

Online Assessments for Customer Engineer

Comments by Tom Ramsay

PROBLEM: A Midwestern manufacturing company wished to use an objective tool to hire candidates for their position of Customer Engineer. The current test had been in use for years. There were different versions, and some persons had taken the test several times.

SOLUTION: We compared job information from several sites and were able to suggest corporate-wide participation. We asked for contributions from diverse job experts across the country to ensure that the test could be used at all company locations. Following job analyses, company job experts attended two meetings about three weeks apart.

RESULT: Ramsay Corporation developed two alternate equivalent test forms covering areas such as Power Supplies, Instrumentation, Computers and PLCs, Power Distribution, and Electrical Drawings & Schematics. The final 100-item tests are to be given online to provide ease of administration and scoring, and prevent unwanted circulation of test items or answers.

BOTTOM LINE: Our client has two online tests with items corresponding to job duties, technology and equipment for their hiring needs.

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TIP

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A Message From Your President

Jeff McHenry



In my first **Message From Your President** column in July, I mentioned that the focus for my presidency would be to complete the strategic plan that was outlined during **Leaetta Hough's** presidency, building on work that started when **Fritz Drasgow** was president. (Yes, we have leadership continuity in SIOP!) In this column, I'll be highlighting the results of a very productive strategic planning session that we held in September and also mentioning a handful of other very exciting work that SIOP is doing to advance our profession.

Strategic Planning: From Goals to Initiatives

In September 2005, about 60 SIOP members, including committee chairs, past officers, and representatives of various groups (students, international, etc.), participated in a strategic planning session. **Bill Macey** organized the session and provided a summary in the January 2006 issue of *TIP*. A detailed statement of our vision and strategic goals are available on the SIOP Web site, <http://www.siop.org/Strategicplanning/goals.aspx>.

One of the outputs from our September 2005 session was four strategic goals for SIOP:

- Visible and trusted authority on work-related psychology
- Advocate and champion of I-O psychology to policy makers
- Organization of choice of I-O professionals
- Model of integrated scientist-practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas

We had a good general discussion about these goals at that time but did not have an opportunity to identify specific initiatives or actions items for each goal.

This past September, we held a follow-up strategic planning session. The purpose of this session was to identify three to five specific initiatives under each goal that would enable us to take giant steps toward achieving that goal. About 50 people participated in that session. We broke into five teams: one for each goal and a fifth team that discussed how we could better align SIOP governance and operations around the strategic goals. Here's a brief summary of the initiatives we identified.

Visible and trusted authority on work-related psychology

- Hire a public relations or marketing firm that will help us develop a plan for promoting I-O psychology to the constituencies that we're trying to reach.

- Develop stronger relationships with organizations like APA, APS, and SHRM that can help us promote I-O psychology. There was particular discussion about SHRM, which has 200,000+ members and has taken a strong stand in favor of evidence-based HR practice. SHRM is interested in how SIOP might be able to help with this initiative.
- Develop new Web site content that would help make SIOP more visible to business, educators, and the media.

Advocate and champion of I-O psychology to policy makers

- Obtain more federal funding for I-O research by getting I-O psychologists more involved with funding agencies, including service as grant reviewers.
- Improve SIOP's advocacy with APA relationships by targeting a handful of key individuals and committees where we want and need to be influential.
- Improve our state-level advocacy through greater involvement with ASPPB and state associations.
- Provide advocacy training for I-O psychologists at the SIOP conference and in other venues to improve our advocacy knowledge and skills.

Organization of choice of I-O professionals

- Develop and begin tracking a set of metrics that will help us understand who our members are and membership trends.
- Take steps to make SIOP a more welcoming, inclusive organization with better informed members (e.g., monthly newsletter that publicizes events and opportunities of interest to SIOP members, improved process to get volunteers onto committees, events and services that help new members and first-time attendees feel welcome at the annual conference).
- Target those who qualify for membership and share our core values but are not currently members (e.g., recent I-O grads, those active in local I-O groups).

Model of integrated scientist-practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas

- Develop an integrated science-practice model for I-O psychology, including behavioral guidelines, which can be used for a variety of purposes (e.g., professional recognition).
- Use the integrated science-practice model to refine SIOP's education and training guidelines for graduate students.
- Launch a Master Collaboration series at the SIOP conference that highlights effective science-practice integration.
- Create a new SIOP award to recognize science-practice collaboration.

Enhance SIOP governance and operations

- Create a SIOP master calendar that is accessible via the Web site and provides “views” for different groups (e.g., committee chairs, members interested SIOP conferences, etc).
- Revisit the SIOP committee structure and governance to determine whether it aligns well with our mission and strategic plan. Recommend changes that will help SIOP better achieve its strategic goals.
- Initiate a performance review process for our executive officer, including goal setting, regular feedback, an annual performance review, annual salary increases, and so forth.

By the time you receive this issue of *TIP*, we may have more detailed information about these initiatives available on the strategic planning page of the SIOP Web site. In many cases, these initiatives are being handed off to existing committees, and in instances where there is no clear committee “owner,” we are identifying an initiative owner or team to carry on the work. Where assignments have been made, we will identify the responsible individual on our Web site. If you have input or feedback on any of these initiatives—or if you want to get involved!—please contact the person leading the initiative or me.

In closing, I’d like to thank all the individuals who participated in the strategic planning sessions in 2005 and/or 2006. There’s a longstanding SIOP tradition of member involvement...a willingness to roll up one’s sleeves and do work that isn’t always glamorous but is critical to the success of a volunteer organization like SIOP. Those of you who participated in the strategic planning sessions exemplified this spirit. You gave up your weekends, worked extremely hard, and contributed tremendously to SIOP’s long-term success. Thanks!

Leading Edge Consortium

Another highlight of the past 3 months was SIOP’s Second Annual Leading Edge Consortium, which was held in Charlotte on October 27–28. This year’s topic was “Talent Attraction, Development, and Retention: The Leading Edge.” Fritz Drasgow served as General chair of the consortium, with **Ben Dowell** serving as Practice co-chair and **Cindy McCauley** serving as Science co-chair.

In his opening keynote, former SIOP President Bill Macey, who is CEO of Valtera, provided an executive-level perspective on strategic talent planning. Bill did a great job describing how he has attempted to align his talent strategy with some of the recent, very rapid changes in the I-O consulting industry. **Bob Eichinger** delivered a second keynote address at the end of the first day of the conference. It was an update on **Marv Dunnette’s** famous APA presentation, “Fads, Fashions and Folderol.” Bob did a great job summarizing the tremendous advances that have been made in talent manage-

ment during the past 20 years, and also highlighting some of the “crap” that is being sold in the marketplace. **Leslie Joyce** provided the closing keynote, which was an account of the state-of-the-art talent attraction, development, and retention practices at her employer, Home Depot. Leslie did a terrific job of showing how practices that are grounded in I-O science can contribute to the business success of a great company and have helped Home Depot land on the “Great Places to Work” list for several consecutive years. In addition to these keynotes, there were many other wonderful presentations by leading edge scientist–practitioners on topics ranging from online assessment centers to work–life integration and flexibility.

The consortium was video recorded. Check out the SIOP Web site, www.siop.org, if you’re interested in ordering a copy of the DVD.

And stay tuned...we will soon be announcing the topic, dates, and location for our third annual Leading Edge Consortium.

Decade of Behavior Awards

The Decade of Behavior (2000–2010) is a multidisciplinary initiative to focus the talents, energy, and creativity of the behavioral and social sciences on meeting many of society’s most significant challenges. The five major themes of the Decade of Behavior are:

- Improving health
- Increasing safety
- Improving education
- Increasing prosperity
- Promoting democracy

SIOP has taken a strong interest in the Decade of Behavior, and many of our members have worked with Decade of Behavior staff to link their research to the Decade of Behavior themes.

Each year, the Decade of Behavior makes up to five awards to recognize outstanding research related to one of the themes. The theme highlighted for 2006 was workplace safety. Two of the award winners were SIOP members, **Mike Burke** and **Dave Hofmann**. Mike’s citation noted that, “Dr. Burke’s original theoretical and empirical research over the last decade has enhanced our understanding of the nature of worker safety performance in occupations affecting the public such as hazardous waste work and emergency response, how workers acquire safety and health knowledge and skills through training interventions, and the relative effectiveness of safety and health training methods.” Dave’s citation indicated that, “his research has led to the development of assessment tools both to diagnose the current safety climate of organizations and to help plan interventions to improve organizational factors important for safety.” Mike and Dave were invited to make a presentation of their research at a congressional briefing presented by 2006 Decade of

Behavior award recipients and sponsored by SIOP, the National Communications Association, the AAP, and Representative David E. Price (4th-NC).

Congratulation, Mike and Dave! Your research exemplifies science–practice integration at its best!

2007 SIOP Conference: New York, New York

Finally, I wanted to draw your attention to our upcoming annual conference. The conference will be held April 27–29 at the Marriott Marquis in New York City. Articles in this issue of *TIP* highlight conference plans, including the preconference workshops and the junior faculty consortium. I won't go into detail here, except to encourage you to read the articles in *TIP*, the upcoming registration book, and the SIOP conference page on the SIOP Web site to help you plan for the conference.

Save the last weekend of April for the SIOP conference. I look forward to seeing you in New York!



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Are You Happy?

The thief to be most wary of is the one who steals your time.

Anonymous

Laura L. Koppes

Friends frequently comment that they would be happier if they only had more time. If this is true, I have much time as I am writing this column, and I am trying to feel happy. I am snowed in at a cabin on Puget Sound, Washington—we cannot leave because the roads are closed. My family and friends tell me to relax and enjoy. But there is no Internet access! When you receive this issue, I hope to have returned to Kentucky to welcome the new year and watch the Buckeyes win the national championship.

Features

SIOP President **Jeff McHenry** provides an update of SIOP's strategic planning initiatives. Three additional features include a look at happiness and jobs, securing grant funding, and a perspective of an I-O intern.

From the Editorial Board

After this January issue, I have one remaining issue in April. As in the past, changes in the editorial board occur simultaneously with a change in the editor. **Natalie Allen** provides her last column **Changing Places in a Small World** in this issue. The idea for the column emerged while I lived in the Czech Republic. I had an invaluable experience living in another country and wanted others to share their experiences. Natalie has given us several thoughts and insights about international work experiences, which, I hope, inspire you to pursue an enriching opportunity in a culture different from your own. **Bill Macey** officially resigned as the editor of the **Ethics** column; the column was invaluable in highlighting ethical dilemmas we face as I-O psychologists. This is also the last issue for **Adrienne Bauer**, who assisted me with the **IOTAs** section over the past 3 years. Once again, I thank these individuals for their contributions and service to SIOP.

We are searching for new column editors for the **TIP-TOPics** student column. This is a tremendous opportunity for I-O graduate students to be engaged in SIOP. Remember, the submission deadline is **5:00 p.m. on Tuesday, January 15, 2007** (see the **TIP-TOPics** column for details.)

News and Reports

This section is intended to inform SIOP members of SIOP's activities. Most of this issue contains information about the 2007 conference. I am thrilled to attend the conference in New York City and look forward to celebrating with my colleagues another successful year.

Have a cozy and warm winter, and a wonderful refreshing spring!

Go Buckeyes!!

22nd Annual SIOP Conference



New York, New York
The Marriott Marquis
April 27-29, 2007
Workshops April 26

How to Secure a Three-Million Dollar Grant: Some Tips, Insights, and More...

Eduardo Salas
University of Central Florida

How does one obtain a \$3 million grant from any agency? What does it take? How difficult is it? Can I-O psychologists get that level of funding? The answers are simple, straightforward, and may surprise many. Obtaining a \$3 million grant is no different than trying to secure a \$3K, \$30K, or a \$300K one. It takes basically, in my opinion, six things. First, you must “buy the ticket.” I have often said in the funding business that if “you don’t buy the ticket, you don’t win the lottery.” You have to “buy a ticket.” So, if you don’t write or submit a proposal or white paper when a call is out, you’ll never get a grant! Simple as that. *Tip #1: Be willing to write, submit research proposals.*

Second, in order to “buy the ticket” and have a chance at winning, you must be credible. You must have credentials (at least some) and/or a track record in the kind of research project you are proposing. You must position yourself to be competitive, have a chance. So, start developing a credible portfolio in an area early. Publications, presentations, at least attendance or participation in relevant meetings, help. *Tip #2: Create or and maintain a reputation—give yourself a chance.*

If you win because you “bought the ticket” and have a reputation, then in order to keep the chances of follow-up work or winning another grant you must accomplish what you said you would. Deliver on time and within budget. Get things done, collect the data, develop the theory, and test the intervention or level that is needed to fulfill the grant or contract. So, ensure all milestones and products are met. *Tip #3: Deliver! Deliver what you promised.*

In order to “buy a ticket,” be credible, and deliver, you must have good ideas. Ideas that are relevant to agencies or foundations; ideas that are new, risky, innovative, compelling; ideas that are focused on solving a problem long or short term; ideas that have a scientific or practical payoff. Although all of these things are easier said than done, good ideas (and we all have some) are funded, always. So, create a file and in the file write down in as much detail your ideas. Develop them. Talk to colleagues. Refine them. Update them. *Tip #4: Always have relevant, good, and doable research ideas ready to “buy the ticket.”*

Sometimes you have good ideas and you are credible but don’t know where to “buy the ticket.” So, to be in the grant and contract business, you must know “the business.” Knowing the business means being aware/informed on what and how agencies fund work, what they require, their award process, the peer-review process (if any), their expenditure requirements, their lingo and requirements. Learn the business side. And there is one, don’t ignore it. *Tip #5: Know what it takes to be in the grant and contract business.*

None of these tips work unless you are patient. My experience has been that it takes several tries to win a grant even if you are credible and have a great idea. It takes several attempts in some careers to get a grant. *Tip #6: Persevere, don't give up.*

What about I-O psychologists getting grants? Well...what about it? I-O psychologists can (yes, can!) and have gotten substantial grants and contracts from many agencies. Several colleagues in our field have been successful at securing funds. It is very possible. My UCF colleagues and I were fortunate to receive a Multi-Disciplinary University Research Initiative (MURI) grant from the Office of Naval Research. The MURI is a congressionally mandated program primarily aimed at stimulating basic research in the engineering field; behavioral science rarely gets a topic. The FY 07 call had a topic on teams in Net-Centric Warfare. Twenty-seven proposals were submitted. UCF and partners (Arizona State University, University of Illinois, and Carnegie Mellon University) were selected in the winners. This is a \$3 million award for 3 years with a \$2 million additional in options. The purpose of the MURI research is to understand shared cognition (at the macro-cognitive level) in one-of-a kind team-based scenarios by focusing on theory building, metric development, and experimentation in complex environments. The products of the MURI are to improve our understanding of collaborative processes in teams. We will focus on increasing the theoretical underpinnings on the macro-cognitive processes that teams use to solve problems in natural environments and in deriving metrics that are cognitively based, dynamic, and diagnostic of collaborative work. The MURI program will hold a series of workshops on theoretical developments, team performance measurement, and one on the state of the science in team effectiveness.

