on January 2, 1974! The timing couldn't have been better, as my wife had just told me she was pregnant with our first child. I hardly felt in a position to say "not interested."

That opportunity turned out to be all that I could have ever hoped for in a first, or any, position. I completely enjoyed every second I was there. The faculty–student interaction was terrific, and I had a small decision-making and perception lab that absorbed much of any slack time I had outside of classes and the normal administrative stuff. Nonetheless, I found myself forced to look for employment elsewhere. Why would I leave if I was so happy? And what does this have to do with I-O psychology?

Well, soon after joining the faculty, Olga introduced me to the I-O field and its opportunities. It's difficult looking back to identify the exact time and place, but somewhere during my first year there, I became convinced that I-O was a better fit for me. Olga, a Division 14 Fellow, who also possessed a significant consulting background prior to her time at North Central, gave me enormous support as I struggled to absorb a new literature and learned that practice could be combined with science.

Of course, I could still have stayed on at North Central, following my new research and teaching interests. I was comfortable in the academic role and probably would have simply stayed my course there for a career. But, a different challenge provided redirection. It seems that my wife had a significant dental problem, the initial payment for which was around 5% of my yearly income. Unfortunately, North Central didn't provide any form of dental coverage. As I knew that we were facing even more extensive dental fees going forward, I decided that it was time to consider a career change if for no other reason than to find improved healthcare benefits. It was my new I-O orientation that created the opportunity. To make a short story even shorter, I left North Central to take an HR staff position at a local Chicago company, and quickly thereafter a position in human resource planning at Miller Brewing Company

in Milwaukee. They both had good benefits—including dental! It was soon after joining Miller that I met **Erich Prien**, who became my close friend, mentor, and advisor. Erich provided the guidance I needed to round out my I-O background. Were it not for my wife's dental care needs, my path might never have crossed with Erich's, and I might still be in a small college environment. Nothing wrong with that, but I'm quite fortunate that it all turned out.

You might take my little stories to mean that I see these events as sheer luck. There is certainly something to be said for being at the right place at the right time, but many other events in the years since I founded my own firm have led me to recognize that it's the small things you do that make for success. Looking back, I'd like to think that it was because I was the only graduate student around the departmental offices during the holiday break that led Homer to call me in his office. It may be self-flattery, but I'd also like to think that it was my own effort and willingness to invest the time necessary to retrain in I-O that made my mentors see some degree of potential. Regardless, I'm grateful to many for the opportunities they've provided. By the way, our family dentist tells us we've done much to support his lifestyle, so I'm grateful to our insurance providers as well!

Miguel A. Quiñones
University of Arizona and Chair of CEMA

Winfred Arthur
Texas A&M University

A critical issue for SIOP's Committee on Ethnic Minority Affairs (CEMA) is helping our society become more diverse and inclusive. Those of us who have been attending the SIOP conference for many years get the sense that diversity is indeed increasing. However, during the CEMA business meeting at the SIOP conference, a number of minority students shared the fact that they are often the only minority student in their program, and their faculty do not have any minority representation. There are others who point out that diversity at SIOP is still fairly low and major efforts are necessary to increase diversity in our field. However, to date there has been little to no data concerning minority representation at SIOP.

Perhaps a first and important step in addressing this issue is to get a snapshot of where we are so we can have a basis from which to gauge our progress as we move forward. Toward this end, this column focuses on documenting minority representation in our field by examining four specific stakeholder groups. These groups include (1) SIOP members, (2) SIOP student affiliates, (3) faculty in PhD I-O programs, and (4) students enrolled in PhD I-O programs. Although there is some overlap between Groups 1 and 3 and 2 and 4, not every faculty or student is a member of SIOP (a separate, yet important issue).

The data reported here are limited to programs in the U.S. that offer a PhD degree in I-O, organizational, or social/organizational psychology. In addition, minority status refers to individuals identified as African American and Hispanic. The source of the data includes information from SIOP's membership records as well as the graduate programs in the I-O database. A few caveats about the data are worth noting. First, SIOP members and student affiliates are not required to identify their ethnic identity. In fact, a significant number (13.3% of members and 80.1% of student affiliates) leave this information blank when registering their membership information. Second, the I-O graduate program database is voluntarily submitted and updated by program directors (or their designates). Therefore, it is possible (in fact likely) that data from some programs are more accurate and up-to-date than others. It is because of these issues that we chose to include data from various sources in order to get a comprehensive view of the current state of minority representation in I-O graduate programs and SIOP.

Table 1 presents the total number of faculty and students from the 65 U.S. PhD programs in the graduate program database as well as the number of SIOP members and student affiliates in the membership database. Of the 337 faculty members in doctoral I-O programs, 6.8% of them were identified as minorities in the graduate program database. If you consider the 3,687 total full SIOP Members (composed of faculty and practitioners), 4% were self-identified as minorities. In terms of students, the graduate program database reports that of the 1,349 students enrolled in doctoral programs, 22.5% of them were identified as minorities. Interestingly, only 3% of SIOP student affiliates were self-identified as minorities. Given the fact that race data were available for only 20% of the student affiliates, the discrepancy between the graduate program database and membership percentages could be due to fewer minorities choosing to report their racial identity. On the other hand, it could also indicate that fewer minority graduate students choose to become SIOP student affiliates. More data is needed before any definitive conclusion can be reached.

Table 1

Group Composition Based on SIOP Membership Data and the Graduate Program Database

Group	Total	# Minorities	% Minority
I-O Faculty	337	23	6.8
Enrolled Students	1349	304	22.5
SIOP Members	3687	149	4.0
SIOP Student Affiliates	2857	86	3.0

The graduate program database suggests a substantial gap between the percentages of minority faculty relative to those of minority students. These data seem to validate the experiences reported by minority graduate students concerning the relative lack of minority faculty in their programs. In fact, a study conducted by the APA in 2000 found that 11% of faculty members in doctoral-level departments of psychology were members of an ethnic minority group (2000 Graduate Study in Psychology, APA Research Office). This suggests that not only are I-O minority faculty numbers low relative to those of minority graduate students, but they seem to be low relative to psychology faculty in general.

The SIOP membership numbers can be compared to APA membership data to get sense of where our society stands. In 2000, 3.8% of APA members (including Associates, Members, and Fellows) were identified as African American or Hispanic (2000 APA Directory Survey, APA Research Office). Thus, the percentage of minority SIOP members is very comparable to those

belonging to APA. It should be noted that 17.3% of APA members did not identify their race (a number comparable to the 13.3% of SIOP members).

The purpose of this column was to present some data regarding minority representation among I-O faculty, students, and SIOP. Our intent is to provide some context to the issue of minority representation in our field. We understand that diversity and inclusiveness are more than just numbers. However, the data presented here suggest that we have some distance to cover in terms of minority representation in our field.

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Going Global:
Opportunities and Threats
for I-O Psychology

Michael M. Harris
University of Missouri-St. Louis

Globalization of the workplace is no longer a trend; it is a cliché. I propose that globalization will offer new opportunities for, as well as threats to, I-O psychology. Furthermore, I contend that I-O psychology remains largely a North American field, despite the fact that there are good scholars and practitioners around the world and growing interest in international research in I-O journals.

In the remainder of this column, I address new opportunities for I-O psychology, such as helping facilitate global alliances between different organizations. I also address new challenges, such as the possible effects of offshoring on I-O psychology. I conclude with several recommendations for I-O psychologists.

New Opportunities

The globalization of the workplace will place new demands on employees to develop their global competencies. In the past, employees were sometimes sent as expatriates, or expats, to acquire new competencies. I-O psychologists have the opportunity to become more involved in deciding whom to choose as an expat and in preparing expats for their assignments. My impression, however, is that to date, I-O psychologists have not played a major role in these activities, despite the fact that we are experts in selection, training, and related areas. This is disappointing, particularly because surveys suggest that although there are fewer traditional expats (i.e., people who move to another country for a period of several years), there are new models for expat assignments, including virtual expat assignments, where employees continue to live in their home country and interact through technology and brief visits with facilities in another country. My hope would be that as the expat role becomes increasingly complex there will be greater need for I-O psychologists to assist in selecting and preparing expats for their assignments.

Not all employees will have expat assignments, of course. However, as more organizations develop overseas alliances and partnerships, employees will increasingly interact with individuals from different cultures. Selection and training for these interactions will become more important, providing opportunities for I-O psychologists to become involved.

Finally, as more organizations develop and participate in global alliances, partnerships, and even mergers, I-O psychologists will be needed to facilitate organizational change. Given the many cultural differences that may exist between companies from different countries, I-O psychologists should be able to play a significant role in facilitating such relationships.

Now that I have outlined some global issues that might require greater involvement by I-O psychologists, I offer some interesting practical questions that are raised by these issues.

1. *What competencies are needed to be successful in a cross-cultural environment?* I have seen various different lists of competencies that are related to cross-cultural competency, but one set that especially appeals to me includes such dimensions as rapport building and listening orientation. Determining the relevant competencies will be important in selecting and training managers to be effective in cross-cultural interactions. Beyond work-related competencies, there is a large body of research on other factors, such as family adjustment, that affect success of expats. This literature may also be helpful in identifying relevant factors for selection and training.

2. *What kinds of learning experiences are best suited for developing managers' cross-cultural skills?* With a little bit of thought, one can generate a range of potential activities, including mentoring someone from another culture to assisting in opening a facility in another country (e.g., choosing employees, designing compensation programs). I-O psychologists can make a valuable contribution by developing a comprehensive list of developmental activities.

3. *How generalizable are I-O psychology tools and methods?* An important question is whether our practices (e.g., tests) are generalizable to all cultures or whether there are important differences. Although there is a slowly emerging literature as to whether tests that are valid in North America are likely to be valid in other cultures, much more work needs to be done for these and other practices. There will be, I expect, a variety of differences in how I-O psychological practices generalize. There are certainly cultural differences in personnel practices. At the simplest level, basic practices differ from country to country. Graphology is apparently still popular in parts of Europe, for example, but in the U.S., most people would be extremely reluctant to use this tool for hiring.

4. *How can organizational culture be changed to support cross-cultural skills?* A relatively recent finding is that repatriation of expats (i.e., when employees sent on an overseas assignment return to the home country) is problematic and repatriates often leave the organization shortly afterwards (one source reported that 20–50% of expats resign within a year of returning). Although there are several reasons for the problems encountered by repatriates, one problem appears to be a general lack of organizational support for cross-cultural skills and experiences. I-O psychologists may be able to help organizations change, such that repatriates are more successfully transitioned back to their home offices.

In sum, I-O psychologists have much that they can contribute to a global workplace. Indeed, I would predict that if organizations were more familiar with our capabilities, there would be much global demand for our expertise. I suspect that although many U.S. organizations are unfamiliar with I-O psychology, companies in other countries are even less familiar with what we have to offer!

New Challenges

I foresee two challenges to my otherwise optimistic description of opportunities for I-O psychologists in a global workplace. One major challenge is that I-O psychologists may not be prepared to deal with a global workplace. As noted above, I believe that our field is largely based on North American research and practice, and I-O psychologists may be ill prepared to address cultural differences. Furthermore, I-O psychologists may be perceived as not having the relevant experience and skills for working in culturally diverse settings. Of course, this means that I-O psychologists should develop the necessary skills and experiences and must be able to prove their worth in this regard.

The second challenge is the offshoring of I-O psychology. Offshoring in general has been the focus of a great deal of attention in the popular media and has sparked a good amount of controversy in some circles. The range of occupations that is being offshored seems to have expanded beyond customer services, computer programming, and manufacturing. Tax work, medical-related services (e.g., interpreting laboratory test results), and legal work are among the tasks that are now being offshored, at least on a trial basis. It would seem to me that many I-O activities could be easily offshored, including literature searches, data collection, data analysis, software development, and report writing.

You might ask, what's wrong with I-O psychologists from other countries doing the work of I-O psychologists from North America or other countries? Nothing, really, unless you are an I-O psychologist losing your job to someone else. I suspect, however, that the actual threat is that a good deal of this work (e.g., data analysis, literature search, report writing) may be given to non-I-O psychologists. Of course, I am not suggesting that I-O psychologists in the U.S. will be completely supplanted by others from the rest of the world. A successful I-O psychologist must have good interpersonal skills and customer contact is very important. Face-to-face interaction is likely to remain important, at least in initial contacts with customers, and is particularly important for building trust. Ultimately, the ability to offshore some of our work may simply mean that our roles as I-O psychologists will change, enabling us to play a more strategic role than in the past.

In sum, although I believe that globalization offers many new opportunities for I-O psychology, there are some important challenges that must be met as well.

Implications for I-O Psychologists

Based on the opportunities and challenges described above, here are some likely implications for I-O psychologists.

1. *Greater cross-cultural training will be valuable.* I have not conducted a survey, but I would bet that few I-O psychology PhD or master's programs offer a course in cross-cultural issues. Students will probably need to go to other departments (e.g., anthropology or business) to take such courses. I-O psychologists who have completed their formal education may be able to locate a seminar (e.g., SIOP preconference workshop) or take a course at a local university on cross-cultural issues. There are various books available; my favorite is the *Handbook of Intercultural Training* (by Sage Publications), which provides a good theoretical and conceptual background to cross-cultural training.

2. *Overseas experience is recommended.* I recommend that I-O psychologists find opportunities to travel overseas and experience life in other countries. This might be part of a company-sponsored opportunity or even a vacation. There may be brief volunteer opportunities in other countries, where not only will you have the chance to help other people, but you may gain valuable cross-cultural experience, as well as new personal networks. As noted above, there are many different developmental experiences that can provide cross-cultural experience; I-O psychologists should consider these opportunities to advance their own careers.

3. *Study the political/legal environment of different countries.* Especially when it comes to laws, I think people tend to have a difficult time thinking from the perspective of a different country. Employment laws, for example, can differ widely from country to country. In the testing area, the European Union (EU) has a major law that affects the storage and privacy of information gathered from job applicants. I-O psychologists operating with EU countries need to become familiar with these and similar laws to avoid violations.

Interestingly, at the 2005 SIOP conference, I participated in a panel that addressed test security and copyright issues. Among the things I learned was that I-O psychologists need to be careful about violating copyright laws when it comes to test usage. One panelist gave an example of a company in another country that had merely translated an existing test into their native language, thinking that this was a new test that they could use. According to the panelist, translating an existing test into another language does not nullify the original copyright. I-O psychologists need to be extremely careful, then, in how they use existing materials. This is just one example of the many issues that may arise when acting in a global capacity.
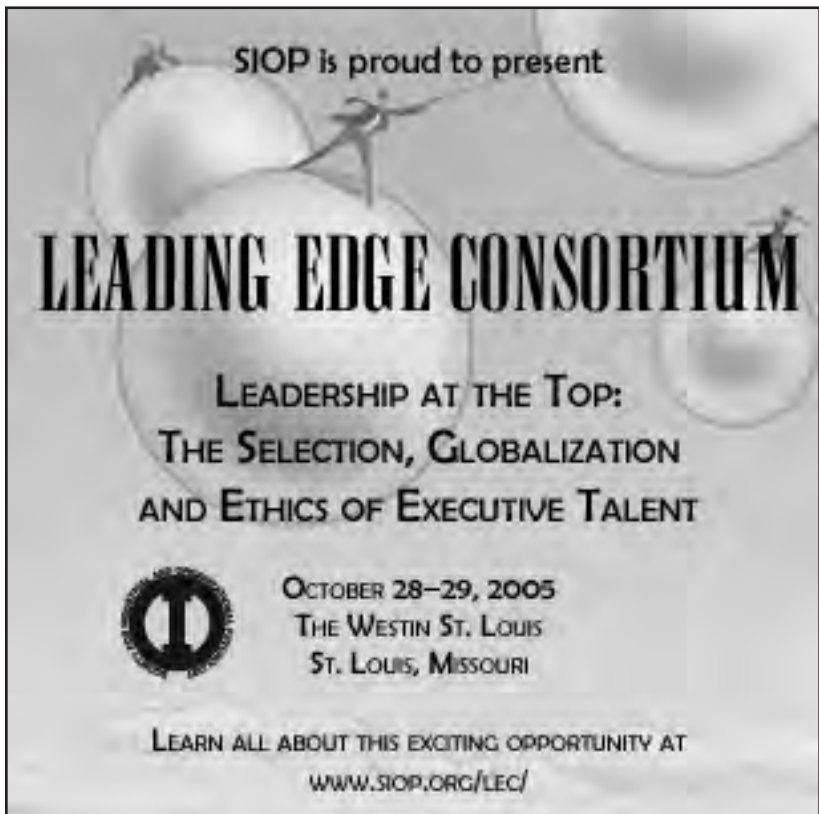
On a personal note, I have become far more involved in international I-O psychology research and collaboration in the last few years and have come to particularly enjoy the global contacts I have developed. Not only is the relat-

ed travel a good learning experience, but I have found that it has expanded my understanding of world politics and issues. I have also had the opportunity to develop lasting friendships with people in our field that I greatly value.

Conclusion

In conclusion, I believe that in order for our field to remain relevant, we must collectively become far more international in our outlook and exposure. There are many ways to do this, both on an individual and collective basis. Ultimately, when our annual SIOP conference is held in a country other than the U.S. or Canada, we will know that our field has become far more global. I think that event will reflect a significant change in I-O psychology.

