

A Message From Your President

Leaetta Hough



It is too hot and too humid in Lake Wobegon where “all the women are strong, all the men are good looking and all the children are above average.” Even so, they are all wilting. When you read this column, life and temperatures (I hope) will have returned to normal in Lake Wobegon.

SIOP’s First-Ever Leading Edge Consortium: October 28–29, St. Louis

Entitled *Leadership at the Top: The Selection, Globalization and Ethics of Executive Talent*, this year’s fall consortium will provide an in-depth look at many facets of executive talent. The event, to be held in the Westin Hotel in St. Louis, is only days away. We’re looking forward to an innovative and interactive consortium that brings together leading-edge thinkers—practitioners, researchers, HR executives, and philosophers—to examine critically important issues of assessment and selection, development, ethics, and contextual influences including culture, nationality, and characteristics of executives and executive teams. In addition to formal presentations, debates, and Q&As, the consortium is designed to engage participants and speakers with each other at informal breaks, luncheon and dinner tables organized around discussion topics, and a Friday evening reception. The number of attendees will be a manageable size providing a rare opportunity to discuss many issues with people who have extensive experience in the area.

Many internationally known experts are among our speakers. Our keynote speakers are:

- **William Mobley**—president and managing director, Mobley Group Pacific, and professor of management, China Europe International Business School
- Jeff Sonnenfeld—founder, president, and CEO of the Chief Executive Leadership Institute of Yale University, and Lester Crown Professor-in-the-Practice of Management and Assistant Dean, Yale School of Management
- Mirian Graddick-Weir—executive vice-president for Human Resources, AT&T

Other speakers include Alec Levenson (research scientist, University of Southern California Center for Effective Organizations), **Allen Kraut** (professor of management, Baruch College, and president, Kraut Associates), **Ben Dowell** (vice-president, Talent Management, Bristol-Myers Squibb), Bob Muschewske (senior vice-president, Personnel Decisions International), **David Campbell** (senior fellow, Center for Creative Leadership), **David Nadler**



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INFORMATION FOR CONTRIBUTORS

(chairman and CEO, Mercer Delta), **Deniz Ones** (professor, University of Minnesota), **Doug Reynolds** (vice-president, Assessment Technology, Development Dimensions International, Inc.), **George Hollenbeck** (principal, Hollenbeck Associates), **Jack Wiley** (president and CEO, Gantz Wiley Research), **Mansour Javidan** (director, Garvin Center for Cultures and Languages of International Management at Thunderbird, The Garvin School of International Management), **Rich Arvey** (professor, University of Minnesota), **Rob Kaiser** (director of Research and Development, Kaplan Devries, Inc.), **Rob Silzer** (managing director, Human Resource Assessment and Development), Ron James (president and CEO, Center for Ethical Business Cultures), **Seymour Adler** (senior vice president, Consulting Services, Aon Consulting), Steffen Landauer (managing director, Goldman Sachs/Pine Street Leadership Development Group), Betty Silver (director, SAS University), and **Thomas Kolditz** (Colonel, U.S. Army, head of the Behavioral Science and Leadership Department, U.S. Military Academy-West Point). For the most current listing of speakers and titles of their presentations, as well as online registration, hotel reservations, and other information, go to the consortium Web page: <http://www.siop.org/lec/>.

An important part of the leading edge consortium is to identify future critical issues and to organize an ongoing network for research and collaboration in these areas. The unique design of the consortium with its interactive format is ideally suited to generate connectivity and synergy among participants for moving us forward in critical areas.

My co-chairs, Rob Silzer (Practice chair) and David Campbell (Science chair), along with David Nershi (SIOP executive director) and **Wendy Becker** (Visibility chair) have done a splendid job of strategizing, coordinating, and arranging this fall's consortium event, Leadership at the Top: The Selection, Globalization and Ethics of Executive Talent. Thank you.

If executive talent management is your area of interest, you'll want to be at the Westin St. Louis, October 28–29 for the exciting launch of SIOP's first leading edge consortium.

As with this fall's consortium, the mission of each future leading edge consortium 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. We are in the beginning stages of institutionalizing the process of selecting the planning committee, topic, and co-chairs (General chair, Practice chair, and Science chair) for future SIOP leading edge consortia. In these focused settings, our science and our practice are merged, jointly examining what we know, what we are doing and how we move the field forward in the particular area featured.

APA Annual Conference in Washington, DC

Our APA Program chair, **John Scott**, and his committee developed an excellent set of symposia, poster sessions, and workshops for the August APA

annual convention in Washington, DC. When you read this column, the convention will have already occurred. As I write this, I'm anticipating attending several fine sessions, and listening and engaging with colleagues in stimulating discussions. Thank you, John and members of the APA Program Committee.

Our Spring Conference in Dallas

Donald Truxillo and his SIOP Conference Committee have been brainstorming and planning our spring conference in Dallas, May 4–May 6, 2006. **Joan Brannick**, chair of the Workshop Committee, and her committee members have lined up many interesting experts to speak on very timely topics. **Julie Olson-Buchanan** and her SIOP Program Committee, as well as hundreds of members who evaluate the submissions, have been hard at work at what is our last 2½-day spring conference. Recall, we're moving as quickly as possible to a 3-day conference. Our goal is to implement this change with the 2007 conference in NYC.

Strategic Planning

Again, when you read this column, another important milestone in our history will have occurred: The SIOP Strategic Planning Meeting of 2005. As I write this column, **Bill Macey** and his Strategic Planning Taskforce are finalizing the questionnaire that Leigh Wintz will use to survey participants prior to their attendance at the strategic planning session. Many of the thought leaders in our field will have gathered September 24–25 to brainstorm and develop a strategic plan for SIOP. I will update you on this important event in my next column. Of course, the SIOP Web site is an excellent source for up-to-date information.

Other Matters

The results of the APA election are in—congratulations **Bob Dipboye**, **Dierdre Knapp**, **Ed Salas**, and **Janet Barnes-Farrell**, our new APA Council Representatives. They begin their 3-year terms in January 2006.

I'm tickled to announce that Past President **Fritz Drasgow** is a newlywed. He and Jean Masiunas were married July 1. The couple honeymooned in Montreal. Best wishes Fritz and Jean!

The Administrative Office is operating very smoothly. Dave Nershi, our new executive director, is responsible for an effective and seamless transition. Thank you, Dave.

Many initiatives and activities are underway. It's been an exciting, busy, and hot summer, and I look forward to seeing many of you in St. Louis October 28–29 for the inauguration of SIOP's first ever leading edge consortium—Leadership at the Top: Selection, Globalization and Ethics of Executive Talent.

The Values of Industrial-Organizational Psychology: Who Are We?¹

Joel Lefkowitz
Baruch College, CUNY

What are the values of industrial-organizational (I-O) psychology as a profession? According to Katzell and Austin's (1992) history of the field, this has never been a major topic of concern for us and there do not appear to be any explicit published statements of our values. In all fairness, though, the absence of guiding principles does not seem to be unique to I-O psychology: "Why is it that experts primarily teach techniques to young professionals, while ignoring the values that have sustained the quests of so many creative geniuses?" (Gardner, Csikszentmihalyi & Damon, 2001).

This is an important matter because "it is the profession's core values that both anchor and trigger the virtues and duties expected of its members" (Gellerman, Frankel, & Ladenson, 1990). Thus, values underlie all ethical reasoning. A profession's values are reflected in what it considers important, the goals and objectives it tries to achieve, its reactions to sociopolitical events that impact it (e.g., civil rights legislation; downsizing), the choices made by its members such as where and for whom they work, what they work on and study, and the criteria by which they evaluate their work.

Perhaps the closest we get to a statement of values is our frequent veneration of "the scientist-practitioner model" (S-P). However, I-O psychology has never articulated a conception of the nature of the S-P model and exactly how it should direct our activities—as has been done explicitly in clinical, counseling, and school psychology (Baker & Benjamin, 2000; Raimy, 1950). And the S-P model has also been characterized as "an incomplete model of values" for I-O psychology (Lefkowitz, 1990, 2003) because it fails to encompass the moral perspective represented by the humanistic/beneficent tradition in psychology (Kimble, 1984). Almost from its inception, psychology in America has been comprised of both the scientific study of behavior as well as the utilitarian application of the knowledge gained for human betterment. Even when employed in an organizational or institutional setting, school, counseling, and clinical psychologists—by dint of the training, socialization, and cultural norms that characterize those subdisciplines—assume their primary responsibility to be to the student, client, or patient served, not the organization. Can the same be said for I-O psychology? What moral complications are introduced if the organization is defined as the client?

¹ This essay is based in part on the author's presentation as chair of a panel at the SIOP conference, April 2, 2004, Chicago, IL, and talks to the Metropolitan New York Association for Applied Psychology (Metro), Dec. 1, 2004, and the Personnel Testing Council of Metropolitan Washington DC, July 13, 2005. The contributions of the other SIOP panelists, **Jerald Greenburg**, **Richard Jeanneret**, **Rodney Lowman**, **William H. Macey**, and **Lois Tetrick**, are greatly appreciated, as are those of **Charles Scherbaum**. They are not, however, responsible for the content and opinions expressed in this paper.

The humanistic tradition is reflected in the preamble to the APA (2002) code of ethics, which indicates that “Psychologists are committed...to improve the condition of individuals, organizations, and society.” That objective is commensurate with the common understanding of what it means for an occupation to have achieved the status of a “profession” (Haber, 1991). Professions acknowledge responsibility not only to their clients but to society at large. In that vein, Donaldson (1982) has voiced the following concerns:

In addition to the traditional categories of professions, modern corporate life creates new ones.... Many of the new “technocratic” professions, however, lack a key characteristic associated with traditional professions. With the professions of medicine, law, or teaching, we associate a spirit of altruism or service; but the new technocratic professions often lack this characteristic and thus raise special problems of moral responsibility.... The standards of the new professional do not explicitly include moral standards, in part because his or her profession does not recognize an altruistic element in its overall goals. The old professions have frequently failed to apply the moral standards articulated in statements of their professional goals; but the new professions fail, it seems, because they do not even attempt to articulate moral standards. (p. 113)

Accordingly, one might question whether I-O psychology is more akin to the minimally moral new “technocratic professions” than to the traditional professions in which responsibility and service to society at large is a major value component. This admittedly leads us into murky waters: To “improve the condition of individuals, organizations, and society” necessarily entails sometimes-contested values choices concerning what constitutes “improvement.”

Some psychologists, including many in I-O psychology, try to avoid making moral choices by taking refuge in the advocacy of “value-free” science and practice. As observed by Greenberg (2004), I-O psychologists have generally chosen to stand mute on social issues on the assumption that “to be credible scientists, we have learned, we must check our values at the door.” But might “value-free I-O psychology” actually work to the detriment of using psychology for human betterment? Might a “moral compass” be necessary in order to direct the ends toward which social and behavioral science should be applied?

Even more to the point, it can be argued that the putatively “value-free” aspect of I-O psychology is not in fact neutral or benign but serves to mask the influence of a contradictory value system—one prizing productivity, profitability, and shareholder value above all else. It is that value system—and not a humane or beneficent one—that comprises the professional practice domain of the scientist–practitioner model in I-O psychology. That is why it’s an inadequate professional model for I-O psychology. One might accept the 18th–19th-century logical positivist paradigm of value-free science as applied to the natural sciences (although, cf. Kuhn, 1996; Popper, 1972; Toulman,

1973). It is less tenable for social science, which has always included the aim of bettering the human condition—which entails making values choices regarding societal objectives (i.e., what constitutes “better”?). It is less tenable, still, for applied social science in which the pragmatic problems of real social systems define the object (and sometimes the methods) of study. The value-free assumption is clearly untenable when applied to professional practice in I-O psychology. Our applied research agendas, the problems on which we work, and the criteria by which our work is evaluated, are all set largely by the goals and objectives of the clients or employers for which we work and reflect their values and assumptions and those of the economic system in general.

As stated by Macey (2004), “our clients expect that we will support the attainment of their goals.” Indeed, in all fields of applied psychology, not just in I-O, it tends to be true that “the practitioner does not choose the issue to examine, the client does” (Peterson, 1991). However, might there be critical differences between an individual psychotherapy patient, a public elementary school, or nonprofit mental health clinic as client, versus a business corporation? If so, then maybe we should heed the warning of the philosopher of science, Alexander Rosenberg (1995):

A social science that sought to efface the moral dimension from its descriptions and explanations would simply serve the interests of some other moral conception. It would reflect values foreign to those that animate our conception of ourselves (p. 205, emphasis added).

I believe that is in great measure exactly what we have allowed to happen. Miner (1992) probably speaks for a majority of us when he warns that “Humanistic values represent a problem for the field of organizational psychology because these features can conflict with the objectivity required of a science and because they can dilute a strong concern for performance effectiveness and productivity” (p. 293). A resolute focus on performance effectiveness and productivity may represent a defensible value system, but it is certainly not objective, neutral, or scientific. Surely, the issue is one of alternative—perhaps competing or even conflicting—values choices, not the intrusion of humane concerns into a social system devoid of any values preferences.

There are no explicit published expositions of our professional values. But just as we infer many aspects of people’s intrapsychic lives, including their character, from their overt behavior and verbal statements, it may similarly be possible to infer a profession’s values from its historical perspectives and its contemporaneous actions and concerns, as well as from what it chooses to ignore.

Putative Values Indicators

The following are some events, conditions or observations that I think have some evidentiary worth in inferring the values of I-O psychology:

- Most I-O psychologists have been “managerially oriented...motivational”

ed more by the interests of management than by concern for employees” (Katzell & Austin, 1992, p. 810). This is reflected dramatically in the many writings of Elton Mayo who was very much opposed to democratic principles and viewed industrial unrest as indicating worker irrationality not dissatisfaction with wages and working conditions (cf. O’Connor, 1999);

- Contemporaneously, there seem to be virtually no I-O psychologists working in or for labor unions, nor much if any I-O research even studying them qua organizations. Since the time when I-O psychologists actively worked against unions (cf. Gordon & Burt, 1981; Hamner & Smith, 1978; Jacoby, 1986; Schriesheim, 1978; Stagner, 1981; Zickar, 2001), our attitude has been one of neglect;
- Similarly, very few I-O psychologists have worked with, studied, or tried to benefit the conditions of nonprofit organizations, “nontraditional” (contingent, part-time, temporary, or contract) workers, the working poor, or the unemployed, et al. (Katzell & Austin, 1992; Lefkowitz, 2005);
- Perhaps the foremost fact of life in corporate America over the past 25 years has been the wholesale dismissal of millions of employees from their jobs. It seems at least ironic, if not morally obtuse, that during that time I-O psychology has focused on employees’ emotional attachment to the organization. Among the most dominant topics in I-O psychology have been how to select more conscientious employees and how to increase their organizational commitment and organizational citizenship behaviors;
- Despite considerable evidence that much of this downsizing is neither economically necessary nor particularly effective (Cascio, 1993, 1995, 2002; Henry, 2002; McElroy, Morrow & Rude, 2001; Pfeffer, 1998; Rousseau, 1995), little if any criticism of these actions that cause such widespread misery emanates from I-O psychologists. Instead, our primary reactions have been to silently accept the upheaval and/or actively facilitate the process: “The key is to discourage long-term career planning” (Hall & Richter, 1990);
- Contrary to the practice in moral philosophy and other social science disciplines such as political economy that study the distributive fairness of our economic system, I-O psychology defines and investigates issues of [organizational] justice and (un)fairness merely as psychological constructs—that is, *perceived* justice (e.g., James, 1993)—never considering the moral, or even economic, justification for real-world organizational actions and their adverse consequences for many;
- Moreover, even perceived justice has come to be defined by us almost exclusively in terms of procedural or interactional justice (Schminke, Ambrose & Noel, 1997)—thus further avoiding the moral issue of distributive justice;

- Among a list of 31 values statements rated by a sample of SIOP practitioners ($n = 96$), rated near the very bottom of the list were *humanizing the work place, promoting autonomy and freedom, promoting democratic systems and policies, establishing systems based on equality, and emphasizing individual welfare over the organization* (Church & Burke, 1992);
- The three top-rated values of I-O psychologists in that survey were *increasing effectiveness and efficiency, enhancing productivity, and promoting quality of products and services*. The only “scientific value” included in the survey, *applying and utilizing organizational theory*, was rated #25. In other words, neither democratic/humanistic concerns nor scientific ones were rated by I-O psychologists as nearly as important as the corporation’s economic objectives;
- I could find only one mention in the literature of I-O psychology concerning the frequent occurrence of individual employees being “wrongfully discharged” from their jobs. It is an educative warning from colleagues against such “troublesome practices”—because they may lead to costly litigation against the company not because they are disrespectful of employee rights, unethical, or simply wrong (Dunford & Devine, 1998).

What might one conclude from these indicators? They seem at least to suggest the following interrelated and tendentious questions:

Does I-O psychology emphasize concern for the client/organization and the organization’s perspective and interests even to the detriment of concern for individual employees and other stakeholders?

Is I-O psychology one of the so-called “technocratic professions” that lack a salient sense of moral responsibility to society at large? Do professional psychologists who work in the private sector have an obligation to adopt a broader societal perspective?

Do we work for and benefit only those who are able to remunerate us handsomely?

Does I-O psychology lack a moral perspective for guidance, along with our scientific and economic perspectives? *Should* we have one—that is, should I-O psychology have an avowed social justice agenda accompanying its scientist–practitioner agenda?

Is the supposedly neutral scientific or values-free orientation we claim as a guiding principle simply a self-serving mask for corporate business values that drive our activities and provide the bases for personal reward?

Does I-O psychology have a managerialist bias, even to the point of anti-labor partisanship? If so, why?

Should we be educating and training I-O psychologists to incorporate values issues as part of their professional identities, including a consideration of the effects of our activities on the broader society?

Are we merely technocratic facilitators of corporate policies and practices—providing HR systems and psychological rationalizations for wholesale reductions in force and other aspects of “the new organizational reality” (e.g., pronouncements that most people no longer want secure, full-time, career-oriented jobs)?

Some Consequences

An individual with an inadequately developed sense of self is likely to also be lacking a clear conception of an ideal self and to experience a high level of ego threat. Perhaps the same is true for a profession. Industrial-organizational psychology seems to be subject to recurring identity threats. In the 1960s, our professional identity was threatened by the newly emergent field of organizational psychology or organizational behavior. The threat was resolved both by compartmentalization—of OB to business schools—and by introjection—the transformation of industrial psychology into *I-O* psychology. We defended the perceived 1970s identity challenge from organization development (OD) and the values-based process consultation model by disparaging its scientific status so that it, too, became compartmentalized—in separate professional schools and free-standing institutes such as NTL. In the 1980s and 1990s we were aroused by incipient incursions into our corporate domain by clinical psychology colleagues—to which we responded adaptively, co-opting much of their potential contribution by becoming “executive coaches.”²

Currently, we seem to feel threatened by the activities of MBA B-school graduates/consultants, to which our responses so far have not been particularly constructive but simply cosmetic. In 2003, SIOP formally considered changing the name of the field. Without a clear rationale or target identity to be captured, it is not surprising that the effort lacked consensus. More recently, in these pages, we have been advised that “changing our name is irrelevant unless we market our profession, and we cannot carve out a market unless we have a clear understanding of our own identity” (Gasser, Butler, Waddilove, & Tan, 2004, p. 15). Those authors surveyed Fellows of SIOP concerning how, in their opinions, I-O psychologists differ from our B-school-trained counterparts. The replies reflected the science portion of the scientist–practitioner model: that we have greater knowledge of scientific principles, research methodology and statistics, psychological theories of human behavior, and individual-level phenomena. Not mentioned were any ethical or values issues.

I could not agree more with the authors’ observation that “improving the human condition at work is the correct goal for us to pursue given our back-

² An activity that invites suspicion regarding possible ethical violations: “Psychologists provide services...only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience” (APA, 2002, Standard 2.01[a]).

ground as psychologists and the unique training we receive.... Surprisingly often, taking the human element into consideration is neglected in business” (Gasser, et al., 2004, p. 18, 19). My view departs from theirs insofar as their notion of “taking the human element into consideration” is limited to the domain of psychological knowledge. The situation harks back to earlier criticisms of I-O psychologists as mere “servants of power” (Baritz, 1960), to which we reacted similarly that we simply needed to become a more objective and “autonomous scientific discipline” (Wolf & Ozechosky, 1978, p. 181). But the issue was then, and is now, one of morality and values, not science.

A New Prospect

Notwithstanding how important is the recognition of psychological attributes, what seems needed additionally is an expanded conception of the field, that is, an enlarged professional self-identity that encompasses the humanistic tradition in psychology (cf. Kimble, 1984) and the professional service model that ideally characterizes any profession (Haber, 1991). That would mean making more salient a normative, that is, moral, perspective within the field. There are three elements to any profession: its theoretical and/or scientific base; its technical expertise, as reflected by its instrumental applications; and its moral or values perspective. The first is certainly salient in I-O psychology (Are the results statistically significant? At what effect size? Is the selection test valid?); the second is also well represented (Is the program cost-effective? Does the intervention increase productivity? Is this the most profitable alternative?). How often, however, have we engaged in serious deliberations with key organizational decision makers, asking “Is this the right thing to be doing?”