How did we get it? We knew the grant business, we had ideas, we had a reputation and a track record, we persevered (wrote the proposal twice before for other agencies), and, of course, we “bought the ticket”—we wrote a proposal. And if we deliver what we promised in 3 years we get 2 additional years. There is no magic, no silver bullet, or prescriptions here. It takes an interest, perseverance, some passion for research, an understanding of the grant business, some reputation, solid ideas, and a willingness to “buy a ticket.” Try it.

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Jobs and Happiness

Peter Warr
University of Sheffield

Why are some people at work happier or unhappier than others? Recent decades have seen great progress in answering that question, but the rate of development seems now to have slowed. It could be said that most of us have become rather blinkered within restricted conventional perspectives.

For example, many investigators have settled for narrow indicators of job satisfaction, and models of job content have conventionally excluded important variables. Possible nonlinear associations between job characteristics and employee experiences have been largely ignored, as have mental processes that give rise to differences between people. As pointed out by poet William Cowper in 1782,

*Happiness depends, as Nature shows,
Less on exterior things than most suppose.*

Happiness is very significant to us personally, and there is a strong moral case as well as scientific need for psychologists to learn more about its operation in organizations. In practical terms, there is now considerable evidence that variations in happiness have a causal impact on a range of day-to-day activities—high or low job performance, staff turnover, absenteeism, citizenship behavior, and perhaps creativity. Research has been excessively based on cross-sectional designs, but findings are increasingly persuasive; to enhance organizational effectiveness, it is important to consider the experience of employees as well as operational and technological questions.

Among the issues facing us in this field are the following. The six themes outlined here deserve more attention from more members of the profession than they have received to date.

1. Happiness requires multidimensional study. Rather than envisaging a single indicator, it is essential to think in terms of multiple aspects of happiness. A principal axis runs from feeling bad to feeling good (sometimes assessed in terms of dissatisfaction or satisfaction), and two others (distinguished in terms of degree of activation as well as pleasure) extend from negative feelings of anxiety to happiness as tranquil contentment and from depression to happiness as energized pleasure.

Although themselves intercorrelated, these different axes are differently related to several variables of interest. For example, high job demands are more closely associated with unhappiness of the anxious sort than with depressed unhappiness; people in more senior jobs relative to junior employees are more happy in terms of less depression but less happy in terms of raised anxiety; and women tend to be less happy than men in terms of anxiety and depression but in many recent studies are on average more happy in their job satisfaction. Differences in links with behavior are also expected;

for example, activated pleasure may more strongly predict employee proactivity than do positive feelings of a low-arousal kind.

It is also essential to look separately at different levels of scope. “Context-free” happiness has a general reference, whereas that which is “domain-specific” (e.g., job satisfaction) covers only domain-related feelings (e.g., in a job). At a third level, “facet-specific” happiness is about particular aspects of a domain, such as your pay or your boss. That much is obvious, but a surprisingly large number of articles are based on the unstated assumption that causes and consequences are the same at each level of scope. They are not.

In examining the notion of happiness, it is sometimes important to explore aspects quite distinct from those introduced so far. Some philosophers have emphasized that happiness can arise from actions that are somehow more fitting or appropriate than others, whether or not those are associated with pleasure. This second form of happiness (let’s call it “self-validation”) invokes reference standards of some kind, perhaps some realization of personal potential, rather than merely the satisfaction of desires. Happiness of that kind has almost never been considered by I-O psychologists, although it is increasingly addressed by other branches of the discipline.

2. A broad view of environmental sources is needed. Job-related accounts have overwhelmingly focused on elements of demand, control, and social support, but happiness depends on a much wider range of environmental features. If you talk to people about their jobs, it becomes clear that traditional models of job design leave aside many of their concerns.

Any categorization is in part arbitrary, and we have to balance conceptual richness against practical convenience. One useful framework of job environments contains the following 12 characteristics.

1. Opportunity for personal control, covering variables conventionally labeled as discretion, decision latitude, participation, and so on
2. Opportunity for skill use and acquisition
3. Externally generated goals, ranging across job demands, underload and overload, task identity, role conflict, required emotional labor, and work-home conflict
4. Variety in job content and location
5. Environmental clarity, which takes in role clarity, task feedback, and low future ambiguity
6. Contact with others, in terms of both quantity (amount of contact) and quality (illustrated negatively and positively as conflict or social support)
7. Availability of money
8. Physical security—this has different forms in different roles; in job settings, it concerns working conditions, degree of hazard, and similar themes
9. Valued social position, in terms of the significance of a task or role
10. Supportive supervision
11. Career outlook, either as job security or as opportunity for advance-

ment or for a shift to other roles

12. Equity, as justice both within one's organization and in that organization's relations with society

A "good" job scores well across those 12 features. Note that other settings can also be viewed in these terms; sources of happiness or unhappiness are broadly the same in any domain. For example, unemployment may be "good" or "bad" in these respects; and "good" forms of unemployment might be psychologically better than a "bad" job.

As implied by the several elements introduced throughout the list, we might be interested in subcategories within each of the 12 features. To what extent and through what mechanisms does each one influence happiness or unhappiness of different kids?

3. Associations with job features can be nonlinear. There is evidence, and a strong logical argument, that some of these desirable job features become undesirable at high levels. That inverted-U pattern is most noticeable in respect of environmental demands (3 above), which are troublesome at both very low and very high levels. In general, some leveling off is expected; happiness does not continue to increase at the same rate with more and more of a job feature.

One possibility is to view the impact of job features on happiness as analogous to the effect of vitamins on physical condition. Vitamins are important for health up to but not beyond a certain level. A deficiency of vitamins gives rise to physiological impairment, but after a moderate level of intake there is no benefit from additional quantities, and some of them instead cause harm. That may also be the case for environmental features and their impact on happiness.

Stabilization of impact after moderate quantities has frequently been examined in respect of income; a standard increment in income has a smaller benefit to happiness in its higher range. Within a broad "vitamin" analogy, we might expect slightly different nonlinear patterns for different aspects of happiness identified within the first theme above. Possibilities of this kind deserve more consideration than they have received.

4. A person's own judgments are crucial. Another issue arises from the fact that researchers have so far paid most attention to happiness sources in the environment, preferring not to study between-person variation. This focus on the environment is helpful, in that by addressing aspects of job content or organizational practice we might improve employees' experiences by changing their work settings. However, person-centered approaches are also essential; happiness derives strongly from individuals themselves.

Relevant mental processes can be explored in terms of the judgments made when appraising a situation. The framework below brings together 10 themes that have been examined primarily in nonorganizational research.

J1. Comparisons with other people: *"How does my situation compare with that of another individual or of the average person?"* It is regu-

larly found that “downward” social comparisons (judgments made relative to people who are worse-off in the relevant respect) enhance a person’s own happiness; job holders presumably illustrate that general pattern.

J2. Comparisons with other situations can be of two kinds:

J2A. Expected situations: *“How does my situation compare with the situation I expected?”* Nonemployment studies have confirmed that positive or negative events that are unexpected have a greater impact on happiness or unhappiness than those that were expected; employees are likely to be similarly affected.

J2B. Counterfactual situations: *“How might the situation have developed in other ways?”* As with J1 (social comparisons), downward and upward comparisons with other possible events have corresponding effects on a person’s happiness.

J3. Comparisons with other times may be retrospective or prospective:

J3A. Previous trend: *“Up to now, has the situation deteriorated, improved, or remained unchanged?”* For example, progress towards a goal is pleasing, but movement away (or even remaining static) can be unpleasant.

J3B. Likely future trend: *“From now on, is the situation likely to deteriorate, improve, or stay the same?”* This kind of judgment is influential through, for instance, perceptions of the probability of success or of the possibility of improvement.

J4. Assessments of personal salience are of widespread importance in happiness or unhappiness. They extend across three levels:

J4A. Rated importance of role membership: *“Do I want to be in this role?”* This kind of appraisal (for example, in terms of “employment commitment”) has been shown in separate lines of research to bear upon unemployed people’s unhappiness, the happiness of non-working women, and that of employed individuals in general.

J4B. Rated importance of a role characteristic: *“Do I value this feature?”* Evidence in several different areas has indicated that happiness is more strongly correlated with a particular environmental feature if that feature is viewed as more personally significant.

Differences in J4B judgments are also important in comparisons between groups or between individuals with different dispositional characteristics. For example, a substantial difference in the average salience of a job feature between men and women or between high and low scorers on Extraversion is likely to be accompanied by a between-group difference in the association between that feature and happiness.

J4C. Rated attractiveness of core tasks in the role: *“Do I like the things I have to do?”* This kind of judgment is almost completely ignored in the job design literature, although it is central to vocational counseling and everyday life. Over and above specific environmental features illustrated within the second theme, people differ in their liked and disliked task activities, with major implications for their happiness in particular settings.

J5. Assessments of situation-related self-efficacy: *“Was/is my performance effective in this situation?”* Happiness experiences can depend on judging that one has or has not coped well in the situation and that one is or is not likely to be effective in the future.

J6. Assessment of novelty or familiarity: *“Is the situation unusual or is it routine?”* Affective responses to a novel situation tend to be greater than when that situation is familiar. People adapt to continuing inputs from the environment, negative as well as positive, such that environmental influences can be short-lived or become less strong over time. These processes have only rarely been studied in organizations.

The general point here is that judgments of this kind need to be explored in I-O research. Relevant information can easily be obtained from employees when investigating job characteristics. The influence of those characteristics (apart from at extreme levels) is strongly dependent on how they are interpreted in the terms suggested above.

5. People have their own baseline of happiness. It has long been established that people are consistent in their behaviors and mental processes across time and settings. Traditional investigations have concentrated on personality traits, cognitive ability, and similar attributes, but it is also clear that stable differences are present in respect of happiness or unhappiness. Furthermore, those baselines may be largely inherited, and people might return to their own baseline soon after environmental disruption (negative or positive) to their happiness.

Such within-person stability is of course troublesome if we wish to modify happiness by altering aspects of the environment. Will changes in, say, job content make any lasting difference to people's happiness? Or what about self-help exercises to enhance one's own happiness? Can they have an extended impact, or will people soon return to baseline? Questions of that kind clearly deserve the attention of industrial-organizational psychologists.

We also need better understanding of differences linked to demographic or cultural characteristics. For example, women in much recent research tend to report greater overall job satisfaction than do men, despite the fact that they have on average lower pay and other benefits. Older employees also report more job satisfaction than younger ones, and temporary workers are not as unhappy as some have expected. In respect of cultural patterns, differences between Euro-American and east-Asian conceptions of happiness have recently emerged in nonemployment research; are those important in jobs?

6. Unhappiness is essential to happiness. Much thinking by psychologists derives from the assumption that happiness is always to be desired and unhappiness is to be avoided. Removal of unhappiness thus becomes the goal of what is widely seen as a caring profession. Yet in many settings people can only experience happiness in relation to its converse; one is dependent on the other.

Working towards personal goals can require substantial effort and prevent a person from enjoying other activities. Negative episodes in many personal projects involve failure, boredom, discouragement, or pain. Of course, patterns of each state's relative intensity and relative extensiveness are important here, but most people have to struggle through difficult work activities of some kind to meet their needs and to sustain happiness. This has two major implications for I-O psychologists.

First, we need to obtain a much better understanding of the sources and nature of ambivalence. Employees can be both happy and unhappy, perhaps at different times and in different ways, and to understand experiences at work we must learn more about multifaceted processes. What forms of ambivalence occur in work settings, how do they arise, and how are they handled? What are the causal relationships between a person's happiness and his or her unhappiness?

Second, it is unrealistic to divorce experiences of happiness from task-oriented activities in a role. Psychologists have almost always examined (for instance) job satisfaction separately from job performance, but each of those can derive from a compromise with the other. We regulate our engagement in effortful job activities in part by responding to feelings and expected feelings. Working less hard in a difficult job can thus sometimes reduce unhappiness, and a commitment to good performance can in some cases lead onto negative feelings. We need to learn more about this effort-affect trade-off, its causes, and its consequences. Rather than restricting attention to either happiness or performance, the two should be studied simultaneously.

Not Quite an Overview. A brief summary does not seem possible at this point. Much excellent research has been published in the area, and this has been reviewed within a framework of the kind outlined here in *Work, Happiness, and Unhappiness* by Peter Warr (Mahwah, NJ: Erlbaum, February 2007). As usual, "more research is needed", but please move beyond the conventional questions.

A Cubicle With a View: Confessions (and Lessons Learned!) of a *Fortune* 100 Intern

Jessica A. Gallus

Intern, PepsiCo Organization and Management Development

It was my first day on internship. Dressed in one of my only suits, a notebook and pen in one hand and a bottle of Poland Spring water in the other, I was prepared to make my first impression a good one. What I didn't know at the time is that PepsiCo sells water, and Poland Spring is not the brand it sells! Fortunately, the other intern caught me before anyone else could. Although my first "error" at PepsiCo may seem minimal, it was an important lesson in understanding corporate culture and the significance of an organization's unwritten rules. What follows are some of the other key lessons I picked up through my experience as an intern in PepsiCo's Organization and Management Development Group.

There's nothing wrong with looking "corporate" when working in corporate America.

When in Rome...well, you know the saying. This goes for corporate America too, despite what others feel at liberty to tell you. In a hallway conversation with another employee I was once told that I looked "very corporate and buttoned up." Although it certainly wasn't my goal to look "matronly" as this person had described me, I also wasn't on internship to find a date. I'm not condoning complete and utter conformity, as it's still possible to be yourself AND look the part. When you're green and trying to establish credibility as an "expert," your age and lack of experience aren't your best selling points...which leads to Lesson # 2.

Although some employees wonder "*What do 25 year-olds know?*" others nearly twice your age label you "*the expert.*"

At a meeting with a number of executives, one let slip the following phrase: "What do 25 year-olds know anyway?" I had just started my internship and couldn't have been more grateful to have turned 26 the month before. I have to admit that when I started I asked myself this same question. In talking with colleagues, it seems that we've all asked ourselves what value, if any, we might be able to add as I-O interns. Even though a number of us have prior work experience, we may not have specific work experience in the field of I-O.

However, throughout my internship, I found myself surprised with what I did know. Months into my experience, I was working with some "higher-ups" to help create a survey that would assess the impact of previously implemented action plans. I reviewed the group's ideas, recommended a number of changes, and asked the group what they thought of my suggestions. When the reply was "You're the expert, we're looking to you to make the recom-

mentations,” I looked over my shoulder to see who they were talking to. Despite my lowly intern status, I was able to add value to a project that included people who had decades more experience than I.