Please send me comments and reactions to this column (mharris@ umsl.edu). If there are enough responses, I will publish your comments (specify if you wish your comment to be anonymous or not) with my reactions. I look forward to hearing from you!

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Natalie Allen
University of Western Ontario

Our visiting **Changing Places…** columnist in this issue of *TIP* is **Boris Baltes** from the Department of Psychology at Wayne State University. Boris recently spent 10 months on sabbatical at the Humboldt University in Berlin where he continued his research on biases in performance ratings. It appears that Boris's time in Berlin was both enjoyable and productive—at this year's SIOP, his name appeared on no fewer than six presentations! In what follows, Boris offers some thoughts about the personal, scientific, and professional benefits of his IWE, as well as some practical tips.

Detroit to Berlin: A German American in Germany

Boris Baltes
Wayne State University

Where and when was your IWE?

My sabbatical was spent in Berlin, Germany in the psychology department at the Humboldt University. My host and sponsor at the Humboldt was Dr. Peter Frensch, who is a cognitive psychologist with whom I am working on a paper focusing on the cognitive mechanisms underlying race biases in performance ratings. The Humboldt University is one of three large universities in Berlin and is also the oldest. Interestingly enough, all three of the universities in Berlin offer a PhD in I-O psychology, so there is plenty of opportunity for I-O researchers and graduate students for collaboration. The time frame of my sabbatical was May 2004 until March 2005. Partial funding of my sabbatical was made possible through the Humboldt Foundation (no connection to the Humboldt University). The aim of the Humboldt Foundation is to grant research fellowships and research awards to highly qualified scientists and scholars to enable them to carry out research projects in Germany and to maintain the resultant academic contacts. One of the main purposes of the fellowships is to foster international research collaboration. The fellowships not only provide stipends for visiting researchers but they also help with most aspects of getting settled, as well as paying for language courses for both the fellowship recipient and his/her spouse. It is a wonderful program, and I would encourage any person that is thinking of spending time in Europe (Germany must be the home base but multiple institutions in Europe can be visited) to consider applying for one of the Hum-

boldt programs. More information on the Humboldt Foundation can be found at http://www.humboldt-foundation.de/en/.

What motivated you to choose this location?

The reasons I had for spending a year in Germany were both scientific and personal. From a scientific perspective I believe that my "American" research on the role of ethnic stereotypes in performance appraisal and evaluation of work performance has the potential for intercultural transfer and collaboration. On a personal level, I was born in Germany and felt the need to expose my son and wife to the culture that is important to me.

Tell us something about what you worked on. What was your "typical workday?"

The only responsibility I had while in Germany was to carry out my proposed research project and to interact with German scholars as much as possible. To accomplish the second goal, I gave talks at several German institutions (i.e., University of Giessen, Free University of Berlin, International University of Bremen, and the Humboldt University).

My research project explored whether research in the United States that has found support for the notion that Whites are in general rated more favorably than Blacks is generalizable to similar situations in Germany. Specifically, recent research has begun to examine the negative stereotypes that Caucasian Germans may have against certain ethnic groups, such as people of Turkish descent. The findings from this research are very similar to what is found in the United States. That is, negative stereotypes were found to exist in Caucasian Germans with respect to Turkish people. Given the ever increasing heterogeneity of the German population as well as recent research that points to real job discrimination against people of Turkish descent, it seemed important to conduct research that would examine the relationship between these stereotypes and outcomes (e.g., performance ratings) in Germany. Thus, the main purpose of my research project in Germany involved examining the effect of negative Turkish stereotypes on work-related outcomes. The preliminary results of my study do indeed support the hypothesis that individuals with negative attitudes towards Turkish individuals demonstrate discrimination against Turkish job applicants.

Speaking as an I-O psychologist, what did you get out of the experience?

One thing that struck me was the lack of knowledge I had about what was being done in German I-O psychology. Specifically, it was disconcerting to find out that one question I was interested in doing research on, because it had not been done in the English literature that I was familiar with, had been addressed in the German literature. It really just points out the inefficiency in how research results are disseminated, especially when one is talking about results in two different languages. In any case, it led me to spend more time reading German journals. In several instances, I found articles that demonstrated to me how large a disconnect there can be between similar lines of

research in two countries. I think this helped make me realize that, although the main research language of the world is still English, there is very relevant research in foreign language journals that seems to often remain unknown to English-speaking researchers.

How did your family react to the IWE?

My family was, to some extent, the main reason for taking my sabbatical in Germany, and they had a great time. I was lucky in that I already spoke German and my wife had been taking courses before we left, as well as while we were there. We also made sure that our 4-year-old son was put into a German daycare as soon as possible and, thus, his German was fluent by the time we left. His learning German so quickly was perhaps the most amazing part of the sabbatical and one main reason I would encourage everyone with young children to consider spending a sabbatical in a foreign country.

What were the "best" and the "worst" aspects of the IWE?

The best aspect of our experience in Berlin was that we lived in the heart of the city without the usual safety concerns of many larger American cities. We had everything (e.g., shopping, restaurants, parks) within either walking distance or a short ride on the excellent mass transit system. Living without the need for a car and the long commute from the suburbs is wonderful, and I wish it were a viable option for families in more American cities.

The worst aspect of the experience was probably the fact that I felt somewhat disconnected from my colleagues and graduate students at Wayne State University. Even though I made an effort to stay connected through telephone and video conference calls, it was not always easy to maintain these relationships. Of course, this feeling of getting away is what some people would argue is the best part of a sabbatical.

What advice would you give to SIOP members interested in IWEs?

My trip was relatively easy from a cultural viewpoint because I had lived in Berlin before and spoke German. I think people considering a foreign sabbatical/assignment should be aware that although it is fun, and in my opinion well worth it, it can be very stressful for both them and their family. Taking language and/or culture courses before going is a definite must. Also, having help with setting up living arrangements and navigating one's way through the bureaucracy of a foreign country is a great help. Again, this is one reason to apply for a fellowship such as I mentioned above. Usually, these fellowships come from foundations that have support staff to help researchers when they arrive.

Note: Boris Baltes is an I-O psychologist (PhD in 1998, Northern Illinois University) and an associate professor in the Department of Psychology at Wayne State University. He can be reached at: b.baltes@wayne.edu.

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Lori Foster Thompson
North Carolina State University

Greetings, and welcome to the July edition of **Spotlight on Local I-O Organizations!** As noted in the last issue of *TIP,* **Michelle Donovan** has retired from this column, leaving me with substantial shoes to fill. I am excited for this opportunity, and I hope you'll enjoy what's on the horizon.

Throughout the past 11 columns, Michelle has taken us on a road trip of sorts, showcasing I-O networks and organizations from one end of the U.S. to the next. Well, *TIP* readers, it's time to grab your passports. In the next few columns, I'd like to broaden our **Spotlight** just a bit.

If you attended the 20th Annual SIOP Conference in Los Angeles, you probably bumped into an international member or two. Perhaps you even attended one of the meetings on "international I-O," such as the poster session on global diversity, the reception for international members, or the open meeting of SIOP's International Affairs Subcommittee. Clearly, I-O and SIOP are responding to the globalization of the work world by becoming increasingly international in scope.

How do our overseas colleagues manage to meet, learn, and connect with neighboring others pursuing complementary professional interests? The next few **Spotlight** columns will address this question. Let's head to Canada first to learn about Ottawa's local I-O meeting scene.[1]

The Ottawa I-O Psychology Group: Meeting, Networking, and Sharing Expertise in Canada's Capital City

Sunjeev Prakash[2]
Royal Canadian Mounted Police

Greg Sears[2]
Personnel Psychology Centre

Sikander Majid[2]
Canada Revenue Agency

As we were researching information for this article, it quickly became apparent that tracing some of the details surrounding the origins of the Ottawa I-O Psychology Group (OIOPG, Le groupe de psychologie indus-

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[1] The way I see it, if we're going to start traipsing around the world in search of I-O organizations, we should at least have the foresight to cover the northern countries during the summer.
[2] The authors would like to recognize **James Lea,** who initially suggested we explore the opportunity to submit to *TIP's* **Spotlight on Local I-O Organizations.**

trielle et organisationnelle d'Ottawa [GPIOO] en français) may well require the assistance of cultural anthropologists. Refusing to outsource this write-up, however, we persevered and managed to piece together the puzzle that is our beloved OIOPG.

The OIOPG was founded by **Suzanne Simpson,** Lorraine McKay, and John Kane of the Human Resources Systems Group (HRSG) in 1990. The group was developed with two primary objectives in mind: (a) to provide a forum in which I-O psychologists in the Ottawa area may meet to discuss and share their expertise relating to recent advances and topics of interest in I-O psychology, and (b) to provide an opportunity for informal networking.

Since its inception (and aside from a brief hiatus between 1996–1997), OIOPG has offered monthly speaker sessions between September and May (excluding December—much too cold in Ottawa for meaningful dialogue) each year. We have had a wide variety of speakers and topics over the years. Individuals who have recently volunteered their time to present to our group include **Drs. Sidney Fine, Victor Catano,** Adrian Schwaninger, and **Laurent Lapierre.** Assessment Strategies Inc. (ASI), Canada Revenue Agency (CRA), the Canadian Forces (CF), Citizenship and Immigration Canada (CIC), the Conference Board of Canada, the Department of National Defence (DND), the Public Service Commission of Canada (PSC), the Royal Canadian Mounted Police (RCMP), and Social Development Canada (SDC) are among the organizations that have presented their work. Topics of discussion over the past few years have included the statistical detection of cheating behaviour; a panel discussion on lessons learned from the development and application of customized competency frameworks for employees within SDC, RCMP, DND, and CRA; organizational performance measurement at DND; assessment tools used in the Royal College of Physicians and Surgeons of Canada; the defensibility of competency-based selection and performance systems; the use of personality testing (Conscientiousness) to recruit police officers; workplace aggression; the state of emotional intelligence research; and understanding occupational stress.

There are currently 155 people on the OIOPG's electronic distribution list. Although the majority of people on this list reside in the Ottawa area, there are also I-O practitioners and academics in other parts of the country who receive our communiques. As one of the past members of the organizing committee, Glen Morry, mentioned, "looking at the members' listing is like seeing a who's who of I-O psychology in Ottawa." In addition to announcing upcoming presentations, the distribution list has also been used to assist students in their search for internship opportunities, to notify group members of job openings, and to solicit participation in research being conducted across the country.

The OIOPG has faced various challenges during its existence, including perhaps most critically securing a regular, centrally located location for meet-

ings (that also offers reasonable rates on beer!) and scheduling a continuous slate of volunteer presenters. After some early growing pains, things seem to have stabilized in recent years. The Department of National Defence has generously "covered our backs" by providing us with a regular meeting spot. Furthermore, our organizing committee has been very successful in recruiting presenters and maintaining high levels of participation at meetings. Currently there are six individuals on the organizing committee: Sikander Majid from the Canada Revenue Agency; Suzanne Massie from Assessment Strategies, Inc.; Jennifer Miles and Shannon Poole from the Personnel Psychology Centre of the Public Service Commission of Canada; Colin Mombourquette from the Department of National Defence; and Sunjeev Prakash from the Royal Canadian Mounted Police. There are no official positions or hierarchies in the organizing committee. All members voluntarily contribute their time on an as-needed basis, and there are no membership fees. A true model of organizational efficiency indeed.

More recently, the OIOPG has received a greater level of recognition locally and across the country. Attendance at our speaker sessions has been included in several personal and professional development plans. Moving beyond the Ottawa area, the I-O community in Canada is fairly close knit, and it doesn't take long for news to travel. Some of the presentations to the OIOPG have become submissions for the quarterly news bulletin for the Canadian Society of Industrial and Organizational Psychology (CSIOP). CSIOP has also been kind enough to publish the OIOPG's schedule of speakers.

Imagine what we could do with a budget...

In closing, we would like to extend an open invitation. Any and all visitors to the Ottawa area who have an interest in I-O are welcome to join our group for a free lunch courtesy of DND and stimulating discussion on interesting and diverse topics. We meet on the last Friday of the month (September–May) from 2–3 p.m. If interested, please contact Sunjeev Prakash at sunjeev.prakash@rcmp-grc.gc.ca or (613) 993-4901 for details.

Concluding Comments

So there you have it—local I-O, Ottawa style. It looks like our neighbors to the north have a good handle on how to manage the challenges and enjoy the benefits of regular meetings addressing I-O topics and developments. Our next trip will take us to the outback (the region, not the steakhouse). Tune in to the October issue of *TIP* for details. In the meantime, don't hesitate to contact me with suggestions, ideas, and so forth at lfthompson@ncsu.edu.

Adam Bandelli, Gabriel E. Lopez Rivas, & Raymond Charles Ottinot
University of South Florida

Left to Right: Raymond C. Ottinot, Adam Bandelli, & Gabriel E. Lopez Rivas

A typical day in the life of an I-O graduate student… "ok, so I need to start studying for that methods exam I have on Wednesday. My major professor wants the literature review for my thesis on his desk by Thursday morning—how many sources did I include in the reference section? I have that presentation to give tomorrow in organizational psychology, should I use PowerPoint or just handouts, maybe both? Should I work on the presentation first or finish the lit review paper? Well the presentation is due tomorrow…but wait, I still have that paper due for motivation tomorrow morning. I should work on that first. I really need to clean up this apartment though, it's a freaking mess! I'm surprised I even know where half of my books are with all these clothes and articles everywhere. Well maybe I should eat first, I haven't had a thing since this morning and that was only a bowl of cereal. That would be a good idea, but there MUST be food in the fridge in order to eat it! Perhaps food shopping would be a good idea. There you go again with food—always thinking about eating. Am I ever going to get to the gym? Well my parents are flying in on Friday—I definitely need to get some food before they arrive; I don't want them to think I starve myself. (Sigh) When am I possibly going to have the time to do all these things!?" If this scenario is beginning to resemble certain days in your own life, do not worry—you are not alone!!!

Welcome to the 2005 **TIP-TOPics** column! We are Adam, Gabriel, and Charlie and no we are not hurricanes but three second-year students in the I-O psychology doctoral program at the University of South Florida in Tampa. Yup, we are writing this in the good ol' sunshine state, where the palm trees are plentiful and swimsuits are acceptable year-round. So, some of you may be wondering who we are (and if you're not, just play along) and how did each of us get here? Well, let's find out…

Hey, I'm Adam. I was born and raised in New Jersey where I spent most of my childhood and adolescence playing sports, particularly the game of basketball. Although the game taught me a lot about hard work, discipline, and dedication, many of my current I-O interests originated from that period of my life. I am not sure when I ultimately decided that I-O was the field for me, but I believe it was close to the end of my junior year in high school. You might think that was pretty early to decide what one wanted to do for the rest of his life, but somehow I knew then that I-O was the place for me! I received

my BA and MA at Fairleigh Dickinson University (FDU) in a 5-year accelerated I-O psychology program. It was during these years that I became familiar with a number of different topic areas and had extensive exposure to both the research and applied sides of the field. Following my tenure at FDU, I embarked on my quest for the PhD and joined the wonderful folks down at USF. I have recently completed my first year of the program here in Tampa and have been enjoying every moment of it!! (well maybe not every single moment, being a poor graduate student does have a few drawbacks) As a student affiliate of SIOP since my junior year, I have read a number of **TIP-TOPics** columns and have found them all to be insightful, educational, and entertaining. Having the opportunity to contribute to this wealth of knowledge seemed too good to be true! I am very excited to be contributing to this column and look forward to presenting useful (and at times entertaining) information that will help you along your educational journey.

Hello! My name is Gabriel E. Lopez Rivas. The story so far is that I was born in Puerto Rico to two wonderful people (i.e., my parents) and moved to Florida at an early age. Since then there is not much of interest to report until midway through my undergraduate career when I became involved in research with faculty in the psychology department at the University of Central Florida (UCF) and was fortunate enough to stumble upon an internship opportunity at NAVAIR Orlando, a government research group that coordinates and conducts research for the United States Navy. Following my graduation from UCF with a BS in psychology, the internship became a full-time position. During my time at NAVAIR, I had the privilege of working with many wonderful psychologists from different disciplines, many of whom had graduated from different programs here at USF. This experience exposed me to I-O psychology in earnest and culminated in my deciding that I-O was the career I wished to pursue and that USF was where I wanted to be. I am very happy with how things have gone so far and am eager to make a contribution to the field and feel that this column is a wonderful place to start.

Bonjour! (I couldn't think of another way to say hello) I am Raymond Charles Ottinot, pronounced (O-TNO), and no, I was not named after the musician. I was born and raised in Ft. Lauderdale, FL where I am the only one of three siblings born in the United States to parents from Haiti. As an undergrad I majored in business and later on decided to minor in psychology, which turned out to be one of the best decisions of my life. I found out about I-O psychology through my research methods instructor, **Jennifer Kisamore,** who integrated I-O psychology into her classroom discussions. After talking with her and a couple of other people about the field, I turned my minor into a major; the rest is history. I find it hard to believe that I will be contributing to a column I read as an undergraduate, but I will put forth my best effort and deliver a great column.

Now that you know a little about us, some of you might be thinking, "What do three second-year graduate students have to offer me, a person who has more experience than they do?" Well, in our defense, we've just finished what is considered to be the most difficult year of graduate school, the first year, and the hypothetical situation that began this column was all too familiar to each of us during that time. Beyond that though, the answer to that question is most likely "not much," and this is exactly the point that will drive our column. Our intention is not to provide advice but to present information we have collected about how others have succeeded and what others are currently doing to succeed.