But would seeking the establishment of a normative dimension for I-O psychology be a hopelessly naïve, futile agenda? There are at least five reasons to reject that as cynicism. First, those who would dismiss the objective out of hand overlook the essential moral justification for the institution of business: the maximization of aggregate societal wealth and well-being (Danley, 1994). Although one should address the distributional inequities of the laissez-faire free market, a normative perspective is not inherently incompatible with the institution. Second, despite the obvious high-profile ethical and legal transgressions of executives in recent years, it ought to be acknowledged that they are a small minority of corporate managers. Not all managers are entirely self-serving (whether on behalf of the organization or for themselves, personally), and alternative perspectives abound (cf. Cavanagh, 1984; Donaldson, 1982; Epstein, 1999; H.B. Jones, 1995; T.M. Jones, 1995; Post, Frederick, Lawrence, & Weber, 1996).

Third, there is evidence that I-O psychologists and other human resource managers can, indeed, fulfill a role of ethical leadership and guidance in their organizations even though the norm of professional service “may place them

in direct conflict with their organization's business goals" (Wiley, 1998, p. 147). Fourth, many readers will not have failed to notice the marked increase in sessions concerned with ethical issues and professional values at the annual SIOP conference. Since 2003, Ethics and Values has been offered as an official category for conference submissions; these panel discussions have been well attended and lively. And this newsletter has introduced a regular column, **The I-O Ethicist**. Such consensual support may be critical in promoting the institutional values shift called for here. Last, and perhaps most important, there are ample indications of a potentially receptive audience for this proposed humanistic agenda. Many among us are studying and working to improve the human condition in areas such as worker safety (e.g., Griffin & Kabanoff, 2001), work stress (e.g., Lowman, 1993; Spector, 2002), job displacement (London, 1996; Waldo, 2001), and many others, as well as even contributing services *pro bono* to worthy causes (e.g., Klein, 2001, Ryan, 1999). But the challenge I raise here is in questioning the extent to which this "good work" (Gardner, Csikszentmihalyi, & Damon, 2001) by some I-O psychologists has been conditioned by virtue of their education, training, and socialization as I-O psychologists. "Although it is obvious to anyone who cares to look that I-O psychology contains many generous and caring individuals whose professional goals include human betterment, there is room for improving the extent to which the profession qua profession reflects that sensitivity" (Lefkowitz, 2003, p. 327).

(References have been omitted in order to save space. A full reference list of all citations can be obtained from the author at Joel_Lefkowitz@Baruch.cuny.edu.)

A Tribute to Stanley E. Seashore

Robert L. Kahn and Arnold Tannenbaum

Editor's Note: It was brought to my attention that an obituary for Stanley E. Seashore was never published by the American Psychological Association or in TIP following his death in 1999. Given his contributions to I-O psychology, a tribute to Dr. Seashore is long overdue.

Stanley E. Seashore died on October 7, 1999 in Bloomington MN. He was born on September 4, 1915 in Wahoo, Nebraska to Pastor August T. Seashore and Jennie Rose Seashore. In 1940 he married Eva Danielson.

Their older daughter, Karen Seashore Louis, is a professor of education at the University of Minnesota; her sister, Christine Seashore, is a school-based educational consultant.

Dr. Seashore received his BA degree in psychology from the University of Iowa in 1937, his MA in psychology from the University of Minnesota in 1939, and his PhD in social psychology from the University of Michigan in 1953. He was drawn to the study of psychology in part as a result of family connections: His uncle, Carl Seashore, had been president of the American Psychological Association; his older brother, Harold Seashore, was a founder of the testing division of the Psychological Corporation; his cousin, Robert Seashore, was chair of the Psychology Department at Northwestern University. A younger cousin, Charles Seashore, directed the National Training Laboratories, and Charles's sister, Marjorie Seashore, was a professor of social psychology at San Francisco State University.

When he began doctoral work at the University of Michigan, Stanley Seashore also began research at the then new Institute for Social Research and was, thus, one of its founders. Like many of that closely knit group, he chose to stay on at Michigan. As a professor of psychology, he concentrated on the development of the doctoral program in organizational psychology and, as a program director in the Survey Research Center, he conducted a series of studies in large-scale organizations. He also served for some years as associate director of the Institute for Social Research.

Dr. Seashore was active in professional associations: He was president of Division 14-Industrial Psychology (now known as SIOP) of the American Psychological Association (APA), served on the committee that wrote the first code of research ethics for the APA, and participated on the editorial boards of numerous journals. He had a continuing interest in comparative research on organizations and collaborated with colleagues in Norway, Sweden, the Netherlands, and the United Kingdom. After his retirement in 1987, he worked intensively with the Society for the Psychological Study of Social Issues, of which he was a long-time member.

Seashore's contributions to organizational theory began early. His dissertation research (1953), on the relationship of work group cohesiveness to productivity, corrected the overoptimistic prediction that cohesive groups would be more productive than others. Seashore's data, from a large manufacturing plant, showed that the main effect of group cohesiveness was on the variability of individual production rather than the mean. Whether the cohesive groups were more or less productive than others depended on attributes of their supervisors and the policies of management. These findings led Seashore to a concern for the larger system within which workers and work groups function. His research was leading slowly but surely up the organizational hierarchy to a concern for the organization as a system, a territory then not often within the purview of industrial psychology. It seemed apparent to Seashore that getting supervisors to behave effectively requires conditions in the organization as a whole that are conducive to effective behavior. Simply telling supervisors how to behave would not be sufficient. A better way to get supervisors to respect subordinates, for example, would be to make subordinates respectable, that is, to change the organization in ways that would give them some control and responsibility over significant aspects of their work life; in short, that would give them respectability.

These developments in his thinking were apparent in his later research, which involved field experiments based substantially on Rensis Likert's concepts of participatory organizational structure. In these experiments, the systematic feedback of survey data was the primary method for inducing such changes. The success of these experiments and the durability of the changes they created were summarized by Seashore and Bowers in the *American Psychologist*, 25, 227–233 (1970).

Seashore was prominent among those whose broadening view contributed to the transition of an individually oriented industrial psychology, with its emphasis on personnel selection and placement and on problems of individual worker attitudes, into a more system-oriented and interdisciplinary psychology. This development was reflected in the name change of APA's Division 14, from Industrial Psychology to the Division of Industrial and Organizational Psychology. The expansion of the field is also visible in universities, where organizational psychology has become an important subject in schools of business, education, social work, and public health. Seashore encouraged this evolution; his own work exemplified its contributions, and it remained a great source of satisfaction to him in his later years.

Our acknowledgment of Stanley Seashore's contributions to the profession would not be complete without remembering his modesty, generosity, and open mindedness. They elicited the respect and affection of all who had the good fortune to know him.



Mike Zickar
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The historian's job is to preserve the history and record of the Society, making sure important documents are preserved so that future historical researchers can use them to try to figure out why we made such curious decisions. Beyond that, I would like to use this space in *TIP* to promote interest and excitement in historical research.

Too often history is viewed as necessary but boring, important but not intellectually stimulating. A SIOP reviewer a couple of years ago rejected a panel discussion on historical figures saying that he or she would not want to attend such a session at the conference, though it would be neat to have as a book to place on his or her coffee table.

I have found historical research to be both exciting and intellectually stimulating. Probing the vast historical record can stimulate current research ideas (the old timers were usually much more advanced in their thinking than we give them credit for in our brief literature reviews). Historical research can allow one to critically view today's field by seeing how it existed in other eras. In addition, it helps provide stimulation for the right side of the brain, which is important for a field dominated by left-brain activities.

In this column, I want to document neglected figures in I-O's history and to record historical anecdotes and stories that might not warrant a complete journal article.

Andrew Vinchur's article provides a nice antidote for the neglect of non-U.S.-based I-O psychologists in historical research. People think of the early important figures in I-O psychology as Bingham, Münsterberg, Cattell, and Scott. Myers, a British psychologist, certainly belongs in that pantheon and a good case could be made for Lipmann. Vinchur's article provides a nice overview of these two important I-O psychologists. I hope you enjoy it.

If you have a story to tell or an idea to contribute, send me an e-mail (mzickar@bgnet.bgsu.edu).

Charles Samuel Myers and Otto Lipmann: Early Contributors to Industrial Psychology

Andrew J. Vinchur
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In her first issue as editor of *The Industrial-Organizational Psychologist* (*TIP*), **Laura Koppes** (2004) advocated using *TIP* as "an avenue to cultivate an

international community in the society and to broaden our perspective of the world” (p. 9). This worthwhile sentiment can also apply to our efforts to understand the history of our discipline. Although there are exceptions (e.g., Landy & Conte, 2004), the brief history overviews presented in I-O textbooks generally summarize developments only in the United States and may leave the unfortunate impression that the early development of I-O psychology was solely an American phenomenon. The early 1900s saw the new discipline of industrial psychology evolving in many countries around the globe, including Germany, France, England, Russia, Poland, and Japan (see Warr, in press, for a summary).

Although communication was slower and travel more difficult than today, the early 20th century American industrial psychologists were aware of work done outside the United States to a remarkable degree. One can speculate on possible reasons for this. Certainly the pool of individuals applying psychology to work situations was smaller and the volume of work produced was proportionally less. In addition, important pioneers in American industrial psychology were educated abroad. For example, Walter Dill Scott, James McKeen Cattell, and Hugo Münsterberg all received doctorates at the University of Leipzig under Wundt. Other early industrial psychologists traveled abroad. For example, after Walter Van Dyke Bingham earned his PhD at the University of Chicago, he traveled extensively in Europe where he interacted with German psychologists including Koffka, Köhler, Rupp, and Stumpf and English psychologists such as Burt, Spearman, and Myers (Bingham, 1952). Morris Viteles spent a year in Europe in the early 1920s where he was strongly influenced by Myers (Viteles, 1947). American industrial psychologists, in particular Viteles, were active in international associations, such as the International Association of Psychotechnics (later the International Association for Applied Psychology) founded in Geneva in 1920 (Warr, in press).

Journals (e.g., *Journal of Personnel Research*, *Journal of Applied Psychology*) and textbooks (e.g., Viteles, 1932) offered summaries of work done abroad. Viteles and others published reviews of industrial psychology in Great Britain (Fryer, 1923–24; Kornhauser, 1929–30; Viteles, 1923), Germany (Hartmann, 1932; Kornhauser, 1929–30; Viteles, 1923), Russia (Hartmann, 1932), France (Fryer, 1923–24; Viteles, 1923), and Switzerland (Heller, 1929–30). Summaries of developments abroad were also included in journal reviews of industrial psychology (e.g., Link, 1920; Viteles, 1926; 1928). Reports of international conferences (e.g., Bingham, 1927–28; Holman, 1927; Kitson, 1922) were also published. Of the many individuals whose work was discussed in these reviews and reports, I would like to briefly describe the lives and work of two influential individuals, Charles S. Myers of Great Britain and Otto Lipmann of Germany. Both Myers and Lipmann were pioneers in applying the new psychology to the problems of industry.

Charles Samuel Myers (1873–1946) earned medical (1901), AB (1895), AM (1900), and ScD (1909) degrees from Cambridge University. Similar to

the career of industrial pioneer Hugo Münsterberg, Myers' career can be divided into two major periods: an early stage focusing on experimental psychology in the laboratory and a later stage devoted to applied psychology. Among Myers's notable achievements as an academic at Cambridge was his *Textbook of Experimental Psychology* (1909), the first standard British textbook on the subject (Burt, 1947).

Myers served as consultant psychologist to the British Armies of France during World War I. In addition to treating shell shock, he did research on selecting individuals for submarine detection, kindling in him an interest in applying psychology (Myers, 1936). After the war, businessman H. J. Welch heard Myers lecture on applied psychology. Myers was finding Cambridge unsupportive of his applied interests, and Welch was interested in applying Münsterberg's techniques in England (Burt, 1947). Together in 1921, the two men founded the National Institute of Industrial Psychology (Welch & Myers, 1932). The Institute received its support from investigation fees and grants from individuals and firms (Viteles, 1947) and conducted work in a number of areas, including teaching, applied work, and research. Research areas included selection, test construction, improving productivity, vocational guidance, and fatigue.

In 1906, some 15 years before Myers cofounded the National Institute of Industrial Psychology in Great Britain, Otto Lipmann founded his Institute for Applied Psychology in Berlin (Stern, 1934). A year later, Lipmann and William Stern founded the journal *Zeitschrift für angewandte Psychologie* (*Journal for Applied Psychology*; Viteles, 1932). Born in Breslau in 1880, Lipmann studied with William Stern and Hermann Ebbinghaus at the University of Breslau, earning his doctorate in 1904. Lipmann had sufficient means to work as a scholar independent of university affiliation and to provide financial support for his institute. Like many psychologists of this era, Lipmann was a generalist who contributed to a number of areas of psychology. His industrial contributions included the first selection tests for aviators in Germany and selection tests for typesetters, industrial apprentices, and telegraphers. In addition, Lipmann introduced the principles of vocational guidance to Germany (Baumgarten, 1934) and did much to advance applied psychology through his long editorship of the *Journal of Applied Psychology* (1907–1933).

Unfortunately, Lipmann's later years were tragic ones. Due to declining finances, he was forced to seek a university appointment. The rise of the National Socialist party, however, prevented him from accepting an offer from the University of Berlin in 1933 (Stern, 1934). Lipmann was also discharged as editor from the *Journal for Applied Psychology* on October 1, 1933. He died on October 7, 1933. Although Baumgarten's 1934 tribute delicately referred to the cause of death as unexpected "heart failure," Viteles (1974) stated the cause of death was suicide.

Myers and Lipmann had a number of characteristics in common. Viteles (1974) admired both psychologists for their efforts to relate industrial applications of psychology to laboratory experimental psychology research and theory. Both were active in international psychology societies. And perhaps most significantly, both Lipmann and Myers viewed industrial psychology as broader and richer than advocates of the scientific management or test-based selection approaches prominent at the time. Lipmann's "Science of Work" (*Arbeitswissenschaft*) distinguished *capacity-to-work* (an individual's maximal performance under ideal conditions) from *preparedness-to-work*. Preparedness-to-work provides evidence for *willingness-to-work*, which encompasses worker motivation and satisfaction, and can be fostered by fair promotion and compensation systems, profit sharing, and provisions to reduce dissatisfaction and increase a feeling of community between workers and management. Lipmann believed too much attention was paid to capacity-to-work through efficient selection and not enough attention to willingness-to-work (Hausmann, 1931). Lipmann (1928–29) was also concerned that technical advances and innovations were decreasing worker satisfaction by severing the link between the work and the worker. Not surprisingly, Lipmann was a critic of the scientific management approaches of Frederick Taylor and Lillian and Frank Gilbreth, noting that gains in efficiency are often lost by lack of worker interest (Hausmann, 1931).

Myers (1925) was also critical of the scientific management approach, stating bluntly that in industrial work, "There *is* no 'one best way'" (p. 27, italics in original). Myers, like Lipmann, valued an individual approach and was concerned that the approaches of Taylor and the Gilbreths would discourage worker initiative. Myers' approach to increasing output focused on removing obstacles that prevent the worker from optimal performance, thereby gaining the confidence of the worker.¹ Although increasing output is important, for Myers (1929) it is secondary to giving the worker greater physical and mental "ease." Myers' and Lipmann's concern for the worker and recognition of the importance of worker attitudes, motivation, and satisfaction were in marked contrast to much of the early industrial psychology in America, where the emphasis was on employee selection and testing.

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¹ Myers (1925) noted that "sometimes the mere presence of the Institute's investigators and the interest they have shown in the employees' work have served to send up output before any actual changes have been introduced." (p. 28). This is an early recognition of what later came to be termed the *Hawthorne Effect*.

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40 *e*-words

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I hate them. I have tried my very best to avoid them at all costs and for any reason. It is no use. I give up. The computers have won. About 10 years ago I learned to send e-mail. I thought I had successfully climbed Mount Everest. I was able to lead a full, rich, happy, self-actualized life limiting my computer usage to e-mails. I then decided to take the fateful step to go "online." I asked my secretary, Lynn, how to do it. She said I had to type in a Web address—www something or other. I did so. Nothing happened. I called her to tell her nothing happened. She said, "Did you hit 'enter'?" I said no. She said it won't work unless you hit "enter." I said, "You didn't tell me I had to hit 'enter' to make it work." Lynn said, "I realize now I should have." I hit "enter." I got in. What a nightmare. I entered an Orwellian world of menus, links, downloads, scrolls, and side bars. Never again, I said.

But now I can't avoid them anymore. Computers have become metabolized into humanity. I like a particular brand of coffee that can only be purchased online. Not enough consumer demand to actually stock it on the shelves of a grocery store, so I'm told. I hear about an interesting news item on television. After 20 seconds of information, I am told to go online to the TV station's Web site to get more details about the story. I am told I can "save money" by buying my airline tickets online. More accurately, it "costs more money" to buy an airline ticket from a fellow human being. I could go on and on, but you know the landscape better than I. Which brings me to the point of this column. Not only have computers taken over our lives like an alien invasion, they now force us to speak their language. The language reminds me of a variation of pig Latin. In pig Latin "baby" is "aby-bay." In computer language it's "ebaby." Everyday words in the English language now have an "e" prefix to denote we are referring to their electronic computerized manifestation. And they are so slick, so smug, so self-assured about it. All they do is take the letter "e," italicize it, and slap it in front of any real word to create a morphed, hip derivative we are all supposed to understand. A notice at my pharmacy says I must verify receiving prescription medication. I'm supposed to sign some minicomputer screen with an "epen." At the SIOP conference, I learned we are now talking about "eHR."

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

Well folks, two can play this game. What follows are 40 *e*-words. I just made them up. They are not really *e*-words as much as *e*meanings attached to real words. I hope you enjoy them. I was laughing through my tears as I wrote them.

eclipse—what is used to hold together pages in cyberspace
ecology—what you improve when you delete unwanted e-mails
economy—the amount of money spent buying stuff online
edema—a medical condition evidenced by a mailbox swollen with spam
ego—a sense of identity you feel when you actually get your computer to perform
egret—an ugly, scrawny bird you envy because it goes through life with out ever needing a computer
egypt—what you feel when the latest software product you purchased was a complete waste of money
eject—the button you push to remove a disk from your computer
eke—what you say when you are startled by your mouse
elapse—the number of times you have to run to the I.T. office for help
elate—feeling good about being tardy to join a chat room
elect—the uneasy decision to reveal your credit card number online
electoral college—somehow you can never find a ball score for this school when you search online
electra complex—the strange realization your computer is more stimulating than your husband
electricity—that which powers your computer when you plug it in
eleven—one hour before noon or midnight on your computer clock
elite—the chosen few whose work productivity is actually enhanced with a computer
emaciated—your appearance after repeatedly skipping lunches to make your computer attend obedience school
emancipation—the sense of freedom you feel when you hand write a letter or make a phone call instead of sending an e-mail
emergency—what prompts people to call their I.T. department
emeritus—the title university professors desire to attain if they are retired before their old office computer
emission—something you are on; a hard but attainable goal you set for yourself to learn some computer function
emotion—the feeling (often negative and intense) you experience when your computer doesn't do what it is supposed to do
emu—a flightless population mean presented online
enigma—the riddle of why simultaneously pressing the control, alt, and delete keys achieves anything of value
epitome—the very essence of being a technonerd
equal—the approximate ratio of spam to valid e-mail
equator—the midpoint of cyberspace

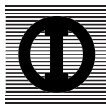
equestrian—online horse racing, more sophisticated than solitaire but less complex than video poker
equip—a clever comment made online
equivocators—bloggers who can't make up their mind on any issue
erection—when your computer freezes stiff; erections lasting more than 4 hours, although rare, require immediate I.T. attention
erotica—a porn site
eruption—what happens when you are two sentences from completing a long narration and the whole thing disappears from your computer screen
esophagus—the final resting place of an annoying e-mail that really sticks in your craw
eternity—the length of time it takes to get online if you have a dial-up modem
evaporate—what happens to your patience when your computer repeatedly rejects your password
even—something you get when you successfully retaliate against your computer, as shutting it down when it misbehaves
event—how each of us finds a way to dissipate the rage we feel when our computer fails
evil—a description of the person who invented spam

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Art Gutman
Florida Institute of Technology

Justice O'Connor's Legacy in EEO Case Law

I was supposed to write my second installment on sexual harassment ("Here, There, and Everywhere") with special focus on the European Union. I will put it off for just one more issue. There was nothing left on the 2004–2005 Supreme Court calendar, so I thought it was perfect timing for the second installment. However, Justice O'Connor unexpectedly retired, and I think this is very big news. Since joining the Court in 1980, O'Connor's footprint is on virtually every important EEO issue. The discussion below samples from several topical areas, illustrating that influence.