Even if you’re not an auditor, attention to detail is still a necessity!

I’m glad I learned this one early on, as the remaining 11 months of internship gave me a chance to salvage my reputation. My team was in the throes of game planning for the year, and I was continually updating an Excel file with various employee information. One troublesome sort later and the weeks of work that my group had done dissipated in the matter of a click. This blunder put the rest of the team through tremendous stress as deadlines were imminent and we now had to start from scratch. Clearly, this wasn’t what anyone had in mind in terms of my “adding value” to the team. What first appeared to be a minor mistake had snowballed into a major error. For the remainder of the year, anytime I “played” with data files, I made sure to keep careful track of the steps I was taking and more importantly, to keep a separate untouched master file.

“Fire drills” have nothing to do with safety culture.

Learn the corporate lingo. One of the first projects I worked on at my internship was a task in coding qualitative data. After 10 comments on the excessive number of fire drills, I turned to the other intern and asked if the company had a problem with safety culture. As someone later clarified, fire drills occur when someone asks you for something today when they actually needed it 2 weeks ago. If you don’t have much corporate experience, you may feel foolish asking for clarification. But it’s better to get your ignorance out up front rather than make a fool of yourself by using corporate jargon incorrectly down the road.

If something is taking you longer than you think it should, chances are you’re doing it wrong.

About halfway through my internship, I was asked to convert some SPSS output into charts that non-geeks could understand. After printing out pages and pages of output, I got to work on creating pretty tables. Eight hours later, one of the senior managers came to my desk to view my plan of execution. And there began my subsequent introduction to pivot tables. Perhaps if I had swallowed my pride and thought to question why this simple task was taking me hours, I would have been done a lot earlier and would have saved myself hours of tedious work.

Sometimes you just have to relax, or a certain level of chaos during your SIOP symposium is acceptable, and in some cases, amusing.

While working at Pepsi, I had the opportunity to chair a SIOP symposium that brought together my Pepsi colleagues with academic colleagues.

Although I had patted myself on the back when the symposium was accepted, my initial pride quickly turned to terror. I looked out at the full room, ready to introduce the panel, and discovered that my SIOP roommate had walked away with my speaker notes for my presentation, slated to be delivered later in the symposium. Fortunately, I had everything I needed on my USB drive, which I quickly passed to one of my colleagues for printing at the conference business center. Unfortunately, the business center was closed. Fifteen minutes, many frantic text messages, and a near heart attack later, I was more than relieved to see my roommate flying off the escalator with notes in hand.

I reentered the symposium room to find a cantankerous man interrupting the first speaker's presentation to inform her that the entire foundation of her study was clearly and egregiously wrong. I watched as her unwavering, deliberately calm response served as a classic example of how to take criticism in stride and respond appropriately.

Although I desperately wanted to believe the drama was behind me, we soon discovered that the computer had assumed a mind of its own—skipping slides, refusing to move to others, and altogether failing to cooperate. The second speaker restarted their presentation a number of times until finally giving up on using slides. As the computer problems continued to plague the rest of the symposium, I couldn't help but take note that my name was at the forefront of this evolving circus. I told the audience that perhaps my advisor was right about always packing overheads. Eventually I tired of worrying and came to terms with the fact that "the show" was going on regardless of whether anyone was at the wheel and that I might as well have a sense of humor about it. The symposium finally concluded when time constraints forced an end to a very heated argument that broke out among audience members. I'm not sure if it was a compliment when people told me this was the most entertaining symposium they'd been to, but I'll take that over putting people to sleep anytime!

Enjoy intern status while you can.

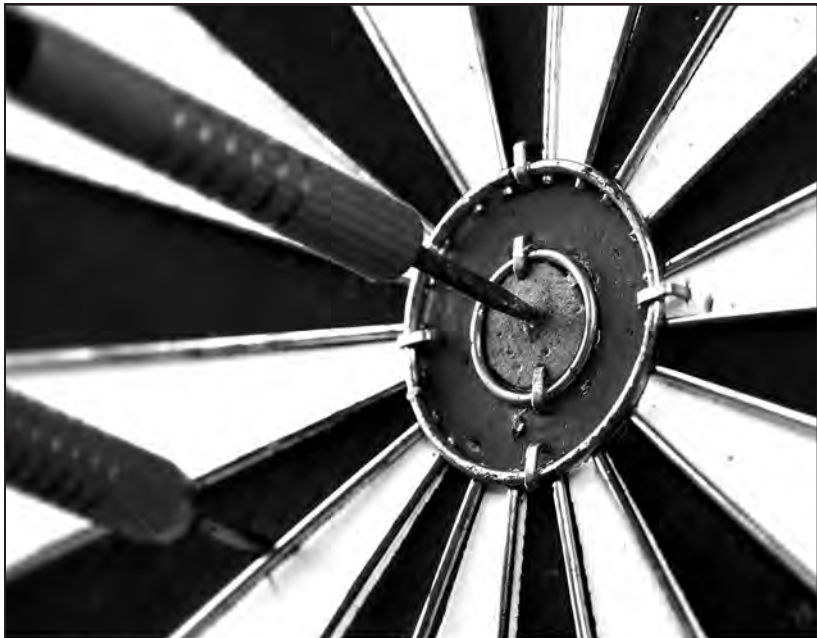
Sure you may be known as your team's gopher, the lowest "man" on the totem pole, or simply "intern," but there are certainly advantages to working in corporate America. The first and most obvious of these is that you may be able to escape the luxurious lifestyle of poverty that being a graduate student affords. Of course, this is only a temporary respite and certainly doesn't mean that you'll be living large (especially if you're working in Westchester, NY!), but it may offer a reprieve from living paycheck to paycheck and deciding which bills get to be paid on time each month. Another benefit is that when you leave the office, you can actually leave the office. There will always be those times when you need to stay late or work from home, but you should be able to avoid the nagging guilt that all minutes should be productive minutes, which seems to be a common ailment among graduate students.

Without an advocate, pack your bags and return to grad school immediately!

The last and perhaps most important thing I learned is that if you want to get anything from your internship, you need to work with someone who gives the gift of opportunity. This is the person who has a genuine interest in helping you develop and clearly not the supervisor who describes an intern as “one who does all of the grunt work.” I was fortunate enough to have a supervisor who was sincerely interested in my development. Because of this, I was able to work on a number of high-level projects, one of which went to the now CEO of PepsiCo, and others that I presented to top-level executives. I’ve also facilitated focus groups, executive training sessions, and learning map sessions, all with next-to-no experience. Whenever I found these experiences nerve wracking, I tried to keep in mind that I was being given opportunities that people who’ve been at PepsiCo for years may have never had the chance to get.

All in all, my experiences in PepsiCo’s OMD Group have served me well. The past year has been one of tremendous growth and personal development, which was possible only by working through the inevitable “I have no idea what I’m doing” feelings that are part of the internship experience. Although I’ve been exposed to a lot of the applied aspects of the I-O world and have subsequently learned a great deal that I can “leverage” in future positions, the more important lessons are the ones I’ve learned about myself. I’ve experienced growth, identified areas for improvement, and acquired self knowledge that I’ll take with me to my next position. As I’m always looking for a way to push myself, I was surprised to find that there were times on internship where I simply didn’t want to be challenged any further. But working through those stressful, “stretch” situations allowed me to emerge a stronger and more confident person on the other side.

As my days of internship become a distant memory, I realize that I may never again work at a company where I can hear Britney Spears while being put on hold. Nor will I again know the comfort of curing an intense Cheetos craving by raiding the nearby supply closet or buying a bottle of Pepsi for \$.50. What I will have, though, are the (albeit less tangible) lessons learned while working as a *Fortune* 100 intern. Look out world, here I come—armed with real life experience and a bottle of crisp, refreshing Aquafina.



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**What Is All the Fuss About?
The Implications of the
EEOC Deterrence Standard After *BNSF v. White***

**Eric Dunleavy
American Institutes for Research**

Column Editor's Note: In my October column, I asked for volunteers to speak on various questions I posed related to retaliation. Eric Dunleavy not only spoke up, but wrote an article so special and refreshing that I felt it worthy of a guest column.



As Art described in his last TIP column, the *Burlington Northern Santa Fe (BNSF) v. White* (2006) ruling may affect the frequency and scope of retaliation claims in the future. I contacted Art after the ruling, wondering how this case would affect the second phase of a retaliation claim. I was curious about how “actionable claims” would be defined in employer retaliation cases and how the EEOC and triers of fact could demarcate between trivial and actionable complaints under the new EEOC deterrence standard as the law of the land. This article wrestles with those issues by (a) discussing the difference between “trivial” and “actionable” under the EEOC deterrence standard, (b) considering whether this shift to a deterrence standard is consequentially different from the adverse employment standard, and (c) determining whether retaliation claims will substantially increase under this new standard.

Why Have Retaliation Claims Been on the Rise?

Employer retaliation has recently become a significant topic in employment litigation because retaliation claims have been on the rise; for example, EEOC statistics suggest that retaliation claims have almost doubled since 1992 (Zink & Gutman, 2005). This increase may be due to a number of factors. One potential reason that retaliation claims are on the rise is that retaliation is happening more often, perhaps because employers have a better understanding of the financial and organizational reputation costs associated with traditional discrimination claims and litigation under section 703 of Title VII and take more action to dissuade these claims or forms of opposition. An alternative explanation is that claims are increasing because employees are reporting retaliation more often, perhaps because they are more aware of their protected rights due to the media, the EEOC, lawyers, and so forth.

A number of experts from the I-O realm have suggested other possible explanations for the increase in retaliation claims. For example, Outtz (2005) suggested an increase in retaliation claims may be partially due to (a) broader protection across protected classes under section 704 of Title VII (as compared with section 703) and the (b) EEOC policy of expedited investigations into retaliation claims. Malos (2005) suggested this increase may be partially due to larger damages available under statutes other than Title VII (e.g., 42 U.S.C. 1981, state laws, etc.). A fourth potential reason why these claims have increased in frequency concerns expansion of actionable employer behavior.

It is important to consider that a definition of “adverse” employer action is a socially derived notion and, like all such notions, is partially a function of the sociopolitical context of the times. During the last decade we have witnessed a sociopolitical movement toward defining adverse in the retaliation setting as broader than ultimate employment outcomes. For example, in the late 1990s adverse actions were expanded to include employer behavior outside of the employment setting (see *Berry v. Stevinson Chevrolet*, 1996). Soon after, protection from adverse retaliatory action was generalized to former employees (see *Robinson v. Shell Oil*, 1997). More recently, triers of fact began to take into consideration the context of the action (see *Ray v. Henderson*, 2000; *Hoffman-Dombrowski v. Arlington Intl Racecourse*, 2001; *Scott-Brown v. Cohen*, 2002), regardless of the standard of adverse behavior used.

Also consider that court rulings in the last decade have influenced the internal complaint and grievance mechanisms organizations make available to their employees (see *Faragher v. City of Boca Raton*, 1998, and *Burlington Industries Inc. v. Ellerth*, 1998). After these cases, antiharassment policies, internal complaint processes, and grievance mechanisms were essentially required to defend against claims of harassment. Specifically, employers may avoid liability by showing they exercised reasonable care to prevent and correct promptly any sexually harassing behavior and the plaintiff employee unreasonably failed to take advantage of any preventive or corrective opportunities provided. Consequentially, complaint and grievance procedures were substantially more available to employees.

Before these landmark cases, complaints may not have been made immediately after an initial discriminatory action, and a “protected activity” may not have occurred until the EEOC was contacted. Now, the vast majority of complaints occur via internal grievance processes much earlier than EEOC complaints, and, consequentially, employers are aware of who makes a complaint sooner. Because of this earlier awareness, claimants may have more time to experience a retaliatory action. Thus, even before the *BNSF* ruling, the recent expansion of retaliatory protection combined with internal complaint and grievance requirements suggests that statute enforcement and interference with that enforcement was paramount to the sociopolitical zeitgeist.

Because previous case law had suggested lateral transfers to less prestigious and skillful work and temporary suspensions for insubordination may be considered adverse, those familiar with the case expected Sheila White would win without the EEOC deterrence standard. Given the recent expansion of the notion of what constitutes substantial interference with statute enforcement, perhaps we shouldn't have been surprised the EEOC deterrence standard was used. So, will the EEOC deterrence standard as applied to retaliation change what is trivial and what is actionable? As Art suggested, there is a clear conceptual distinction between these two standards, but no one is sure whether a practical distinction exists.

Reactions to BNSF

The popular press and employment blogs have offered interesting reactions to *BNSF*. For example, more than a few employment law newsletters and blogs have suggested that the more liberal EEOC deterrence definition of adverse may create a scenario where employers are defenseless against retaliation claims and have no way of preventing them. That is to say, just about any action an employer makes after an employee complains about an employment practice or charges discrimination may be considered an adverse employment action as "reasonably likely to deter." Still others imply that weak discrimination claims under section 703 of Title VII might now allow for much stronger 704 claims. These reactions, of course, are in stark contrast to those of the EEOC, who is an obvious proponent of the deterrence standard.

The first round of retaliation rulings after *BNSF* will be critical to understanding how trivial and actionable employer behaviors are now defined by the courts. Because these aren't yet available, I considered what sources might help us to predict the potential implications of the EEOC deterrence standard in differentiating trivial from actionable. A return to the compliance manual that originally codified the EEOC deterrence standard seemed to be a reasonable starting point.¹ In addition, some triers of fact in the 7th, 9th, and D.C. circuit courts have been using the EEOC deterrence standard well before *BNSF*. Case law from these circuits may provide a narrow body of rulings to consider in understanding the implications of this standard relative to the adverse employment standard.²

A Quick Review of the Adverse Employment Standard

The most popular standard used in retaliation claims prior to *BNSF* was adverse employment (Gutman, 2006), which defines adverse action as "any

¹ This is available on their Web site at www.eeoc.gov/policy/docs/retal.html.