During the graduate process there are many challenges that students face. Not all of these challenges are academic in nature; they also come from other parts of our lives. We want to shed light on both of these areas by providing you with information about what others have done to succeed and what others are currently doing to accomplish the same. So, when we got together to discuss ideas and work on this column we realized that past issues of **TIP-TOPics** have tended to focus on what people should do now to prepare for their future. Although this was a great help and an excellent source of information, each of us were simply worrying about getting through the upcoming week! Through our experiences we have come to realize that there are an incredible amount of resources available to students to assist them with planning their future. However, there are not many places that students can turn to get information about navigating through the current storm. As a result of this realization, we decided that our mission for the next 2 years of **TIP-TOPics** will be to:

1. Examine research areas that are important in the field right now and are something that all I-O graduate students should possess a general knowledge about.

2. Provide students with information on how successful I-O psychologists arrived at where they are today.

3. Provide a snapshot of what I-O graduate students around the country are doing to succeed as well as provide an open venue for alumni and students to share survival TIPS with other students.

In order to accomplish this task, we have focused our attention on three different areas that will become recurring sections throughout our tenure. Let's see what they're about….

I-O 101

A tremendous amount of research has been and continues to be conducted within the field of I-O psychology. Keeping up with all of it can be a daunting task, especially when you are a fledgling graduate student. Therefore, the first section of each of our columns will focus on research areas that all I-O graduate students should have a general understanding of (you don't have to be best friends with these topics but you should at least know them on a first-

name basis). This is not meant to be a definitive source about a topic or a substitute for class readings but is meant to provide you with a general idea about what a given term means so you can avoid feeling like "a grad student in the headlights" when you inevitably hear the topic mentioned during class.

The areas that we will discuss were generated using two different approaches. First, faculty at various I-O programs across the country were surveyed and asked to provide what they felt were the current top 10 research topics within the field. This approach was supplemented by a search of the literature from three of the top I-O journals (i.e., *Journal of Applied Psychology, Academy of Management,* and *Personnel Psychology*). Our search was limited to the past year with the objective of identifying the most frequently recurring topics. The lists generated by these two approaches were then consolidated and items from that list were used as search terms in PsycINFO. This search was limited to the past 15 years, and the topic areas that received the greatest number of hits were chosen. It is important to note that the following areas are not an exclusive list, nor are they the only areas that are currently driving research efforts within the field of I-O. This list simply represents the areas that are generating a large percentage of research over the past few years. The seven areas that will be discussed include:

1. Occupational Health Psychology (OHP)—the application of psychology to improving the quality of work life, and to protecting and promoting the safety, health, and well-being of workers.

2. Emotions in the Workplace—the role of emotions and how they affect people in their daily work lives.

3. Leadership—the ability to significantly affect the thoughts, feelings, and/or behaviors of other individuals.

4. Counterproductive Work Behavior (CWB)—acts that harm or are intended to harm organizations or people in organizations.

5. Teams—small numbers of people with complementary skills who are committed to a common purpose.

6. Cross-Cultural Issues—conducting research across cultural and international settings.

7. Research Methods/Measurement—focusing on sophisticated statistical methods such as item response theory (IRT) and structural equation modeling (SEM).

We will devote one column to each of these areas. You can expect each column to provide you with an overview of the topic, the type of research that is being conducted on that topic, the methods used to study the topic, and information from a leading expert on that particular topic. This list will also drive who will be interviewed for that issue as we will be speaking with someone who has made a great contribution to the area that is being discussed.

BI-O

In addition to discussing important topics within I-O, we will also provide you with information about how past graduate students have successfully navigated the stormy, doctoral waters to arrive at the port of career success (that was so vivid I thought I heard a sea gull). In a section "cleverly" entitled BI-O, we will conduct interviews with individuals who are well established in the field and ask them the questions that graduate students want answered. For example, instead of providing advice about how to develop an idea for a thesis or dissertation, we will ask people who have actually successfully completed the process and ask them how they did it. To this end, we developed a structured interview based on feedback from a survey of graduate students. For our survey, we generated a list of 21 questions and asked graduate students to select 10 of them. In addition, we asked them to provide any additional questions that they would like to see addressed. Based on a sample of 40 graduate students at USF, the following questions were the most frequently selected (i.e., these items were all endorsed by at least 50% or more of the sample):

1. What is your typical day at work like?

2. Did your graduate school experiences prepare you for working within the field?

3. How did you go about getting your first job once you had attained your degree? How long were you at your first job?

4. What things would you have done differently if you knew then what you know now?

5. How did you go about developing your current research interests?

6. Is the work that you do now related to or the same as the work you did early in your career (i.e., during and immediately following your graduate training)?

7. What obstacles in graduate school and in your career did you experience that you were not anticipating and what advice would you give to students and young professionals to help overcome these challenges?

8. What were your greatest doubts in graduate school (e.g., felt it was the wrong field for you, felt that skills were inadequate) and how did you overcome them?

9. What were the most appealing characteristics/qualities of the career you selected and why did you choose this over the other side (i.e., applied or academic)?

10. What are the most satisfying and dissatisfying aspects of our field to you? How has this related to your career?

Our hope is that by asking successful I-O psychologists how they went through the graduate process we will be providing information that is both valid (because the person must have done something right to be where they

are now) and inspirational (because everyone that we interview provides proof that it is possible to finish and, furthermore, that we do not have to be perfect to succeed).

Assessment Center

In addition to conducting interviews with past graduate students and discovering what they did to succeed, we also plan to talk to current graduate students. Our intention is to, via surveys, ask students questions related to various facets of the graduate school experience (e.g., time management, finances, health) in order to provide you with information about what other graduate students around the United States are doing to thrive in their programs. For example, have you ever wondered what other students do (or don't do) to effectively manage their time or what other grad students sacrifice in order to balance their budgets? Well, we will ask and present you with that information. Some of the topics we thought would be interesting to discuss include How do students manage their finances? What are students' study habits? Do people have a social life outside of school? What do people do to maintain a semblance of health? How do students deal with the hurdles (i.e., thesis, comps, and the dissertation)? These questions are in no particular order, and feedback from you will determine whether we will discuss these areas or pursue other topics. The results of our student surveys will most likely range from the shocking to the obvious and will either confirm or disprove any beliefs that you have about other graduate students. Once again our purpose is not to give advice but to present you with information. How you use this knowledge (if you even find it valuable) in your own life is up to you. We also plan to use this section to provide a venue for students and alumni to share stories and/or TIPS with other students. The success of this section is contingent on your participation, so make sure to seize this opportunity to be heard. However, if no one responds we will go to Plan B: use the pages allotted for this part of the *TIP* columns to publish Starbuck's coupons…just kidding!

Additional Issues

This section will focus on a variety of recent experiences that have affected the field and are worth discussing. In this issue, we would like to share our insights from the 2005 SIOP conference in Los Angeles, California. Let us begin by saying that a student's first SIOP conference can be quite overwhelming. There are a number of different things to do throughout the entire weekend. From the posters, symposia, panel discussions, and roundtable meetings to the evening receptions, private parties, alumni reunions, and midnight get-togethers at the hotel bar, the conference has something for everyone.

After making the most out of our first SIOP conference, we would like to offer four recommendations for those interested in attending future conven-

tions. First, be proactive. Sounds simple enough, but when you are standing in front of a famous professor who does work in your area of interest it can be intimidating. However, the conference is your chance to meet the leading experts in our field. Do not pass on the opportunity to approach a professor and inquire about their research. This will be a valuable learning experience and is an excellent way to network with other professionals. Second, do not (and we repeat) do not try to be superman or superwoman (we are NOT referring to having a few drinks and jumping on the bar). What we are referring to is that there are numerous sessions throughout the weekend, and most people are not going to be able to make every session—believe us, we tried. We would suggest choosing sessions that are the most appealing to you and then sending others e-mails for papers or presentations that you could not make. Trying to fit every poster or symposium into 2½ days could end up giving you a nervous breakdown! Third, make sure to network with graduate students from other programs. Although it is important to network with professionals and faculty in the field, it is equally important to meet students that are going through the same experience as you are. The graduate students at the conference are the future of our field; why wait until you have your degree to begin networking with them? We feel it is crucial for students from around the country to know one another. To this end, we plan on putting together a roundtable at the next SIOP for graduate students to network and meet each other. We hope you will share your ideas with us and let us know what topics you would like to discuss. Finally, make sure you take advantage of exploring the city where the conference is being held. Staying in the conference for the entire time may please some, but the convention is held in a different location each year for a reason. Make the most of it by coming a day early or staying an extra day or two after the convention. This will allow you ample time to explore the city and still get the most out of the conference!

We have presented our goals and outlined the agenda for our 2-year editorial term. However, this column will only be successful with your input and feedback. The information that we include in each column will be directly influenced by the experiences that you share with us. Relating specifically to our final content area, we hope that it will serve as an open forum for students to exchange ideas, knowledge, and general I-O related stories. If you would like to contribute to any of our columns or have suggestions you would like to offer, please feel free to contact us at tipsontopics@yahoo.com. If you would like to contact us individually, please feel free to do so: Adam (abandell@ mail.usf.edu), Gabe (gabriel@mail.usf.edu), and Charlie (ottinot@ mail.usf.edu). We look forward to hearing from and working with all of you!!!

Report on the Twentieth Annual Doctoral Consortium

Kathleen K. Lundquist
Applied Psychological Techniques, Inc.

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

The 20th Annual Industrial-Organizational Psychology Doctoral Consortium was held on Thursday, April 14, 2005, preceding the SIOP Annual Conference in Los Angeles. The consortium's theme was Credibility in I-O Psychology and was attended by 40 advanced doctoral students from psychology, business, and management programs. Nominated to participate by their faculty, participants included both those planning academic careers and those seeking positions in industry and consulting. Participants got a chance to meet peers from other programs and receive helpful career advice from a wide range of speakers.

The days' activities began with a continental breakfast and welcoming mixer that gave students a chance to get to know each other. Next, **Leaetta Hough, Ben Dowell**, and **Miguel Quinones** comprised the first panel session of the day, during which they shared their thoughts on what it takes to be credible in the field of I-O psychology. This session was followed by a unique panel that focused on how credible our field is from the perspective of the courts. Addressing the issue of how well our science holds up to the scrutiny of the law were two expert witnesses, **James Outtz** and **Richard Jeanneret**, as well as lawyer Paul Grossman.

We then took a break for lunch, which concluded with **Fritz Drasgow** giving students a preview of his presidential address. The afternoon featured a panel discussion on how to establish credibility early in one's career. This "realistic job preview" was provided by speakers **Colin Lue King**, **Mahesh Subramony, Lisa Nishii**, and **Ken Yusko**. This was followed by two concurrent sessions that provided advice on searching for a job. Session A focused on academic settings and involved panelists **Daniel Ilgen** and **Charles Scherbaum**. Session B focused on practitioner settings and involved panelists **David Pollack, John Scott**, and **Matthew Montei**. The day concluded with a brief summary session aimed at pulling together key themes from the consortium.

We want to thank the speakers for their outstanding presentations during the day. They each put a great deal of effort into presenting their ideas, which helped to make the day a success. **Susan Carnes** of APT did a phenomenal job setting up the consortium and organizing materials needed for the day. The student participants were fantastic, and their attentiveness and insightful questions helped to make the consortium an excellent learning experience. We would like to congratulate the doctoral students who participated this year: **Melanie Blunt, Lir Boga, Silvia Bonaccio, Marie-Helene Bud-**

Most of all, we would like to thank Lee Hakel for all her efforts regarding the doctoral consortium. Lee was deservedly honored during the consortium lunch for her enormous help and vision with regard to the doctoral consortium at SIOP. As a result, beginning next year, the consortium will fittingly bear her name. Thanks Lee, for all you have done and continue to do.

Looking Forward to Washington DC: Division 14 (SIOP) Program for This Year's APA Convention

John C. Scott
SIOP's APA Program Chair

Make plans to attend this year's APA convention in Washington, D.C. from Thursday, August 18th through Sunday, August 21st. Division 14 submissions were of the highest quality ever! What follows is a summary of the submissions accepted for this year's SIOP program. The schedule is tentative, so be sure to check the official conference program for the final times and locations. We look forward to seeing you there!

SIOP Divisional Programming

Thursday, August 18th

10:00 AM–10:50 AM
Symposium: *Absence of Uniformity in the Workplace.* **Walter Reichman,** Sirota Consulting; **Lynn R. Offermann,** George Washington University; **Douglas Klein,** Sirota Consulting; Richard Plenty, Sirota Europe; **David A. Rodriguez,** Marriott International

12:00 PM–1:50 PM
Symposium: *Executive Coaching—Secrets, Trends, and Misadventures in Working With Organizations.* **Carol W. Timmreck,** The Timmreck Group; **David B. Peterson,** Personnel Decisions International; **Anna Marie Valerio,** Executive Leadership Strategies, LLC; **Vicki V. Vandaveer,** The Vandaveer Group, Inc.; Karol Wasylyshyn, Leadership Development Forum

2:00 PM–2:50 PM
Symposium: *Challenges Facing I-O Psychologists Considering Practicing in the Federal Sector.* **Robert Satterwhite,** Applied Psychological Techniques, Inc.; **David Pollack,** Sodexho, Inc; **Mary Anne Nester,** Department of Homeland Security; James Tsugawa, U.S. Merit Systems Protection Board

7:00 PM–8:50 PM
Symposium: *Developing the Top—Creating a Self-Insight and Development Program for a Global* Fortune *6 Company.* **Lisa M. Felice,** Independent Practice; Lucy Dinwiddie, Ford Motor Company; Mary Anderson, Ford Motor Company

9:00 AM–9:50 AM

Symposium: *Organizational Mergers—Challenges and Opportunities for I/O Psychologists.* Mary Anne Nester, Department of Homeland Security; **Julia M. McElreath,** Department of Homeland Security; **Wanda Campbell,** Edison Electric Institute; Patricia Harris Thomas, Department of Homeland Security

10:00 AM–10:50 AM

Poster session: Assessment, Diversity, Personality, Leadership (32 posters)

2:00 PM–3:50 PM

Symposium: *Recent Research and Best Practices in Occupational Health Psychology.* **Heather R. Fox,** Towson University; **James C. Quick,** University of Texas at Arlington; Chaya S. Piotrkowski, Fordham University; **Michael J. Burke,** Tulane University; Karen D. Weatherholtz, McCormick & Company, Inc.; **Lois Ellen Tetrick,** George Mason University

4:00 PM–5:50 PM

Symposium: *How to Get Federal Funding for Applied Psychological Research.* **Dianne B. Maranto,** APA Office of Psychology in the Workplace; Paul A. Gade, Army Research Institute; **Hendrick W. Ruck,** Air Force Research Laboratory; Robert E. O'Connor, National Science Foundation; **Thomas F. Hilton,** National Institute on Drug Abuse; Akiva Liberman**,** National Institute of Justice

6:00 PM–8:00 PM

Division 14 Social Hour: Grand Hyatt Washington Hotel—Constitution Ballroom E

Saturday, August 20

9:00 AM–9:50 AM

Symposium: *Employment, Age, and Work Demands.* **Dennis Doverspike,** University of Akron; **Anthony A. Sterns,** Creative Action, LLC; Jessica M. Lahner, University of North Texas; Bert Hayslip, Jr., University of North Texas; Boin Chang, University of Akron; **Harvey L. Sterns,** University of Akron; **Rosalie J. Hall,** University of Akron

10:00 AM–10:50 AM

Poster session: Psychometrics, Work–Life Issues, Appraisals (30 posters)

10:00 AM–11:50 AM
Symposium: *Leave-Taking—Influence of Climate, Sexual Harass-ment, and Retaliation on Withdrawal.* **Alayne J. Ormerod,** University of Illinois at Urbana–Champaign; **Kimberly T. Schneider,** Illinois State University; Eros DeSouza, Illinois State University; Derek P. Berube, Illinois State University; **Vicki J. Magley**, University of Connecticut; **Lilia M. Cortina,** University of Michigan–Ann Arbor; **Lisa M. Kath,** University of Connecticut; Kathi Miner-Rubino, Western Kentucky University; Lois Ellen Tetrick, George Mason University

12:00 PM–1:50 PM
Symposium: *Asking the Right Questions—Assessment at Customs and Border Protection.* **Susan M. Reilly,** U.S. Customs and Border Protection; Patricia A. Harris, U.S. Customs and Border Protection; **Ilene F. Gast,** U.S. Customs and Border Protection; **Julia A. Leaman,** U.S. Customs and Border Protection; John Palguta, Partnership for Public Service

Sunday, August 21

8:00 AM–9:50 AM
Symposium: *Thriving at Work Under Stress—A Positive Psychological Approach.* **Thomas W. Britt,** Clemson University; **Bret L. Simmons,** North Dakota State University; **Adam M. Grant,** University of Michigan–Ann Arbor; Carl A. Castro, Walter Reed Army Institute of Research; **Christopher J. Cunningham,** Bowling Green State University

10:00 AM–11:50 AM
Symposium: *Developments in Applied Measurement.* **Deborah L. Whetzel,** Work Skills First, Inc.; **Timothy P. McGonigle,** Caliber Associates; **Jennifer L. Harvey,** Caliber Associates; **Patrick J. Curtin,** Caliber Associates; **Lance E. Anderson,** Caliber Associates; **Michael A. McDaniel,** Virginia Commonwealth University

12:00 PM–1:50 PM
Workshop: *Psychological Disability in the Workplace—Employment as Opportunity and Therapy.* **Nathan D. Ainspan,** U.S. Department of Labor; Isabella Schultz, University of British Columbia; Susan Parker, U.S. Office of Disability Employment Policy; Ronald S. Leopold, MetLife Disability; Jane Rath, Cherry Engineering Support Services, Inc.; Kendra M. Duckworth, Job Accommodation Network; Walter E. Penk, Texas A&M University; Lynne Sager, Covance Health

Destination Dallas: SIOP Program 2006

Julie B. Olson-Buchanan
California State University, Fresno

We just finished celebrating our 20th annual conference in L.A. and now it is already time to plan the 21st conference in Dallas. Indeed, plans for the 2006 conference are already in full swing! The submission and review process will continue to be entirely electronic, so if mass e-mails tend to end up in your spam filter, be sure to keep an eye out for SIOP e-mails. Below is a general timeline for you to keep in mind as you plan your annual conference submissions:

* **Late June 2005: Reviewer recruitment.** Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. If you've never reviewed for SIOP, now is the time to start! And if you haven't reviewed in several years, we need you back! As the number of submissions has steadily increased, your service to SIOP as a reviewer becomes even more important.