Adverse Impact

By 1988, there were well-established rules for adverse impact from prior Supreme Court cases.¹ Each case had *identifiable* and *objective* causes of adverse impact (cognitive tests, diplomas, height/weight criteria, methadone use). The Supreme Court then addressed two new issues in *Watson v. Fort Worth Bank* (1988): (a) subjective causes of adverse impact and (b) proving adverse impact when its cause is *not* easily identified. Only eight justices heard this case (Justice Kennedy was not yet seated), and each agreed on allowing subjective causes of adverse impact. However, speaking for a plurality of herself and Rehnquist, Scalia, and White, O'Connor proposed rules changes. She opined that plaintiffs should identify the cause of adverse impact and prove its effect statistically, except that the employer should defend an entire selection process when multiple selection procedures are used and their individual effects cannot be disaggregated. More importantly, she proposed changing the defense to adverse impact from proving job-relatedness to *articulating* a legitimate reason for the challenged practice(s). In other words, she proposed abandoning the heavier defense burden of *persuasion* traditionally used in adverse impact cases for a lighter defense burden of *production* traditionally used in disparate treatment cases such as *McDonnell-Douglas v. Green* (1973; see discussion of disparate treatment below).

It was the next case that altered the rules (*Wards Cove v. Atonio*, 1989). Although Justice White spoke for a 5–4 majority, it was the addition of Justice Kennedy and his agreement with O'Connor's plurality opinion in *Watson* that

¹ *Griggs v. Duke Power* (1971), *Albemarle v. Moody*, 1975), *Washington v. Davis* (1976), *Dothard v. Rawlinson* (1977), *NYC Transit Authority v. Beazer* (1979), and *Connecticut v. Teal* (1982).

dictated the ruling. The facts in *Wards Cove* were different than the facts in *Watson*. Nevertheless, White paraphrased O'Connor's plurality opinion in *Watson*, and a political war ensued. It began with the aborted Civil Rights Restoration Act of 1990 (CRRRA-90), vetoed by President Bush (and nearly overridden by Congress). Basically, Republicans wanted to keep the burden of production and Democrats wanted the other extreme (proof that challenged practices are *essential* for job performance). The politicians subsequently compromised on *Wards Cove* (and other issues) in the Civil Rights Act of 1991 (CRA-91). Congress kept O'Connor's identification and causation provisions (including the caveat on disaggregation) and rewrote the defense burden to require proof of job-relatedness and consistency with business necessity.

I won't belabor these issues any further. I've done so elsewhere.² The bottom line, I think, is that CRA-91 got it right. *Wards Cove* was *not* an adverse impact case in the traditional sense, but rather, a pattern or practice case in the image of *International Teamsters v. United States* (1977). I believe the identification/causation provisions prevent pattern or practice cases that use *stock* statistics from being confused with legitimate adverse impact claims that use *flow* statistics.³ I also believe the burden of production is appropriate for the stock statistics featured in *Wards Cove* but not for the more traditional adverse impact claims featuring applicant flow data.

In the aftermath of *Wards Cove* and CRA-91, the Supreme Court has not weighed in on a **Title VII** adverse impact claim. The Court recently "tackled" adverse impact in the Age Discrimination in Employment Act (ADEA) in *Smith v. City of Jackson* (2005), but the rules for ADEA are clearly different than those for Title VII.⁴ What the Supreme Court really needs to do is tackle the issues in *Lanning v. SEPTA* (1999), in which the 3rd Circuit enforced a much heavier defense than *Griggs* and *Albemarle* requiring, in effect, proof that test performance is essential for successful job performance (as proposed by the Democrats for CRRRA-90). The heavier defense is fine for physical characteristics such as height or weight (see *Dothard v. Rawlinson*, 1977). However, no adverse impact claim prior to CRA-91, Supreme Court or otherwise, ever held a defendant to a *Dothard*-like defense for a standardized test. So there is unfinished business here.

Disparate Treatment

The defense burden of *production* was established in *McDonnell Douglas v. Green* (1973) and *Texas v. Burdine* (1981; hence the name *McDonnell-Burdine* scenario). As established by Justice Powell in *McDonnell Douglas v. Green*, the sequential burdens in the *prima facie*, defense, and pretext phases

² See the **On the Legal Front** columns in the January 2003 & January 2004 issues of *TIP*.

³ An excellent discussion of the relationship between stock and flow statistics and adverse impact and pattern or practice is provided in Ledvinka and Scarpello (1991), Chapter 6.

⁴ The *Smith* case is discussed in **On the Legal Front** in the October 2005 issue of *TIP*.

of the trial are (a) presumptive evidence of discrimination by the plaintiff, (b) explanation of the selection decision by the defendant, and (c) proof with a preponderance of direct or indirect evidence by the plaintiff that the explanation in the defense phase is a pretext for discrimination. Everything looked fine until *St. Mary's v. Hicks* (1993). Melvin Hicks had seemingly indisputable **indirect** (or circumstantial) evidence of pretext and the district court judge still ruled against him (believing he was terminated for personal reasons, not race). The Supreme Court agreed in a 5–4 decision. O'Connor was in the majority (in an opinion delivered by Scalia). Speaking for three other dissenters, Souter opined that the majority ruling turned the McDonnell-Burdine traditions into a “useless ritual.”

It turned out that Souter was wrong and what the *Hicks* majority meant is that it's up to the trier of fact (judge or jury) to weigh the evidence. In other words, the *Hicks* majority would have supported the district court judge had he ruled in favor of Melvin Hicks. Then in *Reeves v. Sanderson Plumbing* (2000)⁵, Reeves claimed age discrimination in promotion and a jury believed him. Reeves received a nice monetary award (\$70,000), but the 5th Circuit reversed based on its reading (or misreading) of Hicks. The Supreme Court then reversed the 5th Circuit in a unanimous opinion in which O'Connor explained the meaning of *Hicks* in plain language. The aftermath here is more promising than in the *Watson-Wards Cove* saga. Although some circuit courts understood the original meaning of *Hicks*, others did not. Reeves settled those differences.

Mixed Motive

Interestingly, the issue of indirect evidence emerged again in **mixed motive** cases, and O'Connor played a central role here as well. Mixed motive is a form of disparate treatment in which plaintiffs generally present strong **direct evidence** of an illegal discriminatory motive in the prima facie phase. Instead of rebutting the evidence, employers concede their guilt on the alleged motive but argue that the selection decision challenged (e.g., promotion) is made for other (legal) reasons. The key mixed motive rulings are *Price Waterhouse v. Hopkins* (1989) and *Desert Palace v. Costa* (2003).⁶

Hopkins was a controversial ruling later addressed in CRRA-90 and CRA-91. Ann Hopkins had strong **direct evidence** of a gender-based **illegal motive** (stereotypical sex-based derogatory references⁷) and claimed sex discrimination in promotion. The company argued it had other (legal) reasons for not promoting her. The two lower courts ruled that Hopkins deserved her promotion because Price Waterhouse did not present **clear and convincing** evidence that the illegal motive played **no role** in the promotion decision. In the Supreme

⁵ The *Reeves* case is discussed in **On the Legal Front** in the April 2005 issue of *TIP*.

⁶ The *Costa* case is discussed in **On the Legal Front** in the July 2003 issue of *TIP*.

⁷ An excellent discussion of the *Hopkins* case and the broader issue of sex stereotypes is provided in Gutek and Stockdale (2005).

Court ruling, three justices voted to try such cases using standard McDonnell-Burdine rules. However, a majority of six disagreed with both the lower courts and the dissenters, ruling that the defense must prove its legal motive but with a lesser standard than clear and convincing evidence (i.e., *preponderance of evidence*). There were some differences among the majority of six. However, the most important concurrence was O'Connor's. She opined that because Ann Hopkins lead with direct evidence of an illegal motive, it was appropriate for the defense to answer in kind. Interestingly, O'Connor was the only member of the majority who expressed this opinion. In addition, O'Connor's belief was bolstered by a prior ruling in *TWA v. Thurston* (1985) in which the Supreme Court unanimously ruled that the "McDonnell-Douglas test is inapplicable where the plaintiff presents direct evidence of discrimination."

The immediate aftermath of *Hopkins* was an edict in the aborted CRRA-90 to hold employers responsible for all remedies when plaintiffs prove an illegal motive plays *any role* in a selection decision. However, CRA-91 compromised on remedies and permits declaratory or injunctive relief for plaintiffs prevailing on an illegal motive but also permits employers who prove the legal motive to escape remedies specifically associated with a selection decision (e.g., back pay, reinstatement, and other monetary relief).

The longer-term aftermath of *Hopkins* was that lower courts read O'Connor's concurrence as an edict requiring plaintiffs to lead with direct evidence to trigger a mixed motive defense. Then in *Costa*, the plaintiff (Catharina Costa) presented strong *indirect* evidence of sex discrimination (termination for violations for which males were treated less harshly). The district court judge gave the jury a mixed motive instruction consistent with CRA-91, and the Supreme Court agreed with the judge in a unanimous opinion delivered by Justice Thomas. O'Connor wrote a concurrence to explain that her prior opinion in *Hopkins* was superseded by a "new evidentiary rule" in CRA-91. Thus, taken together, the ultimate aftermath of *Reeves* and *Costa* is that indirect evidence may be as persuasive as direct evidence regardless of whether presented in the prima facie phase (as in *Costa*) or the pretext phase (as in *Reeves*).

A final point to note is that O'Connor was in the 5-4 majority ruling in *Patterson v. McLean* (1989) that limited the scope of Section 1983 of the 13th Amendment in disparate treatment claims. This ruling was overturned in CRA-91, meaning the McDonnell-Burdine rules (and by inference, mixed motive rules) apply in the same way regardless of whether tried under Title VII or constitutionally.

Sexual Harassment

The Supreme Court issued six rulings on sexual harassment between 1986 and 2004.⁸ O'Connor's influence here is less noticeable than elsewhere for the

8 *Meritor v. Vinson* (1986), *Harris v. Forklift* (1993), *Oncale v. Sundowner* (1998), *Burlington v. Ellerth* (1998), *Faragher v. Boca Raton* (1998) and *Pennsylvania State Police v. Suders* (2004). These rulings are discussed in **On the Legal Front** in the July 2004 and October 2004 issues of *TIP*.

simple reason that none of these rulings were close. She did, however, write the unanimous opinion in *Harris v. Forklift* (1993), which filled a 12-year vacuum between the 1986 ruling in *Meritor* and three 1998 rulings. *Forklift* was important because *Meritor* left several questions unanswered in relation to **hostile environment harassment**. Some of these questions were not answered until the 1998 *Ellerth* and *Faragher* rulings, most notably on employer liability. Nevertheless, *Forklift* affirmed the definition of hostile harassment established in *Meritor*, and supported the **reasonable person** (as opposed to **reasonable victim**) standard for juries to decide whether hostile harassment has occurred, an issue that arose in the circuit courts between *Meritor* and *Forklift*.

The harasser in *Forklift* was Charles Hardy, the company owner and the victim was Theresa Harris, his administrative assistant. Hardy routinely showered Harris (and others) with epithets and proposals for sexual liaisons and frequently asked that change be removed from his pocket. Although Theresa Harris was undoubtedly a victim of hostile harassment, the lower courts favored Hardy on grounds the victim's "psychological well being" was not seriously affected (i.e., no concrete psychological harm). O'Connor ruled that "Title VII comes into play before harassing conduct leads to a nervous breakdown" and that Hardy's actions "would seriously affect a **reasonable person's** psychological well being." She then reaffirmed the definition of hostile harassment from *Meritor* (unwelcomed severe and pervasive sex-based behavior that interferes with the ability to perform one's job duties). O'Connor's definition of hostile harassment and the reasonable person standard were subsequently reiterated in the four Supreme Court rulings that followed.

Americans With Disabilities Act (ADA)

There were eight Supreme Court ADA rulings between 1999 and 2002.⁹ Only one was close (*Barnett v. US Air*, 2002). O'Connor played a key role in *Barnett*, but arguably, an even bigger role in three other cases with stronger majorities (*Sutton v. UAL*, 1999, *Murphy v. UPS*, 1999, and *Toyota v. Williams* (2002). *Sutton* featured legally blind twin sisters and *Murphy* featured a hypertensive truck mechanic who was required to road test the trucks he fixed. The common issue in these cases was an EEOC regulation requiring that assessment of **significant restriction** of major life activities be made in the **nonmitigated** state (i.e., without corrective lenses or medication). O'Connor struck down the regulation in both cases, sending an apparent deathblow to ADA plaintiffs. However, both rulings came with a blueprint for stronger claims of being disabled within the meaning of the ADA. Sut-

⁹ *Cleveland v. Policy Management* (1999), *Sutton v. United Airlines* (1999), *Albertsons v. Kirkingburg* (1999), *Murphy v. UPS* (1999), *Martin v. PGA Tour* (2000), *Toyota v. Williams* (2002), *Barnett v. US Air* (2002), and *Chevron v. Echazabal* (2002). The first four cases are discussed by Gutman (2000) in the January 2000 issue of *TIP* and *Echazabal* is discussed by **Donald L. Zink** in the July 2002 issue of *TIP*. The other cases are discussed in **On the Legal Front** in the April 2001 (Martin), January 2002 (Williams), and July 2002 (Barnett) issues of *TIP*.

ton also featured an EEOC regulation on **working** as a major life activity, which O'Connor addressed both here and in *Toyota v. Williams*.

There are three ways (or prongs) to be disabled within the ADA. Prong 1 requires a **current** physical or mental impairment that significantly restricts a major life activity, and the individual is capable of performing all essential job functions with or without reasonable accommodation. Prong 2 requires **history** of such a disability, and Prong 3 requires being **regarded** as having a disability. In *Sutton*, the twins had 20-200 vision without correction and 20-20 with correction. They were already flying smaller commuter planes and wanted to fly the bigger commercial jets. They were in compliance with a Federal Aviation Authority (FAA) regulation (correctable vision to 20-20 per eye) but not with a stiffer UAL rule (minimum **uncorrected** vision of 20-100 per eye). In *Murphy*, the truck mechanic was in violation of a Department of Transportation (DOT) regulation excluding individuals with high blood pressure from driving large trucks. The plaintiffs in both cases made the Prong 1 argument that they were significantly restricted in the nonmitigated state but could perform all essential functions in the mitigated state.

With the EEOC regulation disposed of, the Prong 1 claims were neutralized by the very fact that all essential job functions could be performed with mitigation (meaning there were no significant restrictions in the mitigated state). However, at the same time, O'Connor cited two ways plaintiffs may be significantly restricted **despite** mitigation. She noted, for example, that medication for diabetes might only **partially alleviate** the illness, meaning the individual is still significantly restricted. She also noted that medication might have significantly restrictive **side effects**. O'Connor's words were then used in several circuit court cases where plaintiffs taking medication were able to prove their Prong 1 claims.¹⁰

Unlike the twins, Vaughan Murphy did not have a viable Prong 3 claim because his exclusion was by a federal regulation, **not** a company policy. On the other hand, the twins had a potentially strong Prong 3 claim because the UAL policy **exceeded** a federal regulation. Nevertheless, the twins made an obvious mistake by claiming they were regarded as being disabled with respect to working, **not** seeing, an oversight noted by O'Connor in her ruling. Because the EEOC regulation on working requires exclusion for a wide variety of jobs, the twins lost on their Prong 3 claim because they were already flying smaller planes (meaning they were not broadly excluded from jobs in their profession). O'Connor also challenged the validity of working as a major life activity, warning it is circular reasoning to make such a claim in an employment case. However, she refrained from ruling on the regulation and addressed it again in *Toyota v. Williams* (2002).

Toyota v. Williams featured carpal tunnel syndrome. In prior carpal tunnel cases, plaintiffs routinely claimed significant restriction for the major life activity of **working** and routinely failed (e.g., *McKay v. Toyota*, 1997). Using a different route, Ella Williams, who could not perform two of four essential job

¹⁰ See for example *EEOC v. Routh* (2001) and *Lawson v. CSX* (2001).

functions, claimed her symptoms significantly restricted her ability to perform **manual tasks** associated with the tasks she could not perform. The 6th Circuit ruled for Williams, but the Supreme Court overturned in a unanimous opinion written by O'Connor. O'Connor ruled that Ella Williams was, in effect, "circumventing *Sutton*" by focusing on "manual tasks associated with only her job." She ruled further that manual tasks are a major life function, but they must be "**central to most people's lives**" (e.g., bathing, brushing teeth, household chores, etc.). Williams lost because she could perform the basic central tasks. O'Connor also issued a stern warning against future carpal tunnel claims.

In *Barnett v. US Air* (2002), Robert Barnett, an injured cargo worker, could no longer perform heavy lifting and transferred to a mailroom job. He later lost that job when *US Air* put it up for open bidding under its **unilaterally imposed** seniority plan. Requests for accommodation that oppose collectively bargained seniority agreements (CBAs) have routinely been deemed as **unreasonable** as a matter in the lower courts. The question in this case was whether to accord the same status to a company-imposed seniority plan. Two justices (Scalia and Thomas) argued that unilateral plans are as legitimate as CBAs and two others (Souter and Ginsburg) argued that Barnett's requests for accommodation were reasonable. This left four justices who believed that unilateral plans are generally as valid as CBAs, unless they are frequently altered or contain questionable disclaimers. O'Connor opined that the key issue was whether a plan is "legally enforceable." Nevertheless, she agreed to joined Breyer, Rehnquist, Stevens, and Kennedy to form a majority because she believed their solution "will often lead to the correct outcome" and "it was important that a majority of the Court agree on a rule when interpreting statutes."

The *Barnett* ruling is just another example of O'Connor serving on the winning side of a close 5–4 ruling. The other three rulings are far more important. In those rulings, O'Connor defined what plaintiffs must do to prove they are disabled within the meaning of the law. She also signaled to the lower courts that working is a questionable major life activity and that carpal tunnel syndrome is a questionable impairment.

Reverse Discrimination Rulings

Between 1978 and 2003, the Supreme Court issued 15 so-called "reverse discrimination" rulings¹¹. O'Connor was present for 12 of them (all but *Regents v. Bakke*, 1978, *United Steelworkers v. Weber*, 1979, and *Fullilove v. Klutznick*, 1980). She influenced all 12 of these rulings, as well as subsequent interpretations of the three cases she did not serve on. Her sphere of influence in this domain covered three major topics: (a) strict scrutiny on government set aside programs for minority (MBEs) and disadvantaged (DBEs) business enterprises, (b) voluntary affirmative action based on reme-

¹¹ Reverse discrimination is discussed in **On the Legal Front** in April 2003, July 2003, October 2003, and April 2004 issues of *TIP*.

dial needs, and (c) voluntary affirmative action based on diversity as a compelling government interest in the strict scrutiny test.

The strict scrutiny test requires a **compelling** government interest served by a **narrowly tailored** solution. In comparison, the moderate scrutiny test requires an important government objective served in a **substantially related** way. In *Fullilove v. Klutznik* (1980; before O'Connor), six justices supported a federal MBE set aside program, with three basing their opinion in the heavier, strict scrutiny test and the other three basing their opinion on the lighter, moderate scrutiny test. In *Metro v. FCC* (1990), O'Connor was on the losing end of a 5–4 ruling granting the federal government moderate scrutiny for its set aside programs. This, however, was a temporary precedent. In the prior year, O'Connor delivered the 5–4 majority ruling in *City of Richmond v. Croson* (1989) holding states and municipalities to strict scrutiny for their set asides. Then in *Adarand v. Peña* (1995), she delivered the 5–4 majority ruling that overturned the 1990 *Metro* ruling and held a federal (DOT) DBE program to the same strict scrutiny standard as states and municipalities were held to in *Croson*.

The *Adarand* ruling was controversial and had some observers talking about the death of affirmative action. More sober minds realized that O'Connor did not strike down the DBE program but rather remanded for evaluation under strict scrutiny what the lower courts previously evaluated under moderate scrutiny. O'Connor wrote that strict scrutiny is "strict in theory," but **not** "fatal in fact." She outlined six criteria for set aside programs in *Croson*, and reiterated those criteria in *Adarand*. The *Adarand* case took several more years to resolve, giving the DOT more than enough time to alter the DBE program to meet O'Connor's criteria. Ultimately, the 10th Circuit ruled that the modified program passed strict scrutiny and the Supreme Court declared it a "spoiled" case and declined to review it any further.

The use of affirmative action plans (AAPs) for **remedial needs** was first addressed in *United Steelworkers v. Weber* (before O'Connor). *Weber* was a 5–2 ruling establishing a Title VII parallel to strict scrutiny (**manifest** work-force imbalance served by a temporary, **nontrammeling** solution). It was the first time the Supreme Court supported a quota solution (in preferential assignment to training based on an egregious violation by a union that refused to train Blacks). The rulings in two follow-up cases were more contentious. In *Wygant v. Jackson* (1986), a 5–4 majority struck down a school board amendment to a seniority agreement, and then two nontenured Black teachers were retained and two tenured White teachers were laid off. It was the first time a majority of five justices endorsed strict scrutiny in a reverse discrimination case. The ruling (by Powell) also used strict scrutiny language and Title VII terminology (directly from *Weber*) interchangeably. In *Johnson v. Transportation* (1987), a 6–3 majority used *Weber* to support promotion of a female over a male based, at least in part, on an AAP. As in *Weber*,

there was a *manifest imbalance*. However, unlike *Weber*, there was no evidence of any specific egregious violation.