² It is worth mentioning the EEOC is certainly willing to talk about the implications of *BNSF v. White*. After a few calls to the EEOC I was put in contact with an associate general counsel who had worked on a *BNSF v. White* brief when the case was in the 6th circuit. We have had informative conversations about the case and its implications.

action that materially changes the terms, conditions, and privileges of employment.” This standard has covered numerous employment actions that are less tangible in nature as compared with ultimate employment decisions like discharge or promotion, including:

- actions designed to interfere with a former employee’s prospective employment (e.g., *Robinson v. Shell Oil Co.*, 1997)
- negative changes to performance appraisal (e.g., *Winarto v. Toshiba American Electronics Components*, 2001)
- increased employee surveillance (e.g., *EEOC vs. Navy Fed. Credit Union*, 2005)
- denial of sick time use for maternity leave (*Scott-Brown v. Cohen*, 2002)
- denial of common “hardship transfer” to care for a dying parent (*Randlett v. Shalala*, 1997)

The EEOC Deterrence Standard and Compliance Manual

In the late 1990s, a number of courts ruled that retaliation provisions required ultimate employment outcomes to be actionable (e.g., *Lederberger v. Stangler*, 1997; *Mattern v. Eastman Kodak Co.*, 1997). Partially in response to these decisions, the EEOC formally advocated a “reasonable person deterrence” standard of actionable retaliatory behavior in their 1998 compliance manual. This standard defined actionable employer behavior as “any action reasonably likely to deter the charging party from engaging in a protected activity.” Note that this definition does not necessitate material changes in the terms, conditions, and privileges of employment like the “adverse employment” standard, as Art summarized in his last column. Although these material changes will likely be sufficient to meet the EEOC deterrence standard, this standard also allows for immaterial changes to be considered. In defining deterring action, the manual provides guidance on what is deterring and what is not. Deterring actions include:

- threats
- reprimands
- negative performance evaluations
- harassment
- suspending or limiting access to an internal grievance
- giving an unjustified negative job reference
- refusing to provide a job reference
- informing an individual’s prospective employer about the individual’s protected activity
- putting an employee under surveillance

Note that the vast majority of these examples would likely be considered conditions or privileges of employment as defined by the adverse employment standard. The manual then states that “petty slights and trivial annoy-

ances are not actionable, as they are not likely to deter protected activity.” The manual also differentiates an actionable example of employer behavior from a trivial one: Excluding an employee from a regular weekly lunch with professional development opportunities after a discrimination complaint would be actionable, although excluding an employee from a single lunch after a claim would be trivial and not reasonably likely to deter a protected activity. Elsewhere on the EEOC Web site,³ trivial actions are exemplified as:

- stray negative comments in otherwise positive or neutral evaluations
- snubbing a colleague; and
- negative comments justified by poor performance or history.

In comparing the lists of deterring and trivial actions, there appears to be a distinction based on the subjective magnitude of deterrence. Note that some of these examples represent immaterial actions, which necessitate a subjective judgment of deterrence magnitude. However, subjectivity may also be required to determine what actions affect the conditions and privileges of employment used in the adverse employment standard.⁴ As expected, the manual cannot provide an exhaustive laundry list approach to retaliation because forms of retaliation are, as the case law has demonstrated, essentially unlimited.

Some Case Law to Consider

A review of cases from circuits that have used the EEOC deterrence standard offered some insight. Unfortunately, I found no “smoking gun” case where an action was deemed trivial under adverse employment and actionable under EEOC deterrence.⁵ However, I was able to identify a trend or two by comparing actions deemed trivial in some cases to actions considered actionable in others. The following cases illustrate trivial actions under EEOC deterrence:

- In *Pinero v. Specialty Restaurants Corp* (2005), the court ruled that criticisms about work performance in the form of “nitpicking” are not reasonably likely to deter. The court decided this action met neither adverse or EEOC deterrence standards.⁶
- In *McRae v. Department of Corrections* (2005), (a) a letter of instruction, (b) internal performance investigation, and (c) interfacility transfer were deemed trivial. This court also presented the following examples as trivial: (a) changing offices, (b) having additional responsibilities, (c) having more employees added to a unit, (d) a new dress code, and (e) a change in opening or closing time. The court eventually differentiated “materially less desirable” from “somewhat less than pleasant.”

³ eeoc.gov/types/retaliation.html

⁴ “Terms” of employment generally capture material employment outcomes like promotion, discharge, and so forth.

⁵ If anyone knows of a case where this occurred, I would love to hear about it.

⁶ Note that this court eventually decided to use the adverse employment standard but considered whether the action was trivial under both standards.

- In *Herrnreiter v. Chicago Housing Authority* (2002), a lateral transfer was deemed trivial because it was considered consistent with the experience and ability of the plaintiff. The court held that it appeared the plaintiff was “sulking” after being transferred.
- In *Brooks v. City of San Mateo* (2000), the court held that declining to hold a job open for an employee and badmouthing an employee outside the job reference context did not constitute actionable employer behavior. Further, ostracism suffered at the hands of coworkers did not constitute a deterring action. Moreover, having to go to a training session that all city employees were required to participate in was also not considered deterring. In addition, working with an employee that made the plaintiff feel uncomfortable, when all employees had to work with that employee equally, was also not considered deterring. Lastly, an unfavorable shift and denial of vacation preference was also considered trivial because these actions were not final, and when the plaintiff complained, the defendant accommodated plaintiff preferences by allowing her to switch shifts and vacation dates with other employees.

In contrast to the above cases, the following cases illustrate actions that were considered reasonably deterring under the EEOC deterrence standard:

- In *Rochon v. Gonzalez* (2006), deterring behavior took the form of death threats made by a federal prisoner toward an FBI agent plaintiff’s family; this action was likened to the IRS retaliating against an employee with an audit.
- In *Noviello v. City of Boston* (2005), the following chronology of actions was deemed, in sum, to be reasonably deterring: false accusations, general harassment (“do you smell a rat” comments), ostracism at a holiday party, suggested shift changes, and being told by a supervisor to eat alone.
- In *Ray v. Henderson* (2000), withdrawn permission to start and end work earlier than scheduled shift was considered reasonably deterring. The plaintiff had previously been given the OK to work earlier in the day so he could care for his sick wife later in the day.

What Can We Take Away From These Cases?

Although none of the above cases offer a “smoking gun” case that clearly differentiates actionable behavior under EEOC deterrence that might be trivial under the adverse employment standard, they may foreshadow such differences.

First, a number of cases described in this article have considered whether slight changes to work schedules were reasonably deterring or adverse. In some of these cases, specific work schedules affected care for family members such as children, parents, or sick relatives. In some cases the schedule

change had clear material implications (i.e., the cost of external care), but in others the implications were immaterial yet deemed reasonably deterring (i.e., less time with a sick loved one). Employer action that affects family care may become the prototypical example of actions where context matters regardless of materiality. Note that these family care responsibilities often fall to women. According to the EEOC, the deterrence standard specifically allows for such contextual consideration. As such, slight changes to a work schedule might be reasonably deterring to a mother with a disabled child in need of care or to an employee trying to visit with a sick family member in the hospital. The notion of context will likely increase in importance under the EEOC deterrence standard and may become an important factor in differentiating actionable from trivial.

Second, the potential implications of aggregating the effect of multiple individual retaliatory actions upward in deterrence magnitude may also be important in future cases. Although individual immaterial acts may be considered trivial, they may, over time, sum to the effect of reasonably likely to deter. In other words, courts may find that individual immaterial acts that are not deterring may be actionable collectively if they are part of a pattern of systematic retaliatory behavior. This aggregation issue may also become an important factor in differentiating actionable from trivial.

Conclusions

So, will application of the EEOC deterrence standard substantially increase the number of retaliation claims in the future? If I had to guess right now, probably not.⁷ Actionable retaliatory behavior has expanded in the last decade, and although the EEOC deterrence standard may subsume some immaterial actions that the adverse employment standard may not, I am not sure what those actions are based on available case law. In other words, if there is a substantial difference between an action that is “reasonably likely to deter the charging party from engaging in a protected activity” and an action that “materially changes the terms, conditions, and privileges of employment,” **I haven’t found it yet.** Perhaps future cases will make this distinction, and perhaps this distinction will involve the context and aggregation issues described above. Perhaps this distinction will never exist in practice.

There are other reasons why the adoption of the EEOC deterrence standard might not substantially affect the frequency of retaliation claims. First, some of the above cases came from the 9th circuit, which represents the northwest portion of the country, including California, and handles around 20% of our nation’s litigation. It is also one of the circuits that has been using the EEOC deterrence standard in recent years. If the 9th and similar circuits that have been using the EEOC deterrence theory aren’t overwhelmed by investigating trivial actions, why would others?

⁷ The EEOC agrees.

Second, in Phase 3 of demonstrating retaliation, claimants must still demonstrate a causal nexus between the employee complaint or opposition and reactive employer behavior that is reasonably deterring. This is something that the EEOC strongly considers in its investigation stage. Even after an action is deemed reasonably deterring, the claim may be thrown out because the claimant (a) experienced similar nondiscriminatory actions before making a complaint or opposing an action, (b) the organization has a reasonable nonretaliatory explanation, or (c) the nondiscriminatory action is common and most employees experience it at one time or another.

Third, according to the EEOC, the vast majority of retaliation claims, at least under Title VII, still generally involve ultimate standards like discharge or suspension. Thus, if a tangible difference exists in the implications of deterrence versus adverse standards, it may not affect the vast majority of cases.

Finally, as described by Zink and Gutman (2005), the EEOC is very good at differentiating meritorious claims from frivolous ones. For the EEOC deterrence standard to function as the EEOC intends, the EEOC will have to continue to effectively combine objective information and subjective judgment to differentiate trivial from actionable.

I would imagine employer retaliation will receive some attention at the SIOP conference in New York this year. Perhaps by then more case law will be available to determine whether the EEOC deterrence standard substantially changes what is “trivial” and what is “actionable” in practice.

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What I Learned Along the Way

Frank Landy
Landy Litigation Support Group

For the past few decades, I have had the distinction of presenting “what we know” as applied psychologists to judges and juries. Sometimes it is fun, sometimes it is not. We are seldom challenged in a classroom or a conference in the way we are in a courtroom. The courtroom challenges often involve both what we think we know and our right to present that knowledge. In this contribution, I present a sample of the “knowledge” challenges I have encountered.

What Do You Know and When Did You Know It

My debut as an expert witness was in a federal court case involving the promotion of fire fighters to officer positions. I was working for the State of New Jersey and they were being sued by Black candidates for promotion who fell well down the promotion list. The candidates were represented by the Department of Justice. It’s a funny feeling the first time you hear that you are opposing “The United States” or that the lawyer about to depose or cross examine you represents “The United States.” Am I opposed to “The United States”? Do I really want to piss them off?

I had collected some data and it was messy. There were some mistakes in transcribing thousands of circled numbers into card punches (yup, we used punch cards those days). As part of the discovery process (where, among other things, each side gets to examine the other side’s data), these errors were discovered by the other side. They represented about .01% of the data that had been transcribed, but of course, the mistakes favored our side, although they did not change the nature of the statistical tests that were done. The expert for the other side was adamant that this was intentional, unethical, illegal, fattening, disrespectful, and probably anti-American (because the other side was “The United States”). He filed a charge of ethical misconduct with the APA. (They dismissed it.) The U.S. attorney who was the chief lawyer for the plaintiff followed me into the bathroom one day and told me in a harsh whisper that he would destroy my career, if not in that trial, then at some later time. I guess because I was on the other side of “The United States.” Not really sure. Having been raised in Philadelphia, and taught never to resist a chance to be a smart ass, I asked him which career. At that time, I was writing textbooks, teaching, doing research, administering grants, and doing lots of consulting. I told him my wife would buy him candy or flowers if he would destroy one (and she hoped maybe two or three) of my careers. I just needed to know which one so I could begin closing it down.

The trial was grueling and our side lost big time. Turns out that one of the witnesses for the State remembered that he had not actually interviewed some

critical SMEs—but he had certainly intended to. Unfortunately, he remembered that on cross-examination, much to the glee of “The United States” and the consternation of “Not-The-United-States.” So part of my report and my testimony turned out to be based on a pile of silly putty. Ugghh. Nevertheless, the judge was a nice man and realized that this State guy had screwed us all and made a comment to that effect in his opinion.

So, in my maiden voyage, my side lost, I was charged with an ethical violation by another psychologist, told by “The United States” that life as I knew it was over, and discovered that the “key” administrative witness for our side had lied. That’s when I decided that this was kind of fun. Turns out the other psychologist was a serial charger of ethical violations, and I was not the first nor the last to appear in his cross hairs. Turned out that my career(s) continued along merrily because the lawyer who represented “The United States” only did that for another few months after the trial. He parlayed his success in that trial into a cushy job for a large law firm that defended cities and states and other big thingies against “The United States”—actually against three folks who he used to work with and for who stayed in the Department of Justice. Several years later, I was contacted by this EX-spokesperson for “The United States” about working with him on a case. He appeared to have lost all memory of those earlier events (and a great deal of his hair). Nothing came of the contact, and I have never heard from or about him since then. That was in 1982.

It is 1995. I am about to be cross-examined in a trial against a pizza chain. I have just finished testifying about the effect of stress on driving behavior. The drivers for this chain had a nasty habit of killing and maiming people (motorcyclists, bicycle riders, joggers, walkers, pedestrians, etc.) while trying to deliver multiple pizzas in less than 30 minutes. My humble opinion was that maybe these drivers were distracted by the distinct possibility of being fired, getting lousy hours, and in some instances being required to wear a dunce cap around the store for a week if they had the greatest number of late deliveries. Driver = 17 year-old male. Uhhh, no—I don’t think they want that hat. Anyway, back to the cross examination.

Dr. Landy, I have examined your resumé and it’s really impressive. Let me see if I have this right. You went directly from college to graduate school, right?

Right.

And then you were in graduate school for 5 years, right?

Right.

And then you obtained a position at Penn State and rose to the level of professor, right?

Right.

And you have written books, and taught classes, and done research and published papers, right?

Right. (I’m feeling pretty good by now!)

Well here's my question Dr. Landy: Have you actually had a real job since high school?

Excuse me?

What part of that didn't you understand Dr. Landy?

Well, I guess the word "real."

You don't know what I mean by a real job?

Not exactly.

Let me make it simple for you. Have you worked at any job since high school where you actually got dirt on your hands?

(Pregnant pause by me.)

Dr. Landy?

(Smile by me.)

Dr. Landy?

Actually, when you define it that way, No, I haven't had a job where I got my hands dirty.

At this point the lawyer turned to the jury with a mock flourish and held out his arms palms up, as if to say "Need I say anything more, ladies and gentleman of the jury. This guy has never worked so don't listen to him." The rest of the cross examination was perfunctory as far as the lawyer was concerned and didn't last very long. The jury came in with a verdict of \$4 million against the pizza chain.