* **Early July 2005: Call for Proposals**. The Call for Proposals will be available (electronically) in early July. Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address. Note that the Call for Proposals will only be available electronically.

* **September 14th, 2005: Submission deadline.** The submission process will continue to be entirely electronic, with no paper submissions.   More details about the submission process will be provided in the Call for Proposals.

* **Early October 2005: Submissions sent out for review.**

* **Late October/Early November 2005: Reviews due back.**

* **Early December 2005: Decision e-mails.** Submitters will be sent (electronic) decision letters for their submissions.

* **Spring 2006: Program published**. The conference program will continue to be published both in paper form and on the Web.

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

SIOP Conference News: Los Angeles, Dallas, and Beyond

Donald M. Truxillo
Portland State University

The 2005 Conference in L.A.

The Los Angeles conference was a great success! Our final count was 3,300 attendees. In addition, the conference included a number of innovations. For example, LCD projectors were provided in all rooms, and online audio streaming of conference sessions is available to attendees through the SIOP Web site.

A big thanks to the 2005 Conference and Program Committees for making this conference such a great experience!

SIOP to Go to a Three-Day Conference Format

Our conference survey showed overwhelming support among members for moving to a 3-day conference format, from Thursday through Saturday, with Wednesday reserved for workshops. Thanks to **Julie Olson-Buchanan** and her committee for their hard work on the member survey.

This new format will allow more room in the schedule so that we don't have to significantly increase our rejection rates. Moreover, it eliminates the perennial "Sunday morning problem." Although it is too late to move to this schedule in 2006, we are currently checking to see if we can make the switch to this new schedule in New York in 2007.

Upcoming Conferences: 2010 and 2011

To keep ahead of the game, SIOP must negotiate hotel contracts for conferences several years out. At this writing, **Steve Ashworth** has negotiated contracts for the 2010 and 2011 conferences, which will be in Atlanta and Chicago, respectively. As a result of Steve negotiating a "double" (2-year) contract with the Hilton, we have contracts for hotels in great locations with excellent room prices for members.

Dallas Conference, 2006: Our Dates Have Changed

As some of you already know, the dates of the 2006 SIOP conference in Dallas will now be on May 5–7, one week later than originally scheduled. The hotel inadvertently booked another conference at the same time as SIOP, part of a very large, city-wide conference that is in Dallas that weekend. But as a result of our agreeing to change the conference dates, we will enjoy some of the lowest room rates we've seen in years—$139/night! Thanks to Steve Ashworth for all of his hard work on this negotiation.

Stay tuned for more information about the Dallas conference as it develops.

LGBT and SIOP: A Report from L.A.

Eden B. King and Mikki R. Hebl

After an engaging and informative interactive session in Chicago last year, SIOP's ad hoc committee on lesbian, gay, bisexual, and transgender (LGBT) issues resolved to build upon a new tradition by hosting an open session and reception at SIOP in L.A. The purpose of this meeting was to promote LGBT support and voice within SIOP and to identify strategies for improving LGBT issues from the perspective of a wide range of stakeholders.

LGBT & SIOP

In an effort to gauge the current state of LGBT issues at SIOP, the LGBT committee asked session attendees to discuss their experiences at the conference and throughout the year. With regard to the conference, first-time attendees reported that they were pleasantly surprised by the inclusion of the LGBT committee meeting and reception and that these sessions helped increase their sense of belonging. Session participants who had attended the conference previously were also encouraged by continued support from SIOP. In addition, many attendees were enthusiastic about the quality of research presented in a symposium addressing LGBT issues (Workplace Diversity: Exploring the Work Experiences of LGBT Employees).

However, attendees also noted that only a small proportion of presentations at the conference were devoted to LGBT issues. In fact, despite SIOP's support for establishing an interactive poster session concerning LGBT issues in the workplace, too few posters on this topic were submitted to constitute such a session. It was clear to attendees that this scarcity of research at the SIOP conference highlights a need for increased research attention to LGBT issues.

With regard to the experiences of LGBT individuals in the context of SIOP throughout the year, session attendees reported that they felt somewhat disconnected from any social or research network focusing on LGBT workplace issues. Many attendees were unaware of the existence of the SIOP-sponsored discussion list, and those who had joined reported being discouraged by its limited use. Committee members pledged to reintroduce the discussion list and to facilitate knowledge sharing and social support by offering their own posts and encouraged attendees to participate fully. We encourage all SIOP members and interested parties to join the LGBT discussion list by following the guidelines outlined on the SIOP discussion list Web site: http://www.siop.org/comm/LGBT. If you are interested in submitting something to the discussion list, please follow the guidelines outlined at this Web site and e-mail: siop-lgbt@lists.apa.org.

Strategies for Improvement

To build on last year's SIOP session in which barriers faced by LGBT individuals and potential methods for overcoming these barriers were identified, this session took a more focused approach to understanding strategies for improving LGBT issues from the perspective of multiple stakeholder groups including top management, organizations, LGBT-supportive individuals, LGBT individuals, lawmakers, and SIOP members. Attendees offered ideas about what each of these groups could do to support LGBT workers.

For example, attendees suggested that top management could include LGBT in statements about diversity inclusion, visibly endorse LGBT workers by attending LGBT-related functions, work with executive coaches in improving inequitable behaviors, and make punishment for sexual orientation discrimination equivalent to other forms of discrimination. Attendees also suggested that organizations could make commitments to supporting LGBT community activities, create norms for supportive attitudes (i.e., a positive climate for sexual-orientation diversity), and could integrate diversity inclusion competencies and their evaluation in compensation systems.

From the perspective of LGBT-supportive individuals, the group's suggestion was to "support, support, support." In particular, session participants suggested that LGBT-supportive individuals could help to fight injustice on behalf of individuals who face it or to back up coworkers when help is needed. Session attendees suggested that LGBT individuals might consider "coming out," become leaders within their organizations, and support others who are questioning their sexual identity or whether they should disclose their identity.

Legislators were invited to rethink policies that limit the rights of LGBT individuals and to include LGBT individuals as members of a protected group. More broadly, session attendees advocated the financial and electoral support of political candidates who will champion equality for all individuals.

Session participants also suggested that SIOP members, whether researchers or practitioners, can integrate sexual orientation into their ideas of diversity. From both academic and applied perspectives, concepts of fairness must extend beyond traditional foci of groups protected by law to include those who continue to face challenges in the workplace without legal protection: lesbian, gay, bisexual, and transgendered employees.

Getting Involved

At the conclusion of the meeting, the committee thanked **Scott Button** for his work on the LGBT committee. Scott is stepping down as the committee co-chair and **Mikki Hebl w**ill continue on as the lone committee chair.

We would like to invite all of you to become active in LGBT-related activities and on the LGBT committee. In particular, if you would like to

serve on the committee or volunteer your services and energy in other ways, please contact the committee chair, Mikki Hebl.

Committee Chair:
Mikki Hebl, Rice University–hebl@rice.edu

Additional Members:
Tamara Bruce, Michigan State University; brucetam@msu.edu
John Cornwell, Loyola University; cornwell@loyno.edu
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Eisma, Shoemaker, and Haaland win Hugo Cup!

Lance Andrews
SIOPen correspondent

Tom Eisma is on the left, Jayson Shoemaker is in the middle and Doug Haaland is on the right (not holding trophy).

Los Angeles—Scrambling for birdies on a golf course that yielded them grudgingly, Tom Eisma, **Doug Haaland,** and **Jayson Shoemaker** won the 2005 Hugo Cup with a net score of 58. The Eisenhower Course at the Pacific Palms Resort (you may remember the course from the movies *Caddyshack* and *Falling Down*) played host to the Quasi-Annual SIOPen golf tournament held during the 2005 SIOP Conference in Los Angeles.

The tournament featured a 53-player field, all vying for the coveted Hugo Cup. After a 3-year reign as SIOPen Champions, the Texas A&M team was dethroned. George Mason's **Eric Barger, Nathan Sloan,** and Pat Flemming shot a 58 en route to their third consecutive second-place finish. The team lost in a tiebreaker. The low-gross score honor went to the team from Minnesota State University comprised of Jason Miller, Andrew Mollenbeck, Seiji Takaku, and **Dan Sachau,** who carded a 60.

Seiji Takaku and **Leifur Hafsteinsson** won Closest to the Pin awards. **John Dononvan** drove the longest drive, and Pete Krohse hit the most accurate drive.

Dan Sachau, the tournament organizer commented, "We had perfect weather and the course was in great shape. I would like to thank Linda Lentz and Lee Hakel from SIOP for their help organizing the event. I would also like to thank the folks at TalentSmart, Marcie Mealia at McGraw Hill, as well as Jude Hall at Allyn and Bacon for providing prizes. I should also thank my colleagues at MSU for providing refreshments for the golfers. We are already looking forward to the Next SIOPen in Dallas.

It's a Big (Media) World
SIOP Members Urged to be Proactive in Telling I-O's Story

Clif Boutelle

A panel of experts, speaking at the SIOP conference in Los Angeles, pulled no punches in offering their views why SIOP members are not involved with the media more than they are.

"We don't tell an interesting story, we speak in a language that only I-O people understand, and we do a lot of microlevel research not related to organizational-level problems that concern managers and executives," said **Ben Schneider,** senior research fellow at Valtera (formerly PRA).

This was only the opening salvo in a session that featured candid and forceful statements as to why I-O lacks visibility in the business community and with the media.

Entitled "Gaining Visibility for Your Work: Learn From the Experts," the panel was comprised of people with considerable experience and success in dealing with the news media. In addition to Schneider, the panel included **William Byham,** chair and CEO of Development Dimensions International; **Eduardo Salas,** a professor of psychology at the University of Central Florida; and **Frank Landy,** CEO, Litigation Support Group, SHL. **Leaetta Hough,** founder and president of the Dunnette Group, Ltd., moderated the session, which was developed by Visibility Committee chair **Wendy Becker** of the University at Albany, and **Mary Doherty Kelly** of Valtera.

"We are boring in a lot of ways," Landy admitted, "and our scientific training leads us to speak in indefinite terms like 'maybe' and 'could.'"

Salas agreed, urging SIOP members to not be afraid of saying what they know or to provide their opinions. "Reporters are interested in your expertise and insight. They are not interested in scientific or technical answers," he said.

Byham said SIOP members need to be more proactive in their relationships with the news media. "The press isn't going to call out of the blue. They have their own contact lists and I-O people need to get on those lists." He added that when I-O people are better known (by the media), greater recognition for I-O will follow.

Salas pointed out that I-O people already have a certain degree of visibility, but what is really needed is impact, which can be gained by telling business leaders and others "who we are, what we do, and what value we can provide them. In other words, we need to promote ourselves more than we do, and the media is key to doing that."

He also said I-O scientists need to do a better job of translating the research they do into understandable results that will be useful to managers.

Schneider added that I-O people should be working on issues that executives are concerned about and less on what individual researchers think is important. "Identifying business problems and offering solutions in the language of managers and other executives is key to getting attention for I-O and a place at the decision-making table," he said.

"Business managers do not understand us," he said. Noting that managers don't read scholarly journals, Schneider said SIOP members should direct their expertise to outlets that managers read, such as the *Harvard Business Review.* "No one has ever called me about an article in a scholarly journal."

Salas agreed. "SIOP members should be publishing more in trade journals as well as practitioner-related publications. We don't value those kinds of publications as much as we do scholarly journals," he said.

Schneider said he has edited 33 books and one of those, entitled *Lessons of Experience: How Successful Executives Develop on the Job,* has outsold the other 32 combined. "It's based on research on executive careers by the Center for Creative Leadership. The successes and failures of executives were something managers could understand and wanted to read. The research in it was relevant to them."

The panelists also suggested some proactive measures for gaining greater interest from the media and, ultimately, business managers.

Byham cautioned against measuring success by whether the story appears in the *New York Times* or *Wall Street Journal.* "There are plenty of outlets to consider," he noted. Among them, the trade press, including *Training* magazine, *HR Magazine,* and the *Conference Board;* industry-specific publications and newsletters; and the local media.

Reporters are eager to find a local connection to a story, he said. When *The Apprentice* became a hot television show, Pittsburgh reporters contacted Byham for his take on the program. "Many local stories go into syndication, which gives the story a far broader reach," he added.

In any case, developing relationships with editors and writers will lead to greater exposure and mentions in the news media.

Salas said he contacted the workplace writer at the *Orlando Sentinel* and that has grown into a productive relationship. In addition to using Salas and other I-O people to contribute to stories, the reporter is now doing a monthly workplace column called "Ask the Professor," which provides answers to workplace problems. "It's an opportunity to translate science into real life and to educate readers about I-O," he explained.

Landy said he sometimes e-mails comments and story ideas to columnists. "These people need ideas (for their columns)," he said. He said he developed a productive relationship with a science writer from the *New York Times* through e-mails.

Landy also suggested op ed page pieces as a means of putting an I-O slant on current business issues. Op ed pieces respond to a story that previously

appeared in the paper. He suggested first sending a query to the editor with a brief outline of the editorial, including the main point of the piece. "These kind of issues have a short life, so you need to move quickly. You can't spend a lot of time thinking about it," he said.

"Examples and story angles that are counterintuitive to popular thought are always attractive to the news media," Schneider said.

Byham noted that survey results are also a credible way to get into the media. Reporters base a lot of their stories on survey results and I-O people do a lot of surveys, so it can be a good match. He said that DDI will often include questions about a current "hot button" trend that can be used to attract media attention.

"Just be more aggressive in telling people what you know," Landy concluded.

I-O people have a great deal of untapped expertise to offer the media. Think creatively and develop relationships with reporters. Greater visibility will be the result.

A Review of the Legal Research and Legal Topics Presented at SIOP

Elizabeth McChrystal
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Editor's Note: In order to highlight aspects of the conference in this issue of TIP*, Elizabeth McChrystal agreed to provide an overview of the presentations on legal topics.*

Legal issues were a predominant theme at the 20th Annual SIOP Conference. Of the 16 legal issue topics presented, 6 were poster presentations, 4 were symposiums, 2 were master tutorials, 2 were panel discussions, 1 was a practitioner forum, and 1 was a preconference workshop. A broad spectrum of topics was covered. Although scheduling conflicts prevented me from attending each event, provided is a general overview of the legal issues presented. Greater focus will be placed on the sessions I attended or about which I was able to collect information.

The review of the legal issues presented at SIOP is organized in the following fashion. First, major issues and overview of EEO law are provided. In this section, legal presentations that covered more than one legal topic are discussed. Second, other sessions that focused on a single legal issue are discussed. Third, a popular topic with the most sessions and/or presentations is discussed. Finally, the review concludes with a short discussion on continued research in the area and questions to be addressed.

Major Issues and Overview of the EEO Law

As one might expect, several presenters provided a thorough overview of the laws that govern workplace affairs. **Donald Zink** (2005a) reviewed Title VII of the Civil Rights Act of 1964, Title I of the Americans with Disability Act of 1990, the Age Discrimination in Employment Act, and the Family Medical Leave Act in his master tutorial. For each law, he identified the legal definition, protected classes, covered entities, administrative procedures, prohibited practices, and remedies for mistreatment. For instance, in review of Title VII, he defines Title VII as prohibition against "discrimination by employment agencies and labor organizations on the basis of race, color, religion, sex, or national origin." The EEOC administrative procedure for filing a claim was also discussed along with the type of claims that can be filed under Title VII such as disparate treatment, adverse impact, sexual harassment, pattern or practice claims, and mixed motive claims. Finally, remedies such as equitable relief and capped legal relief were thoroughly discussed (Zink, 2005a).