O'Connor was in the 5–4 majority in *Wygant* and spoke separately to explain why “role modeling theory” (i.e., the need for Black teachers to teach Black students) is not a compelling interest, whereas “*racial diversity*” might be “sufficiently compelling.” In effect, she signaled her later opinion in *Grutter v. Bollinger* (2003; see below). *Johnson* was noteworthy because Justice White, a member of the majority in *Weber*, defected because it was an egregious violation clearly caused the manifest imbalance in *Weber*, but there was no evidence presented of such a violation in *Johnson*. O'Connor wrote separately to oppose White's view, supporting the Santa Clara Transportation Agency's AAP because the “statistical disparity” was “sufficient for a prima facie Title VII case,” and the AAP, as implemented, satisfied “the requirements of *Weber* and *Wygant*.”

The *Grutter* case (along with *Gratz v. Bollinger*, 2003) was a throwback to the Supreme Court's first reverse discrimination ruling in *Bakke* (1978). In *Bakke*, Justice Powell ruled that diversity is a compelling government interest in a strict scrutiny analysis and that it is possible to narrowly tailor a medical school admissions program to that interest by treating minority status (and other factors such as social and economic disadvantage) as plus factors. However, he was only one of nine justices who expressed this view. The issue laid dormant for 25 years. In the interim, some lower courts treated *Bakke* as bad law (see for example *Taxman v. Piscataway*, 1996 and *Hopwood v. Texas*, 1996). However, O'Connor, considered by many a disciple of Powell's, wrote the opinion for a 5–4 majority in *Grutter* signaling that *Bakke* was good law.

The *Grutter* and *Gratz* cases were connected, involving the same university (Michigan) and two admissions programs (law school and undergraduate admissions). The *Grutter* ruling supported the law school plan and the *Gratz* ruling struck down the undergraduate plan. Considering both cases together, only one justice (Thomas) questioned whether diversity is a compelling interest. The law school was supported because five justices believed (in O'Connor's words) that it “bears the hallmarks of a narrowly tailored plan.” The *Gratz* ruling was, effectively, 6–2 with one abstention (Thomas) that the undergraduate plan was not narrowly tailored. O'Connor went to great pains to explain in the *Grutter* ruling why the law school plan was narrowly tailored and the undergraduate plan was not.

O'Connor contributed to other reverse discrimination rulings. She was in the 6–3 majority in *Firefighters v. Stotts* (1984) supporting a bona fide seniority system (BFSS) over a consent decree in a case involving racial preference in termination. She was also in the 5–4 majority in *Martin v. Wilks* (1989), a controversial ruling supporting an after-the-fact collateral attack to a consent decree by a union representing White firefighters (a ruling was later overturned in CRA-91). Perhaps most importantly, she was ardently opposed

to quota remedies, the exception being those rare cases where there is an egregious violation, identifiable victims of that violation, and little possibility of less intrusive solutions. Accordingly, she was the deciding vote in favor of a court-ordered remedy for a pattern or practice violation in *Sheet Metal Workers v. EEOC* (1986), dissenting “only insofar as it affirms the use of... mandatory quotas,” and was on the losing end of a 5–4 ruling in *United States v. Paradise* (1987) because she believed a quota solution was applied when less intrusive solutions were available. Finally, although she joined the 6–3 majority in *Firefighters v. Cleveland* (1986), she issued a strong warning against “quotas” and “goals” in that case as well.

Conclusions

The cases cited above illustrate, but do not exhaust Justice O'Connor's influence on EEO case law. However, I've used too many words already. In addition, I will keep my conclusions brief. In the EEO arena, I think Justice O'Connor will be remembered for being in the majority in more 5–4 cases than anyone else and for connecting her thoughts across cases better than anyone else. On substantive issues, I think she will be remembered most for her role in the reverse discrimination cases, her ADA rulings, and her role in the *Watson-Wards* saga. Whether I agreed or disagreed with them, I enjoyed reading her rulings immensely and will miss them.

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What I Learned Along the Way

Frank J. Landy

The theme of the contributions to this issue seems to be the wonder of the unexpected. It would be tempting to stop there and say that serendipity can often be fun and a strong influence on one's career. But the three authors of these contributions are saying something more substantial. They are saying that their willingness to step into areas that were new to them had the effect of greatly expanding their skill set (as well as their "job satisfaction").

As I have said before in the introduction to this column, I think there are hundreds of recollections of episodes in the development of a career that would make fascinating reading. Here are three of them, send me yours.

Are We There Yet?

Robert D. Pritchard
University of Central Florida

When I think of some of the significant events that led me to where I am now, several come to mind. I went to high school and the first year and a half of college in a seminary, studying to be a Catholic priest. Towards the end I realized this was not for me. In fact, my father once said if I became a priest, I'd set the church back 50 years. He was (mostly) kidding. So I moved on to UCLA. My original goal was to get an engineering degree and an MBA. However, I soon realized that engineering was not for me. Early on at UCLA, I happened to take an elective in psych, a course called Industrial Psychology. I thought this was pretty cool stuff and decided to major in psychology and then get an MBA. However, what I really majored in was "party." It was the deprivation from the seminary....

After my Industrial Psych class, I started doing an independent study with Richard Barthol, the only I-O person in psychology at UCLA. This was a major event for me. It was great working with him, and I realized I liked research and changed my career goal to get a PhD in I-O psych and be a researcher. To do this, I realized I needed to get serious about studying and grades, so I substantially changed my lifestyle.

Fortunately, the University of Minnesota overlooked my earlier period of mediocre grades and admitted me. This was an incredible time. **Marv Dunnette** was going great guns and **John Campbell** had recently returned from Berkeley. I was lucky to work with both of them. This experience had a profound effect on me; I will forever be grateful for it. Minnesota then was considered the Dust Bowl of Empiricism and not that focused on theory. I particularly remember one conversation with Marv where I was pushing for the value of theory. The next day I came into my office and he had written the

word “Theory” about 100 times on a long sheet of mainframe printout and taped it so it draped down from the ceiling. I still strongly believe in the value of good theory. A lesson learned...? Although I was lucky with these two advisors, be more proactive in selecting an advisor. Spend some time with them, read what they have written, and see how well your interests and work style fits with theirs.

My first faculty job was at Purdue (1969). My starting salary was \$11,700. I remember sitting in my living room after moving in that first semester very confused about what I would do now that my dissertation was finished. I had not identified a clear research program and was suddenly at a loss for how to proceed. I think all of us face this issue, usually more than once in our careers. It was a hard one for me then, and I’m not sure I gave it all the thought I should have, but what did I know back then? One thing I learned from this experience is to be very, very careful in selecting a direction for your research. You are committing yourself to a major undertaking, sometimes involving years of work. Make this choice thoughtfully.

Another major event occurred while at Purdue and that was deciding to work with Jim Naylor and **Dan Ilgen** on a book. It started out as a textbook but morphed into a huge project that took us 6 years. It resulted in the 1980 theory book that is sometimes called NPI theory. That was one of the most stimulating periods of my career, and I look back on it with fond memories. Put another way, I learned, or relearned, how much fun it is to collaborate. It takes some time to develop a good collaborative relationship, but once you do, collaboration with smart people can be great.

I think a good part of the critical moments appear to happen serendipitously. I had been doing research for some years with the Air Force, and they approached me in 1982 asking if I was interested in doing some research on group feedback, goal setting, and incentives. I was but believed the hard part of that research was developing a good criterion of performance for complex jobs. So I proposed a way to get a measure of complex performance based on NPI and use that as feedback and for goal setting and incentives. They funded the project and the measurement and feedback system worked quite well. This approach later became the Productivity Measurement and Enhancement System, or ProMES and I have been working with it for over 20 years.

There have been a number of other apparently serendipitous events that have shaped my career. Enough so, I wonder seriously how truly serendipitous they really are! I still believe in the value of theory. I also believe just as strongly that programmatic research done over extended periods of time is how we really learn about the complex things we deal with. But I also believe it is important to pay attention to those apparently serendipitous events....they can take you to great places. So don’t be in too much of a hurry to Be There Yet.

Oh, The Places You'll Go! Pack Wisely¹

Tom Diamante
Diamante/London Partners

I recently went from working on “the street” for the past few years (including September 11, 2001) to now finding myself consulting for various federal and private agencies regarding hostile missions in places like Bosnia, Kosovo, East Timor, Afghanistan, and Iraq. My path to conflict-laden territories was not direct. This path reflects taking risks in order to remain business relevant. Risk taking, I found, leads to interesting people working in interesting places doing interesting things. I enjoy business risk and the potential it affords (or promises). Risk and reward as you know are inextricably linked. The following are a few comments about my career experiences. I hope you find them useful.

The career started out working for a New York-based boutique consulting firm. At the time, being supervised by licensed professionals was important to me so I could qualify for the New York State licensing exam. Two years later I shifted to a *Fortune* 10 corporate human resources position. There, I performed most HR functions or managed them. It was a stable, secure market environment for many years and then opportunity knocked.

The market shifted, operational objectives changed, and a need for transformational consulting developed. I assisted internally but the really juicy work was outsourced. I wanted to bite the apple too. I resigned amicably ...hoping to get back on board in a consulting capacity so I too could drive the change effort from outside the company.

I was not certain that my voluntary departure from my corporate job would lead to years of consulting, but it did. The risk paid off. The consulting work flourished (e.g., executive seminars on change management, wellness programs, coaching, customer experience alignment and executive assessment). A consulting practice was born. I touched teaching hospitals, high-technology incubators, global consumer products, and the public sector. The client and project diversity was invigorating. I needed to learn different business models, convey I-O terms or tactics using the client's jargon (not mine), and absorb new cultures. Most of all, I needed to listen.

Transformational services delivered were multifaceted and are culture-changing tactics. I built transformational competency models that bring the culture to the next level (rather than stretching the culture too far and paralyzing the workforce), assessed senior management for succession planning, assisted employment attorneys in downsizing efforts assuring compatibility with overall business direction, constructed compelling customer experiences, and coached executives that are resisting or not buying-in to the business shift.

¹ Dr. Seuss (1990). *Oh, The Places You'll Go!* New York: Random House.

Ultimately, the transformational business story is one of customer impact and product differentiation. Business executives understand that competition is robust—they are only a nickel away from losing a customer. The only way to retain customers is to offer an *experience* or product that sets them apart from competitors. I-O services that can enhance brand loyalty and sustain products are invaluable and are nondiscretionary spends.

I've dissected emergency medicine departments based upon service impact on patients (improving efficiencies and patient satisfaction), stretched a consumer product company that sells women's hosiery (offering customers a special experience at retail), brought human resources "to attention" in a military environment by incorporating customer metrics into their performance evaluation, and infiltrated all operating companies of a multinational, multibillion dollar consumer products company through a diversity initiative where the nature of the product was incongruent with the nature of the desired culture (e.g., male-dominant, tough product characteristics bring untold resistance to diversity).

I dabbled with emerging technologies (e.g., innovative relational databases, Internet telephony, avionics, Web-driven customizable products) during the dot-com explosion and marketed services to high-growth opportunities (i.e., private equities). Being personally involved in private equities investing and with an established independent practice, I focused on growth companies hitting a critical point of inflection such as a merger or acquisition or transformation from start-up to an enabled, more mature organization.

I witnessed path-breaking technologies and applied what I learned from my corporate HR job to assist the CEOs and founders in securing a culture that could sustain the product offering. This would include coaching, implementing performance management, and aligning customer experiences across the trade cycle (i.e., pretrade, trade, and posttrade).

Basically, my work centered on the aspects of the business that touched customers, but that customers could not touch. It is important to note that my practice, although basically core I-O services, is delivered based upon *customer impact*. The proprietary organizational diagnostic work begins by analyzing business outcomes (i.e., customer metrics across the trade cycle—how customers think, feel, and behave). The beauty of this approach is that the "soft" management aspects of business (i.e., I-O) are immediately (and undeniably) connected to hard, tangible business outcomes. That is a winning combination when you deliver services at C-levels. Not surprisingly, I typically uncover poor management, poor management practices, insufficient or inadequate resources, or a lack of (or poor use of) credible metrics to keep the organization focused and on track.

I found myself immersed in new "organizations." Sometimes despite being a legal entity these businesses operated very virtually, lacked "structure" other than equity distribution, and generally behaved in a chaotic, free

manner. This “chaos” however was also accountable for free thinking, enormous creativity, and the infusion of constructive deviance, enabling everyone to ask “why” or “why not.” The downside of course is that this also bred slow product commercialization, stalled initiatives or total derailment—it is very painful to watch an organization implode. These were entrepreneurs (sometimes well funded and sometimes not) and they were intense, focused, and inspiring. They worked constantly, slept on couches when exhausted, and 20 minutes later were back working. The clock had no practical significance to their day or their life; certainly not their work life. However, they were not managers and often that spelled I-O opportunity.

My work in the technology space led to collaborations with a Big Four consulting firm and eventually I joined the Big Four in a senior manager’s role. My first account placed me in Quantico working for the Department of Defense. I convinced the partnership to bid on this project despite the fact that it was outside of our “core competency.” It would stretch us, demand growth (and it would be exciting to be in Quantico). The competition was stiff, but with some seed money, partner support, and by bolstering the team, we won.

In Quantico the consulting team designed change tactics to improve efficiencies, restructure, and streamline operations. Coupled with technological upgrades the work was fast-paced, very threatening to a heavily bureaucratic client environment, and resistance was severe. No news there, I’m sure.

I acclimated rapidly to the military environment—maybe too rapidly, because I was always reminding my colleagues to not go outside without their “cover.” I fondly recall the Harrier jets outside my office window bobbing up and down like a bunch of playful kids. They were noisy too.

Upon completion of the Quantico engagement, I was placed on a sales development team within the firm and we “won” a large account with a Wall Street firm. At first, I was engaged as a corporate strategy advisor to the executive vice-president and senior research management. After a successful year consulting for this firm, I was invited to join on a full-time basis in the department of Global Research Operations, a *business side position*. I was responsible for accelerating a cultural transition that would drive the implementation of technology-enabled product enhancements. Fundamentally, this means altering how financial products are authored, designed, and delivered around the world.

This implicated extant shared global databases, authoring software, product packaging, customer demand, and technological options (e.g., wireless, PDA, streaming media). Eventually this also disrupts publishing operations because new delivery systems implicate old delivery systems resulting in budget reconfigurations, business process overhaul, and job design change. It was a big job.

I reported directly to the chief operating officer and worked regularly (virtually and face-to-face) with project teams in New York, London, and Singa-

pore. (I was located in the World Financial Center adjacent to the World Trade Center). I learned the relevance of technological capabilities (e.g., component-based publishing systems) to enhance product personalization (e.g., making it possible for clients to get the information they want, when they want it, and on any device they prefer). I rode the wave of mass customization (i.e., the global necessity to build adaptable, Web-delivered products so that individual customers can personalize them). It was cutting-edge integration of technology and customer demand. Business differentiation (i.e., survival) is all about personalization. The future belongs to the business that becomes personal and offers a compelling customer experience.

I recall that upon introduction to my client, the executive vice-president of a global business unit, he bluntly asked, "Why the hell should I listen to you?" I answered, what in my view, is a very legitimate question, even if deployed stiffly. I believe I responded factually and generated interest by talking about the types of clients I've had and the places I've been. I was informed at a later date that I was placed in the "senior advisory role" because my background is "distinctive." I assumed that was flattery and accepted the job.

Over the years I've worked with many kinds of professionals. I've worked with a brigadier general, State Department officials, law enforcement, military special ops, C-level business executives, investment bankers, and start-up founders. I enjoyed each for different reasons. Currently, I am working with a state senator assisting in the drafting of legislation on occupational health and wellness offering tax benefits to businesses that incorporate healthy work practices.

On September 11th, 2001, I, like many others, faced an unknown. With no hard information to go on, I insisted that my floor be evacuated (there was no known reason to do so at the time). When reality was faced (knowing only the threat, not the cause) I found myself in a "problem-solving" mode, over-riding the emotional, horrific nature of the events. Today, I consult on international peacekeeping projects. I interface with brave, admirable people heading into dangerous situations in Afghanistan and Iraq (assessment work). It is of course surreal to be connected to September 11th from both the front end and the back.

In sum, knowing subject matter is always a good thing but knowing what you don't know and being open to that is even better. Knowledge can inhibit growth. This is where risk comes in—and the professional goal of remaining business relevant. Stay fresh by interacting across industries, across professions, or within a firm, across functions.

Being in one workplace for a career is becoming an increasingly unlikely event. This is just as true for I-O psychologists as it is for software engineers, chemists, or accountants. Taking risks early in an I-O career makes sense because (a) there are vast opportunities available to you, (b) you need to immerse yourself in different cultures to see what fits, and (c) I-O as a dis-

cipline builds skills that apply to various workplaces, you should consider taking advantage of that.

There are as many career routes as there are careers. I found that my I-O degree was a portal to an infinite number of learning experiences. Great experiences come unexpectedly but derive from working with great people. Assume a level of risk, especially early in a career, and it can lead to exciting people and places.

Dr. Seuss informed us “Oh, the Places You’ll Go”—some travels are planned, some are not—*pack wisely*.

SIOP and Chaos Theory

Lee Hakel

Society for Industrial and Organizational Psychology

Editor’s Note: Lee Hakel retired in April 2005 as SIOP’s director.

There have been some interesting and challenging times in the last 10 years that I have worked for SIOP and some have been downright funny. Some of those challenging times were the result of our own actions, others were not, although members may not have known (or cared) whose fault it was. It is more pleasant to recount some of the times when it *wasn’t our fault*. So I’ll describe those first.

Once we mailed out a book to a SIOP member and she received a pair of shoes! It seems the two boxes split open so the post office repackaged the spilled goods and sent them on to two very surprised people. Apparently the person who got the SIOP book liked it as we never got it back.

Then there was the time we sent out the e-mail to thousands of SIOP members telling them that conference registration was open and almost immediately the credit card company’s main server went down...for hours! Our phones lit up like a Christmas tree.

And of course there was the time when we discovered that all of the conference registration booklets were sent to the wrong mailing list by the printer. There were some very surprised auto parts storeowners all over the country! The printer reprinted and remailed at his expense and said, “That’s why I have insurance.”

These “it wasn’t our fault” episodes are offset by some incidents when we had to take the rap. Here are a few of the most “memorable:”

It is tough to forget the conference program that said “Bring this program with you to San Diego.” But the conference that year was in St. Louis!

Then of course there was the SIOP tour bus getting lost for over an hour.

And the time the FAX machine melted just before the deadline for registration.

And sometimes situations or decisions that could have ended up as a disaster turned out pretty well:

Before we had electronic conference proposal submissions, the deadline date often brought as many as 500 submissions. Our UPS man must have had a lot of “practical intelligence” because he learned to schedule his days off around our deadline, effectively making his replacement’s life miserable. But “Big Brown” came through for us nevertheless.

And the time I hired a street band for the conference after listening to them play on the street—then had a lot of sleepless nights wondering if they would actually show up, and if they did, would they be good. They did and they were.

And finally, to borrow from the credit card ad, sometimes events are “priceless.”

I had always thought of the conference as a place where professional recruiting went on. Much to my surprise, other types of recruiting also seem to occur. My daughter met her husband at the Atlanta conference. She was working for SIOP, and he was attempting to register over the phone for the conference. After a brief but entertaining conversation, he said he would like to meet her at the conference. He had to introduce himself to her twice at the conference because she was working so hard she completely forgot meeting him the first time. He asked her out and the rest is history. She had designed the t-shirts for that conference and she was sure they would be a big hit so we made a lot of them. They weren’t. So we bought the remainders from SIOP and used them as favors at the wedding!

What I have “learned along the way” is that there is great satisfaction in taking what could be chaos and rendering it orderly, in supporting others as they try to meet their goals, and making that your own goal. It has been a hoot.



Career Paths: The Winding Road

Lynn A. McFarland
Clemson University

Editor's Note: Please join me in thanking Lynn for her dedication and valuable contributions to TIP for over 2½ years. Lynn has decided to "retire" to pursue other activities in her life (like a family). During her time on the TIP Editorial Board, Lynn has written 11 columns on diverse career paths in I-O psychology and has provided insights and suggestions for creating a quality publication. Along with Lynn's retirement, she and I agreed that the time has come to retire the column as well. For now, this is the last career column. Thank you Lynn!!

One of the great things about being an I-O psychologist is the flexibility our profession allows us. Those who get degrees in I-O take jobs in positions as varied as academia, the government, external consulting, and within corporations as internal consultants. But, oftentimes, as in any profession, people decide a change in employment is necessary. This may occur for a variety of reasons, including family issues, change in interests, or even boredom. How does one decide to make a career change, what does one do to ensure the change is smooth, and are there particular challenges associated with making a career change? I interviewed four I-O psychologists who have changed careers to discover answers to these questions. First, I'll provide some background on each of these individuals so you can get a sense for why they decided to change jobs.