It is 1999. I am in a trial related to a railway accident. A man and woman were driving along a rural road and crossed a track at roughly the same time that a train wanted to occupy that space. The train horn could have been heard in Bermuda. The light from the train could have illuminated Rhode Island. The driver said he wasn't really paying attention when he came to the track because he had dropped his cigarette in his lap. The front seat of the car made it across the track but not much of the rest of the car—at least at that point on the track. The man and woman were OK but alleged that they had neither heard nor seen the approaching locomotive. That should have come as no surprise given the driver's interest in his crotch at the moment he reached the track. My job was to try and explain to the jury the notion of "direct vision." Hubel and Wiesel received the Nobel prize in the early 1960s for their research demonstrating the rather direct connection between the retina and the experience of motion detection—direct vision. There is no word that can describe how quickly the human can detect motion—just detect it, not react to it. If the edges of your retina are exposed to motion, those little puppies let you know. Quarterbacks see that blitzing linebacker from the "corner" of their eye pretty quickly; you see a shooting star while looking at a different spot in the sky. This is all direct vision. In any event, my humble opinion was that it would not have taken 7 seconds (as suggested by an optometrist expert on the other side) for the driver to notice that a multi-ton blaring/shining locomotive was about to challenge his 1987 Pontiac for supremacy of the crossing.

The Cross:

Dr. Landy, you're not a physician are you?

No.

You are not an optician are you?

No.

Or an optometrist?

No.

Or an ophthalmologist?

No.

How about a neurologist?

No.

Yet you challenge the expertise of Dr. X who has studied the eye for years, and treated patients, and given talks on the eye and testified in other cases about how long it takes to detect motion, is that right?

Yes.

And on what basis do you make such a challenge?

On the basis that no reputable scientist accepts his theory of motion detection.

NO REPUTABLE SCIENTIST!!! How can you make such an outrageous statement?

Because the scientific community rejected Dr. X's view some time ago.

Some time ago? How long ago?

Well Dr. X got his license in 1977. The scientific community embraced the theory of direct vision 15 years before he got his license. That's probably long enough for it to get into a textbook he might have used.

But you don't know WHAT textbook he used, do you?

No.

Yet you criticize his KNOWLEDGE, is that correct.

Yes, and if he taught geography, he would probably have told his students not to join the navy because they would fall off the edge of the earth.

(The Judge: Dr. Landy, please just answer the question as it is put to you. Although I take your point about obsolescence.)

Dr. Landy, when was the last time you taught any course or gave any lecture on vision?

1993.

That was 6 years ago, is that correct?

Yes.

And since then, you have devoted your time to consulting and testifying, is that correct?

Yes.

6 years—72 months—288 weeks—2,016 days—right?

Right.

That's a long time isn't it?

That depends.

How many of those, what did you call them?

Nobel.

Yeah, how many of those NOBEL conferences did they have since then?

Well they're not really conferences, they are awards.

OK, Have it any way you want it, awards. How many have occurred since you left your college teaching?

Six.

And how many have occurred since whatever that year was you said—1962?

About then.

OK. How many?

About 37.

And here is my question Dr. Landy. Have those Nobel people ever bothered to even talk about this new “theory” since then?

No.

So I guess that tells us how important your “theory” is, right? And you would agree that a whole lot of new things have been learned about vision since you were back in your college 288 weeks ago, right?

The lawyer then turns to the jury with outstretched arms and upturned palms as if to say “This guy isn’t really an “expert”—he hasn’t even been in a college as a teacher for 288 weeks. Don’t listen to him.”

It is 2003. I am in state court on an employment issue working with defendant’s attorneys. This is Voir Dire where my lawyer establishes my credentials before asking the court to admit me as an expert.

Dr. Landy, have you done research on performance evaluation?

Yes.

Have you done research on selection?

Yes.

Have you done research on interviews?

Yes.

Have you done research on test construction?

Yes.

Have you done research using statistics?

Yes.

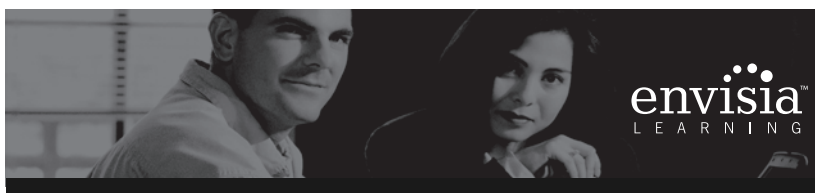
Have you done research on stress in the workplace?

Yes.

Dr. Landy...The judge interrupts.

The Judge: Ok Mr. Lawyer, let’s speed this up. It looks like you brought in someone who will have an opinion about anything and everything you feel like asking about. Maybe I can ask him about my wife, and kids, and car, and world hunger. Oh, go on, just finish it!

In the past 25 years, I have been accused by lawyers of knowing things I would not tell them, telling them things I did not know, knowing too little, and knowing too much. An epistemological smorgasbord—something Donald Rumsfeld could love. (“There are things we know, there are things we don’t know, there are things we don’t know that we don’t know, blah, blah.”) I have come to suspect that knowledge scares many lawyers who cross-examine experts. So instead of challenging the accuracy of a piece of knowledge, they challenge the right to possess that knowledge. And they like to spread their arms out, palms up, to juries.



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Scott L. Martin
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One of my goals for this column was to cover international issues. I am delighted to share the following piece by Pauline Velez. Pauline is currently an assistant professor at San Francisco State University and co-chair of SIOP's International Affairs Committee, which is a subcommittee of the Professional Practice Committee. Previously, Pauline held applied positions with Allstate Insurance and Wells Fargo Bank. Pauline earned her PhD in psychology at University of California, Berkeley.

Practicing I-O in a Global Environment: Are We Ready?

Pauline Velez
San Francisco State University

There is no doubt that things are changing. At one time, one could imagine working as a consultant for an organization in which the global economy and international issues were not a major consideration. One could happily do one's work without thinking about issues such as will this test work in other countries, how does culture affect the interpretation of my job satisfaction data, and how should the design of this training program be modified to work in a global environment? In fact, most of us were trained in our graduate programs on traditional I-O activities from a North American perspective. For some of us, that was overwhelming in and of itself. Mastering employment law at the national, state, and local level was challenging enough. In fact, my guess is that many of us had limited exposure to the work of I-O psychologists in other countries. But, times have changed. The truth of the matter is many practitioners are balancing multiple things; we are doing work for our companies or clients in which our products and services can be tailored to the North American culture and we are providing services and products that will be used or implemented in multiple countries. The question is, are we ready?

I am, by no means, an international expert. Instead, I am an individual who sees the world changing and wonders whether my knowledge, skills, and abilities as a practitioner are lacking when it comes to practicing in a global context.

Over the last few years, my discussions with friends and colleagues have changed. Although in the past we would discuss specific projects we were working on and the rewards and challenges they brought, our conversations these days tend to include discussions and suggestions on how to practice in a global environment and the challenges we face personally working within

a global environment. It's not uncommon to receive an e-mail or phone call from a colleague looking for an expert in employment practices in India or wondering if I know of any colleagues currently practicing I-O in Asia. Nor is it uncommon to hear colleagues discuss the challenges they face as their application of I-O extends beyond North American borders. My curiosity led me to survey some colleagues about how international issues are influencing their practice of I-O. My questions focused on:

- How working for a global company has influenced their work
- In what ways they have felt the least prepared for the work they are doing
- In what ways they have felt the most prepared for the work they are doing
- What additional training they feel they need
- On what gaps in the research they'd like academics to focus their efforts
- What SIOP could do, if anything, to assist them in their work

The following is a summary of the themes that emerged.

Working for a Global Company Is Influencing the Work of Practitioners

The various ways in which the global environment is influencing the work of I-O practitioners ranges from relatively minor changes (e.g., conference calls at all hours of the day to accommodate time zone differences, frequent international travel) to more major changes (e.g., expanding one's thinking to beyond traditional approaches to I-O). In addition, colleagues mentioned an increased understanding and awareness of globalization and the issues surrounding globalization. Interestingly too, colleagues highlighted that there is more communication and collaboration with local HR professionals (within specific countries) and non-I-O professionals, without which their work would not be successful. These colleagues also discussed the changes in the tools that are being used. In the past, our approach might have been to develop, for example, a selection instrument here in the United States and "push it out" to other international locations. Now, though, more practitioners are using tools developed in other countries or developing new tools with input from clients in a variety of countries.

What Ways Are We Least Prepared for Global Work

Most colleagues were able to identify areas in which they feel the least prepared for the work they are doing. One colleague commented on being the least prepared for the changing employment laws and work councils. Today's practitioner must be familiar with employment laws in North America, but they must also have expertise in employment laws in other countries or regions. Colleagues also commented on being least prepared on cultural norms and protocols. And, although I continue to espouse the importance of

taking business courses to current graduate students, one colleague commented that additional information on business models and the business environment in developing countries was needed. This would seem to suggest that typical business courses may not fully meet this need.

What Ways Are We Most Prepared for Global Work

Interestingly, colleagues were less able to think of ways in which they are the most prepared for global work. Now, this could be because these individuals have been involved in global work either for their entire career or for so long that global work is the only work they do. The one area in which one colleague commented on was statistics. This colleague discussed how the statistics one uses don't vary, and, more importantly, there is a common language around statistical discussions regardless of geographical location. Another colleague commented that her global awareness and understanding was an area in which she was most prepared for global work.

What Additional Training Is Needed for Global Work

The colleagues surveyed offered a variety of suggestions for additional training. The suggestions included international employment laws, cross cultural training, common recruiting practices, common rater errors within countries, and a broader understanding of the context and trends related to globalization and the impact these trends have upon the work practitioners do. The broader question is where our current and future practitioners receive such training, and is it possible to partner with our graduate training programs to address these training needs?

Where Should Academics Focus Their Research Efforts

Most colleagues provided suggestions for general approaches to research rather than specific content areas. For example, one colleague discussed the need for research to increase awareness of practices outside of the United States. The speed at which practices and approaches are changing is generally faster in developing countries than the speed of change within the U.S. Our literature needs to stay current in order for practitioners to be effective as they work globally. This colleague called for the identification of practices that are "robust, ethical, and effective in these dynamic countries." Another colleague suggested that selection research should focus on how different assessment tools or methods can be used to measure the same construct across countries. The concern here is that not all tools or methods are appropriate for every culture, and we must consider what tool or method is appropriate for a given culture. However, if we want to assess some construct across countries, how do we do that effectively, knowing that different tools or methods might be needed?

What Can SIOP Do, if Anything, to Assist Practitioners Doing Global Work

Without a doubt, practitioners doing global work want resources. The resources desired range from access to relevant literature to facilitating connections with I-O psychologists working in other countries. One colleague commented that it would be helpful for SIOP to have a list of organizations in other countries that could be approached for information or links to local resources. Another suggestion included inviting globalization experts (e.g., Thomas Friedman) to SIOP conferences or having them write an article for *TIP* or the SIOP Web site in order to raise awareness and understanding of globalization issues.

What I find most interesting and admirable is that our colleagues are out there working with organizations to solve business problems, despite the lack of formal training. Instead, our colleagues are developing informal networks that can be utilized when needed and partnering with local HR professionals. In essence, communities of learning are developing. My question is, can we harness and formalize this knowledge such that it is available to all? I worry that the business leaders of the world don't have the time to wait for us to become global experts, thus what can we and should we be doing to prepare our practitioners now before the business community decides we aren't qualified or don't add value? Some have called for global knowledge as a core competency for I-O psychologists. Although I like the idea in theory, the scientist in me wants to know the conceptual and operational definition of global knowledge. Until we have a common understanding, our graduate programs will struggle with developing curriculum to address this competency.

My personal goal with this article is to increase conversations about how the global environment is influencing our field and whether we, as practitioners, are prepared. I hope you will continue these discussions with your colleagues. Whether you are an academic, practitioner, or scientist, we must all start to ask what we are doing to ensure I-O psychology stays in the forefront in the global environment and how we are preparing our practitioners to ensure maximum effectiveness.

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



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

Here's a quote from a famous movie you "might" have heard of before, "All we have to decide is what to do with the time that is given to us." We felt this was an excellent way to describe what we have attempted to do over the last 2 years as your **TIP-TOPics** editors. Our goal was to take you on a journey through the field of I-O from a graduate student's perspective. As we approach the end of our term (tears fall from our eyes), we would like to take a second to thank all the contributors and experts that have shared their "two cents" with us. Without their assistance, this column would not be what it is.

In this issue of **TIP-TOPics for Students**, we will focus on cross-cultural psychology (of course with an I-O twist). We have a great panel of experts who will share their experiences and knowledge about cross-cultural research. Additionally, we had the distinct honor and pleasure to interview **Harry C. Triandis**. We close out this issue with a brief look at international I-O programs.

I-O 101

The way studies have been labeled as cross-cultural appears to be dependent on country samples. How do I-O researchers generally define cross-cultural psychology and what criteria must be met in order for a study to be a cross cultural study?

Our experts pointed out that traditional cross-cultural studies involved the comparison of individuals from multiple countries or cultural backgrounds. However, they stressed that this approach severely limits the complexity of cross-cultural research. **Paul Hanges** stated that although such studies have international samples, these samples cannot necessarily be considered cross-cultural in nature. To aid in sampling, researchers have assumed an artificial link between the concept of culture and the notion of countries or nations. Clearly, these two concepts are only weakly linked. He urged future researchers to review the work on the cluster of societies (e.g., Furnham, Kirkcaldy, & Lynn, 1994; Gupta & Hanges, 2004; Hofstede, 1980; Inglehart & Baker, 2000; Ronen & Shenkar, 1985; Schwartz, 1999) before deciding on the nations that will be included in their study.

Furthermore, Ronald Fisher mentioned that attempts have been made to develop what is called indigenous theories that explain work behavior in spe-

cific cultural settings. For example, Fanny Cheung and colleagues developed a Chinese personality inventory that has an additional personality trait that is usually not included in standard Western personality inventories. Additionally, Arzu Wasti developed a new approach to understand what binds Turkish employees to their organization, organizational commitment. Ng Kok Yee referred to a quote from Segall, Lonner, & Berry (1998: pg. 1102) on the field of cross-cultural psychology, “what cross-cultural psychology is called is not nearly as important as what it does—to ensure that the broadest range of psychological topics be explored within the broadest possible spectrum of ethnicity and culture and by diverse methodologies.”

What issues (e.g., methodology, collaboration, etc.) make research in work-related cross cultural psychology challenging and rewarding for researchers, especially student researchers?

Our experts overwhelmingly agreed on the importance of the development of measures that operate equivalently in all cultures of interest. **Cong Liu** provided an example of this issue when translating English measures into Chinese. In some instance, participants’ cultural backgrounds may affect the way in which they interpret and respond to the scale items. Ng Kok Yee added that one needs to determine if a focal construct has an identical concept in the other culture. That is—whether the construct is emic (culture specific) or etic (culture general). For instance, “guanxi” is generally recognized as an emic concept in Chinese cultures that does not have a direct parallel in Western societies.