Frank Landy chaired a symposium on the trends and major issues in employment litigation discrimination (Landy, 2005a). In this symposium, Donald Zink (2005b) provided an overview of discrimination filings with an

emphasis on sexual harassment discrimination filings. Zink provided evidence of an upward trend for complaints filed from 1992 to 2003. He suggested the trend results from increased awareness towards sexual harassment, evolution of sexual harassment law, and an increased number of minorities and women in the workplace (Zink, 2005b). **Margaret Stockdale** (2005) provided an overview of disparate treatment because of sex, reviewed the bona fide occupational qualification for sex, and discussed sex stereotyping issues in sex discrimination claims. **James Outtz** (2005) focused on race discrimination in the workplace. He discussed trends in race discrimination, types of race discrimination, remedies for the wrongful acts, and concluded with advice for both the applicant and employees on how to defend against racial discrimination. **Arthur Gutman** (2005a) focused on Internet recruitment and selection. Specifically, he reviewed the differences between adverse impact and pattern or practice and the EEOC new definition for an applicant. Next, he discussed Internet applicants, traditional applicant settings and the potential for affirmative action, adverse impact, and pattern or practice claims. Based on these examples, he concluded with recommendations for recruiting and selection (Gutman, 2005a). The concept of the Internet applicant was further explored in a panel discussion chaired by **Douglas Reynolds** (Reynolds, Campion, Jayne, Miaskioff, & McPhail, 2005).

A preconference workshop, held by Frank Landy and **David Copus** (2005), covered a wide array of legal topics. Specifically, the workshop provided a review of recent federal court cases associated with protected classes, discussed statistical issues with setting cut scores, reviewed federal judges' perspectives of I-O psychology and expert testimony, and covered lawyer challenges to the Daubert Principle in the admissibility of expert testimony.

Frank Landy also chaired a symposium on expert testimony (Landy, 2005b). In this symposium, **George Thornton III** (2005) discussed the judicial guidelines for expert qualification in court cases and the admissibility of expert and scientific evidence. Specifically, he discussed the Daubert Principles. In terms of admissibility of evidence, he explained the importance of I-O experts presenting relevant and reliable information to the courts. In addition, he discussed the increased scrutiny I-O experts are exposed to by the opponent's attorney. He concluded with recommendations for I-O psychologists who would like to become or are expert witnesses. Based on interviews with 11 judges, Landy (2005c) discussed expert testimony from the judges' perspective. The main issues that emerged were the Daubert Principles, process for expert selection, what constitutes a compelling testimony, and positive and negative characteristics of an expert witness. David Copus (2005) discussed social science testimony in court cases. Specifically, he discussed the concept of "junk science," which is the admissibility of expert testimony in court cases. He discussed possible reasons for exclusion of expert testimony from his perspective as a lawyer in employment discrimination claims. Honorable Paul Grimm

(2005), U.S. Magistrate Judge, District of Maryland, further discussed expert testimony in the judicial systems. Specifically, he reviewed the definition of an expert, expert qualifications, when expert testimony is introduced, and admissibility and credibility of testimony (fact vs. opinion). **Barbara Gutek** (2005) concluded with some personal experiences as an I-O expert witness for sexual harassment claims. She discussed the issues of I-O research and its application to expert testimony. She concluded with recommendations to expand I-O research to benefit expert testimony. Recommendations for research involved answering questions to topics/issues that have been challenged, including ecological validity designs, replication, and generalization of results.

Other Sessions

This section covers other legal issues presented in various formats at SIOP. The concept of research for legal challenges was discussed in a panel chaired by **Mark Schmit** (Schmit, Pulakos, Farr, Denning, Gutman, & Kirkpatrick, 2005). The discussion was on utilizing retrospective research as a method to support large complex organizations faced with legal challenges. **Michael Harris** chaired a symposium on recent class action discrimination lawsuits and the role I-O psychologists may play in similar lawsuits (Harris, 2005). **Jerard Kehoe** chaired a symposium on cut scores in employee discrimination. In this symposium, the panel of experts compared current cut score methodology to legal criteria and reviewed key issues in cut scores that have emerged from recent court decisions (Kehoe, 2005). On a similar track to cut scores, **Leslie Charles Pedigo** and **Elizabeth Shoenfelt** reviewed cognitive ability testing court decisions in their poster presentation. The review found that the majority of cognitive ability related lawsuits involved claims of racial discrimination. They also found organizations that utilized validated, professionally developed tests, and set cut scores based on the results of the validation prevailed more often than not (Pedigo & Shoenfelt, 2005).

Most Popular Topic: Sexual Harassment

The most popular topic in legal issues was sexual harassment. It was addressed in seven or more of the presentations. The areas of sexual harassment covered included an overview of sexual harassment law, review and understanding of sexual harassment law, and individual's perceptions and evaluations of sexual harassment.

Arthur Gutman (2005b) provided a thorough overview of sexual harassment in his master tutorial. During this session, he clarified the legal definition of sexual harassment, carefully delineated between quid pro quo and hostile environment harassment, discussed scenarios for employer liability, and presented standards for proving sexual harassment. He concluded with recommendations for employment policies. Specifically, he discussed vicar-

ious liability with affirmative defense for hostile environment claims. Vicarious liability with an affirmative defense means that the organization is responsible for the illegal actions committed by supervisors if the organization fails to raise an affirmative defense. When sexual harassment by a supervisor results in a hostile environment, but does not result in tangible employment consequences, an employer can avoid liability by proving that the company had a mechanism in place to prevent and correct sexual harassment and that the alleged victim failed to file the complaint with the appropriate personnel or take advantage of other preventive avenues (Gutman, 2005b).

A review of sexual harassment law was discussed in a poster session by Arthur Gutman and me. In this poster, we empirically investigated employee knowledge of sexual harassment law and concluded that the legal definition is counterintuitive and difficult for employees to understand (McChrystal & Gutman, 2005a).

Many of the sexual harassment researchers at SIOP this year investigated how individuals evaluate and perceive sexual harassment in the workplace. A poster session by Elizabeth Shoenfelt and Kathleen Nickel investigated the effects of intoxication on individual and jury perceptions. They found that intoxication may bias an individual and jury decision in a sexual harassment case. Specifically, they found that intoxication impacts individual and jury judgment from both the plaintiff and defendant perspectives. Intoxicated defendants were more likely to be found guilty, and intoxicated plaintiffs were less likely to be viewed as victims of sexual harassment (Shoenfelt & Nickel, 2005).

Arthur Gutman and I viewed sexual harassment from the legal perspectives. We investigated whether individuals differently perceive various behavioral scenarios as harassing from the reasonable-person and reasonable-victim perspectives. It appears the victim standard lowers the threshold of unacceptable workplace behavior, and gender served as a moderator for the standards and ambiguous behavior (McChrystal & Gutman, 2005b).

Richard Wiener and **Roni Reiter-Palmon** co-chaired a symposium on how situational and dispositional factors impact an individual's judgment towards a sexual harassment claim and how these factors converge or diverge with sexual harassment law (Wiener & Reiter-Palmon, 2005). Some of the factors investigated were agreement and disagreement between the legal standards, ethical standards, dissolved workplace romances, and the impact contradicting attitudes have on an individual's evaluation of a particular situation. The impact gender and personality characteristics (e.g., empathy, perspective taking, fantasy, and distress) have on the perception of sexual harassment, and how these factors might affect outcomes from the different legal perspectives was also addressed. To conclude, a model to separate psychological injury from hostile environment sexual harassment law was introduced and discussed.

Finally, a poster session by **Karen Harris**, Robert Intrieri, and Dennis Papini (2005) assessed the applicability of the sexual experience questionnaire to adolescents in the workplace and found it to be psychometrically sound.

Conclusion

Based on the review of legal topics presented, I believe there are many areas for continued research and discussion. The impact of Internet selection on employment decisions should continue to be investigated. Possible new areas involve investigating the impact Internet selection has on adverse impact and affirmative action. Sexual harassment research continues to grow and should continue to research same-sex harassment scenarios. Comparing and contrasting employment law across different countries is another area of promising research growth. From a global standpoint, it is interesting and definitely relevant to learn how other countries govern workplace relationships. A poster session by Sara Turken and **Lisa Nishii** (2005) compared and contrasted employment law across 57 countries and found that employment law is heavily influenced by the cultural environment.

Finally, questions pertaining to legal issues center on expert witness topics and ADEA. How do you become an expert witness? Is there a recommended track for becoming an expert witness? Is the recent ADEA ruling going to increase the number of ADEA filings?

To conclude, the various legal topics presented at the SIOP conference were very interesting and informative.

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The Future of I-O Psychology: A Survey of SIOP Members

**Elizabeth Lentz, Matthew D. Tuttle,
Tammy D. Allen, Stéphane Brutus, and Charles Handler**

To coincide with the 20th anniversary of the SIOP conference, the Sunday Session subcommittee of the 2005 SIOP conference program (Tammy Allen, **Margaret Barton**, Stephane Brutus, Charles Handler, and **Chris Lovato**) developed a Sunday morning theme entitled, "The Future of I-O Psychology Research, Teaching, and Practice: What Lies Ahead for the Next 20 Years?" As background for one of the invited sessions,[1] we surveyed SIOP members to collect their thoughts on the future of I-O. This article highlights selected results of the survey that may be of interest to SIOP members.[2]

The survey consisted of a total of 12 questions and was conducted through the Internet. A link to the survey was placed on the SIOP homepage and was publicized in *TIP*. A total of 264 individuals accessed the survey and completed the first background information question. Of those, 99 completed at least one survey question. Background information for the sample is provided in Table 1.

Table 1.
Primary Area of Emphasis Within I-O Psychology

Primary Area	N
Research and/or teaching	36
Practice/Applied	55
Other	8
Research & practice	3
Graduate student	2
Retired	1
Sales	1
Upper management	1

$N = 99$

Responses were grouped by background. Specifically, responses from research and/or teaching participants were reviewed and analyzed separately from the practice/applied responses. Because of the small number of participants representing the "other" category, they are not included in this article.

Each set of responses was reviewed by one of the researchers, and general themes or dimensions were identified. Because our focus was identifying common themes among participants, dimensions represented by only one response were combined into a "miscellaneous" dimension. Many participants provided responses that contained multiple themes or skipped a particular survey question. Thus, the number of individual responses varies by

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[1]This session entitled, "Panel Discussion: The Future of I-O Psychology" can be heard through audio streaming available at the SIOP Web site, www.siop.org.
[2]A complete copy of the report can be obtained by contacting Elizabeth Lentz at emlentz@helios.acomp.usf.edu or Tammy Allen at tallen@shell.cas.usf.edu.

question. These themes, as well as the frequency of response and an example response for each dimension, are presented in the following tables.

Question 1. How do you see what you do as an I-O psychologist changing in the next decade?

Table 2a.
Research and/or Teaching Emphasis

Factor	N	Sample Comment
No change	8	Only the names will change…
Business-oriented/ applied focus	7	Greater need to understand business and how we contribute to it.
Increased value and responsibility	3	Strategic partner of the organization, especially on human capital.
Competition/marketability	3	Moves to business schools.
Less of the "I side"	3	More concerned with "organizational" than "industrial" issues.
Technology advances/ online processes	2	It will become more technology driven.
Integration/ interdisciplinary	2	Cognitive and biological psychology being applied more and more to issues of interest to I-O psychologists.
Miscellaneous	7	Becoming more a chaser of grant money than a scholar.

N = 31; Responses = 35

Table 2b.
Practice/Applied Emphasis

Factor	N	Sample Comment
Technology advances/online processes	14	A majority of my responsibilities revolve around online assessments. Because this seems to be the most efficient way to collect data, I see that there is a significant need to increase skills related to technology.
Business-oriented/ applied focus	13	Greater need to show connection between I-O practices and organizational bottom-line results.
Increased value and responsibility	9	I-O psychologists will be counted on at the "higher levels" of management to develop strategy based on organizational metrics.
Competition/ marketability	8	Becoming more competitive. Other fields are already participating in the same activities but with a different set of skills. Recognition of why an I-O psychologist can provide higher quality in our areas of expertise is essential.
Integration/less specialization	7	We are going to have to be able to work in broader areas. Being too specialized is going to become more problematic over time.
No change	4	Don't see much change in the core focus areas.
Less of the "I side"	3	"I" will die and the "O" will live.
Statistical tools	2	I anticipate incorporating more advanced statistical tools.
Miscellaneous	8	Not sure, but diversity awareness/training and employee engagement are currently hot issues for organizations. I wish I could predict what the next "fad" will be!

N = 53; Responses = 68

Question 2.   What do you see as the single biggest issue facing our field in the coming decade?

Table 3a.
Research and/or Teaching Emphasis

Factor	N	Sample Comment
Competition with business schools and professionals	11	Competition from business schools and keeping the talent of our field housed in psychology.
Visibility of I-O/marketing	8	Recognition by others who are not I-O psychologists about what the field is.
Business-oriented/relevant	7	Need to improve the stature and perceived relevance to others as both a science and practice.
Fit with psychology	5	The key question is "How closely do we want to identify with psychology?" OBHR has a clear identity and OHP is in the process of developing one. What does this mean for I-O?
Technology	3	Impact of technology on the workplace and on I-O.
Training of future I-O psychologists	2	Training of future I-O psychologists.
Miscellaneous	6	As a result of large-scale scandals, we all need to reevaluate our stance on ethics with regards to various organizational stakeholders.

$N = 33$; Responses = 42

Table 3b.
Practice/Applied Emphasis

Factor	N	Sample Comment
Visibility of I-O/ marketing	23	People still have absolutely no idea what I-O psychology is or does. More press has to go out to the general public.
Business-oriented/ applied focus	12	Need to get away from academic research and move toward more applied research that actually impacts the business world.
Competition with business schools and professionals	8	I-O psychologists being replaced by MBAs and other business types.
Licensure	3	The invitation to this survey addressed fellow I-O psychologists. Yet, as an unlicensed psychologist, I find that uncomfortable. I don't wish to flow this issue more than necessary.
Technology	3	Leveraging technology to advance the science and practice of I-O psychology.
Legal issues	2	Court rulings overturning the use of employment assessments.
Globalization	2	Globalization of service industry and manufacturing.
Miscellaneous	9	Lisrel

$N = 54$; Responses = 62

Question 3.   Do you see the research/practitioner gap widening or shrinking over the next 10 years?   What are the reasons for your opinion?

Table 4a.
Research and/or Teaching Emphasis

Factor	N	Sample Comment
Shrinking—Increased researcher/practitioner collaboration	5	Believe it is shrinking. I am increasingly seeing collaborations between practitioners and researchers. It was good to see the introduction of a scientist/practitioner forum this year at SIOP.
Shrinking—Miscellaneous	2	Shrinking…Academics are aware that the vast majority of their students will become practitioners.
Stay the same	2	It will stay the same. We have been worried about this for decades but there as been little change. Practitioners I meet have no idea about what information is available to them from the research literature. Most are just making it up as they go along. Very sorry state really.
Widening—Decreased researcher/practitioner collaboration	6	Widening because everyone accepts it, and it seems like few people are willing to work to bring it back together.
Widening—Lack of business orientation/ Too much science	6	Widening. We need to be able to respond more to the needs of organizations and not get so fixated on studying to death topics no one cares about but ourselves.
Widening—Lack of science	5	Widening, because practitioners seem to forget that their best competitive advantage lies in the fact their work is theory driven (and therefore based on science). Without science I-O practitioners will have no advantage over other consultants, and yet they seem to ignore this simple fact.
Widening—Miscellaneous	2	Widening—it has been widening for some time and likely will continue.
Don't know	3	Don't know. I find the whole research/practice gap issue boring and nonrelevant.
Miscellaneous	4	Could it get any wider? I'll go with regression to the mean on that one.

$N = 32$; Responses = 35

Table 4b.
Practice/Applied Emphasis

Factor	N	Sample Comment
Shrinking—Increased researcher/ practitioner collaboration	4	Gap is not research versus practice: It's academics versus practice. Practitioners do research too. I would like to think the gap is shrinking as communication and understanding improve between the two groups. If the two groups do not work together, with mutual respect and understanding, SIOP is doomed to extinction.
Shrinking—Less practice/need for science	3	It will be shrinking as the opportunity to practice shrinks. We will find that practitioners will need to become more involved in research and academia because their ability to practice will become smaller. This change will force, in a sense, an integration of practice into research.
Shrinking—Less science/need for applied work	3	Shrinking, the research is primarily recycled and renamed stuff …it needs implementation.
Stay the same	2	It will stay the same. Every time I read an esoteric academic article or heard of an AT&T or GE research group going away, I thought the gap would get bigger. Then I'd come to SIOP and see a panel with presenters from a small business doing good research and hear some great applied research from an academic I-O. There is little infrastructure to support this, but individual researchers from "both worlds" will continue to keep the gap from getting wider.
Widening—Lack of business-orientation/too much science	14	Unfortunately, I see the gap widening. Simple fact is that practitioners have to deal with a whole set of realities when implementing solutions if they want to stay in business. It ultimately requires the scientific integrity of the process to be compromised. High-profile academics who perform some applied work do not see this as much because they are given more leeway in their applied projects.
Widening—Decreased researcher/ practitioner collaboration	6	Widening. There is not enough collaboration between the scientist and the practitioner to ensure meaningful dialogue that results in the transfer or the development of scientific advances into innovative, practical applications. It appears that both sides are stubborn to recognize the benefits that each has to offer. The end result is ignorance and stagnation of the field.
Widening—Miscellaneous	6	This is a self-created gap. We believe there is this gap, and we communicate the gap, and then like a self-fulfilling prophecy, the gap widens. If this belief influences how we train I-O psychologists, then the gap will continue to grow.
Don't know	2	Not sure. In the field, practitioners do rely on research for innovation. Not sure what researchers want or expect from practitioners except their input in research itself.
Miscellaneous	8	There always have been and will continue to be opportunities to practice with applied research. But, I do think that the research done in the academic world will always to some degree be different from what is done in practice, as the objectives of the two are different.