Background

By his third year in graduate school at Clemson University, **Chad Van Iddekinge** decided he would "go applied" after graduating in 2001. He wasn't sure what type of applied job he wanted, so he applied for both internal and external consulting jobs. He took a position at the Human Resources Research Organization (HumRRO), a nonprofit consulting firm headquartered in the Alexandria, Virginia suburb of Washington, DC. Although he really liked the organization and the good mix of research and application his job provided, he missed having time to plan and execute his own studies. In addition, as he became a more senior consultant, his responsibilities started to shift somewhat from research and development to project direction and management. Such a change is generally welcomed by practitioners, but Chad decided he enjoyed

research much more than the administrative aspects of his job. From a personal standpoint, he and his wife decided they would rather live in a less urban setting, particularly close to a university. Thus, after 4 enjoyable years at HumRRO, Chad accepted a tenure-track human resource management position in the business school at Florida State University. He begins this fall.

Elaine Engle graduated from the University of Akron in 1996 and took a job as a personnel psychologist with the FBI. Although Elaine also had a job offer from a corporation (with a higher salary), she chose the FBI because she thought it would be a unique employment opportunity. Her work was predominantly selection related (e.g., job analysis, test development, validation). After a few years Elaine decided she wanted to branch out and do work in areas other than just selection and looked into switching to external consulting. Although her new consulting job provided the changes she desired (broadening the types of things she worked on), she missed being involved with the actual implementation of the procedures she developed. Therefore, she decided to look for another job as an internal consultant. Elaine felt internal consulting would allow her both the diversity of work she desired and to be more involved in all stages of organizational interventions. Elaine is now a vice president of Organization Capability for the Marriott Corporation and loves what she does!

Sandy Fisher graduated from Michigan State University in 1998. During her time in graduate school, she worked on a variety of consulting projects with professors at MSU and also worked with a local independent consultant. Therefore, it was clear to Sandy that consulting was for her. She took a job at Personnel Decisions Research Institutes (PDRI) as a research scientist and was involved in a number of projects such as conducting job analyses, developing performance appraisal and promotion systems, and evaluating training programs. Her decision to leave consulting stemmed from a dual-career issue. Sandy and her husband had the opportunity to teach at a business school at Clarkson University (which, as Sandy puts it, is in way, way upstate NY). This change in career didn't come out of nowhere. Sandy and her husband had talked about both taking jobs at a small teaching college "some day." However, given the circumstances, "some day" happened sooner than expected. Although Sandy loves her job as a professor, she still keeps in touch with her inner consultant by taking on some projects. She finds this also helps her be a better teacher and researcher because consulting helps to generate research ideas and gives her several real-world issues to discuss with students.

Ted Hayes graduated from Rice University in 1990 and took a tenure-track assistant professor position in the Psychology Department at Wright State University. While at Wright State, Ted's research interests began to change, and he also became frustrated that the program seemed to have a hard time attracting new faculty during that time. So, in 1994 Ted decided to make the switch to consulting and took a job with Gallup in Nebraska. Although he

liked working at Gallup, to be closer to family, he decided a change in location was needed. His research on disability and employment led him to meet **Mary Anne Nester**, who worked for the INS in Washington, DC. Through this contact, Ted learned the INS had an opening and got the job. After September 11th, the INS was split and merged with parts of other agencies to form the Department of Homeland Security. During this time, Ted was asked to be a part of the team at the Transportation and Security Administration where his work consisted of developing job knowledge tests and behavioral misconduct forms. Coincidentally, Gallup had moved some operations to DC, and because he was on good terms with them and there was some need for his efforts there, things worked out for his return to Gallup in early 2004.

Making the Change to Academics

The popular belief among graduate students is that if you're not sure what you want to do when you graduate you should consider academics first because it's more difficult to go from a consulting job to an academic job. One of the reasons is simply because there are fewer academic jobs. However, another reason is because it is very difficult to conduct research and teach classes, necessary experiences to get an academic job, when one has a full-time consulting job. However, Sandy and Chad proved that it is not impossible to move to an academic environment, even after several years of being a consultant.

To make the change, both Sandy and Chad indicated that it was important to stay active in research while consulting to be competitive for academic jobs. It's a good idea to attend and present at academically oriented organizations (e.g., SIOP and Academy of Management) and publish if at all possible. However, few consulting jobs allow one time to conduct research during working hours. So, if you're looking to move from consulting to academics, you may find you need to work on research after work, during your lunch break, or on the weekends. This may be difficult to do, but without a history of research productivity, making the switch to academics will be very difficult.

Sandy suggests that one way to make the research process go more smoothly while in consulting is to collaborate with academic friends. Such a relationship can benefit both the consultant looking to go academic and the academic. One can hand data over to the academic and have him or her invest the most time in working on the research. The consultant can then get research experience without being the primary investigator—something a consultant rarely has time to do. Further, working with someone who publishes research as part of his or her job may help one learn the ropes of the publishing process more quickly.

In addition to research, it's also important to get teaching experience. While consulting, Sandy was also an adjunct professor. This is good to do before applying for academic jobs to ensure you like teaching (which you'll

do regardless of the academic job you take) and also to allow you to provide teaching evaluations in your application. It also would help to teach something you may be teaching when you get an appointment at a university. This way you'll already have at least one class prepared.

Before applying for academic jobs, Chad also suggests that it's a good idea to serve as a journal reviewer when at all possible and serve on professional committees. Such activities will make you more attractive to those who need to fill academic positions and will also help keep your name visible.

You should also keep in mind that the process of getting an academic job is unique because most universities hire in the fall. Therefore, if you don't get a job in the fall you will probably have to wait a full year to be considered for an academic job again. On the bright side, this gives you plenty of time to get your materials together. Keep in mind that the materials one needs to submit for academic appointments are generally more extensive than what one needs for many applied jobs. For instance, most academic jobs require you to submit a cover letter, vita, research statement, teaching statement, teaching ratings, a sample of representative research work, and letters of recommendation. That's a lot of stuff to get together so be sure to give yourself plenty of time to prepare these materials. In addition, be sure to have academic colleagues review your materials and provide feedback.

Making a Change on the Applied Side

The academic job search process is certainly unique, but going from an academic job to an applied one, or even switching careers from different types of applied work (e.g., external versus internal consulting), can be tricky. For those in academics thinking of going applied, Ted thinks it's important to realize that you won't stop teaching when you do applied work. In fact, practitioners end up doing a lot of teaching. They often need to educate clients and colleagues alike. Thus, education will still be a large part of your job.

Further, if you're an academic thinking of going applied, it's important to keep consulting while in your academic position. This will make you more marketable for applied jobs because you can demonstrate that you have continued to hone your applied skills, even while working in an academic environment. Given the flexible schedule of most academics, it is fairly easy to find the time to consult. However, finding clients may not be as easy. If you're finding it hard to gain consulting experience while in an academic job, talk to friends who work in applied settings and see if they have work they can subcontract to you. This could provide you with the experience you need and the extra help they were looking for anyway.

Elaine also notes that it's important, in both graduate school and throughout your career, to have a broad knowledge of both I-O and of business in general. In graduate school we're usually encouraged to pick a particular area of work (e.g., selection or organizational development). Although this

kind of narrow focus may aid one in an academic career (because one may more easily become well known if one publishes heavily in a particular area), it can be detrimental to the career of someone seeking to go applied, especially if one decides to change jobs. For example, Elaine noted that if she had not had such varied experiences in her first two jobs (working on selection related projects at the FBI and then survey work as a consultant) she may not have been competitive for the internal consulting job she now has.

Elaine also suggests that it's a good idea to have business experience in general. For example, it may be useful to take business classes in graduate school or, once in a job, try to get involved in projects that would require one to learn more about organizations and how they function. Such experiences will give one more credibility when seeking different types of applied work, particularly for internal consulting.

General Advice for those Seeking Career Changes

Although switching jobs may result in unique challenges depending on where one wishes to move, there is some advice that can be applied to any move you may make. First, everyone suggested that it is wise to broaden one's experiences in graduate school. Very often those in graduate school think they know precisely what they want to "be" when they have their degree in hand. But, even the most dedicated may find that their interests change. For example, Chad noted that his switch to academics would have been made much easier had he not geared much of his graduate school career to applied work. Not anticipating that his interests would change so soon after graduation, he had sought out as many applied experiences as possible to make himself marketable for consulting. His relative lack of research experience in graduate school meant he had to work that much harder to bolster his research record to be competitive for academic positions.

It may not even be a poor fit with a job that prompts a change in career. Most of those I spoke with noted the importance of family issues on their decisions to switch careers. These types of reasons for career changes can rarely be anticipated. Therefore, graduate school is the perfect place to get varied experiences fairly easily that would make one marketable for a variety of jobs.

Whether you're currently thinking of switching jobs or not, it's important to always stay active in professional organizations. Ted notes that this helps one maintain a network that will make a change much easier to make if one decides to move. You'd be surprised how often a person you randomly meet at a conference may help you make a fantastic job change.

Once you decide a change in career is needed, Chad suggests asking those around you (those who know you well) how they think you would fare in the setting you're thinking of moving to. Different jobs require different strengths. For example, those in academics must largely be self-motivated. Academics have few hard deadlines and, therefore, if one isn't disciplined it

may be tough to get stuff done to ensure tenure. Ask colleagues if they think you have the necessary KSAs to make the change you're thinking of. Just make sure you ask them to be brutally honest with you!

Once you are interviewing for your dream job, be sure to ask the right questions. Because you haven't worked in that type of job before try to learn as much as possible about your potential employer and the work environment so you have a good understanding of what this change will be like. The interview is as much an opportunity for you to get your questions answered as it is for the employer.

Finally, those I spoke with noted that it's important to be realistic about your career change. It may not happen overnight. It may take months or even years to get the experiences you need to be competitive for the career you want. Gaining as broad a perspective as possible early on may help one be more marketable if one later desires a change, making the change faster and easier.

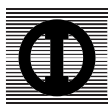
Farewell

I'm sad to say that this is my last article as author of the **Career Column**. This has been a great experience. I've enjoyed working with such an outstanding group of colleagues (particularly Debbie and Laura). I've also appreciated the opportunity to speak with numerous experts on diverse topics. I have learned a great deal and hope *TIP* readers have valued the experiences and advice of these experts as much as I have. I can say for certain that SIOP members are very generous and helpful. Thanks so much, and best wishes for your careers!

Attention Researchers!

See page 129 in this issue of *TIP* to find out more about how to get funding from the SIOP foundation for academic-practitioner research collaborations!

The deadline for completed applications is February 1, 2006.



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Changing Places in a Small World

Natalie Allen
University of Western Ontario



Kathlyn Wilson is the “Changing Places...” columnist in this issue of *TIP*. As you will see, Kathlyn’s route to Delaware State University was not a direct one and involved life on three continents, a few moves back and forth across the Atlantic, and considerable multinational consultancy experience. In what follows, Kathlyn describes her work experiences on both sides of the ocean highlighting both similarities and differences.

Complementary International Work Experiences

Kathlyn Wilson
Delaware State University

Where and when was your IWE?

My experience is a little different from those that have been shared so far, in that I am from England, was trained in the U.S., and have worked for several years in the UK. I am not sure which perspective to use in describing my experience: a SIOP member in the U.S. who has worked in the UK or a SIOP member from England who was trained in the U.S. To make a long (and possibly long-winded) story short, I am from England and did my graduate studies (up to ABD) at The Ohio State University. I returned to England from 1987 to 1999 where I worked as a consultant and recently returned to the U.S. to finish the PhD and embark upon an academic career on this side of the Atlantic.

What motivated you to choose those places?

Well, I had no say in my place of birth, which was England! I came to the U.S. for my studies because my parents were transferred here. It was one of several significant moves in my life. I also lived in Nigeria and Uganda for several years while growing up. This international background has given me practical experience of operating in different cultures. It is actually what sparked my interest in psychology. I am back in the U.S. because although I would not trade my consulting experience, I had to finish my PhD which, despite all my good intentions, was impossible for me to do while consulting in England.

Tell us something about what you worked on.

Here in the States I completed undergraduate and graduate degrees with their concomitant challenges. I had extremely valuable internship experiences while in graduate school. Particularly noteworthy are one with the Civil Service Commission in Columbus, Ohio and another as a personnel research intern

at IBM in Armonk, New York. My internships constituted my relevant U.S. work experience. In England, I worked with the Hay Group in London and later with Psychology at Work, which was the consulting arm of the University of London's Institute of Psychiatry. My work experience in the UK was in the areas of competency definition, designing and implementing assessment centers (and the occasional development center), and organization research such as values and culture as inputs to organization change projects. A significant number of the assessment center projects were part of organizational restructuring.

I was also part of a team that developed a multisource feedback system for an international investment bank. It was interesting, to say the least, to see how staff in different parts of Europe and Asia reacted to implementation of the system. We found that some Asian countries were reluctant to give upward feedback and the system had to be adapted in those countries. Upward feedback had to be excluded. Clients were primarily large British multinationals, although I also worked with a couple of U.S. clients—Ford Motor Company and Esso (Exxon).

Another key project was my appointment as expert consultant to the Commission for Racial Equality (CRE) in a formal investigation of selection in a government organization. I also did some commissioned research for the CRE (the first of its kind) that looked at the impact of appraisal systems on ethnic minorities in three large government departments. The CRE was in the process of developing guidelines for employers. One challenge was the travel involved. I worked with clients in countries that included Italy, France, Belgium, Hungary, Switzerland (Geneva, Zurich, Lucerne), Holland, Northern Ireland, Scotland, and Wales. At least those are the ones that come to mind at the moment. I remember I once found that I had traveled to three countries in 2 days. It was pretty exhausting at times.

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

On a personal level, certainly the fact that I have lived on three continents has shaped my personal development. I became aware of not just differences but similarities across cultures at an early age. I have become more flexible in my interactions with different groups and perhaps more accepting of differences and the right to be different.

On the whole, training in the U.S. and practicing in the UK were complementary experiences and resulted in a broader perspective of our practice. There were, undeniably, frustrations as a student with the apparent belief that if it works here, it works elsewhere. Although this is changing since my early days in graduate school, a lot of our theory really does not take into account cultural differences. Where it does, still there is a focus on economies of interest rather than truly universal theory. In the 1980s it was Japan, more recently, China. In an attempt to broaden my training, I added an international element by doing a minor in international business.

Back in England, as a consultant, my concerns about the potential differences in practice turned out to be well founded. I learned that I-O is not I-O

by any other name. Despite the arguable language similarity between the UK and U.S. (extent of differences would vary across countries in the UK), there are cultural differences. There are differences in values, for example, that would impact how certain HR processes might be implemented. One basic difference is the value of leisure in both societies. Leisure is more important in the UK than in the U.S. Standard annual holiday (vacation) time is around 5 weeks whereas in the U.S. it is around 2 weeks. Add to that an ethos in the U.S. that truly motivated workers do not take their vacation time. In Britain, people who can afford to travel do so, taking one to two-week holidays abroad at a time. Somebody somewhere once said that in the UK people work to live whereas in the U.S. people live to work. This has been my experience.

I also learned very quickly that knowing how to address a client problem in theory was the relatively easy part. The consulting process was a challenge, and this was more challenging in some cultures than others. One advantage of my U.S. training was being trained in a litigious environment where a great deal of HR policy and procedure is well defined and prescriptive in comparison to other countries. In my experience, UK clients who were concerned about representation of Britain's different ethnic groups at all levels of the organization saw this U.S. experience as an advantage. I know that the CRE, for example, considered the ability to apply this U.S.-gained knowledge in a different context to be an advantage. Because of my work with the CRE, I got calls from organizations asking me to help with selection processes, particularly during restructuring or, dare I say, downsizing.

What were the “best” and “worst” aspects of the IWE?

The best part of my U.S. experience was the strong training at the graduate level and making friends and professional contacts. The difficult part was leaving extended family in England and, although I had done it before, leaving the familiar for the unfamiliar. Similarly, the best part of my UK work was the invaluable experience, particularly practicing across countries and cultures; whereas the worst aspect was leaving my parents who were now settled in the U.S., friends (although a few visited me in England), and starting a professional career in one country when all of my professional contacts were in another. Finishing my degree and starting an academic career in the U.S. has now meant leaving the professional network I have developed while consulting. I am working at maintaining contacts and getting involved in commissioned research of the nature I was involved in while in England.

What general (or specific) advice would you give to SIOP members interested in IWEs?

In terms of specific advice, look for opportunities for visiting positions abroad. If your university has a partnership with a foreign institution, arrange to go as a visiting scholar. There are also research institutions in other countries that would welcome contributions from American researchers. In the

UK, the Runnymede Trust, for example, has established a network of freelance research associates. These individuals are contracted to do independent research on different aspects of race relations in employment and other areas. This could provide an opportunity for collaborative, short-term work with UK researchers. More generally, in choosing a country for your IWE, perhaps be a little daring. Select a country that is quite different from home. Be open to actually living in a different world. Experiencing different cultures, ethnic groups, and races raises questions not just about the generalizability of our theories but their application in different parts of the world. Go abroad with an open mind, which is actually a lot easier said than done.

Any other thoughts, observations?

It may seem daunting, but there is no substitute for experiencing the world at large. It is one thing to visit other countries and quite another to live in a different culture for an extended period of time. I was surprised when I initially came to the States at how little people knew of other parts of the world. How the terms “chips” rather than “french fries” or “crisps” rather than “potato chips” meant nothing to them; or that I was expected to be familiar with popular American television programs or personalities. I had to learn a new language, which one does in moving to a different country, but I was surprised at the general lack of exposure to other cultures and the little knowledge of world geography. Nigeria and Uganda may easily have been in another solar system and even now one rarely hears African countries mentioned by name. Even in our textbooks, there is usually a general reference to “Africa” rather than a recognition of the many countries on that continent and the fact that they are actually very different from one another. They cannot easily be lumped together any more than we can lump England and Austria together in discussing “Europe.” In a recent article by a well-known author, “West Africa” was listed under countries in which data had been collected. Exposure to a broad variety of cultures can only serve to broaden our perspective and ultimately improve our science and practice. Finally, in considering my experience as a whole, what stands out is the fact that the primary language in the four countries in which I have lived was English (albeit different variations). It would be beneficial to broaden my own international experience by working in a non-English speaking country.

Dr. Kathlyn Wilson received her PhD in 2003 from The Ohio State University. She is currently an assistant professor in the Department of Management, Delaware State University and can be contacted at kwilson@desu.edu.



Human Resource Practices in the Czech Republic

Scott L. Martin

I recently visited Prague and interviewed two human resource professionals. The first was **Martin Safr**, a SIOP member who operates a small test publishing firm called American Advanced Technologies. The second was Zdenek Modalek, a human resources manager for Orea Hotels.

Here is my interview with Martin:

Would you please provide an overview of American Advanced Technologies?

We have four managing owners and five consultants who work with us. We started the company in 2001.

Would you describe your educational and employment background?

I received my master's degree in Czech literature, English, psychology and pedagogy. I began my career teaching language. I then worked as a political analyst at the Japanese Embassy in Prague. I have been working in the human resources and employment testing area since 2001.

What types of assessment systems do you offer?

We have one personality-based assessment system that is used for selection and promotion. We spent 2 years developing the system, which includes 20 scales and job-specific norms, and generates interview questions.

Who is using the instrument?

We have about 100 customers in the Czech Republic. KFC is a typical customer, and they use it for promoting individuals into area and assistant managers.

How common is your work in the Czech Republic?

We don't have a lot of good options when it comes to employment testing. Many of our tests were developed in the United States and translated for use in the Czech Republic. These instruments are often questioned by local organizations due to the quality of the translations or more significant measurement issues. The tests that have been developed here are generally intended for clinical as opposed to business applications. As a result, employment testing is not well known in the Czech Republic.

How do human resource practices in the Czech Republic compare to those in other European countries or the United States?

Like many European countries, we believe that test results should always be shared with the test taker. We do not have the same testing standards and

adverse impact concerns that exist in the United States, but we are very concerned about the privacy and security of test results. For instance, our test data is encrypted when it is sent electronically, and we store our test results in a local bank. Some topics that have been popular in the United States, like performance management, have not been the focus of attention here.

Here is my interview with Zdenek:

Would you please provide an overview of Orea Hotels?

Orea Hotels was originally the property of the trade unions and was sold into private hands in 1997. Our parent is the CIMEX group. We have a total of 29 hotels with 28 in the Czech Republic and one in Slovakia. We have 6,000 beds and 1,400 employees. Orea Hotels has been ranked in the top 100 firms in the Czech Republic.

Would you describe your educational and employment background?

I graduated from Charles University in Prague in 1994 with a degree in human resource management and people development. I then worked for the Ministry of Interior, Metro Stav (a construction firm), and APP (a computer company). I joined Orea Hotels in 1999.