Hence, although existing cross-cultural researchers tend to adopt an imposed-etic approach by applying a general theory or framework to study other cultures, cross-cultural researchers are now increasingly asked to consider and integrate the etic and emic aspects of culture. Morris and colleagues (1999) offered an in-depth discussion of how etic and emic research can be synergized to produce creative insights and richer accounts of culture in the particular area of research. Paul Hanges pointed out that many of these methodological issues arise unexpectedly and that it helps to have good colleagues located in the countries included in the study to help anticipate these issues before the first data point of your study is collected.

A challenge of conducting cross-cultural research is the clear communication among researchers around the world. For example, Ronald Fisher mentioned that when working with partners from other countries, it is important to understand the expectations and cultural norms of your partners. Many times there can be some misunderstandings due to language or cultural differences in how partners express themselves. He also mentioned that finding employees that can be matched is another big challenge. Often education systems are different, work is organized differently, and societies have different industries depending on their economic development.

As for the benefits of cross-cultural research, our experts feel that there are many benefits and rewards to conducting cross-cultural research. They all

agreed that the collaboration and development of professional and personal relationships was worth their time and effort when conducting the research. Furthermore, they feel that you can learn so much about yourself by working with people from different cultural backgrounds. In addition, according to Ng Kok Yee, working with individuals in different time zones can be quite productive; for example, her collaboration with U.S. researchers can be a non-stop 24-hour cycle because of the 12-hour time difference between Singapore and the United States. All of our experts feel that the rewards outweigh the challenges of conducting cross-cultural I-O psychology research.

Based on your experience, how do organizations view and value the study of work-related cross cultural psychology?

Ng Kok Yee stated that although no one would deny the importance of cross-cultural research in today's business environment, the importance accorded to cross-cultural research varies across organizations depending on their international presence and business strategy. All of our experts agreed that multinational companies are more likely to embrace cross-cultural research because cultural issues are critical to their functioning. For example, Cong Liu pointed out that many multinational organizations (e.g., IBM, Microsoft, etc.) have realized the importance of work-related cross-cultural psychology. A consortium of large companies called the Mayflower Group has been created (many years ago) for the purpose of sharing survey data and promoting the professional use of global surveys. The Mayflower Group is made up of some of the largest corporations in the world. IBM, Xerox, General Electric, Mobil, AT&T, and Boeing are among them. The main purpose is to standardize a set of core questions from global employee surveys.

In Ronald Fischer's experiences with consulting, he has found a keen interest among organizations. However, he is often confronted by managers that argue that culture does not matter and that work is the same everywhere. Stating that there are different stages of intercultural sensitivity, he sees some organizations (especially traditional industries) may be classified as ethnocentric. In these organizations, managers and staff deny, minimize, or reject cultural differences; they believe it is not important and that their way of doing work is the one and only (best) way. This may work as long as they don't have many employees of different ethnic or cultural backgrounds and as long as they don't deal with customers, suppliers, and markets in different cultures. If they do, they will encounter problems that they will need to resolve at some stage. On the other hand, organizations increasingly become aware of such issue, which is referred to as an ethnorelative stage, in which they accept, adapt, and integrate these differences.

Regardless of the type of organization, **Michelle Gelfand** stated that although many organizations are interested in cross-cultural research, the theory and research in cross-cultural psychology still needs to be more translational to be able to show direct value for employees and managers in their work.

Where do you see the field of work-related cross cultural research going?

Our experts provided possible future developments in the area of cross-cultural I-O research. Ng Kok Yee sees a focus upon the understanding of factors that enable individuals to cope with cross-cultural challenges effectively. Paul Hanges envisions that the development and maintenance of virtual research teams will be one major trend in cross-cultural research. Specifically, he stated that such teams not only facilitate the completion of this research, but also serve as a microcosm that can be studied on its own to further our understanding of culture. Ronald Fisher mentioned that there have been concerns that cross-cultural work might become obsolete in the near future, but he doesn't think that will occur. He believes that we are witnessing an incredibly interesting development in our field, as research becomes more applied and theoretically sophisticated. There also are many international scholars who are developing their own theories and constructs rather than adapting them from the U.S.

Michelle Gelfand believes that the field should: (a) begin to focus more on the dynamics of multicultural interactions (what they term the "cultural interface" in Gelfand, Erez, & Aycan); (b) move beyond cultural "main effects" to account for complex (situation x culture) interactions; (c) move beyond the focus on individualism–collectivism as the main explanatory concepts in cross-cultural I-O; (d) focus more on indigenous research and expanding U.S. based constructs; and (e) be more attentive to levels of analysis in theory and research.

Where can students find information and research about work-related cross cultural psychology (e.g., journals, online resources, associations/societies)?

Our experts suggested looking into becoming a member of The International Association for Cross-Cultural Research (www.iaccp.org). Ronald Fisher also mentioned an Internet forum, the Delta Intercultural Academy, which is an online forum that bridges the gap between practitioners and academics (check out www.dialogin.com; you need to become a member to have access to all the discussion boards and articles). Cong Lui suggested the International Association for Chinese Management Research (IACMR, www.iacmr.org). It is another professional organization that aims to serve scholars, students, managers, and consultants who are interested in management of organizations in Chinese context. And of course, our experts provided some journals that publish primarily cross-cultural research such as *International Journal of Psychology*, *Applied Psychology: An International Review*, and *International Journal of Cross-Cultural Management*.

BI-O

Harry C. Triandis is professor emeritus of psychology at the University of Illinois. He is the author of numerous books, including *Attitudes and Attitude Change* (1971), *Analysis of Subjective Culture* (1972), *Interpersonal Behavior* (1977), *Variations in Black and White Perceptions of the Social Environment*

(1976), *Culture and Social Behavior* (1994), and *Individualism and Collectivism* (1995). He was also the general editor of the six-volume *Handbook of Cross-Cultural Psychology* and coeditor (with Dunnette and Hough) of Volume 4 of the *Handbook of Industrial and Organizational Psychology* (1994).

Dr. Triandis was chairman and secretary general of the Society of Experimental Social Psychology (1972–74), president of the International Association of Cross-Cultural Psychology (1976), the Interamerican Society of Psychology (1987–89), and the International Association of Applied Psychology (1990–94), as well as of Divisions 8 and 9 of the American Psychological Association. Some of his distinguished honors include Fellow of the Center for International Studies (Cornell University, 1968–69), Guggenheim Fellow (1972–73), Center for Advanced Studies of the University of Illinois (1972–80), Interamerican Society of Psychology Award (1981), Fellow of the American Association for the Advancement of Science (1984), Distinguished Fulbright Professor to India (1983), Klineberg Award (1984), and the American Psychological Association's Distinguished Contributions to International Psychology. We were grateful for the opportunity to speak with him.

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

Absolutely. There are so many different things that you have to learn in graduate school. This is especially important for methods. When I was in school, I took a research course that had a little on every method in the social sciences. It was very informative for me. There were also a lot of seminars, which meant that I had a lot of seminar papers and this translated into a lot of practice writing and teaching. The presentation skills I acquired were invaluable.

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

When I was about to graduate, a colleague of mine strongly recommended me to the head of the Department of Psychology at Illinois. His actual words were, "I was a catch." The head of the department offered me the job sight unseen! Thus, in 1958 I started at Illinois and remained there until I retired at the age of 71. Over the years I had offers from other places, but the university always matched the offer and thus it was impossible for me to leave.

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

Well there are many perspectives that I have now, which I did not have back then. However, the reality is that you develop different perspectives at different points in time. Early in my career I did not have them, so it made sense to do what I did then. I don't think that I can collapse the experiences from now, when I'm 80 years old, to what happened when I was 40.

How did you go about developing your current research interests?

When I was a graduate student, I did some work on cross-cultural issues. I did two studies in Greece and published them in a top-tier social psychology journal. However, when I started my career, I had to research things that were more traditional because culture was a peripheral concept at the time. So I conducted research on prejudice, attitudes, and communications in industry. In fact, my dissertation was on the topic of communication styles in organizations, and I was interested in determining how people organize information and communicate it to others.

Is the work that you do now related to or the same as the work you did early in your career?

No the work is different. I changed topics completely. After the 9/11 terrorist attacks, I became interested in how religion affects terrorism. So that is a contemporary topic that I have been working on. I have read a great deal about religion, about terrorism, and about the way people create self-deception. By self-deception I mean that people select positive information and ignore negative information. In essence, they see the world the way they would like it to be rather than the way it is. I have been writing all my thoughts on this topic in a book that I hope to publish in the near future.

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

I didn't have any real problems while I was in graduate school or early in my career because when I graduated there were many job openings in academia. However, I would offer three pieces of advice. First, choose to do what you feel passionate about. Success requires many hours per week, almost without interruption. You cannot sustain such effort unless you love what you do. Second, always be modest and do not expect too much. Use the attitude that you are a "student" all your life. Do not focus on fame and immortality. Lastly, if there is good opportunity early in your career, get involved in some controversy. I had the opportunity to write a short critical paper on an article that Milton Rokeach wrote about prejudice. This critique put my name on the social psychological map at a point in my career when most people did not know anything about me.

What were your greatest doubts in graduate school and how did you overcome them?

Most of my graduate school experiences were positive. However, I switched from engineering to psychology, so I had to go back to school for a year and complete all the undergraduate courses that I needed. That was not a challenging experience, but it delayed the process of starting my graduate program.

What were the most appealing characteristics of the career you selected, and why did you choose this over the other side?

I like to write, read, and explore ideas. I also enjoy designing experiments and studies. It turned out that I was good at it, so I got a lot of satisfaction out of designing new studies and having the graduate students work on them with me. It was a fascinating thing because I enjoyed what I was doing. It never occurred to me that I needed to be doing something else. However, I did work in industry for 3 years with Procter & Gamble, so I knew what it was like. In academia there are more possibilities and more autonomy because you don't have a single person judging whether you're doing good things or not.

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

I get a huge kick out of talking with students. Seeing students develop and become professionals themselves is very satisfying. It has affected my career, in the sense, that if a student was interested in doing work on a particular topic I would shift my focus to help them complete that project. My satisfaction comes from the interpersonal relationships. On the dissatisfying side, I-O psychology is overly concerned with serving big corporations. This is a problem when some organizations only care about profits and not employee well-being or the public good.

Assessment Center

In the spirit of international collaboration, we present a listing of programs outside of the U.S. The list contains links to departmental Web sites for 37 different universities across 16 countries that offer a graduate degree in I-O (although they may call it organisational psychology). This list was compiled using information available on the SIOP Web site and a listing of international programs available on **Dr. Paul Spector's** Web site (shell.cas.usf.edu/~spector). Although far from definitive, this list represents the most up-to-date information on international I-O programs that we could find. We hope this list will serve as a springboard for graduate students who are interested in doing international research but don't know where to start. In addition, individuals interested in learning about international I-O associations should check out the Web site for the International Association of Applied Psychology (www.iaapsy.org) and the Canadian counterpart of SIOP: CSIOP (www.ssc.uwo.ca/psychology/csiop).

International Industrial-Organizational Psychology Programs

<i>Country</i>	<i>University</i>	<i>Psychology Department Web site</i>
Australia	Griffith U.	www.griffith.edu.au/school/psy
	Macquarie U.	www.psy.mq.edu.au/index.htm
	Monash U.	www.med.monash.edu.au/spppm
	Murdoch U.	www.psychology.murdoch.edu.au
	U. of South Wales	www.psy.unsw.edu.au
Belgium	Ghent U.	www.pao.ugent.be/Eindex.html
Brazil	U. of Brasilia	www.unb.br/ip/pst
Canada	Concordia U.	www.johnmolson.concordia.ca
	McMaster U.	www.degroote.mcmaster.ca
	St. Mary's U.	www.smu.ca/academic/science/psych
	U. of Calgary	www.psych.ucalgary.ca
	U. of Guelph	www.psychology.uoguelph.ca
	U. of Waterloo	www.psychology.uwaterloo.ca
	U. of Western Ontario	www.ssc.uwo.ca/psychology/IO
	Germany	www.psychologie.wiso.tu-muenchen.de
	U. of Giessen	www.psychol.uni-giessen.de/home/frese
	U. of Mainz	psycho.sowi.uni-mainz.de/abteil/aow/indexeng.html
	U. of Marburg	www.uni-marburg.de/fb04/studium/socrates/departement
Hong Kong	Chinese U. of Hong Kong	www.psy.cuhk.edu.hk/en
Ireland	U. College Dublin	www.ucd.ie/psychology/index.html
Israel	Bar-Ilan U.	www.biu.ac.il/SOC/ps/e-index.html
Netherlands	U. of Amsterdam	www.fmg.uva.nl/english/home.cfm
	U. of Nijmegen	www.ru.nl/workandorganizationalpsychology
New Zealand	U. of Canterbury	www.psy.c.canterbury.ac.nz
	U. of Waikato	www.waikato.ac.nz/wfass/subjects/psychology
Russia	Moscow State U.	www.psy.msu.ru/english
Scotland	U. of Aberdeen	www.abdn.ac.uk/iprc
	U. of Strathclyde	www.psych.strath.ac.uk
Singapore	National U. of Singapore	www.fas.nus.edu.sg/psy
South Africa	U. of the Witwatersrand, Johannesburg	hermes.wits.ac.za/www/Humanities/Umthombo/psychology/index.html
Switzerland	U. of Bern	www.cx.unibe.ch/psy/aop/index.htm
	U. of St. Gallen	www.opsy.unisg.ch/org/opsy/web.nsf/wwwPubhomepage/webhomepageeng?opendocument
United Kingdom	U. of Hull	www.hull.ac.uk/psychology/psy.htm
	U. of London, Birkbeck	www.bbk.ac.uk/psyc/prospective/index_html
	U. of Nottingham	www.i-who.org/
	U. of Sheffield	www.shef.ac.uk/iwp
	U. of Surrey	www.psy.surrey.ac.uk/index.htm

Conclusion

Thanks to our panel of experts for providing valuable information for this issue of **TIP-TOPics**. Our cross-cultural experts include: Ronald Fisher (University of Wellington, Victoria), Michelle Gelfand (University of Maryland, College Park), Paul Hanges (University of Maryland, College Park), Cong Lui (Illinois State University), Harry Triandis (University of Illinois at Urbana-Champaign), and Ng Kok Yee (Nanyang Technological University of Singapore). If you would like additional commentary from our panel, please feel free to e-mail us at tipsontopics@yahoo.com. Also, make sure you are working on your **TIP-TOPics** proposals! Remember, the submission deadline is 5:00 p.m. on **Tuesday, January 15, 2007**. In our final farewell issue, we will recap all the things we have done over the last 2 years and speak with our panel of methodology experts, including an interview with **Frank L. Schmidt**.