$N = 46$; Responses $= 49$

Question 4. What does our field need to do to ensure we work towards closing this gap?

Table 5a.
Research and/or Teaching Emphasis

Factor	*N*	Sample Comment
Researcher/practitioner collaboration	7	Academicians and practitioners need to agree on what the most important topics and issues are. Meetings, committees, and task forces should identify and focus on these issues.
Value science in practice	5	Make business aware of our existence, particularly the value we add—emphasize the benefits of getting advice from people trained to know what interventions have empirical support.
Researchers need to become more business oriented	3	An important practical question is important regardless of whether it has theoretical implications—our field is defined by the real world, so our theories should better reflect it.
Do not close the gap	3	Who said we should close the gap? Let's acknowledge it and develop two organizations. I really have no desire to close any gap. Let them do what they want and I'll do what I want.
Research funding from practitioners	2	If practitioners REALLY value academic research, then they should pay for it. Grants, assistantships, fellowships, and so on. This stuff speaks volumes, esp. in psychology departments. If practitioners and their employers made funding easily and readily available for academics, I-O research would go a long way toward resolving a number of big problems with I-O.
Respect practice/don't alienate	2	Stop the madness! Grants, top-tier articles…this all drives lab studies that alienate our practitioners.
Training	2	Train more I-O psychologists. Only in numbers will we be able to make a dent in practice.
Miscellaneous	6	Perhaps stop making it an issue to begin with.

N = 28; Responses = 30

Table 5b.
Practice/Applied Emphasis

Factor	N	Sample Comment
Researcher/practitioner collaboration	15	Perhaps the establishment of cooperative efforts between researchers and practitioners, not only at the graduate student level but also at the level of assistant, associate, and full professor, could help close the gap. It would be interesting to have a practitioner teach for a year or two in an I-O program with the goal of informing both students and faculty of the problems faced in practice. It may enlighten the impressionable minds of graduate students or young professors who need or want ideas to research. Moreover, the professor could begin to apply theory and empirical research findings to problems in a work organization. This effort may help drive both sides of the field.
Researchers need to become more business oriented	9	Get the researchers to focus on what businesses want and demand and find ways to implement.
Offer benefits/ incentives to practitioners	5	Offer more money and incentives.
Promote quality practitioner research	5	Show that well-designed research studies can help more in the long run rather than quick interventions.
Recognize practitioner's challenges	4	SIOP needs to take the lead, along with the journal editors, and actually consider presenting/publishing applied research that may not necessarily have perfect methods sections. Our inability to consider this type of research as a starting point will never allow us to gain credibility in the business world.
Understand each other	2	We need to understand each other's worlds.
Do not close the gap	2	Not sure it's a gap we want to close.
No changes	2	There will be no changes.
Miscellaneous	8	Licensing of I-O psychologists will help this.

$N = 42$; Responses $= 52$

Question 5.   Do you feel the academic journals associated with our field (i.e., *JAP, Personnel Psychology*) will play a significant role in shaping the future of our profession? Why or why not?

Table 6a.
Research and/or Teaching Emphasis

Factor	N	Sample Comment
Yes—Representative of our field	9	Yes. Publications will remain the primary (and most respected) avenue for communication. Thus, the way that the field sees itself (and the way outsiders see us) is through the journals. Because we develop an understanding of ourselves through the journals, they necessarily play a critical role in shaping the future of our profession.
Yes—But need to appeal more to practitioners	4	Yes, of course, they play a major role, and will continue to do so. However, they are not sensitive to practitioners' needs. My practitioner friends don't read them because they find them irrelevant to their work.
Yes—Publish or perish	3	Yes, It is of course a publish or perish game in academics and will remain so.
Yes—Miscellaneous	4	Yes. If not, then I am changing careers.
No—Not representative of our field	3	Not particularly. I see *JAP* particularly as a crony journal—the same people publish in it. So, it's not representative of I-O research in general.
No—No value to practitioners	3	No. The top journals have already reached the point where they are of little value to practitioners. We need new topics.
No—Publication process	2	Not really. The difficulty is that the research publication process takes too long—it takes 2 years before research gets published. We need to be able to speed this process up.
No—Field driven by business	2	No, they won't. Our future is driven by company's needs for us, not by academic research.
Miscellaneous	4	Only if we have a designated group in SIOP that jumps on opportunities to promote findings from these journals on popularized media (e.g., the *Today* show). Other professions do it.

$N = 30$; Responses = 34

Table 6b.
Practice/Applied as Primary Area of Emphasis

Factor	N	Sample Comment
Yes—But need to be appeal more to practitioners	8	Yes and no. Those journals are heavily read within the academic community of I-O psychologists, but practitioners and other business people read entirely different journals.
Yes—Representative of our field	5	Yes, these journals help to identify the current hot topics in I-O and are looked upon as great foundations for practitioners to investigate their own organizations.
Yes—Increases awareness of I-O	3	Yes because it makes other people aware of the work of I-O psychologists.
Yes—Miscellaneous	1	Yes, but many younger psychologists are not reading the journals, they are using the Internet (not PsycINFO)
No—Not read/No value to practitioners	10	I don't know of a practitioner who regularly reads or even pays attention to *JAP*. It's not relevant.
No—We need additional marketing tools	3	No, and mainly because our "field" is shaped only so much as people know and recognize what our field is and what it does. Informing each other about accomplishments (via journals) is not going to accomplish that.
No—Miscellaneous	3	No. The academic journals (*JAP*) will not shape the future of the profession. Unfortunately, the future looks bleak if the gap between academic and practitioner keeps growing.
Don't know	2	Not sure. As an applied I-O type, I use *JAP* for examples to see where research is going on a regular basis.
Miscellaneous	2	They have been co-opted in the publish or perish race.

N = 37; Responses = 37

Dear I-O

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

At the SIOP conference in Los Angeles there was a session on *TIP*. Each columnist was asked to give some thought as to how *TIP* might be made better. Although I believe it is difficult to improve upon perfection, I did give some serious thought to the request. The idea I came up with should be regarded as nothing more than a trial balloon.

The first advice columnist I can ever remember reading was Ann Landers. Everyday in my local newspaper were letters written by people seeking advice. They all began "Dear Ann." Another one was written by her sister Abigail Van Buren, whose column appeared under the heading "Dear Abby." More problems, more advice. These advice columns have exploded in popularity. One column gives advice on how to play a hand in bridge. Another one gives advice on how to play a hand in poker. Two guys on National Public Radio have a call-in show where they give advice on car problems.

I say it might be time for SIOP to get into this act. Nowadays just about everyone needs advice on something. I-O's are no better or no worse than the rest of humanity. I say if our members need advice, perhaps we should step up and provide it. I say maybe *TIP* should start a regular advice column. Our members would submit questions on troubling issues, and a learned member of the *TIP* staff would give the advice. To avoid even the appearance of conflict of interest, I asked a fellow SIOP member if he would serve as a guest advice columnist for this trial demonstration. He graciously agreed. Five letters were privately solicited. Here are the letters and the advice given. You be the judge.

Dear I-O,

For the longest time I have been telling people that validity coefficients are an underestimate of the true relationship among constructs. I advocated using various formulas to correct their magnitude. I even went so far as to refer to these corrected validity coefficients as an "estimate of the truth." Lately however, I am beginning to question my own thinking and reasoning. I mean, in real life, things are what they are. For example, 7:30 is 7:30. 7:30 is not an estimate of 9:30, no matter how many corrections are applied to it. I'm feeling so confused. Please help.

Self-Doubting

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

Dear Self-Doubting,

It sounds like you are going through the change of academic life. There is absolutely nothing wrong with applying hydraulics to correlations to inflate their magnitude. Size matters in life, and bigger is usually better. You are a statistical optimist. You see the glass as half full, not half empty. Even if the glass is not half full, after applying your correction formulas, you can make it appear that way. Imagine all the people you've made happy by convincing them that uncorrected correlations of .20 are simply corrected correlations of .60 in an earlier stage of development. Think of them as larva morphing into butterflies. Most people prefer to look at butterflies rather than larva, including journal editors. You fail to understand your overwhelming positive impact on our field. You single-handedly improved the mental health of an entire profession. For more than 75 years we believed our validity coefficients were serving permanent life sentences in the Punyville Penitentiary. Then you found a way for us to escape these feelings of inadequacy. I am personally saddened that you are going through this period of self-doubt in your career. I know that a particular *TIP* columnist has, from time to time, poked fun at some of your ideas. He is simply envious of your professional acclaim, born of your superior quantitative ability. His quantitative ability is so low the only way he can count to 11 is if he puts both hands in his pockets. If his comments have in any way contributed to your current state of funk, the next time you go pheasant hunting, pretend he is one of those pheasants you are aiming at. I said pretend. Furthermore, quit calling corrected correlations an "estimate" of the truth. As you know, any numerical value can be an "estimate;" some are just more accurate than others. Call your corrected correlations "the truth." If you get pushback, write an appendix to prove you are right. Besides, every hour on the half-hour it is 9:30 someplace in the world. And that's the truth.

Dear I-O,

I'm in a pickle and I need a way out. I have been promoting 360-degree feedback as a way to impress clients. I've been telling clients that information from multiple sources is always more accurate than feedback from one source. But here is my problem. Although information from multiple sources may be more accurate, the different sources are not equally important. In fact, the only source that matters at all is what your boss thinks of you. On a conceptual level I've painted a pretty picture, but on an operational level it's getting pretty ugly. Peers and subordinates can't fire you, and you can't fire yourself. What should I do?

Geometrically Uncertain

Dear Uncertain,

I see your problem and it's a big one. How long did it take you to get this blinding glimpse of the obvious? I say a geometric problem requires a geometric solution. Subordinates will never say anything bad for fear of retaliation. Peers will knife you in the back at the first chance to enhance their own careers. If you are still going to stick with this 360-degree albatross, tell your clients 360-degree feedback is nothing more than four subordinates being evaluated by their boss, because 4 times 90-degrees is 360-degrees. Negative feedback from your boss can be grounds to say, "You're fired." If your clients demand self-assessments as well, tell them a negative self-assessment can be grounds to say, "I quit." In the future I suggest that as an I-O psychologist you stick with using multisyllabic words to impress clients, and leave the geometry to the mathematicians.

Dear I-O,

I work for a large corporation as an internal change agent. Last week the CEO pulled me aside and said I was to find a way to motivate the entire workforce. Furthermore, I was told my results must be immediately effective. I panicked. I went through every motivation book I could get my hands on, and now I am more confused than ever. Is motivation a trait I should look for in people, should I make people feel inequity to get them to work harder, do I impose a variable schedule of paychecks, do I determine valences, instrumentalities, and expectancies, or what?

<div align="right">Desperate</div>

Dear Desperate,

None of the above. Given the urgency of your problem and its magnitude there is only one solution that is viable. The solution has an anatomical origin. Unbeknownst to the medical profession, there is a nerve that runs directly from the buttocks to the brain. A swift kick applied to the buttocks by a supervisor at the start of each workday will most likely achieve the results your CEO desires. However, I feel it's advisable to bring two issues to your attention. First, although this particular technique may not motivate behavior for some recipients, it will nonetheless give the respective donors a great measure of satisfaction. Second, and this almost goes without saying, do not place one-legged people in supervisory roles.

Dear I-O,

I'm head of organizational effectiveness for a large global corporation. Part of my job is to ensure uniform selection methods in all our locations around the world. It seems every location wants to use some pet selection

method they are in love with. This one wants to use the interview, that one wants to use a personality inventory, another one wants to use graphology, and so on. Not only do they use different selection methods, but each one is absolutely committed to whatever method it uses. I'm ready to pull my hair out. Any advice on how to solve this problem?

Perplexed

Dear Perplexed,

You actually have two problems, not one. The first problem is the differing selection methods across locations, and the second is the high degree of commitment each location has for the method it uses. There will be strong resistance to change. You said your company is global. This is the key to the solution. Because you are head of organizational effectiveness, it is your legitimate responsibility to effectuate change. Here is my advice. Get a high school cheerleader's uniform, complete with a megaphone. At each location tell them your job is to make the company great. Bellowing into the megaphone, ask them if they want to become great. Of course, they will all say, "Yes!" Now you have attained the critical buy-in you need. Then you yell into the megaphone, "Give me a g!" They will all yell, "g!" You then yell, "So you want a g?!" They will all yell, "Yes!" You then say, "Because you want a g, I've got a g for you!" Then you whip out of your briefcase a test of g, and tell them it is this test they will now use to hire all employees. Remind them that "great" always begins with g. Repeat this fandango in every location of the company around the world. These folks won't know what hit them. You will become a legend in the corporation. Be sure to shave your legs before each performance.

Dear I-O,

I am a graduate student. I am just putting the finishing touches on my dissertation. It is a psychometric study. I derived the denominator term for the density function of the robust semiparametric Clafdapka distribution under conditions of nonnormality. I recently accepted a job with a HR consulting firm. My soon-to-be boss seems to be a wonderful man. He told me when presenting data to clients, they like it in the form of pie charts and bar graphs. They can understand percentages, and some can understand means, but I should never present standard deviations. He tells me measures of variability are too complex for clients to understand. He also told me clients like information in bullet form. I will have to learn about bullets because I have never fired a gun in my life. Given my job choice, do you think I wasted a lot of time studying item response theory, confirmatory factor analysis, structural equation modeling, and hierarchical linear modeling? Do you think I can convince every client that the world is best viewed through the lens of a variance–covariance matrix?

Just Wondering

Dear Wondering,

- Yes
- No

P.S. Congratulations on getting this job, your reward for many years of dedicated study! Would you kindly send me a postcard when you celebrate the first anniversary of your employment with this company—the first month anniversary?

So, what do you think? Should *TIP* have an advice column? Obviously this decision will have to be made by someone at a pay grade far above mine. Please send your thoughts to **Laura Koppes**, editor of *TIP*. Just don't recommend me as the advice columnist. I already have the tough job of making you laugh once every 3 months.

Professional Development Cluster Update

Adrienne Colella, Cluster Coordinator
Texas A&M University

A great deal has been going on with the committees comprising the Professional Development Cluster. We just experienced the results of the hardworking Conference Committee and the Program Committee. **Donald Truxillo** and **Lisa Finkelstein** provide more detailed accounts elsewhere in *TIP*, but suffice it to say that the conference was a success in terms of submissions, participation, attendance, and finances. The Continuing Education and Workshops Committee, chaired by **Luis Parra** (in his last year) and **Joan Brannick**, and the CE Coordinator, **Judith Blanton**, also reported another year of successful preconference workshops. Judith is also working on several creative ways to make CE credits available to SIOP members.

Both the I-O Training Task Force, headed by **Rich Martell**, and the Education and Training Committee, chaired by **Steven Rogelberg,** have also been very busy. Steven provides a detailed report in this issue. Some highlights include the completion of the guideline review for *Education and Training in Consulting/Organizational Consulting Psychology*, a completed first draft of a consumers' guide to the ranking of I-O programs, the development of a pool of teaching aids for I-O psychology courses, the initiation of a master's student consortium at future SIOP conferences, and the completion of a membership survey regarding self-study modules as a way of obtaining CE credits.

Finally, **Janet Barnes-Farrell**, my predecessor in this position, reported that the Long Range Planning Committee reviewed the proposed revisions to APA's Guidelines and Principles for Accreditation and submitted comments to the APA Committee on Accreditation. There were some reservations about the potential impact of the revision on our graduate training programs and on our members who are in practice positions.

Education and Training Committee: Year End Report
Time Frame: April 2004–April 2005

Steven Rogelberg, Chair
University of North Carolina-Charlotte

Education and Training (E&T) is charged primarily with monitoring and working to improve the state of education in industrial and organizational psychology and encouraging and promoting the development of the scientific and practitioner skills of the Society's prospective members.

Over the course of the past year, E&T has been composed of a chair, 12 subcommittees, and 15 subcommittee chairs (or co-chairs). The subcommittees are of two types: freestanding and ad hoc. There are two freestanding subcommittees. There is the Doctoral Consortium Committee (chairs: **Kathleen Lundquist** and **Harold Goldstein**), which coordinated and implemented a successful doctoral consortium at this past SIOP. Then, there is the continuing education effort coordinated by **Judith Blanton**, which has successfully elevated CE processes and opportunities for SIOP and its members.

The second type of E&T subcommittee is an ad hoc subcommittee created in response to an emergent need or is working to fulfill the planned objectives that E&T set for the year. There are 10 such ad hoc subcommittees. Listed below are some of the accomplishments.