What are the significant business objectives for Orea Hotels?

Our main challenge is changing from a noncommercial to commercial entity. We are in the process of upgrading from a two-star to a three-star hotel. In the future, we would like to expand into Hungary, Poland, and Austria. The key is to manage our brand in an effective manner.

How has the European Union impacted your business?

On the positive side, the EU will help us expand. On the negative side, we are losing many of our talented employees because they now have other opportunities.

What are your most significant human resource challenges?

We have focused on reducing turnover and improving customer service. Customer service is critical to our brand and will differentiate us from the competition. Employees must recognize that if our customer has one good or bad experience, he/she will generalize this experience to our entire chain.

How is the human resources department structured?

We have two employees at headquarters (myself and one assistant) and each hotel has one human resource professional. We organize key training programs and provide support with hiring such as advertising and basic assessment tools. However, the chain operates in a very decentralized manner, with the director of each hotel having full responsibility for human resource issues.

How is the human resources department perceived by the rest of the organization?

In the Czech Republic, the human resources department is typically viewed as having an administrative role, but there is more partnership at Ore Hotels. We continue to make progress in this area. As mentioned earlier, the EU has opened markets to many of our employees so we have challenges with turnover. Because the human resources department helps retain and hire good people, we are now viewed as more of a partner.

Can you share an example in which the HR department discovered an important human resource need?

Our anonymous questionnaires indicated that our vertical structure caused distortion in some of our communications. This led us to adjust the structure and implement a monthly magazine. One of our objectives is to help employees better understand our business.

Would you share a couple of other human resource initiatives?

We just implemented an Internet software program called “Skills,” which is used to evaluate learning and management skills. We also installed a module to test job-specific skills for cooks, waiters, receptionists, and managers following the 3-month probationary period. According to the Labor Code, we can release individuals during the probationary period and our standards are quite high.

How do you evaluate the effectiveness of HR initiatives?

We use turnover data and satisfaction surveys. All training programs have a feedback mechanism. We ask for feedback on a regular basis. For example, we request feedback following our monthly director meetings, and recently there was consensus that we should provide more interaction among all participants.

I thank Martin and Zdenek for taking the time to share their insights with *TIP*. As always, if you have thoughts on the above or other comments, please let me know at Scott_L_Martin@payless.com or 785.295.6801. Thanks very much!

Spotlight on Local I-O Organizations

Lori Foster Thompson
North Carolina State University



Dingos and possums and roos, oh my! This issue's **Spotlight** takes us to the land down under, affectionately called "Oz" by those in the know. As you'll soon learn, our Australian colleagues have made excellent use of regional and national meetings to promote networking, information sharing, and the expansion of I-O psychology across the country. Read on for an intriguing account of how Australians interested in I-O have managed to stay connected to each other and the profession over the years.

Oz I-O

Brett Myers
Griffith University

The main body representing I-O psychologists in Australia is the College of Organisational Psychologists (COP) of the Australian Psychological Society (APS). COP is to Australia as SIOP is to the U.S. By way of history, the Australian branch of the British Psychological Society was founded in 1945 and became the independently constituted APS 20 years later. Within the APS, an organisational division was first established in 1971 from whence the College was founded in 1993. Today COP has about 450 members, the size that SIOP was in the early 1950s.



One of the greatest hurdles for any organisation in Australia is maintaining contact with an extremely geographically dispersed membership. If you look at a map of the world you will see that Australia is about the same size as the continental United States, 5% smaller in fact, but has only 7% of the population, about 20 million people. Most of the population is concentrated in eight capital cities, but there are many I-Os scattered throughout regional areas, working in small towns or for mining companies and so forth, and this poses a great challenge to stay connected.

The formation of the College in the early 1990s marked an invigoration of I-O psychology in Australia—a vitality that has continued to the present day. Today, 11 of Australia's 40 universities offer graduate programs in I-O. (Information about these programs, COP, and other APS units can be found at the APS Web site: <http://www.psychology.org.au/>). Much of the credit for this invigoration must go to the first National Committee of the College chaired by **Beryl Hesketh** and including such notable practitioners as Patricia Quealey, Geoff Payne, Bruce Crowe (who went on to become president

of the APS for two consecutive terms), Winston Horne, and Graham Firth. The first committee established much of what we now take for granted, including support for the establishment of state sections, a college newsletter superseded in recent years by the Web, national standards for accreditation, and, of course, the first national conference. I was one of Beryl's graduate students during those heady days and can well remember her hurrying off to yet another meeting or canvassing some new initiative. Her vision was to establish something like SIOP in Australia, and we were all encouraged to attend the SIOP conference and bring back new ideas. Since then, I have served on the National Committee as well as the New South Wales and Queensland State Committees, and this overview of COP is based mainly on my recollections of these experiences.

From the outset, COP sought to establish regular monthly meetings among members to facilitate professional development, promote networking, and share information. Wherever there was a critical mass of interested I-Os, a new section was created. There are now six state sections (New South Wales, Victoria, Queensland, South Australia, Western Australia, and the Australian Capital Territory) overseen by the National Committee, currently chaired by Denis Flores. State sections usually meet for a couple of hours one evening per month. Meetings are generally for professional development and begin with refreshments followed by a presentation from a local practitioner, academic, product supplier, or researcher in the field. I can remember attending sessions on organisational change, workplace stress, new approaches to testing, and virtual teams to name a few topics that have been addressed over the years.

Undoubtedly the single biggest event that brings Australian I-O psychologists together is the Australian Industrial and Organisational Psychology Conference held on behalf of the College. As you can see from Table 1, the conference occurs every 2 years in a major Australian city and has attracted many eminent I-O psychologists from around the world. There are also plenty of presentations by local academics and practitioners. We are all mighty proud of this conference; I can clearly remember the opening keynote of the first conference in 1995 delivered by **Dan Ilgen** on "Teams in Organisations" and the closing keynote by **Bill Byham** on "Assessment Centres." We all left that first conference with the feeling that this was the beginning of something big.

The Australian Industrial and Organisational Psychology Conference is small by U.S. standards, attracting only about 500 delegates, but people come from all over Australia, New Zealand, and Asia to attend 3 days of symposia, practice forums, and poster sessions covering all aspects of I-O psychology. The mix of academics to practitioners is about 50:50 and the atmosphere is very friendly and collegial. All submissions are rigorously reviewed, full papers blind reviewed by two reviewers, and the standards have always been very high. I convened the most recent conference at Surfer's Paradise on Queensland's Gold Coast last July and was very pleased with the outcome,

although it almost ended up being a total washout. A “once in a thousand year” downpour almost washed us all away. The local airport was closed and many roads in the area were blocked by flash floods. You could even surf down the main street. I know of some delegates from Sydney, which is normally only a 1 ½ hour flight away, taking more than 12 hours to get there. But they still came! Fortunately, Queensland’s familiar blue sky managed to break through by Friday afternoon, and the rest of the conference was fine.

Table 1.

Past, Present, and Future Australian I-O Conferences

Year	Location	Convenor	Keynote Speakers
1995	Sydney	Beryl Hesketh	Bill Byham, Cary Cooper, Dan Ilgen, Gary Latham
1997	Melbourne	Phyllis Tharenou	Mike Arthur, David Campbell, Alice Eagly, Robert Hogan, Gary Johns, Frank Landy , Gary Latham, Ivan Robertson
1999	Brisbane	Boris Kabanoff & Mark Griffin	Phil Ackerman, Walter Borman , Robert Hogan, Ruth Kanfer, Deniz Ones, Ben Schneider , Phyllis Tharenou, Mike West
2001	Sydney	Ann Williamson	Dave Bartram, Robert Dipboye , Beryl Hesketh, Malcolm Higgs, Daniel Kahneman, Steve Kozlowski, Denise Rousseau
2003	Melbourne	Janice Langan-Fox	Neil Anderson, Murray Barrick, Mike Frese , Carol Gill, Richard Klimoski, Roy Lewicki , Sharon Parker
2005	Surfer’s Paradise	Brett Myors	Jeanette Cleveland , Tom Cox, Bob Dick, Cynthia Fisher, Jerald Greenberg, Kevin Murphy, Mike O’Driscoll, Paul Sackett
2007	Adelaide	Maureen Dollard & Tony Winefield	TBA

This year marked the 10th anniversary of the conference, and Kevin Murphy was approached to present the opening keynote address. Both Kevin and Jan Cleveland were with us at the first conference in 1995. Kevin gave a personal appraisal of developments in I-O over the preceding decade in a presentation entitled "I-O Psychology's Greatest Hits and Misses." This got proceedings off to a great start, generating much debate over personal "Top 10s," although it was probably Kevin's "Bottom 10" that caused the most discussion. Fortunately I-O psychology has generated quite a few solid gold hits, but there have also been a few golden turkeys. A particular highlight of the conference for me was a symposium organised by a group of Chinese academics entitled "Leadership Research in the People's Republic of China: The Applicability and Limitations of Western Models." This suggests that our conference is likely to spawn some very interesting cross-cultural research. Mike O'Driscoll, from the University of Waikato in New Zealand, gave the closing keynote in which he recapitulated Kevin's theme while providing a more regional perspective. Mike content analysed past conference proceedings and summarised what we had been focusing on over the preceding years. It turns out that the topic that had attracted the most symposia was teams and team performance, followed by job stress/occupational health, personnel selection/assessment, and leadership. Fortunately none of these topics were on anybody's miss list. Other areas of growing interest for the profession in Australia are consumer psychology and online psychometric assessment.

In 2007, the 7th Australian Industrial and Organisational Psychology Conference will be held in Adelaide, South Australia, a.k.a. the city of churches, birthplace of Elton Mayo of Hawthorne Studies fame, and the burial place of Sir Ronald Fisher of *F*-test fame. In the meantime, we're all back in rehearsal at our state sections, working on that elusive Top 10 hit.

Concluding Editorial

Clearly, our Australian counterparts have managed to cover a lot of ground, literally and figuratively, within a relatively short period of time. And you've just got to hand it to people with the good sense to host a conference in a place called "Surfer's Paradise." Who'd want to pass up that professional development opportunity?

This brings our tour of I-O psychology in Australia to a close. Say, as you're unpacking your sunscreen and surfing attire, be sure to make room in your suitcase for something a little bit warmer. Come January, we'll be heading to the U.K. to learn how British Psychological Society members with I-O interests accomplish their meeting, learning, and networking objectives.

In the meantime, please feel free to contact me with any comments, suggestions, concerns, or ideas for future columns. I'd enjoy hearing from you. My e-mail address is lfthompson@ncsu.edu, and my telephone number is 919.513.7845.

An Invitation to SIOP Members

International Association of Applied Psychology (IAAP) Conference

Virginia E. Schien

President, Division of Work and Organizational Psychology

Michael Frese

President, IAAP

Dear SIOP member,

The 26th International Congress of Applied Psychology of the International Association of Applied Psychology's (IAAP) is to be held in Athens, Greece from July 16 to 21, 2006. The Congress is organized by the Hellenic Psychological Society and the Association of Greek Psychologists. IAAP is the oldest international psychological membership association. Established in 1920, it has individual members in more than 80 countries and holds an international Congress every 4 years in different cities of the world. IAAP is accredited with the United Nations as a nongovernmental organization (NGO).

The major fields of activity within IAAP are reflected in its 16 Divisions.

Organizational Psychology	Economic Psychology
Psychological Assessment & Evaluation	Psychology & Law
Psychology & National Development	Political Psychology
Environmental Psychology	Sport Psychology
Educational & School Psychology	Traffic & Transportation Psych
Clinical & Community Psychology	Applied Cognitive Psychology
Applied Gerontology	Students
Health Psychology	Counseling Psychology

The theme of ICAP26 is "Contribution of Psychology to Problems of the Individual and Society." The presentations will include theory, research, and applications in psychology.

The scientific program consists of invited keynote, state of the art, and presidential addresses, group and individual presentations. Group presentations will consist of invited symposia of the divisions, symposia, poster symposia, continuing education workshops, and panel discussions. Individual presentations will be oral papers, conversation hours with distinguished psychologists, and films/videos. The official languages of the Congress are English, French and Spanish. **The details regarding the submission of abstracts as well as all the information related to the organization and the scientific program of the 26th ICAP appear at the Congress Web sites: www.iaapsy.org and www.erasmus.gr.**

In particular, **Division 1 of IAAP, Work and Organizational Psychology**, has its own official contribution to the 26th ICAP Scientific Program.

The following Keynote Lectures will be presented:

1. Virginia E. Schein, USA: Women in management: Reflections and projections
2. **Deniz S. Ones**, USA: Cognitive ability and personality measures in personnel selection: Current research and practice implications
3. Bernhard Wilpert, Germany: Intercultural dimensions of high-hazard industries—The role of W/O psychology
4. **Veronique de Keyser**, Belgium: Flexibility at work and its consequences on well-being
5. **Simcha Ronen**, Israel: The new cultural geography: A meta analysis of country
6. Peter Drenth, The Netherlands: Psychology: Is it applied enough?
7. **Miriam Erez**, Israel: Beyond national cultures: The emergence of a global culture and its co-existence with national cultures
8. Anders Ericsson, USA: Reproducibly superior performance and deliberate practice: Evidence from medical, artistic, and professional domains
9. Peter Gollwitzer, USA: Flexible tenacity in goal pursuit
10. Jacques Grigoire, Belgium: The present state and future of intellectual assessment
11. Juri Hanin, Finland: Emotions in high-achievement sport: An individualized approach
12. Giyoo Hatano, Japan: Comprehension activity, conceptual change, and adaptive expertise: Integrating cognitive and sociocultural approaches
13. Geert Hofstede, The Netherlands: The cultural and disciplinary limits to psychology
14. **Ruth Kanfer**, USA: Motivation, adult development, and work
15. Hassan Kassim, Yemen: Applied psychology in underdeveloped country: Yemen, early experiences and future perspectives
16. Shinobu Kitayama, USA: Socialized attention: Implications for self and social behavior in varying cultural contexts
17. **Avraham Kluger**, Israel: Feedforward first, feedback later
18. **Ed Locke**, USA: New developments in goal setting
19. Walter Mischel, USA: Personality and willpower
20. Susan Pick, Mexico: Maintenance and scaling up: Expanding successful intervention programs
21. **Robert Roe**, The Netherlands: The applied psychology of time
22. Wilmar Schaufeli, The Netherlands: From burnout to engagement: Towards a positive occupational health psychology
23. **Frank Schmidt**, USA: Meta-analysis and cumulative knowledge in psychology: Recent developments and advances

24. **Neal Schmitt**, USA: Research and practice issues in personnel selection
25. **Benjamin Schneider**, USA: Organizational design to customer satisfaction: Reports from the service economy
26. Shalom Schwartz, Israel: Value dimensions of culture and national difference
27. Peter Smith, UK: How can cross-cultural psychology and social psychology best relate to one another?
28. **Harry Triandis**, USA: Self-deception: An under-researched phenomenon in human affairs
29. Rosalie Tung, USA: The use of ex-host country nationals in international assignments: A source of competitive advantage or disadvantage?
30. **Michael West**, UK: A positive psychology of people, teams, and organizations
31. **Robert Wood**, Australia: Learning versus performance on complex versus simple tasks: A tale of exploration
32. **Moshe Zeidner**, Israel: Emotional intelligence: Knowns and unknowns

There are a number of Invited Symposia, among them:

1. **Steven Poelmans**, Spain: Work and family: An international perspective
2. **Barbara Kozusznik**, Poland: Work and organizational psychology research and practice in Eastern Europe
3. **Leaetta Hough**, USA: At the cutting edge of personnel selection: Research and practice
4. Francesco Avallone, Italy: Trust in organizations
5. Phillip Ackerman, USA: Determinants of the acquisition of domain knowledge
6. Eva Bamberg, Germany: Innovation at work
7. **Judith Blanton**, USA: Developing high-potential talent in organizations
8. Prashant Bordia, Australia: Managing organizational change: Psychological perspectives
9. Cristina Costa, The Netherlands: Psychological bases for developing trust
10. Miriam Erez, Israel: Acculturation of the global work environment: Implications at the corporate and employee levels
11. **Beryl Hesketh**, Australia: New approaches to selecting and training for adaptive performance
12. José Prieto, Spain: Meditation and psychological wellbeing
13. **Walter Reichman**, USA: The state of hate: Challenges for the 21st century—An international perspective

14. Christine Smith, USA and Antonis Gardikiotis, Greece: Social and cognitive processes in minority influence

In addition, there are also a number of workshops.

We invite you to send your proposals and attend the 26th International Congress of Applied Psychology in the country with the longest history in psychology. **The deadlines for submitting abstracts are as follows: Early submission: September 15, 2005; Regular submission: November 15, 2005.**

The very word psychology is, of course, Greek, as are hundreds of terms in our discipline. The history of psychology begins with the systematic study of psychological phenomena in the 7th century B.C. by Hellenic philosophers, and as a result, many precursors of many theories in modern psychology are of Hellenic origin.

In addition, Greece is an attractive site because of its rich cultural history with unique archaeological sites, its mosaic of natural beauty, countless islands, and Mediterranean climate. We believe you will find the Congress to be an important international venue to present your work and look forward to seeing you in Athens.

If you have additional questions, feel free to e-mail us at ICAP 2006 Organizing Committee: icap2006@psych.uoa.gr.

Michael Frese, President of the International Association of Applied Psychology

Virginia E. Schein, President of the Division of Work and Organizational Psychology

James Georgas, President

Marina Manthouli, President

Anastasia Efklides, President of the Scientific Program Committee

Thalis Papadakis, President of the Scientific Committee

Elias Besevegis, Secretary General

Vassiliki Boukouvala, Secretary General

Join Us in Dallas for SIOP's 21st Conference!

Julie Olson-Buchanan and Donald Truxillo

By the time you read this article, the review process for the 2006 annual conference will be underway. We wanted to share a few of the highlights that are already in the works.

Featured Posters

We are really excited to tell you about a new venue for posters that we will be trying out in Dallas: SIOP is going to showcase the top 20 rated posters at the Friday evening all-conference reception. This venue will not only give SIOP the opportunity to recognize some of its best submissions, it will also provide more opportunity for conference attendees to discuss their work in a more relaxed atmosphere. So while you sip your drinks, you'll be able to view the conference's top-rated posters and interact with the presenters.

Sunday Theme: Crossing Disciplinary Borders

To continue SIOP's efforts to increase the visibility and relevance of I-O psychology to society and to the broader business, academic, and government communities, this year's special Sunday Sessions will be themed "Crossing Disciplinary Borders" and will highlight sessions that demonstrate the **inter-disciplinary** endeavors of I-O psychologists. These special sessions will kick off with two invited sessions highlighting speakers from areas outside of I-O, each with unique insights on topics that bridge disciplinary boundaries. This will be followed by a set of sessions reflecting collaborations on I-O topics from an interdisciplinary perspective. By crossing disciplinary boundaries, we all will gain new insights on the practice, research, and teaching of I-O psychology.

Another Great Set of Sunday Seminars!

The Sunday Seminars (formerly known as Expanded Tutorials) are back for their 7th year. Sunday Seminars, which are scheduled for Sunday morning, are invited sessions on cutting-edge topics that require advance registration and an additional fee. Please see **Tammy Allen's** article in this issue for a description of the great topics and speakers for this year.

Some Additional Notes about the Dallas Conference

The 2006 Conference will be held in one of the largest hotels in Texas, the Dallas Adam's Mark Hotel. The Adam's Mark offers some very affordable room rates, and it is within walking distance of many attractions. Dining and nightlife are also easily accessible via a short cab ride or the Dallas Area Rapid Transit (DART) train, which stops in front of the hotel!

As a final note, this year we will continue to have **LCD projectors in every room!** In order to use this equipment, you will be required to bring your own laptop. We also highly recommend that you load the presentations

onto one computer before the sessions begin. In addition, in case technology throws you a curve ball, be sure to bring overheads as a backup. Overhead projectors will be available in every room.

See you in Dallas!

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Preconference Workshops for SIOP 2006: A Dynamite Line-Up in Big D!

Joan Brannick

Brannick Human Resource Connections

Mark your calendars for May 4, 2006 to attend our specially selected pre-conference workshops for SIOP in Dallas! The Workshop Committee has been working intensely to bring you information and insights on the most pressing issues affecting our discipline. Thanks to the generous feedback from many of you, we have prepared an exceptional lineup of speakers and topics to provide you with invaluable professional development opportunities.