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Changing Places in a Small World

Natalie Allen
University of Western Ontario



*Editor's Note: This is Natalie's final column so I thank her for serving as the column's editor for the past 2 years. Her efforts have demonstrated the many possibilities of **Changing Places in a Small World**. Thank you Natalie!*

In this, my final **Changing Places...** column, I want to thank all our guest columnists who have described their international work experiences and also those who have commented on the column since its inception in 2004. Thanks also to **Laura Koppes** for creating the column! We hope we have played some role in inspiring folks to pursue I-O activities while experiencing life somewhere else in our small world.

In this column, Cathy Kwantes, a Canadian-American brought up in Japan and currently on faculty at a Canadian university, describes life as a PhD student and mother of four in Bangalore, India.

Living in India (With One Dissertation and Four Children)

Catherine T. Kwantes
Department of Psychology, University of Windsor

Where and when was your IWE ?

In 1996 my husband and I moved our family to Bangalore, India, and lived there until 1998. I had just finished my PhD qualifying exams when my husband accepted a post in India working to develop a joint venture company. As my interest within I-O psychology has always been in the area of cross-cultural interactions in the workplace, this presented the ideal opportunity to conduct a cross-cultural research project for the dissertation. Accordingly, after successfully proposing my dissertation, my husband and I packed up our four children and headed across the ocean.

What motivated you to choose this location?

Living in a foreign culture was not a new experience. I was brought up in Tokyo, Japan, and lived there until graduating from high school. When I returned to the United States to start college, it was moving to a foreign country. Much of what I saw and heard was vastly different from what had been familiar, and it took some time to develop a context within which these experiences could make sense. Later, in graduate school, the theories that were presented and the applications of theories often did not seem to have the uni-

versalism with which they were presented. Some of what was presented in the teaching and the literature fit well with all my experiences, while some rang true only in a North American context. A move back to Asia with the opportunity to do research into some of the inevitable questions about the extent to which the material really was universal was appealing and exciting. Thus, although the location was the result of a serendipitous move, and not one that was selected for any reason directly related to my work, it became an easy fit for my research program.

How did your family react to the IWE?

Both my husband and I were very excited at the opportunity to live in India for both personal and professional reasons. However, not all in the family were keen to leave their friends and the world they knew behind. All four of our children were school age, ranging from the oldest in middle school to the youngest who started school in India, and the move was probably the most difficult for the older two children. It made it a bit easier for them that school was conducted in English, although many of the commonly used words were either British (such as “lift” for the American “elevator”) or phrases unique to where we lived in India (such as knowing something “like the back of my palm”). Once the initial culture shock wore off, however, they developed a deep appreciation for India. The older children did not forget what the United States was like to the extent that the younger ones did. Our younger daughter developed an Indian accent, and our younger son would often talk about “our country” when referring to India. The children grew to understand the game of cricket better than I ever will and each gained a wealth of experiences that still color their view of the world.

Interestingly, and something that resonates with themes that the repatriation literature is replete with, the move back from the IWE posed more difficulties for the family in many ways than the move to India. Moving from the Indian school system to an American high school was hard for the older children, as the grades and the curricula were based in completely different paradigms. One of our children was required by the local high school administration to drop his calculus class to take a badminton class in order to complete the PE requirement he had missed while we lived in India. Many things had changed in our absence, and the children were keenly aware of each of these changes when we first repatriated. However, being children, they were resilient and made relatively quick adjustments to living back in the United States.

Tell us something about what you worked on. What was your “typical workday” (if any)?

Living and working in a developing nation posed many challenges, and the first thing we learned was that there was no such thing as a “typical workday” in the environment we were living in. Each morning everyone in the family knew what his or her tasks were for the day, but we also each knew

that accomplishing them all was unlikely as we would in all probability encounter new challenges that we had not expected. For example, given an infrastructure that was not always reliable, and although we quickly learned to have back-ups in place for everything, unexpected wrinkles in our planning were a constant. My office was at home, and the first thing we had to do was to find someone to build a transformer so that my computer would work with the Indian electrical current as the American one we brought along could not deal with the extremes of current fluctuations. We would routinely have 6 hours or more a day with scheduled power outages, so backing up everything on a regular basis quickly became second nature. There were many times where spontaneous power outages occurred that would last from several minutes to many hours. A day planned for writing at the computer could, instead, become a day spent delving further into the literature at hand or tracking down new material.

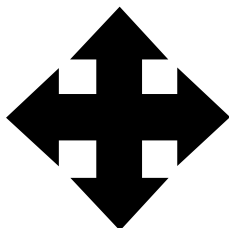
What were the “best” and the “worst” aspects of the IWE?

The best aspect was, of course, the challenge and the learning. On a personal level there were many challenges our family had in learning how to function in a culture and society where things were so vastly different from anything we had known before. Each day brought new experiences and new challenges to our set expectations and ways of interpreting events. We learned that despite what seemed to be insurmountable barriers to eyes used to a developed nation context, a will to succeed can make those barriers turn into minor hindrances. We were constantly amazed and challenged at how people around us were able to finish projects and complete tasks despite the absence of resources we would have thought were required.

On the professional level, one of the biggest challenges in doing a dissertation internationally in my situation was the lack of any formal affiliation with an academic institution in India. I was, however, fortunate enough to be introduced to several professors at the Indian Institute of Management in Bangalore (IIMB) who became a community of scholars that I could contact and talk through issues with. I was invited to participate in some of the academic and executive development activities of IIMB, and that provided an intellectual home away from home. Having access to the library at IIMB provided the opportunity to find literature related to the Indian work experience that would not have been accessible in North America. This, in conjunction with the daily experiences, provided a depth of understanding in relation to the data I collected that would not have been possible otherwise.

Catherine Kwantes is an assistant professor in the Department of Psychology at the University of Windsor (PhD in industrial-organizational psychology; Wayne State University). She can be reached at ckwantes@uwindsor.ca.

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Spotlight on I-O Organizations

Lori Foster Thompson¹
North Carolina State University

Belgium: It's not just for waffles anymore. It's for networking too! As many of you surely know, I-O psychology has been thriving in Belgium for quite some time, much to the benefit of our profession. Through effective networking, new knowledge is regularly transmitted within and across the Belgian borders, thereby supporting collaboration and innovation within our field. In this column, **Frederik Anseel** and **Filip Lievens** provide an excellent overview of the strategies our Belgian colleagues use to stay connected to I-O psychology and each other.



From Six to One Degree of Separation (and Back): I-O Psychology in Belgium

Frederik Anseel & Filip Lievens
Ghent University

Most of you will be familiar with the six degrees of separation hypothesis (or may have seen the movie with the same title starring Will Smith). According to this hypothesis, anyone in the world can be connected to any other person through a chain of acquaintances with no more than five intermediaries. Each of us knows someone, who knows someone, who knows someone and in the end, in some mysterious way, we are all connected to the President, Nelson Mandela, the Dalai Lama, Brad Pitt, or Angelina Jolie (you sure wished that was true, don't you!). In light of this hypothesis, networking could be seen as a strategy to get to know as many people as possible to bring down the number of needed intermediaries for contacting other key players in your business from five to four to three to two to one.



When we were asked to tell SIOP members something about networking opportunities for Belgian I-O psychologists, we first were a bit speechless...networking in Belgium...what do you mean? Belgium is a small country (12,565 square miles, which is something like the state of Massachusetts, with about 10,400,000 inhabitants) with a small number (six) of I-O departments (two to four faculty) and thus, also a pretty small community of I-O psychologists. If we were talking in terms of degrees of separation, it would

¹ As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

be safe to say that one degree of separation would be sufficient to contact any I-O psychologist in Belgium. Of course, there are a number of interesting networking and professional development opportunities in Belgium, but given that we are such a small community, a large part of our networking is aimed at getting in touch with a more international audience (where we are much like anyone else again confronted with the six degrees of separation).

As we like doing field research, especially if it involves us attending champagne receptions, for your interest we have joined in on a couple of typical network and professional development activities in Belgium in the past few months. On the basis of these experiences, this is what you should know about networking for I-O psychologists in Belgium (without going into much detail about the wise lesson learned about never mixing champagne and beer).

A first place where I-O psychologists meet is at the Annual Meeting of the Belgian Association of Psychological Sciences (BAPS—<http://www.baps.be/>). The BAPS (originally called the Belgian Psychological Society) was founded in 1946. Its purpose was to bring together all persons living in Belgium who are interested in the scientific development of psychology and its applications. The goal of the BAPS has largely remained the same throughout its history: to promote scientific research in all domains of psychology, including fundamental fields such as mathematical and cognitive psychology, neuropsychology, and the cognitive neurosciences. At the same time, BAPS seeks to promote research and integration into more applied fields such as clinical, developmental, work and organizational, and social psychology. Although historically a strong emphasis has been put on fundamental research at the annual meetings, in recent years the number of presentations from I-O psychologists has increased. For instance, last year Frederik Anseel and Johnny Fontaine of Ghent University organized a symposium on academic I-O psychology in Belgium with contributions from all six Belgian universities that are conducting I-O psychology research. This was a unique event as we had presenters from both the French-speaking and Dutch-speaking parts of Belgium. You may know that Belgium is a federal country consisting of three regions (Flanders region, Walloon region, and the Brussels region), mainly speaking Dutch (Flanders and parts of Brussels) or French (Walloon region and parts of Brussels). Traditionally, research activities of Dutch- and French-speaking scholars have been somewhat isolated with French-speaking researchers being a bit more oriented towards their colleagues in France. So, this symposium was a great opportunity to tighten our ties with our French-speaking colleagues and to start national research collaborations. We had a very diverse set of topics, ranging from “inter-organizational collaboration” to “gender differences in health and well-being at work” to “development practices for high potentials in Belgium.” In addition, we were very happy to have **Michael Harris** as a keynote speaker in this symposium.

A second opportunity to network for I-O psychologists is attending brown-bag talks at the various I-O departments in Belgium. This is an example of activities where our focus is to a large extent directed towards an international community. Given the rather narrow community of Belgian I-O psychologists, well-known international scholars are often invited to give a talk. For instance, in recent years Michael Harris, **Don VandeWalle**, **Dan Turban**, and **Avi Kluger** have visited the I-O department at Ghent University. In Belgium, it is also a tradition to invite international researchers as members of the examining board for public PhD dissertation defenses. At these defenses, about 50 individuals are typically present, consisting of family (Hi mam!), friends (Hi honey!), colleagues (Hi guys!), students (See what I can!), some I-O practitioners who have collaborated in collecting field data (Thanks for saving my ****!), and of course an examination board composed of “home-grown” and international researchers (Please, don’t make me look ridiculous!). We try to combine a number of activities so that international visitors can be present at a public defense and also give a talk to our department, conduct a workshop, or informally talk to graduate students and faculty (and, of course, still save time for sightseeing in the old cities of Ghent, Bruges, Brussels, and the Belgian coast. In fact, in the last years, Frederik Anseel has refined his tour guiding skills so that a visit to all these places can be done in one breathtaking day).

Given the international focus of the Belgian I-O community, we find it especially important to be present and take part in international conferences such as the annual SIOP conference, the biannual meeting of the Europe Association for Work and Organizational psychology (EAWOP), the International Congress of Applied Psychology, and the International Congress of Psychology. In addition, both graduate students and faculty are encouraged to conduct research stays in Europe and overseas to connect and network with foreign I-O psychologists and communities. In fact, there exist quite a few funding opportunities in Belgium that enable international research stays or provide funding for international researchers to stay in Belgium for a while (e.g., Fund for Scientific Research Flanders [FWO], Belgian American Educational Foundation [BAEF], and the Fulbright exchange program). Using some of these grants Filip Lievens, for instance, has spent several months at Bowling Green State University, the University of Minnesota, and the University of Missouri (St. Louis).

Due to its geographical position and native language, a large part of networking activities of Flemish researchers in Belgium is directed towards the Netherlands. For instance, Dutch researchers are often invited onto dissertation committees of Belgian graduates in I-O psychology. In recent years, Nico Van Yperen, **Edwin Van Hooft**, **Annelies Van Vianen**, Karen Van Oudenhoven-Van Der Zee have been part of dissertation committees at Ghent University. Another nice example of these “bi-country” networking activities

is the “First Dutch-Flemish meeting on personnel selection and recruitment” organized by **Marise Born** and Rob Meijer. The goal of these meetings is to bring researchers from the Netherlands and Flanders together to stimulate research in recruitment, selection, and assessment. The first meeting took place in October at the University of Twente, where both graduate students and senior faculty presented their newest studies and research in progress on selection and recruitment. In the future, these annual meetings will also be held at the Erasmus University Rotterdam and Ghent University.

Attentive readers may have noticed that so far the activities that have been mentioned have been merely directed towards academics. This is correct. Although we strongly value, as true I-O psychologists, the scientist–practitioner model, we have to admit that the link with I-O practitioners in Belgium is not always as strong as we would like it to be. There have been a number of attempts to bridge the divide between academics and practitioners in I-O psychology, but they have not always been as successful as one might hope for. Whereas the annual SIOP conference receives a lot of attention from practitioners, no I-O practitioners are typically present at the annual BAPS meetings. However, there are some occasions where academics and practitioners seem to blend well. First, in the Dutch-speaking part of Belgium, we have the Flemish Association for Work, Organizational, and Consumer Psychologists (called VOCAP in Dutch—<http://www.vocap.be>). VOCAP was originally founded by academics to bring together all psychologists that were concerned with psychology issues in organizations. The association currently has about 180 members and organizes monthly meetings where both practitioners and academics address issues of interest (e.g., HRD as a business partner, teamwork, emotional intelligence, “flow” at work, etc.). Generally, 30 participants show up at each meeting, mostly consisting of practitioners. Recently, the business school of Ghent University (VLGMS) has initiated a new yearly meeting, the HR day (“HR practitioners meet HR academy”), presenting both academic and practitioner speakers on concurrent topics. This new initiative has attracted an increasingly growing public and is now probably one of the main networking events for HR professionals in Belgium. A number of keynote speakers at this meeting are well-known SIOP members such as **Denise Rousseau**, **Frank Landy**, **Filip De Fruyt**, and **Filip Lievens**.

In closing, it is safe to say that “one degree of separation” networking in Belgium is rather limited because of the small community. We invest a lot of time and money in “six degrees of separation” networking to become part of the larger international I-O community. Having said this, researchers who are interested in paying a visit to our department (and enjoy our guided tours along the way!) can drop us a note at frederik.anseel@ugent.be.

Concluding Editorial

So, there you have it—everything you need to know the next time your best friend (whose step-brother-in-law's former babysitter used to date a waiter who once served pickled herring to a guy who sat next to Brad Pitt on the school bus in the second grade) asks you how I-O psychologists in Belgium network with like-minded others. Though networking is never without its challenges, our Belgian colleagues have found a way to capitalize on their excellent location while staying connected to the wider I-O community operating beyond the country's borders. Hopefully, this article will serve to reduce the number of "degrees of separation" between us SIOP members and our international colleagues by broadening readers' perspectives on I-O psychology as it continues to evolve across the globe.