- We are finalizing a "consumer guide" to I-O graduate program rankings. The guide will educate students about rankings, that is help students understand what to look for in a study that produces rankings, the variety of criteria that form the basis for rankings, and so forth. Chair: **Mike Zickar**
- We are finalizing the content for and drafting a Teaching in I-O Psychology Web site. The Web site will contain teaching aids such as lecture examples, discussion topics, syllabi, learning exercises, and group exercises for teachers of I-O to use. We hope to design the Web site so that content can also be directly contributed to the Web site by educators. Chair: **Carrie Bulger**
- Given the tremendous success of the SIOP doctoral consortium, we examined the feasibility of a SIOP master's student consortium. The concept was well received in our informal and formal assessment (survey of MA program faculty). We hope to implement the first consortium at the next SIOP conference. Chair: **Tim Huelsman**
- We are sharing our profession with high school teachers. We are finishing the development of a 7-day high school I-O psychology unit lesson plan for Teachers of Psychology in Secondary Schools (TOPSS). A presentation on teaching of I-O psychology was made at a TOPSS-sponsored HS teacher conference in New Jersey. Chair: **Doug Maynard.**
- We assessed member interest in self-study training courses (various I-O topics) potentially for CE credit. Initial results suggest that the respon-

dents, particularly practitioners, are strongly supportive of self-study modules that would supplement the existing SIOP conference workshops. Implementation and execution issues are being discussed. Chair: **Vic Catano**

- We have contributed a column on education and training issues in each addition of *TIP*. Chairs: **David Costanza** and **Jennifer Kisamore**
- We surveyed organizations providing high school and undergraduate internship opportunities. This resulted in two *TIP* publications that discussed internship practices and so forth. Chairs: **Geneva Phillips** and **Rose Hanson**
- We provided extensive feedback on the *Guidelines for Education and Training at the Doctoral and Post-Doctoral Level in Consulting Psychology/Organizational Consulting Psychology*. Chair: **Kevin Ford.**
- To help promote the diversity of our profession and to make I-O psychology more accessible to underserved populations, a lecture series (the Speakers Bureau of I-O Psychologists) is being created. This would provide speakers to psychology and social science departments at universities that do not currently have any full-time I-O faculty members. Chair: **Peter Bachiochi.**
- We have fielded dozens of e-mail and telephone inquiries from students and professionals concerning I-O as a field and education opportunities.
- We co-sponsored a program directors' meeting at the SIOP conference.

Although the term "we" is used liberally in describing the subcommittees accomplishments, the subcommittee chairs and their members deserve full credit. Thank you to: **Bill Attenweiler,** Peter Bachiochi, Judith Blanton, **Aaron Bolin, Chieh-Chen Bowen,** Carrie Bulger, Victor Catano, David Costanza, **Gwen Fisher,** Kevin Ford, Harold Goldstein, **Jane Halpert,** Rose Hanson, **Todd Harris, Neil Hauenstein, Rosemary Hays-Thomas, Michael Horvath,** Tim Huelsman, Mike Zickar, **Linda Jackson,** Jennifer Kisamore, **Jennifer Lucas,** Kathleen Lundquist, **Alexandra Luong,** Douglas Maynard, **Morell Mullins, Jerry Palmer,** Geneva Phillips, **Tahira Probst, Nora Reilly, Dan Sachau, Rob Schmieder, Peggy Stockdale, Alice Stuhlmacher, Judith Van Hein, and Bob Yonker.**

Future Work

Besides continuing and finishing work on the above subcommittees, some of the subcommittees on the horizon include:
- Creating a "teachers of I-O psychology" discussion list
- Identifying and listing on the SIOP Web site universities that have undergraduate I-O psychology majors, minors, and concentrations
- Creating a resource that will facilitate international sabbatical appointments/exchanges

SIOP Organizational Frontiers Book Series Update

Robert D. Pritchard

The Board for the Frontiers Series has been active over the last year. The board for the last year has been:

Fritz Drasgow
Michele Gelfand
Michael Frese
Steve Kozlowski
Eduardo Salas
Lois Tetrick
Robert Pritchard, Editor

Two volumes have recently been published and can be ordered at a discount from the SIOP Web site at https://www.siop.org/PubHub/. Click on the Organizational Frontiers Series link.

The Dark Side of Organizational Behavior, edited by Ricky Griffin and Anne O'Leary-Kelly
Discrimination at Work: The Psychological and Organizational Bases, edited by Robert Dipboye and Adrienne Colella

The following volume is in press at Erlbaum:
Situational Judgment Testing, edited by Jeff Weekley and Robert Ployhart

Volumes under contract:
The Psychology of Conflict and Conflict Management in Organizations, edited by Carsten De Dreu and Michele Gelfand
The Psychology of Entrepreneurship, edited by J. Robert Baum, Michael Frese, and Robert Baron
Perspectives on Person–Organization Fit, edited by Cheri Ostroff and Timothy Judge
Learning, Training, and Development in Organizations, edited by Steve Kozlowski and Eduardo Salas
Work Motivation, edited by Ruth Kanfer, Gilad Chen, and Robert Pritchard

Approved by Board, contract in process
Team Effectiveness in Complex Organizations and Systems: Cross-Disciplinary Perspectives, edited by Eduardo Salas, Jay Goodwin, & C. Shawn Burke

Planned volumes:
Aging and the Workforce
Disabilities in the Workforce

SIOP Fellows Committee

Gary Latham

The election of a member to the status of Fellow in SIOP is a meaningful and memorable event at our annual conference. This year, 2005, we celebrated the election of 10 members to the status of Fellow in three ways. First, a breakfast was held in their honor prior to our annual conference. We did not want them to receive their award on an empty stomach. Second, we distributed a SIOP Fellows pin. The cost of the pins were paid for by **Joyce and Robert Hogan**, Hogan Assessment Systems, Inc. The SIOP Executive and Fellows Committees sincerely appreciate their generosity. Third, we publicly acknowledged our new Fellows at the plenary session held at our annual conference.

The procedures for nominating a member for the status of Fellow can be found on the SIOP Web site. All materials can be submitted directly to me electronically (latham@rotman.utoronto.ca). Nothing needs to be sent by "snail" mail. Please start thinking now of the people whose records "demand" that they receive this prestigious award. In submitting a nomination, please alert me as to whether the person is a member of APA and/or APS and whether that person wants to be considered for the status of Fellow in one or both of these organizations.

Communications Task Force

Mary Doherty
Valtera

The Communications Task Force continues to search for companies who would be willing to be SIOP's survey vendor for the next 2 years, starting in 2006. A Request for Proposal was published in the April 2005 issue of *TIP*. In addition, the Communications Task Force has started to develop the next SIOP Membership Survey. The chairs of the various SIOP committees are identifying questions to include in the Membership Survey that will provide them with valuable membership opinions.

The 26th Annual Industrial Organizational Organizational Behavior (IOOB) Conference:
"Surfing the Waves of I-O Psychology"

Elizabeth McChrystal, Abhishek Gujar, Carrie Harmon
Florida Institute of Technology

The industrial-organizational psychology program at the Florida Institute of Technology hosted the 26th Annual Industrial Organizational Organizational Behavior (IOOB) Conference on February 25–27 at the Radisson Suites Oceanfront in Indialantic, Florida. The students and faculty at Florida Tech successfully "surfed the waves of I-O psychology!"

What is the IOOB Conference?
Milt Hakel is the founder of the IOOB conference. In 1980, Ohio State University served as the first host and unfolded a long-standing tradition for graduate students in the fields of industrial-organizational (I-O) psychology, organizational behavior (OB), and human resource management (HRM). This tradition involves the conference being passed to different universities to serve as hosts.

The goals of the IOOB conference are to provide students (both graduate and undergraduate) with the opportunity to present their research and research ideas in a noncompetitive environment, interact with each other and create a professional network, and interact with and learn from prominent practitioners and academics in our respective fields. To ensure these goals are met, each host university provides several keynote speaker presentations, an array of guest speaker presentations, symposia, workshops, and student presentations in an effort to accommodate the variety of interests within I-O psychology, OB, and HRM.

So, what did we do?
Our first step in planning the conference was identifying a theme that would fit the local history, the conference, our respective fields, and our I-O culture at Florida Tech. "Surfing the Waves of I-O Psychology" was the perfect theme for our conference. The "waves" represented the local area that
- Is home to the diverse wildlife native to the east coast of Florida such as sea turtles, bottlenose dolphins, manatees, a variety of exotic birds, and a variety of sharks
- Are responsible for shaping our local shoreline and communities
- Have produced many famous, professional surfers!

"Surfing the Waves of I-O psychology" represented the field and our program by
- Showing support for the diverse areas of I-O psychology, OB, and HRM in that all areas of the fields were covered

- Describing Florida Tech's I-O culture that embraces and respects the wide array of thought, research, and education
- Describing the ways I-O, OB, and HRM shape the corporate culture, climate, and practice

With the theme in mind, we began planning our conference. The planning process was both exciting and challenging. It involved gaining support from organizations, students, and speakers. Several organizations and universities sponsored IOOB 2005, resulting in almost $22,000 in monetary support and many free products and services such as gift certificates and Web site development/maintenance. Our sponsors provided us with the resources necessary to make this a very successful conference. To view the list of the sponsors, please visit the IOOB 2005 Web site at www.fit.edu/ioob2005.

Students from universities all over the United States demonstrated exceptional levels of interest and excitement for this conference. This is evident in the numerous presentation and poster submissions with a total of 87 accepted submissions. In addition, the invited speakers also supported our efforts. Twenty-seven speakers, from both applied and academic settings, accepted our invitation and provided informative presentations, workshops, and symposiums, thus imparting to the students an unforgettable learning experience. To view the list of speakers, please visit the IOOB 2005 Web site at www.fit.edu/ioob2005.

The most significant challenges involved Hurricanes Francis and Jean. These natural disasters thwarted many of our original plans. They significantly hurt the community as a whole, our local fundraising efforts, and destroyed our original conference venue. Many of our planning committees had to revise plans and identify the last functional beach venue for our conference. With the quick work of dedicated students, we reserved the only hotel on the beach that withstood the damaging winds, storm surge, and rain brought on by these hurricanes.

So, who gets all the credit?

Every student in the I-O psychology program at Florida Tech deserves to be recognized and credited for planning and executing a successful conference. Honestly, every student in the program helped in both the planning and execution of the conference. All the students should be commended on their commitment and dedication to planning a truly exceptional conference.

The faculty and staff in the Department of Psychology at Florida Tech are also recognized and thanked. They provided the students with the necessary support, guidance, and resources to execute an exceptional conference.

All the hard work, commitment, and dedication provided for a successful 26th Annual IOOB Conference in 2005.

Clif Boutelle

Visibility for I-O psychology and its researchers and practitioners will be a major goal for SIOP this coming year. And when it comes to gaining recognition, there are many members who are providing their expertise to news stories in the nation's media.

Reporters continue to find SIOP members to be credible resources for the workplace-related stories they are writing. The Administrative Office in Bowling Green is able to match some reporters' requests for experts with SIOP members. But a growing number of reporters are relying on Media Resources, which is found on the SIOP Web site. Currently there are more than 100 different workplace topics with over 2,000 SIOP members who are willing to help reporters with their stories.

All of this activity helps to promote the field of I-O and to make its practitioners and researchers better known to the media and their readers; many of them are business leaders.

Following are some of the press mentions that have occurred in the months just prior to the deadline for this issue of *TIP*:

Mike Zickar of Bowling Green State University appeared on a local radio program May 17 to discuss I-O psychology and its importance in the workplace. The interview was broadcast over WFOB and provided Zickar the opportunity to inform listeners about I-O as well as Bowling Green's I-O program, which recently was rated third in the country by *U.S. News & World Report.*

Most organizations take the high road when discussing competitors but there are some who delight in taking potshots both in their public comments and advertising, noted a May 3 *USA Today* story. **Ben Dattner** of Dattner Consulting in New York City said "the best companies focus on areas of internal improvement and refrain from preening." Denigrating other companies can be a sign that an organization lacks confidence in its own accomplishments, he said.

A May 2 story in the *Cleveland Plain Dealer* about how long and stressful working hours can take their toll on employees included comments from **Steve Jex** of Bowling Green State University. He noted that some people feel overworked in a standard 40-hour week but others can put in 80 hours and feel absolutely fine. "It all depends upon why they're working those hours and what they are doing." He also said the mental effects of being overworked aren't as severe as the potential effects on a workaholic's physical well-being. "Heart problems are the most dangerous possibility," he said.

Research by **Mike Aamodt** of Radford University has been featured in the *Kansas City Star*, the *Miami Herald*, and other Knight Ridder newspapers around the country. His study on reference letters, which was presented at the

SIOP conference, suggested that reference letters do not help job candidates very much nor do they help the prospective employer who's trying to learn about the candidate. "Overall, reference letters are relentlessly positive," he said.

He also was interviewed for an April 23 story in the *Toronto Globe and Mail* about bullying as a management style. Aamodt noted that "collegiality is important, but the extent of its importance is determined by the job. In situations such as a war on terrorism, effectiveness is more important than being a nice guy. However, few jobs are crisis driven. I think that most employers want a good performer who also 'plays nice,' " he said.

For an April 20 *Cleveland Plain Dealer* story about why corporate leaders are led to pad expense accounts, the writer called upon **Dory Hollander** of WiseWorkplaces in Arlington VA and Ben Dattner of Dattner Consulting in New York City to provide their theories. Hollander said personal misbehavior often springs from a culture that promotes an anything goes mentality. Dattner added that although companies often have firm rules about expense accounts, top executives feel they are above the fray and justify expense padding as something that is due to them.

The Wonderlic test, given to all NFL draftees, came in for some publicity when top choice Alex Smith recorded one of the top scores ever. Doctoral candidates **Brian Lyons** and **John Michel** of SUNY-Albany and **Brian Hoffman** of the University of Tennessee conducted a study to determine if the test could predict success in the NFL. Their study, which was presented at the SIOP conference in Los Angeles, showed no relationship between the Wonderlic and NFL performance. However, the Wonderlic does have some impact upon the quarterback position, where quick decision making and learning complicated offenses is paramount to success. The study was reported in the April 21 *Richmond* (VA) *Times-Dispatch*.

Three SIOP members contributed to a story on the effective use of surveys to learn what employees really want in the April issue of *HR Executive*. **Jeffrey Saltzman** of Sirolta Consulting in Purchase, NY said that employee survey data and the use of that data in improving organizational effectiveness is "probably the most underutilized asset most organizations have." **Therese Welbourne** of eePulse Inc. in Ann Arbor, MI added that timeliness is a key issue. Some HR professionals "get the results of their employee surveys or research reports 6 months to 1 year after they are completed and they form their opinions based on that data." Ben Dattner of Dattner Consulting in New York City said senior management must be viewed as committed to the survey process and making changes based upon the survey results. "If you're surveying each year and it doesn't lead to results or improvement, HR should not be surprised if a certain cynicism develops, with employees wondering about the effectiveness and usefulness of the survey."

The April 19 *Halifax Herald* covered the opening of Acadia University's Centre for Organizational Research & Development, which was founded and

is directed by **Michael Leiter**. He is leading a Health Canada-funded project to study workplace issues for nurses in hospitals throughout the Atlantic provinces. He also is developing an ongoing education strategy for employees for workers in the Nova Scotia Continuing Care sector.

The April 5 *New York Times* carried a story on research conducted by **Stacey Turner, Sarah Singletary,** and **Eden King** of Rice University and **Janessa Shapiro** of Arizona State University. The study, which received the Flanagan Award at the recent SIOP conference, dealt with interpersonal discrimination toward obese customers. In addition to the *Times*, stories appeared in a large number of media outlets, including the *Atlanta Journal-Constitution, Chicago Sun-Times, Indianapolis Star,* Reuters*, Good Morning America,* and *Fox Television News*. **Mikki Hebl** of Rice University was the faculty adviser.

Tracey Rizzuto of Louisana State University received considerable media attention for her research on workplace technology and the myth about older workers, which she presented at the conference. Contrary to previous research suggesting that as workers age they lose some ability to master complicated tasks, she found that older workers welcomed and adapted quite well to new technology. Stories appeared in the March 23 issue of *HR Week* as well as *ComputerWorld* and several Gannett News Service papers.

Steve Scullen of Drake University was the lead author of a study that suggested the quiet but common practice of culling lowest ranked workers can systematically improve company performance. Called "rank and yank," the practice should be reconsidered after 3 or 4 years because after that, new hires are less likely to be any better than workers who are eased out of the company. Coverage of the study appeared in several newspapers and Web sites, including *USA Today, Cleveland Plain Dealer,* and *The (Madison, Wisc.) Capital Times.*

The March 17 *Albany Times Union* carried a story on life in office cubicles, which included some comments from **Wendy Becker** of SUNY at Albany. She said that putting workers in cubicles may be good for a company's bottom line, but the results are unpredictable. "You can go into any organization and see one section where a cubicle is working and one section where it is not," she said. "Behavior and relationships are not something that can be legislated in a company very well."

When unemployment benefit claims dropped in mid-March, the March 16 Bloomberg News had a story quoting **Fred Frank** of Orlando-based TalentKeepers. "It's becoming an employee's labor market for the first time since the dot.com crash 4 years ago," he said. "The advantage is shifting to employees and companies are under more pressure to hold on to their people."

He also was mentioned in a March 8 Bloomberg News story about employee retention. He noted that companies are seeing more "churn" in the labor market because, as the economy improves, employees are more comfortable switching jobs. The story also quoted **Barry Gerhart** of the Univer-

sity of Wisconsin-Madison who said employers need to make retention a priority. "If they don't they may find themselves waving goodbye to their most important asset."

For a story on personality testing that appeared in the March 26 *Washington Post*, the writer talked to **Gary G. Kaufman** of Human Resources Consulting near Nashville, TN. "A well-developed test is probably the cheapest and most valuable selection tool an employer can have," he said. The problem, he added, is that "personality testing in general is a largely unregulated business, which means that anyone can make up a test and put it on the Internet and make any claims that they choose about the test."