Here's a peek at some of the titles for the 2006 workshops and the extraordinary lineup of experts that will lead them:

- *The I-O Psychologist and the Executive Committee: Lessons from the Front Line.* **Ben Dowell** (Bristol Myers Squibb Co.) and **Erika D'Egidio** (Bristol Myers Squibb Co.)
- *High Impact Leadership Development Systems.* **Eric Elder** (Bank of America) and **Gail Wise** (Right Management Consultants)
- *Driving Business Success Through Understanding and Leveraging Corporate and National Cultures.* **Miriam Erez** (Technion-Israel Institute of Technology), Brad Hall (IBM), and **Zeynep Aycan** (Koc University)
- *Employment Law: That Was the Year that Was—and What Might Be Next.* **Arthur Gutman** (Florida Institute of Technology) and **Donald Zink** (Personnel Management Decisions)
- *The State of the Art in e-Learning.* **Leslie Joyce** (Home Depot) and Charlie Gardner (Home Depot)
- *Separating the Wheat From Chaff: Interpreting Results From Contemporary Analytic Methods.* **Rodney McCloy** (Human Resource Research Organization) and **Gary Lautenschlager** (University of Georgia)
- *Global Talent Management: An Idea Whose Time Has Come.* **Colleen O'Neill** (Mercer Human Resource Consulting)
- *Recent Practical, Methodological, and Statistical Advances in the Detection of Adverse Impact and Test Bias.* **James Outtz** (Outtz and Associates) and **Paul Hanges** (University of Maryland)
- *Designing and Implementing Performance Management: Best Practices and Applied Realities.* **Elaine Pulakos** (Personnel Decisions Research Institute) and **Nancy Rotchford** (Ingram Micro, Inc.)
- *Finance and Accounting for I-O Psychologists.* Peter M. Ramstad (Personnel Decisions International) and Mark Young (Personnel Decisions International)

- *Breathing New Life Into Assessment Centers: Leveraging Assessment, Learning, and Technology to Develop Top Talent.* **Kirk Rogg** (Aon Consulting) and **John Scott** (Applied Psychological Techniques, Inc.)
- *Defending e-Applicant's Minimum Qualifications.* **Jim Sharf** (Sharf & Associates), **David Arnold** (Wonderlic, Inc.), and Lisa Borden (Baker, Donelson, Bearman, Caldwell, & Berkowitz, P.C.)
- *The Ropes to Learn and the Ropes to Skip: Facilitating Executive On-Boarding.* **Lorraine Stomski** (Aon Consulting) and **Seymour Adler** (Aon Consulting)
- *Building Your Consulting Practice.* **Jack Wiley** (Gantz Wiley Research) and **Kevin Nilan** (3M)

...and there might be more, but remember that you get to choose only two! And to help you decide, you will find descriptions of the workshops and short biographical sketches for the presenters in the preconference announcement booklets and on the SIOP Web site during registration in January.

All of us at SIOP are very fortunate to have the opportunity to share the knowledge and insight that these prominent and dedicated academics and professionals bring to our preconference workshops. Be a part of this remarkable experience: Plan to be at the preconference workshops in Dallas in 2006! Watch out for online registration starting in January...because these will be standing room only!

Changing your Address?



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

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

SIOP 2006 Sunday Seminars

Tammy D. Allen
University of South Florida

On behalf of the Sunday Seminars Committee, I am pleased to announce the topics and expert presenters for the four Sunday Seminars that will be offered at the SIOP 2006 conference in Dallas.

The Sunday Seminars are designed to provide longer, in-depth explorations of cutting-edge research topics and methodological issues from a scholarly perspective. Additional information regarding these sessions will be available in the January *TIP*.

If you have any questions, please contact me at tallen@shell.cas.usf.edu, (813) 974-0484.

Topics and Presenters

Interdisciplinary Research: Jeanette N. Cleveland, Pennsylvania State University, and Kevin Murphy, Pennsylvania State University

Conducting Web-Based Research: John Scott, Applied Psychological Techniques

Cutting-Edge Topics in Teams Research: John Mathieu, University of Connecticut

Counterproductive Work Behavior: Jerald Greenberg, The Ohio State University

21st Annual Lee Hakel Industrial-Organizational Psychology Doctoral Consortium

Harold Goldstein
Baruch College, City University of New York

John Hunthausen
Microsoft Corporation

The 21st Annual Lee Hakel Industrial-Organizational Psychology Doctoral Consortium (and first one to be named in honor of Lee Hakel) will be held Thursday, May 4, 2006 in Dallas at the Adam's Mark Hotel. As is tradition, the doctoral consortium will precede the annual SIOP conference, which begins on May 5 and runs through May 7. The consortium will include an impressive lineup of speakers chosen for their outstanding contributions to the field. The speakers will include practitioners and academics with unique perspectives on the opportunities and challenges faced by I-O psychologists today.

In December 2005, each doctoral program will be sent registration materials for the consortium. Registration materials will be sent to the programs through both regular mail and e-mail. Enrollment will be limited to one student per program, up to a maximum of 40 participants. We encourage faculty to make student nominations as soon as registration materials arrive because students are enrolled in the order that completed applications are received. The fee for participants is approximately \$60.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia. If you need additional information, please contact Harold Goldstein at harold_goldstein@baruch.cuny.edu or (646) 312-3820. We look forward to another successful doctoral consortium in 2006!

Dallas is dynamic!

Don't miss these attractions.

Dallas World Aquarium
Dallas Zoo
Six Flags Over Texas
Six Flags Hurricane Harbor
NRH2O Family Waterpark
Dallas Children's Museum
Dallas Museum of Natural History
The State Fair of Texas
The Dallas Arboretum
Crow Collection of Asian Art
Dallas Museum of Art
West Village
Deep Ellum
Dallas Symphony Orchestra
Dallas Wind Symphony
Dallas Opera
Age of Steam Railroad Museum



Call for Submissions to APA 2006 Convention

Paul Hanges

Online Call for Submissions Currently Open Until Friday, December 2, 2005

It is time to think about the 2006 APA Convention in New Orleans, LA. The APA convention will be from Thursday, August 10 through Sunday, August 13 in 2006. Division 14 would like to heartily encourage your participation in this conference.

As you may recall, APA has moved to an online submission process. Details of this process and the Call for Programs appear in the September issue of the *APA Monitor* as well as on the APA Web site at <http://apacustomout.apa.org/convcall/>. All submissions must arrive by Friday, **December 2, 2005** to be considered for acceptance. The SIOP program at APA will be created from your submissions of posters, symposia, tutorials, conversation hours, panel discussions, and other formats you wish to propose. Stand-alone papers for oral presentation will not be accepted.

Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member. Questions may be directed to the Division 14 Program Chair, Paul Hanges, at Hanges@psyc.umd.edu.

Call for Nominations of SIOP Fellows

Gary Latham

Becoming a Fellow is among the highest honors SIOP bestows on a member. The nomination process is explained in detail on the SIOP Web site. In brief, the nominee must be a member of SIOP for 2 or more years and be nominated by three or more people, two of whom are SIOP Fellows. If the person also wishes to be nominated for Fellow in APA, three of the nominators must be Fellows of APA; if the person wishes to be nominated for Fellow in APS, one of the nominees must be a Fellow of APS.

Nomination materials should be sent by e-mail to the chair of the Fellows committee (latham@rotman.utoronto.ca) no later than **November 1, 2005**.

***Get all the information
you need for SIOP 2006!***

Visit www.siop.org/Conferences/ for
conference and hotel information,
travel discounts, and much more!



Funding for Dissertation Research Now Available!

Graduate Student Scholarship Lee Hakel Graduate Student Scholarship Call for Applications

**Joyce E. Bono
University of Minnesota**

Goals/Objectives of the SIOP Graduate Student Scholarship

- To recognize achievement of a graduate student
- To support the research of graduate students pursuing doctoral study in industrial-organizational psychology

Description of Activities

The Graduate Student Scholarship recognizes achievement in a graduate career and is intended to assist doctoral students in the field of industrial and organizational psychology with the costs of carrying out their dissertation work. The award will be distributed to the student in a single payment and may be used for graduate school expenses (without additional restriction). The student will have two options regarding the award stipend: (a) to receive the stipend directly, or (b) to have the stipend placed in a “professional development” account at the recipient’s university, contingent upon the regulations and policies of the recipient’s university. The award recipient will be liable for any tax payments associated with the stipend.

Size of Award

For the upcoming year (2006), there will be three awards.

The highest ranking application will be awarded the Lee Hakel Graduate Student Scholarship, in the amount of \$3,500. This special award honors Lee Hakel, who ran the SIOP office with grace, efficiency, and the highest respect for SIOP members and employees alike.

Two additional applications will be awarded the Graduate Student Scholarship, in the amount of \$3,000.

Selection of Recipients and Administration of Award

The SIOP Awards Committee will appoint a Graduate Student Scholarship Subcommittee consisting of at least four members who are not members of the SIOP Foundation Board. This subcommittee will be responsible for evaluating the eligibility of applicants, the quality of applications, and making recommendations to the SIOP Executive Committee about award of the

scholarship. The committee reserves the right to recommend that the scholarship be withheld if a suitable candidate does not apply. SIOP will disburse the scholarships within 30 days after recipients are selected.

Application Deadline

The deadline for completed applications will be **February 1, 2006**. Scholarship recipients will be announced at the SIOP annual conference.

Eligibility

1. Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the U.S.A.

2. Applicants must be Student Affiliates of SIOP. Students who are not affiliates should apply for affiliation before submitting materials for the Graduate Student Scholarship Award. The SIOP Student Affiliate membership form is available on the SIOP Web site at www.siop.org.

3. Applicants must have a plan for their dissertation, which has been approved by their dissertation advisor/chair.

4. Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for these funds, the program must perform an initial screening and forward only one application. If multiple distinct programs reside at an institution (e.g., an I-O program in the psychology department and a separate organizational behavior program in the business school), each program may endorse one student.

5. Applicants who have already defended their dissertations are not eligible to apply for these funds.

6. Applicants must not have previously received a SIOP Graduate Student Scholarship.

Application Procedure

1. The Graduate Student Scholarship subcommittee of the Awards Committee will examine all applications for eligibility.
2. Application forms are available on the SIOP Web site. The application form will be submitted with the following materials attached:
 - a. 12-page maximum summary of the dissertation research, including an explanation of research design and other important aspects of the project. NOTE: Figures or tables may be included only if they can be incorporated into the twelve (12) page limit. A list of references should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double-spaced, 12 point font, with 1" margins.

- b. 2-page maximum curriculum vitae including scientific publications and presentations.
- c. A letter from the advisor indicating that the dissertation plan has been approved.
- d. A letter of endorsement from the chair or director of the program in which the applicant is enrolled.

Criteria for Judging Proposals

Proposals will be evaluated with respect to the following criteria:

- 1. Clearly expressed understanding of the field of inquiry,
- 2. Ability of the research design to provide meaningful answers to questions posed by the researcher,
- 3. Potential of the proposed study to make significant theoretical and application contributions to the field of industrial-organizational psychology,
- 4. The proposal that received the highest ranking by the Graduate Student Scholarship Subcommittee will be awarded the Lee Hakel Graduate Student Scholarship.

Deliverable

One year after the scholarship is awarded, each recipient will be asked to provide the SIOP Foundation with a one-page report summarizing the research that was conducted under the auspices of the award. The report should be cosigned by the student's advisor or dissertation chair.

Submission Deadlines and Procedure

Applicants should submit 10 copies of the application and supporting materials by **February 1, 2006** to the SIOP Administrative Office at the following address:

**SIOP Graduate Student Scholarship
SIOP Administrative Office
520 Ordway Avenue
Bowling Green, OH 43402**

Please direct all questions regarding the Graduate Student Scholarship to:

Joyce E. Bono
jbono@umn.edu
Department of Psychology
University of Minnesota
75 E. River Road
Minneapolis, MN 55455

2006 SIOP Graduate Student Scholarship Award Program

Application Form

Ms. _____ Mr. _____

Name (Last, First, and MI):

Preferred Mailing Address:

Daytime Phone Number(s):

Social Security Number (U.S. only—for U.S. tax purposes):

E-mail Address:

Name of University/College:

Name of Department:

Address of University/College (complete street address; city, state, ZIP):

Expected Date of PhD Conferral:

Are you currently a student affiliate of SIOP?

_____ Yes

_____ No

If *no*, have you sent the required affiliate application to the SIOP Administrative Office?

_____ Yes

_____ No

Has your dissertation plan been approved by your advisor?

_____ Yes

_____ No

Endorsement of Program:

Has your application been endorsed by the director or coordinator of your program?

_____ Yes

_____ No

Attention Program Director/Department Chair: No more than one (1) application may be forwarded by each program/department for consideration.

Program/Department Representative's Name:

Title/Position:

E-mail Address:

Deadline: Complete applications must be received by **February 1, 2006**. Incomplete applications and applications received after **February 1** will not be considered.

Submission Information: Please be certain to include all of the required items in your application package (as described in the Scholarship Application materials):

1. This application form
2. The following documents:
 - a. A 12-page (maximum) summary of dissertation research
 - b. A 2-page abbreviated Curriculum Vitae
 - c. A letter from your dissertation advisor stating that your dissertation plan has been approved.
 - d. A letter from your program director or coordinator stating that your application has been endorsed by your program.
3. Please keep a complete copy of all application materials for your files.
4. You will receive notification of application receipt within approximately 3 weeks of the application deadline.

Mail complete application packet (must be received by **February 1, 2006**) to:

**SIOP Graduate Student Scholarship
SIOP Administrative Office
520 Ordway Avenue
Bowling Green, OH 43402**

Funding for Academic–Practitioner Collaborative Research Now Available! SIOP Small Grant Program Call for Proposals

**Joyce E. Bono
University of Minnesota**

The purpose of the SIOP Small Grant Program is to:

- Provide tangible support from SIOP to its members for research-related activities.
- Help guide research activities in areas of interest to both practitioners and academicians within SIOP.
- Foster cooperation between academicians and practitioners by supporting research that has the potential to advance both knowledge and practice in applied areas of interest to all members of SIOP.

For 2006, the SIOP Foundation has agreed to award \$10,000 to this program in order to fund research grants. A subcommittee (of the Awards Committee) will review and administer the Small Grant Program. Given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee consists of both academicians and practitioners.

General Procedures and Policies

The overarching goal of the Small Grants Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Member or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP Member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Guidelines for Proposal Budgets

It is the explicit policy of the SIOP Small Grants Program, that grant funds may not be used for overhead or indirect costs. In the committees' experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size, and/or (b) the

awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the Chair of the Small Grants Subcommittee will provide additional documentation and evidence explicitly recognizing this policy.

The SIOP Small Grant award can be used in conjunction with other funding for a larger scale project. If this is the case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

Size of the Awards

Currently \$10,000 dollars are available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is \$5,000.

Criteria for Selecting Award Winners

Each grant proposal will be reviewed by both academic and practitioner members of the subcommittee. The following criteria will be used to evaluate each proposal:

- **Significance:** Does the proposal address an important problem relevant to both the academic and practitioner membership of SIOP? Will the proposal advance knowledge and practice in a given area?
- **Appropriateness of budget:** Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested or is there evidence that additional expenses will be covered by other sources of funding?
- **Research approach:** An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- **Innovation:** Does the proposed research employ novel concepts, approaches or methods? Does the proposal research have original and innovative aims?
- **Aimed at a wide audience:** The proposal should be clear, understandable, and communicable to a wide audience and have implications for all members of SIOP (academics and practitioners).
- **Realistic timeframe:** Likelihood that the project can be completed within 1 year of award date.
- **Academic–practitioner partnership:** Does the grant involve a partnership between an academic and practitioner?

Deliverables

All grant award recipients will be required to deliver a final report to the SIOP Small Grant Subcommittee and the SIOP Foundation within 1 year of the date of the award. Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a

nature so as not to preclude subsequent publication of the research. It is strongly encouraged that the results of the research be submitted for presentation at the annual SIOP conference. The recipient of this award will recognize the financial contribution of the SIOP Foundation to this research in any manuscripts, articles, or publications resulting from this project.

Topic Areas of Interest

In future administrations of the SIOP Small Grant Program the subcommittee may develop and disseminate a list of specific topic areas of primary interest. This list does not preclude the submission of proposals in other topic areas as long as they are of interest to both academicians and practitioners.

For this administration of the Small Grant Program, the subcommittee has decided to leave the topic areas open. Thus, any and all topics are welcome as long as they are consistent with the objectives listed above.

Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:

1. Abstract
2. Literature review and rationale for the project
3. Method—including information about the sample, measures, data collection strategies, analytical strategies, and so forth.
4. Implications for both academicians and practitioners
5. Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double-spaced and use a 12-point font and 1 inch margins.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

Submission Deadlines and Procedure

Potential recipients should submit **10 copies** of the research proposal by **February 1, 2006** to the SIOP Administrative Office at the following address:

**SIOP Small Grant Program
SIOP Administrative Office
520 Ordway Avenue
Bowling Green, OH 43402**

Questions? Please direct all questions regarding the Small Grants Program to:

Joyce E. Bono
jbono@umn.edu
Department of Psychology
University of Minnesota
Minneapolis, MN 55455

Small Grant Program Submission Checklist

Project Title:

Names, addresses, contact information (e-mail, phone, fax) of all investigators:

Submission Checklist:

- _____ Proposal does not exceed 10 pages of text (excluding references, tables, appendices)
- _____ If Student Affiliate is principal investigator, did you include a letter of endorsement from a SIOP member?
- _____ Does the budget clearly describe how the award funds will be spent?
- _____ Have you included 10 copies of the proposal?

Please submit **10** copies of the proposal to the SIOP Administrative Office by **February 1, 2006**.

Fostering Coverage of I-O in High School Psychology Courses

Doug Maynard

State University of New York at New Paltz

As part of a talk on I-O in the introductory psychology course at SIOP in April, I asked audience members when they first heard of our field. No one (out of about 15 SIOP members) had heard of I-O prior to taking introductory psychology. Surprisingly, no one learned about I-O while taking that introductory psychology course either. This suggests that part of our visibility problem may be addressed by ensuring that students learn of I-O while taking their first course in psychology. For more and more students, this first course is high school, not college; this includes students who do not then attend college.

Over the past academic year, the High School Outreach Subcommittee of the SIOP Education and Training (E&T) Committee has worked on improving the visibility of our field within high school-level psychology courses. This article serves as a report of the subcommittee's work during the year and outlines some ways in which SIOP members can get involved.

As chair, I would like to begin by thanking the hard-working members of the High School Outreach Subcommittee (in alphabetical order): **Elise Amel**, **Adrienne Bauer**, **Alexandra Luong**, and **Tahira Probst**. Other SIOP members have helped in various ways, including **Laura Koppes** and past subcommittee members **Alice Stuhlmacher** and **Jane Halpert**. Student affiliate **Rachel Fetters** provided enthusiastic assistance and was our "sixth member." For most of our initiatives, we worked closely with Teachers of Psychology in Secondary Schools (TOPSS); past chair Debra Park and current chair Amy Fineburg both made working with TOPSS a pleasure. Both SIOP and TOPSS provided financial assistance. Finally, thanks to **Steven Rogelberg** for his leadership as E&T Chair.

The Unit Lesson Plan

We noticed that, on their Web site, TOPSS offered their members access to "unit lesson plans" in various areas of psychology but that I-O was not one of these plans. The past and current chairs of TOPSS were both very interested in having us develop such a lesson plan, and the committee is currently working on this.

The materials will include a 7-day plan on I-O topics and is being written to be representative rather than comprehensive. One lesson will provide an overview of the field, and the other six will each tackle a specific topic, such as justice or leadership. Although some material is being adapted from the SIOP instructor's modules (<http://www.siop.org/Instruct/inGuide.htm>) for the high school level, the unit lesson plan will contain mostly new material.

Each lesson will include notes, transparency masters, and relevant critical thinking exercises and demonstrations. Suggested readings will also be presented at the end.

The Workshop

We also wanted to find some way to connect with the teachers themselves. Last year, the subcommittee put together a workshop in Chicago to coincide with the SIOP conference. This workshop was designed to help inform teachers about our field—many of whom may have never themselves had any coursework in I-O—and to provide resources that could easily be implemented into their courses. Although attendance was light, teacher reactions to the workshop were positive.

This year, we learned of a TOPSS-sponsored, all-day workshop for teachers of psychology in central New Jersey and were invited to give a guest presentation on our field. About 25 high school teachers registered for the workshop, and we had their undivided attention for an hour. Here was our agenda:

- Introduction to the field and careers within I-O
- Demonstration of an activity on contrast effects in applicant evaluation, with suggestions for use and integration into their courses
- Discussion of two “hot topics” in I-O (organizational justice and OCB) along with tie-ins to traditional introductory topics, critical thinking exercises, and other resources (e.g., videos)
- A packet of resources including everything discussed up to that point, along with a SIOP brochure and information about the SIOP modules and introductory textbooks with good I-O coverage
- Question and answer session

We have been asked to write an article based on our presentation for the *Psychology Teacher Network*, a quarterly publication published by the Education Directorate of the APA.

What Can You Do?

If you are interested in helping to secure a place for I-O in the high school psychology curriculum, there are a couple of things you can do. First of all, you can join the E&T Committee and express an interest in joining the High School Outreach Subcommittee. There are many ways in which we can positively impact high schools and would appreciate your input.

In addition, TOPSS is creating a Speakers Bureau of psychologists who are interested in volunteering to either visit local high school psychology classes to speak with students about their work and career or to allow high school psychology students to tour their labs and facilities. This is a wonderful opportunity for us to connect with teachers and students and share with them our passion for the field of I-O. If you are interested in participating in

the TOPSS Speakers Bureau, please contact Emily Leary at eleary@apa.org or (202) 572-3013. Please include your name, contact information, location, and area of expertise or experience.

We welcome any thoughts or insights on this subject. Please contact **Elise Amel** (elamel@stthomas.edu), the incoming chair of the subcommittee, with any comments or questions.

DID YOU KNOW?

SIOP has 6,786 members

3,815 professional members, of whom
266 are International Affiliates

AND

2,971 student members, of whom
173 are international student affiliates!

Data as of August 24, 2005

Visibility Update

Wendy S. Becker
University at Albany

Visibility has been busy helping SIOP's Fall Consortium Program Committee to get the word out about the upcoming consortium. "Leadership at the Top: The Selection, Globalization, and Ethics of Executive Talent" will take place at the Westin St. Louis, St. Louis, MO on October 28–29, 2005. The programming committee consists of **Leaetta Hough, David Campbell, and Rob Silzer**. More information can be found at www.siop.org/lec.

Advertisements about the fall consortium were placed in the following: *Counseling Psychology Journal* (APA's Div 17), *APA Monitor*, *HR Planning Journal*, and *Directors & Boards*. Clif Boutelle has also successfully placed stories with *APA Monitor* and *APS Observer*. Letters are being sent out to all local SIOP organizations. APA's Division 13 (Society of Consulting Psychology) is also helping to advertise to its members. Announcements are being sent to all local Society for Human Resource Management (SHRM) groups, and Clif is working with local media in St. Louis. The Program Committee sent several e-mails to all SIOP members listing the speakers who have committed to the program.

Visibility also took advantage of the many "free" professional newsletters and Web sites that are available. We placed announcements about the consortium with the following: Academy of Management (AOM) newsletter, AOM Professional Development Web site for Ethics, AOM Professional Development Web site for Higher Education, AOM Professional Development Web site for Practice, AOM Professional Development Web site for Research Web sites, AOM Organizational Behavior Division newsletter and Web site, AOM Social Issues in Management Division newsletter and Web site, American Psychological Association (APA) Online Education Directorate, Association for Information Systems, *Business Ethics* magazine, Humanities and Social Sciences Online, Management Conference Alerts Web site, OD Network, Small Business Advancement National Center newsletter and Web site, and The Society for Business Ethics Web site.

The Academy of Management is also distributing flyers at its Professional Development Workshop for Leadership Scholars at its annual meeting.

The Visibility Committee's mission is to enhance SIOP's identity, get I-O stories into the media, and to gain visibility for SIOP with a wider audience. We conduct monthly conference calls to update and expand our projects. Please contact any committee member with your visibility ideas. Members include Clif Boutelle, **Jeff Jolton, Paul Mastrangelo, Nils Olsen, Chris Rotolo, Mahesh Subramony, Michelle Wiener**, and Wendy Becker.

Patricia Smith Pledges \$1 Million to BGSU

Patricia Smith believes in the future of I-O psychology. That's why in May she pledged a \$1 million charitable trust to Bowling Green State University. Most of it—to be called the Patricia and Olin Smith Faculty Development Fund—will go to support the I-O program at Bowling Green.

Smith and her late husband, Olin, decided long before he died in 1989 that they wanted to make a significant gift to BGSU, where they both joined the psychology faculty in 1966. She taught there until retiring in 1980.

The gift will also aid programs in the College of Musical Arts because of the Smiths shared love of music.

Smith is internationally known as the developer of the Job Descriptive Index, a measure of job satisfaction that is widely used throughout the world. She spent much of her career researching job satisfaction. **Michael Zickar**, director of the I-O program at Bowling Green, noted that Smith's many contributions to I-O psychology have made an "indelible mark" on the field.

Her work in employee retention, monotony and boredom in the workplace, and surveys on work attitudes is widely recognized and is often quoted by researchers.

She is a charter member of SIOP and in 1984 was awarded the Distinguished Scientific Contributions Award. She is also a SIOP Fellow and has received numerous honors for her career work.

She played a key role in the development of I-O psychology at Bowling Green, along with **Robert Guion** and **Joseph Cranny**. Earlier this spring, the program was ranked third in the nation in *U.S. News and World Report's* "America's Best Graduate Schools."

SHRM Honors Frank Schmidt with \$50,000 Losey Award

Clif Boutelle

Frank Schmidt, a professor of human resources research at the University of Iowa Tippie College of Business, is the recipient of the 2005 Michael R. Losey Human Resource Research Award. He received the honor in June from the Society for Human Resource Management (SHRM) at its annual meeting in San Diego.

Schmidt will receive \$50,000 to help facilitate his future research in the field.

The award recognizes human resource researchers or professionals whose outstanding contributions advance the field and acknowledges significant past research accomplishments.

In presenting the award, SHRM President and CEO Susan R. Meisinger cited Schmidt's dedication and research to the HR profession over the last 3 decades, which has "helped shape the direction of HR and made it the profession we recognize today."

Schmidt is a notable figure in the development of validity generalization methods. He has conducted numerous studies, including researching the correlation between employee attitudes and financial outcomes, employee job satisfaction and job performance, and work-family conflict and job satisfaction. His research contributions in the area of HR have added considerably to HR thinking, theory, and practice in multiple concentrations.

Schmidt has been widely recognized for his research, including awards from the American Psychological Association and the HR Division of the University of Iowa. He was awarded SIOP's Distinguished Scientific Contributions Award in 1995 and has been elected to Fellowship status.

His research spans more than 25 years and includes some 150 published studies, six books, and numerous other papers.

Schmidt earned both his master's and doctoral degrees in industrial psychology from Purdue University.

The special research fund, named in honor of retired SHRM President and CEO Michael R. Losey, was endowed with a \$1.25 million gift in 2000. SHRM, the Human Resource Certification Institute (HRCI), and the SHRM Foundation jointly funded the endowment.

Schmidt was selected by a seven member panel, including representatives from SHRM, the SHRM Foundation, and HRCI.

In 2002, **Edward E. Lawler III** was the first recipient of the Losey Award.

Clif Boutelle

Reporters have found SIOP and its members to be fertile ground when searching for resources to provide information for work-related stories. It is not always the mainstream news media—large metropolitan newspapers and magazines—that is contacting SIOP members. There are literally hundreds of specialty publications and Web sites looking for knowledgeable people to assist with stories. These publications have a surprisingly large readership and offer exposure opportunities for I-O psychology in a couple of ways: Reporters learn about the field by talking with SIOP members, and readers can become aware of I-O through the stories.

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

SIOP's Los Angeles conference was covered in the July/August issue of APA's *Monitor on Psychology*. The writer attended several sessions on emerging technologies, including computer-based testing and personal digital assistant-administered surveys. Whether such technologies improve on older, pen-and-pencil techniques depends upon I-O psychologists' involvement and expertise, said **Fritz Dragow** during his presidential address. He noted that companies are increasingly using Web-based tests that applicants take on their home computers. Addressing a concern about cheating, he said researchers are finding evidence that people do not score much differently in unproctored tests than they do in proctored ones. Research by graduate student **Ben-Roy Do** of the University of Illinois supported that contention. The story also reported on research by **Joyce Bono** and her colleagues at the University of Minnesota on the use of PDAs to administer surveys to healthcare workers throughout the day to capture events and emotions soon after their occurrence. **Daniel Beal** of Rice University has developed free software that psychologists can use to administer through PDAs.

A June 12 story in the *Boston Globe* on the adjustments people have to make when reentering the workforce quoted **Baird Brightman** of Worklife Strategies in Sudbury, MA. Reentry issues are often downplayed by people returning to work because they are eager to prove themselves. However, focusing in advance on time management and the corporate culture, and asking a lot of work-related questions, will go a long way toward making a good first impression. Brightman said it was important to present yourself with confidence and strength. "Compliment yourself on the strength and character it took for you to survive a job loss and get back on the horse."

The June 2005 issue of *Monitor on Psychology* featured SIOP in its "Closer Look" series about APA divisions. The story focused on the work of SIOP's

Institute for Teaching of Industrial and Organizational Psychology, which aims to increase minority student participation in industrial and organizational psychology. The effort was initiated by **Mike Burke** of Tulane University and **Kecia Thomas** of the University of Georgia to provide faculty at undergraduate institutions without I-O resources tools such as sample syllabi and PowerPoint presentations they can use to introduce I-O to their students. The Institute also seeks to stimulate dialogue between I-O experts and minority-serving faculty in order to enhance I-O's diversity and to expand students' exposure to the field by creating partnerships between SIOP and academic institutions. **Ron Landis** of Tulane University is currently heading the Institute.

A May 27 *Marketwatch.com* story about growing numbers of U.S. workers who forfeit vacation time featured comments by management consultant **Mitchell Marks** of JoiningForces.org in San Francisco. He cited two major reasons why workers forgo vacations: fear and a macho attitude. Workers sometimes fear that being away from the office could lead to losing their jobs or standing with their bosses, he said. And for some people, going on vacation is a sign of weakness, he added. "Their self-worth...is wrapped around work, and being away from work is very uncomfortable for them."

For a May 31 *Kansas City Star* story on preemployment testing, writer Diane Stafford called upon the expertise of several SIOP members, including **James Beaty**, chief scientist at ePredix; **Charles Handler** of New Orleans-based Rocket-Hire; **Ben Dattner** of Dattner Consulting in New York City; **Robert Hogan** of Hogan Assessment Systems in Tulsa, OK; **Ronald Ash** of the University of Kansas School of Business; and **Steve Hunt**, chief scientist at Unicru in Beaverton, OR. Also quoted was Fritz Drasgow's keynote speech at April's SIOP conference, in which he warned test users that "there's no licensing or registration in this area. The purchaser needs to ask for the empirical data to support the product that has good statistical analysis and good questions designed by industrial-organizational psychologists."

For a story on legal and effective uses of personality testing, the April/June issue of *Staffing Management* magazine relied on several SIOP members for their expertise.

Citing several cases where companies have been successfully sued over the use of preemployment tests, the article noted that the issue was not whether to test but how. **Lisa Harpe** of Peopleclick Research Institute in Raleigh, NC suggested the large numbers of online applicants make it necessary for companies to prescreen. Without testing, she said, "the cost to employers of processing unqualified applicants can be substantial."

R. Wendell Williams of Atlanta-based Scientific Selection said that company misuse of tests "is the norm." Too often they buy tests off the shelf from vendors they know little about, and test results are incorrectly interpreted. "It's a true case of buyer beware," he said. **William Shepherd**, formerly of PsyMax Solutions in Cleveland, noted that companies often cut corners with

personality testing and do not use the services of I-O psychologists who have the expertise to correctly use testing.

Brad Seligman, a Berkeley CA-based attorney, who has successfully sued organizations that use preemployment testing said that investment in an I-O psychologist could curb his litigation. "If every employer had an I-O psychologist, every test would be much more valid," he said.

Ben Dattner of Dattner Consulting in New York City contributed to several news stories including a May 16 *CNN en Espanol* program on the importance of feedback within an organization and a June 30 *BusinessWeek Online* story on executive coaching, what it does, how it works, and its value to an organization. He also authored an article in the June 20 issue of *HR.com* on executive coaching. He noted there were three roles that executive coaches should avoid: evaluator, messenger, and advocate.

The May issue of *Workforce Management* magazine featured the success of Unicru, the Beaverton, OR-based firm that has made rigorous scientific assessments the cornerstone of its "smart hiring" offering. Unicru has partnered with some of the top names in the workforce metrics field and processed more than 33 million job applications for its clients, which include some of the country's top corporations. Steven Hunt, chief scientist at Unicru, noted that the company uses neural networks and modeling to craft assessments "that ask the right questions in the right way" to match prospective employees to jobs.

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

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

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 August 12, 2005.

Sara Andrews
Spherion
Charlotte NC
saraandrews@spherion.com

Scott Birkeland
Personnel Decisions International
Minneapolis MN
scott.birkeland@personneldecisions.com

Shahnaz Aziz
East Carolina University
Greenville NC
azizs@mail.ecu.edu

John Byrne
Pace University
Hillsdale NJ
jbyrne@pace.edu

Mila Baker
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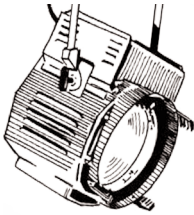
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Welcome!



Spotlight on SIOP Committees

State Affairs Committee

Chair: Dennis J. Johnson

This committee promotes the interests of the Society and its membership by concerning itself with matters affecting the practice of psychology as governed by state laws and licensing boards. Committee members are particularly concerned with monitoring developments and changes to state licensing laws. The success of this committee depends on its members' willingness to make contacts outside of SIOP in the state psychological associations and the state boards.

*If you are interested in serving on this committee or another,
please use the form online at*

www.siop.org/comm/committeevolunteerdefault.htm



IOTAS

Adrienne M. Bauer
Eastern Kentucky University



Laura L. Koppes
LK Associates

Awards

Eugene Stone-Romero, University of Central Florida, won the prestigious Kenneth and Mamie Clark Award from the American Psychological Association (APAGS) for his outstanding contributions to the professional development of minority graduate students (Date July 18, 2005).

Michelle Crosby, SVP of Organizational Capability at Starwood Hotels & Resorts Worldwide, was the recent recipient of the 2004 Starwood Leadership Achievement Award for Innovation. She achieved this award for the creation of Leading Starwood, the organization's core leadership program. According to **Mariangela Battista**, who submitted this information, this program has changed the culture at Starwood. Mariangela states, "Congratulations Michelle on your awesome achievement!"

Richard Kopelman, professor of management and academic director, Executive MSILR Program at Baruch College, received the Baruch College President's Award for Distinguished Scholarship in June 2005.

CONGRATULATIONS!!

Transitions, Appointments, and New Affiliations

Brian Cutler, University of North Carolina at Charlotte, was named incoming editor for *Law and Human Behavior*, the official journal of the American Psychology-Law Society (APA Division 41).

Corrie Pogson from the University of Akron will be joining the I-O Psychology Program at the University of Tulsa fall 2005.

Kurt Kraiger will be moving to Colorado State University to begin as the director of the Center for Organizational Excellence and eventually transition into a half-time faculty position in the I-O program.

The I-O program at Baruch College in the City University of New York is very pleased to welcome new faculty member **Loren Naidoo**, starting in the fall of 2005. Loren comes to the program from the University of Akron and will be joining SIOP members **Joel Lefkowitz**, **Karen Lyness**, **Harold Goldstein**, Glenn Albright, **Judi Komaki**, **Yochi Cohen-Charash**, **Charles Scherbaum**, and **Ed Hollander** in the Department of Psychology.

David Mayer and **Ron Piccolo** have joined the faculty in the Management Department at the University of Central Florida.

David Day will be joining the Singapore Management University as professor of Organizational Behavior in the Lee Kong Chian School of Business beginning July 2006.

Chad Van Iddekinge of the Human Resources Research Organization (HumRRO) has accepted a position in the Business School at Florida State University. Chad will be an assistant professor in the Department of Management. BEST WISHES!!

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Laura Koppes at LKoppes@siop.org.

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Conferences & Meetings

David Pollack
Sodexho, Inc.

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

2005

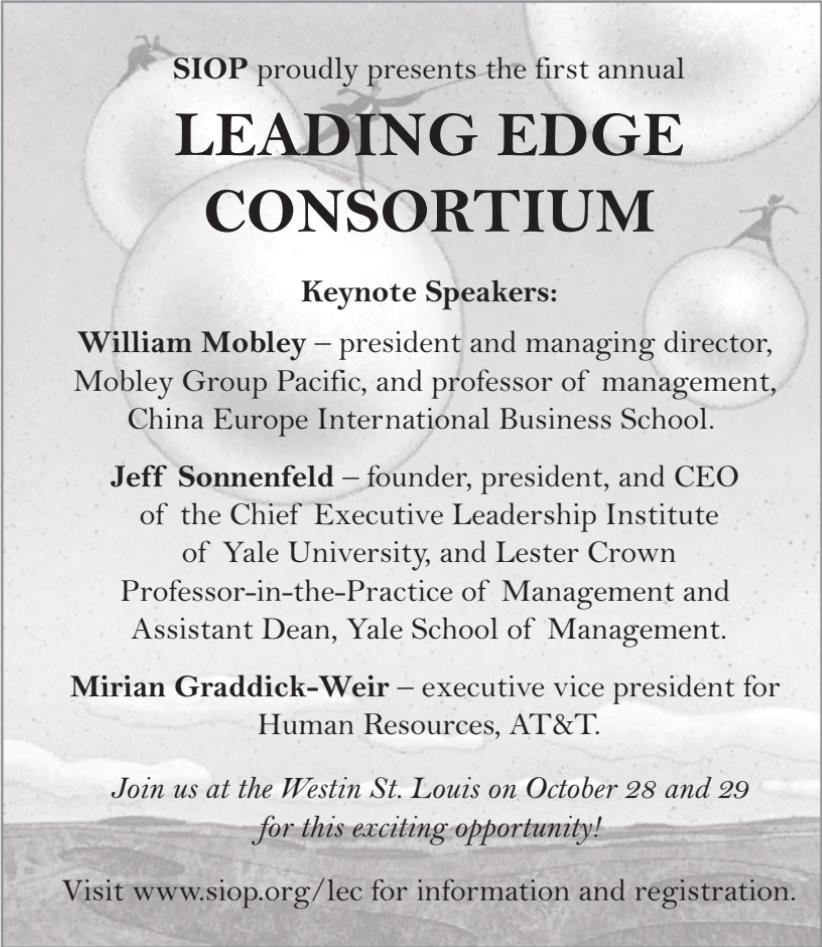
- Oct 26–29 Annual Conference of the American Evaluation Association. Toronto, Canada. Contact: AEA, (888) 232-2275 or www.eval.org.
- Oct. 28–29 SIOP Leading Edge Consortium. Leadership at the Top: The Selection, Globalization, and Ethics of Executive Talent. St. Louis, MO. Contact: <http://www.siop.org/lec/>.
- Nov 8–11 Annual Conference of the International Military Testing Association. Singapore. Contact: www.internationalmta.org or imta2005@starnet.gov.sg.
- Nov 12 River Cities Industrial & Organizational Psychology Conference. Northern Kentucky University, Highland Heights, KY. Contact: Call Dr. Bill Attenweiler (859) 572-6477 or register at <http://msio.nku.edu/conference>.

2006

- Feb. 24–26 Annual IOOB Graduate Student Conference. Fairfax, VA. Contact: <http://www.gmu.edu/org/iopsa/ioob2006.htm>.
- March 2–4 Work, Stress, and Health 2006: Making a Difference in the Workplace. Miami, FL. Contact: <http://www.apa.org/pi/work/wsh2006.html>.
- March 3–4 Annual Conference of the Society of Psychologists in Management (SPIM). San Francisco, CA. Contact: www.spim.org (CE credit offered).
- March 16–19 Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA, (850) 474-2070 or www.sepaonline.com (CE credit offered).

- April 1–4 Annual Conference of the American Society for Public Administration. Denver, CO. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
- April 8–12 Annual Convention, American Educational Research Association. San Francisco, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
- April 9–11 Annual Convention, National Council on Measurement in Education. San Francisco, CA. Contact: NCME, (202) 223-9318 or www.ncme.org.
- May 5–7 Annual Conference of the Society for Industrial and Organizational Psychology. Dallas, TX. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
- May 25–28 Annual Convention of the American Psychological Society. New York, NY. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
- June 4–8 Annual Conference of the American Society for Training and Development. New Orleans, LA. Contact: ASTD, (703) 683-8100 or www.astd.org.
- June 25–28 Annual Conference of the Society for Human Resource Management. Washington, DC. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).
- June 25–28 Annual Conference of the International Personnel Management Association Assessment Council. Las Vegas, NV. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
- July 16–21 International Congress of Applied Psychology. Athens, Greece. Contact: www.iaapsy.org.
- Aug 6–10 Annual Convention of the American Statistical Association. Seattle, WA. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
- Aug 10–13 Annual Convention of the American Psychological Association. New Orleans, LA. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).

- Aug 11–16 Annual Meeting of the Academy of Management. Atlanta, GA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
- Oct 16–20 Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or <http://hfes.org> (CE credit offered).

The graphic features a light gray background with a subtle pattern of large, overlapping circles. Silhouettes of people are shown in various dynamic poses, such as jumping or running, interacting with these circles. The text is centered and uses a mix of bold serif and sans-serif fonts.

SIOP proudly presents the first annual
**LEADING EDGE
CONSORTIUM**

Keynote Speakers:

William Mobley – president and managing director, Mobley Group Pacific, and professor of management, China Europe International Business School.

Jeff Sonnenfeld – founder, president, and CEO of the Chief Executive Leadership Institute of Yale University, and Lester Crown Professor-in-the-Practice of Management and Assistant Dean, Yale School of Management.

Mirian Graddick-Weir – executive vice president for Human Resources, AT&T.

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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.