Christopher Mulligan of TalentKeepers also chipped in on the retention story for the February 2 *BusinessWeek* online, which carried an extensive interview with him. In an accompanying story he said that one of the biggest factors in an employee wanting to leave is the relationship with the supervisor. "Few companies hold supervisors accountable for retention of top producers," he said. "One of the best ways of ensuring that employees won't get itchy feet is to make sure they are a good fit from Day 1."

The Chronicle of Higher Education in its February 15 issue ran a story about universities providing childcare centers to help address gender-equity issues. "Despite their growing popularity, they are not a panacea. They still don't solve the problem that faculty jobs are becoming more time consuming," said **Ellen Ernst Kossek** of Michigan State University. "People are trying to be excellent researchers, get the best teaching ratings, bring in grants, and be on committees," she said. "What I think universities need to do is provide ways for people to cut back" so they have more time with their kids. But building a daycare center, she acknowledges, is "much easier than restructuring work."

She also contributed to a February 17 story for *The Kansas City InfoZine* about research on part-time work she conducted with a colleague at McGill University. Their study found that part-time work is a viable path to career success and that when salaries were adjusted according to workload, "those working part time were earning salaries equivalent to those working full-time," Kossek said.

A February 21 *USA Today* story suggesting that workers under stress can be more creative than those who are not included research by **Jennifer George** of Rice University. Her study determined that happy workers may be too content with the status quo to be creative. "People in a good mood can get overconfident and complacent," she said. "The point is not to put people in a bad mood, but you can foster a proactive (climate) if they are," she said.

A February 25 article on CNN.com cited **R. Wendell Williams** of ScientficSelection.com in Atlanta about the value of personality assessments. "The investment in personality testing is going to cost less than one or two turnovers caused by hiring the wrong person because of a lack of salient information," he said.

A *Chicago Tribune* column on grievance research by **Julie B. Olson-Buchanan** of California State University at Fresno, and **Wendy R. Boswell** of Texas A&M found that grievance filers were neither significantly more likely than nonfilers to be looking for a job or to be less productive. They suggested that workers be given a say in daily operations. "Your employees are your best asset. Listen to them," they said.

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 87, Bowling Green, OH 43402, or e-mail them to siop@siop.org, or fax to (419) 352-2645.

Announcing New SIOP Members

Talya N. Bauer
Portland State University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 15, 2005.

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Welcome!
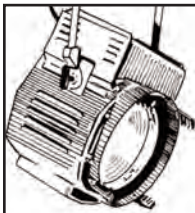
Spotlight on SIOP Committees

Membership Committee
Chair: Talya Bauer

The main function of the membership committee is to evaluate applicants for membership in SIOP. In addition, the committee often initiates special programs to increase membership and participation such as a new member reception at the annual conference. Members of this committee review applications.

If you are interested in serving on this committee or another, please use the form on page 208 or online at www.siop.org/comm/committeevolunteerdefault.htm

Call for Papers
Kenneth E. Clark Student Research Award

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

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

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

Papers must be authored and submitted only by graduate (must have graduated within 1 year of submission due date) or undergraduate students. Entrants must provide a letter from a faculty member certifying that a student wrote the paper. Entrants should submit four copies of an article-length paper. Name of the author(s) should appear only on the title page of the paper. Title page should include authors' affiliations, mailing addresses, and telephone numbers.

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

Entries (accompanied by faculty letters) must be received by **September 9, 2005.** Winning paper will be announced by November 18, 2005. Submit entries to **Dave Altman, VP Leadership & Innovation, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.**

Call for Papers
Special Issue on Global Diversity Management
International Journal of Human Resource Management

There has been an explosion of research on diversity in organizations in the last 2 decades. However, the vast majority of research in the area of diversity has been conducted by U.S. researchers utilizing U.S. samples with a focus on domestic diversity issues. Although this research has been impressive, because of its domestic focus, it fails to address the issues that are of concern to organizations in the face of rapidly increasing globalization. This

special issue will seek contributions that address the following questions, among others, regarding global diversity management:

1. Are there differences in the group membership characteristics along which discrimination is a concern across cultures?

2. Is it possible to meaningfully discuss individual and group experiences of discrimination across countries despite cross-cultural differences in the meanings attached to and acceptability of certain behaviors?

3. How do legal protections against discrimination differ across cultures?

4. What are the major cross-cultural differences in the way that diversity and inclusion are managed?

5. To what extent do existing models of diversity management contain western cultural biases that would make them inappropriate for implementation in other cultural contexts?

6. What is the extent to which existing models of diversity management (which have been developed to manage domestic diversity) are appropriate for managing multicultural diversity in a global context? What unique factors need to be considered within the multicultural context?

7. How do multinational organizations negotiate localization and globalization of their diversity management practices?

8. What are the processes and practices involved with global inclusion at the individual, group, and organizational levels of analysis?

Guest Editors:
Lisa Nishii (Cornell University, Industrial and Labor Relations)
Mustafa Ozbilgin (Queen Mary, University of London)

Submission Deadline: **November 1, 2005.**
For more information contact **Lisa Nishii at lhn5@cornell.edu.**

Call for Papers
European Journal of Work and Organizational Psychology
Special Issue:

Psychological and Organizational Climate Research
From Different Cultural Perspectives

Differences in culture (e.g., focusing on individuals vs. collectives) and research traditions have cultivated different ways of looking at work climate. For instance, the quantitative Anglo-American approach tends to focus on the measurement of specific climate dimensions at the individual level of analysis (i.e., psychological climate), and the data aggregation for studying climate at the organizational level of analysis. This focus is in contrast to climate research in some European countries, which is characterized as a more phenomenologically oriented approach to global assessments of climate at the

organization level of analysis. Cultural differences impact not only the content and nature of climate measures but also may influence the types of criteria that are focused on in relation to what workers value versus what work organizations value.

The purpose of this special issue is to publish original research on work climate from different cultural perspectives and research traditions. The selected articles will illustrate how climate research within different countries and cultures is both different and complementary, and offer progress toward advancing research and practice on work climate. Contributions dealing with all aspects of research on work climate will be considered.

The special issue will be guest edited by Alessia D'Amato (University of Surrey) and Michael Burke (Tulane University). Questions concerning possible submissions from countries within the European Union can be directed to **Alessia D'Amato (a.damato@surrey.ac.uk) and from outside the European Union to Michael Burke (mburke1@tulane.edu).**

Manuscripts should be prepared following the guidelines in the APA Publication Manual (5th ed.). Please e-mail your manuscript in a standard document format such as Word, Rich Text Format, or PDF to **reviews@psypress.co.uk.**

All submissions will be peer reviewed.

Manuscripts are to be submitted by **October 31, 2005.**

Call for Papers
Organization Science

Consider *Organization Science* as an outlet for your research. *Organization Science* is published by the Institute for Operations Research and Management Science (INFORMS). It aims to publish research about organizations by scholars from a variety of disciplines. *Organization Science* is recognized by the Social Science Citation Index as one of the most influential management journals and is used by publications such as the *Financial Times* to measure the research accomplishments of business school faculty. More information about *Organization Science* can be found at http://orgsci.pubs.informs.org/.

We have a fantastic group of senior editors at *Organization Science,* including members of the Society of Industrial and Organizational Psychology (SIOP).

We operate in a decentralized fashion at *Organization Science* because we believe decentralization promotes the diversity, quality, and innovativeness of articles appearing in the journal. Senior editors have the authority to decide about manuscripts. Authors have the opportunity to suggest appropriate senior editors and reviewers.

Several upcoming special issues may be of interest to SIOP members:
- A Behavioral Theory of the Firm—40 Years and Counting
- Innovation at and Across Multiple Levels of Analysis
- Information Technology and Organizational Form and Function

More information can be found at **http://web.gsia.cmu.edu/orgsci/ special_issue.htm.**

For more information about the journal, please contact **Linda Argote, Editor-In-Chief, David M. and Barbara A. Kirr Professor of Organizational Behavior, David A. Tepper School of Business, Carnegie Mellon University, Pittsburgh, PA 15213-3890, Phone: (412) 268-3683, Fax: (412) 268-9525, argote@cmu.edu.**

Call for Papers
Fifth International Conference on Emotions and Organizational Life (EMONET V) Atlanta, GA, August 10–12, 2006

Researchers interested in studying emotions in organizational settings are invited to submit papers for the Fifth Conference on Emotions and Organizational Life (Emonet V), to be held in Atlanta, Georgia, August 10–12, 2006. Theoretical or empirical papers are invited on any topic of relevance to the study of emotions at work, including the determinants of emotion, the nature and description of emotion, and processes and effects of emotion at organizational, team, and individual levels.

The deadline for receipt of papers is **March 31, 2006.** Papers should be submitted via the Emonet Web site (see below) and will be subject to blind review. The format is to follow the submission guidelines for the Academy of Management (http://www.aomonline.org). A brief statement of your preference for presentation format (e.g., panel discussion, workshop, traditional presentations) should accompany your submission.

Conference papers can also be considered for inclusion in Volumes 3 and 4 of the JAI/Elsevier Science Annual Series, *Research on Emotion in Organizations.* Authors who will be unable to attend the conference are also invited to submit their papers to be considered for inclusion in the book. These papers will be subject to the same review process as the conference papers. Authors should indicate whether they wish to have their work reviewed for presentation at the conference, the book, or both. At least one of the authors of a paper accepted for the conference must be present at the conference.

Papers for Emonet V are to be submitted via the conference submission links on the Emonet Web site: **http://www.uq.edu.au/emonet/.** For more information, go to the Web site or e-mail one of the conference co-chairs: **Neal M. Ashkanasy (UQ Business School, University of Queensland), n.ashkanasy@uq.edu.au; Charmine E. J. Härtel (Deakin Business School Deakin University), hartel@deakin.edu.au; or Wilfred J. Zerbe (Haskayne Business School, University of Calgary), wilfred.zerbe@ haskayne.ucalgary.ca.**

Announcement

Join the International Association of Applied Psychology (IAAP) and become part of a worldwide group of psychologists in more than 80 countries. Register now! Simply go to our Web site: http://www.iaapsy.org.

Announcement

The 26th International Congress of Applied Psychology (ICAP2006) of the International Association of Applied Psychology is scheduled for July 16–21, 2006 and will be held in Athens, Greece. Participants are welcome from around the world. For details, see our Web site: http://www.erasmus.gr. If you have questions, send an e-mail to the organizers: **icap2006@ psych.uoa.gr.**

Announcement

News from the American Board of Organizational and Business Consulting Psychology (ABOBCP, a specialty board of the American Board of Professional Psychology)

There have been several changes in the American Board of Organizational and Business Consulting Psychology (ABOBCP) over the past year. The Board, formerly known as the American Board of Industrial and Organizational Psychology, has been rerecognized as a specialty area by the American Board of Professional Psychology (ABPP). This recognition resulted from the extensive efforts of Bill Amberg, past president, in revitalizing the board and increasing the number of diplomates. Other changes include the election of a new president, Jay Thomas (Pacific University), and three new board members: Dennis Doverspike (University of Akron), Judith Blanton (RHR International), and Steve Marshall (Marshall Leadership Consulting). The board recognizes advanced levels of expertise in I-O and consulting psychologists. Applications are invited for both regular track (5 years post-doctoral experience) and senior track (15 years postdoctoral experience) candidates. More information is available at **ABPP.org.**

Announcement

Update...Health Care for the Whole Person (HCWP), one of APA president Ron Levant's exciting presidential initiatives, is growing by leaps and bounds. Chaired by Margaret Heldring PhD, HCWP is about mending the mind–body gap and improving the quality of health care in our nation. Levant and Heldring are building a strong partnership of health, consumer, and public health groups to endorse a vision of health care that integrates mental and behavioral health services. Eight committees, each chaired by a psychologist, include nearly 100 psychologists, family physicians, pediatricians, economists, nurses, social workers, emergency medicine physicians, internists, and public health experts working together to assemble the evidence and rationale for integrated care. Committees span science to practice to policy. Each will produce a report addressing issues such as clinical examples, culture and disparities, the economics of integration, and rural health issues.

As of April 22, 2005, the following organizations have signed on as partners:

The American Public Health Association
The American College of Nurse Practitioners
Association of Academic Health Centers
Center for the Advancement of Health
Society for Behavioral Medicine
Families USA
Collaborative Family Health Care Association
National Association of County and City Health Officials
Consumers Union
The American Nurses Association

We are working with a number of other health professions' professional associations to encourage their participation as well. Several other organizations are close to confirming, so watch for updates.

Drs. Levant and Heldring and the task force members are excited to see HCWP shape up as a powerful provider–consumer voice on behalf of improved health care and health for all Americans. We look forward to providing you with ongoing updates as this important work continues.

Positions Available

FACULTY POSITIONS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS, UNIVERSITY OF MINNESOTA.

The Department of Human Resources and Industrial Relations in the Carlson School of Management at the University of Minnesota is recruiting for three faculty positions. Appointments will begin fall 2006 and rank depends upon qualifications and experience.

The Department of Human Resources and Industrial Relations is seeking applicants with expertise in one or more of the following areas: compensation and benefits, selection, training and development, organizational behavior, organizational development, industrial/labor relations, labor economics, strategic HRM, and international HRM.

Applicants must have an earned doctorate in human resources, industrial relations, industrial-organizational psychology, economics, or a related field and have an exemplary research record commensurate with experience. Successful applicants will be expected to carry on an active research program, advise and mentor doctoral students, and contribute to the professional education of master's students. Successful applicants will be expected to contribute to the service needs of a vibrant department, college, and university.

Interested candidates must submit a cover letter indicating classes that you have taught or could teach, and your interest in working with PhD students, vita, current research plan, evidence of teaching effectiveness, the names and contact information for at least three references, and representative publications to **Robert Glunz, Industrial Relations Center, Carlson School of Management, 321–19th Avenue South, Suite 3-300, Minneapolis, MN 55455.**

Review of applications will begin on August 15, 2005 and will continue until the positions are filled.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Creating a Competitive Advantage Through People. Since 1970, **DEVELOPMENT DIMENSIONS INTERNATIONAL** has worked with some of the world's most successful organizations to achieve superior business results by building engaged, high-performing workforces.

We excel in two major areas: designing and implementing selection systems that enable organizations to hire better people faster and identifying and developing exceptional leadership talent crucial to creating a workforce that drives sustainable results.

Apply your skills using sophisticated assessment and development technologies in the e-recruiting/screening and e-learning arenas, and advanced electronic media.

We are looking for your innovative contributions to be a part of our continued success in a variety of consulting and leadership opportunities.

For a complete list of current career opportunities and the associated qualifications, please visit us at http://www.ddiworld.com.

Resumes may be submitted for future opportunities in several major cities. **Development Dimensions Intl., Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-220-2958, E-mail: resumes@ddiworld.com.**

DDI values diversity and is an equal opportunity

Committee Volunteer Form

Society for Industrial and Organizational Psychology, Inc.
Division 14 of the American Psychological Association
Organizational Affiliate of the American Psychological Society

Committees are generally made up in the spring and summer, but you may submit this form at any time. Please submit a completed form to the address given at the bottom of this page.

Mailing Address and Contact Information

Name _____

Address _____

_____

City _____ State/Province _____

Zip/Postal Code _____ Country _____

Office Phone _____ Fax _____

Home Phone _____

E-mail Address _____

Job Title _____

Organization _____

Highest Degree _____

Year Granted _____

Institution _____

Society Status: ☐ *Member* ☐ *Associate Member*

☐ *Fellow* ☐ *International Affiliate*

Committee Preference: If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most-preferred committee assignments. Note, however, that you need not provide these rankings if you are indifferent about committee placement.

_____ Awards

_____ Education & Training

_____ Electronic Communication

_____ Ethnic & Minority Affairs (CEMA)

_____ History

_____ LGBT

_____ Membership

_____ Placement

_____ Professional Practice

_____ Program Review-APA Convention

_____ Scientific Affairs

_____ State Affairs

_____ Visibility

_____ Teaching Institute

Program Review-SIOP Conference
(signup only online at www.siop.org)

_____ **Please check here if you are an APA member, and are willing to serve on an APA committee.**
_____ **Please check here if you are an APS member, and are willing to serve on an APS committee.**
_____ **Please check here if you would be willing to serve as a mentor for a new SIOP member.**

Prior Society Service: If you have previously served on SIOP committees, please list their names and the years you served.
_____
_____

Prior APA/APS Service: If you have previously served on APA or APS boards or committees, please list their names and the years you served. _____

References: Please provide the names and addresses of two Members or Fellows of the Society who SIOP may contact to obtain additional information about you.

Name	Address	City	State	Zip/Postal Code
Name	Address	City	State	Zip/Postal Code

Date _____ **Signature** _____

Please mail or fax the completed form to SIOP Administrative Office, PO Box 87, Bowling Green, OH 43402-0087. Fax (419) 352-2645. If you need further assistance call (419) 353-0032.

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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.

Advertise in *TIP*, the Annual Conference Program, and on the SIOP Web Site

The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Advertising may be purchased in *TIP* in units as large as two pages and as small as one-half page. Position available ads can be published in *TIP* for a charge of $108.00 for less than 200 words or $128.00 for 200–300 words. Please submit position available ads to be published in *TIP* by e-mail. Positions available and resumes may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, graphics@siop.org, (419) 353-0032.**

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Advertising is available in the Annual Conference Program. Submission of display ads is due into the SIOP Administrative Office by January 15. The Program is published in March, with a closing date of January 15. The Conference Program is an 8-1/2" x 11" booklet.

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Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.

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The Industrial-Organizational Psychologist

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