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The Diversity Report

Does Underrepresented = Understudied? Recent Research on Racial and Ethnic Minorities in I-O Psychology

Derek R. Avery
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According to recent estimates from the United States Census Bureau, almost one in every three U.S. citizens is a member of a racial or ethnic minority group. Breaking the population down further, nearly 43 million Americans are Hispanic or Latino. Greater than 36 million Americans are Black, over 12 million are of Asian decent, and slightly more than 2 million are Native American or Alaskan. Collectively, minorities account for nearly 100 million Americans, a number greater than the entire populations of most of the world's countries.



With this increasing population diversity has come increased research attention on the effects of racial and ethnic diversity in organizational settings. For instance, in an extensive study of quick-service restaurants, Sacco and Schmitt (2005) found racial diversity to exhibit a negative effect on financial performance. Other research (e.g., Richard, 2000; Richard, Barnett, Dwyer, & Chadwick, 2004), however, has shown the relationship to be more complex, with a firm's choice of strategy moderating the effects of its diversity on performance.

Although more researchers are examining the effects of demography on organizational processes, inquiry focusing on members of underrepresented groups has not received comparable interest. This relative inattention is puzzling in light of evidence suggesting that the organizational experiences of minorities (and the interpretations thereof) differ significantly from those of their White peers (e.g., Deitch et al., 2003; Lovelace & Rosen, 1996; McKay et al., in press). Consequently, the purpose of this column is to review recent (2001–2006) I-O psychology research focusing on domestic racial and ethnic minority populations. My hope is that illustrating the relative scarcity of this type of research will spur interest in it among both authors and editors alike.

In the sections that follow, I briefly review research appearing in the top 10 I-O journals (Zickar & Highhouse, 2001) during the past 5 years by topic. To be included, an article must have been empirical. Additionally, studies must have (a) focused on investigating racial and ethnic differences using a diverse sample or (b) utilized only a single minority group as its sample. To eliminate possible redundancy, I excluded meta-analyses from consideration.

Research Review

Early Stage Career Development

The I-O research uncovered in my review spanned a number of topics. The one clearly receiving the most attention was career development, with the bulk of this research appearing in the *Journal of Vocational Behavior*. Four studies focused on career development among Blacks. Byars-Winston (2006) found that Black undergraduates' racial ideology played a considerable role in determining their career self-efficacy, outcome expectations, career interests, and perceived career barriers. A related study also showed math self-efficacy to be a strong predictor of Black students' interest in math as a course of study and prospective career option (Waller, 2006). Linnehan and his colleagues (Linnehan, 2001; Linnehan, Weer, & Uhl, 2005) explored the impact of mentoring among Black high school students. They reported that mentoring bolsters academic performance and that higher ethnic identifiers place greater importance on having similar mentors.

Other recent early stage career development research has focused on Hispanics. Gushue (2006), for example, found that Latino/Latina high school students' ethnic identity directly predicted career decision-making self-efficacy and indirectly predicted career expectations through its effect on self-efficacy. In a qualitative study on the experiences of gay and lesbian youth, Adams, Cahill, and Ackerlind (2005) found that being gay or lesbian and Hispanic led their participants to develop a unique approach to career development based on their individuality and its perceived consequences.

Recruitment, Testing, & Selection

After individuals have chosen a career course, they must obtain employment. This process often involves some combination of recruitment, testing, and personnel selection. Recent research on majority-minority differences and advertising suggests that, when primed, minorities respond more favorably to in-group spokespersons and targeted advertisements (Forehand, Deshpandé, & Reed, 2002). An important caveat to the latter conclusion, however, is that targeted ads depicting employee diversity should contain minority representation at all hierarchical levels (Avery, 2003). In addition, work by Slaughter, Bachiochi, and their colleagues (Cropanzano, Slaughter, & Bachiochi, 2005; Slaughter, Sinar, & Bachiochi, 2002) demonstrated the role of organizational justice and prior experience with discrimination in understanding Black applicants' reactions to affirmative action programs. Not only is fairness important in attracting these individuals, but those that have experienced discrimination also look for specific evidence indicating that opportunity is available.

Within the testing literature, the recent investigations involving minorities have focused on between-group differences and adverse impact. Stereotype threat, or the belief that one's group is incapable of performing comparably

to other groups on certain tasks and instruments, appears to play a role in these differences (Brown & Day, 2006; Roberson, Dietch, Brief, & Block, 2003). For instance, Black–White differences on the Raven’s Advanced Progressive Matrices failed to reach conventional levels of statistical significance only when perceived threat was low. Other testing research indicated that Black–White testing differences tend to be greater on more cognitively loaded competencies (Goldstein, Yusko, & Nicolopoulos, 2001) and multiple-choice as opposed to write-in response formats (Arthur, Edwards, & Barrett, 2002), and may be less influenced by differential dropout rates than previously believed (Tam, Murphy, & Lyall, 2004).

Two recent race-related studies on selection have extended our knowledge of this process for Black applicants. McFarland, Ryan, Sacco, and Kriska (2004) found that Black interview raters engage in greater in-group bias than White applicants when they are in predominantly Black rating panels. In a very different type of selection study, Fields, Goodman, and Blum (2005) observed that organizations experiencing greater difficulty in human resource recruitment and retention, which they labeled human resource dependency, are more likely to hire Black applicants than those with less dependency.

Workplace Relations

Within the workplace, employees often must work cooperatively with one another to accomplish organizational tasks. Bacharach, Bamberger, and Vashdi (2005) examined how racial composition and peer support climate affect the relationships between Black and White work peers. They found that Black–White relationship quality varies according to both composition and climate in a complex interactive manner. In the only study I found focusing on Native Americans, Clark (2002) observed that certain work factors led employees to develop a sense of control and community at work that, in turn, promoted conflict between participants’ work and family roles.

Although it is nice when workplace relations are harmonious, this is often not the case. Moreover, disharmonious organizational experiences tend to be more prevalent among minorities. In fact, Fox and Stallworth (2005) reported that Black, Hispanic, and Asian-American workers in their study reported experiencing significantly more racial/ethnic bullying (i.e., ill treatment and hostile behavior related to one’s racial/ethnic group membership) than their White counterparts. Although they also reported differences in response patterns to this harassment, recent research on sexual harassment suggests that minority and White women tend to respond to it similarly (Cortina & Wasti, 2005).

Performance and Promotion

In a smoothly functioning organization, employees are judged on their performance and ability to perform, with the deserving receiving promotions increasing their pay, prestige, and responsibility. Unfortunately, recent evidence

suggests that this is not the case in many organizations. For instance, Powell and Butterfield (2002) found that review panels for top management positions in the federal government tended to discriminate against Black and Hispanic applicants. Foley, Kidder, and Powell (2002) showed that Hispanic law associates perceived greater opportunity for success and advancement in firms containing more Hispanics, suggesting that there may be power in numbers for minorities.

My review located two recent studies concerning performance. The first investigated Thomas and Ely's (1996) access-and-legitimacy paradigm, which proposed that companies increase minority representation to gain access to, and legitimacy with, minority consumer bases. In that study, Leonard, Levine, and Joshi (2004) found that having more Asian retail associates significantly increased sales in communities containing higher proportions of residents that don't speak English. It should be noted, however, that this effect was amidst a number of other nonsignificant effects that failed to support the access-and-legitimacy paradigm. The second study focused on cultural differences in attributions for a specific type of performance—organizational accidents. Those authors (Zemba, Young, & Morris, 2006) found that Asian Americans were more likely than White participants to assign blame to the collective, as opposed to the individual directly.

Conclusions

Despite the interesting and informative studies reviewed here, it is clear that there are many opportunities for research on underrepresented racial and ethnic minority populations in the United States. Over the past 5 years, only 25 studies of this type have appeared in the premier I-O journals, which is less than one article per journal per year. This suggests that minorities have become slightly more visible than in the period preceding Cox and Nkomo's (1990) more exhaustive review. I freely admit that I, inadvertently, may have overlooked some studies and that my inclusion criteria probably omitted others indirectly addressing minority issues. Furthermore, there is certainly relevant research that has appeared in reputable outlets not included in Zickar and Highhouse's top 10. Nonetheless, I believe it is critical that more research on underrepresented minorities appear in journals with the largest impact on our field.

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Teaching International HRM: Starting All Over Again

Michael M. Harris
University of Missouri-St. Louis

Perhaps because of the large course I'm teaching this semester entitled "Managing the Global Workforce," or perhaps because I am assigned to teach two sections of this course next semester and I'm wondering what I can do to improve the course (or even reconsider what I'm doing altogether in the course), I've begun to do a lot more thinking about how to teach international human resource management (IHRM). I've taught IHRM about five times now and like some of the things that I do in that course, but I'm not so happy with other things that I do in the course. In the remainder of this article, I will briefly discuss how I began teaching "Managing the Global Workforce," what I think I have gained from it, and what problems I have encountered (real and perhaps imagined).

Teaching International Human Resource Management: Starting and Growing

My background is fairly typical for an I-O psychologist who received a PhD some 20 years ago. Until a few years ago, my teaching was exclusively focused on "domestic" HRM topics, ranging from an overview course to MBA courses focusing on training and staffing/selection issues. I began to believe, however, that it was time to consider some new areas. The world was clearly becoming more global and there was much interest at the University of Missouri-St. Louis in creating an undergraduate international business program. It seemed to me to be the perfect match between the university's needs and my interest in trying something new.

In preparation to teach an IHRM course, I attended a week-long program for faculty development in the area of IHRM offered by the University of Colorado-Denver. This was a great introduction to teaching IHRM, taught by a variety of different faculty, with at least one presentation by a practitioner. With this background, I felt quite excited by the opportunity to teach my course. Compared to when I first began teaching in 1984, there were two differences. First, I had more than 15 years of teaching experience now; second, unlike the first time around, I had no one to "teach me the ropes." Actually, my experience the first time around was that trying to emulate someone else's approach to teaching was a disaster!

By background and nature, I initially focused on traditional HR topics but within the international context. For example, I felt that it was reasonable to spend a number of classes on selection, compensation, performance evaluation, and training. In reality, I obtained copies of some syllabi used by other professors teaching this course at other universities and pulled out topics and assignments that sounded the most reasonable to me.

What were the goals of this kind of undergraduate course? Besides providing a background in how to manage a global workforce, it seemed appropriate to me that students should also learn what it was like to be an expatriate employee. But, most importantly, I felt that students should learn that norms, practices, and behavior may be quite different in other cultures. I have had that as a goal throughout and keep emphasizing that things are done differently in different cultures. I must admit that I sometimes wonder what students come away thinking; might they believe that “anything goes; there are no absolutes?” Or, might they leave thinking they need some absolutes and look to religion or philosophy to arrive at a few absolutes? I don’t know the answer to that question, but I am convinced that they end up realizing that culture affects behavior.

Teaching IHRM has led me to address other topics that have slowly become of interest to me, often quite afar from my I-O “base.” Most recently, I have tried to cover ethics. Talk about a thorny topic! I described some basic theories (e.g., Kohlberg’s stages theory of moral development) in class, which generated some discussion. But the students raised more issues concerning the scenarios that are used in determining one’s point in the stages than I anticipated. Of course, those scenarios could be modified to better fit an organizational context. At the end, however, there was some good discussion in this class about Kohlberg’s definitions of the stages of moral development and that further convinced me that my students realize that culture has a tremendous influence on their thinking. (Well, of course, they should know that!)

Benefits of Teaching International HRM

I have discovered two major benefits of teaching international HRM, specifically, maintaining one’s freshness and obtaining institutional resources.

Maintaining freshness. I had taught domestic HR for years; it was time to try something new. As much as I love HRM, I needed to diversify to some degree. What better way than to tackle teaching an international HRM course? A related advantage is that teaching such a course forces me to read about global business issues. Teaching IHRM is one way to expand our horizons and to stay knowledgeable in a rapidly changing world. As I will discuss below, it has also provided me with a lot of opportunities for innovation in creating classroom materials. I would go so far as to say that developing and using new materials in the classroom has become one of the most enjoyable aspects of teaching for me.

Obtaining institutional resources. My university has, in the last number of years, made a deliberate effort to have a more international curriculum. As a result, our business school program now ranks among the top 10 undergraduate international business programs in the *U.S. News and World Report* surveys, a fact of which the university has been quite proud. As a faculty member teaching in the international program, I have been able to obtain resources for a variety of purposes, especially for travel to other countries. As I have reported in earlier columns, I have met some wonderful colleagues and continue to work with them on various research projects. The university, through our Center for International Studies, has also provided course reductions to enable me to complete various international research projects. Thus, teaching IHRM has enabled me to develop new relationships and provided more opportunities for research.

Challenges in Teaching International HRM

In addition to the benefits, there are also challenges and costs to teaching IHRM. In addition to the vast amounts of time that I spent preparing for this new course and the amount of time that I continue to use in developing new materials, the challenges include the absence of a clear paradigm, shortage of teaching materials, and lack of background.

Absence of a clear paradigm. I believe that there are clear, well-established paradigms for teaching domestic HR or I-O psychology. Models for domestic HR, for example, may follow a logical progression beginning with the recruitment of employees and continuing with the hiring of employees, determining compensation, evaluating performance, providing training, and so forth. Although such a model might be followed in a global context, there are fundamentally different directions one could take in an IHRM course. Should one, for example, emphasize expatriate issues? Or, should the focus be on cultural differences in HR systems? Yet a completely different tact is to use a strategic IHRM approach. I don't believe one approach is necessarily superior to the other, but given my limited knowledge and understanding of strategic international HRM, I would hate to try to muddle through this approach with my students. To date, then, I have not adopted one approach over another in teaching IHRM. As a result, I don't have a strong, clear paradigm. Not that this is necessarily bad, but it doesn't always feel comfortable.

Lack of experience. One can endlessly debate the importance and value of "applied experience" in teaching HRM; it is my opinion, however, that having at least some "applied experience" is useful in teaching. Problem: I have no experience in working, let alone managing or serving in an HR role, in another country. In the past few years, I have traveled to several different countries. Being a tourist/visitor in another country is hardly the same as working in another country! Add in the fact that although none of the undergraduate students claimed to have worked in a professional position overseas,

plenty have either lived in or traveled to another country, and some of them have spent a lot more than a few weeks there. At first, I was quite concerned that I would say something that would turn out to be factually untrue or that another student would have considerably more knowledge about another country than I could possibly have. Furthermore, how could I ever possibly acquire enough knowledge about even one country to appear knowledgeable? I am glad to report that most of my insecurity has evaporated over time, as I slowly learn more about different countries and gain a more comprehensive knowledge of IHRM. Traveling to other countries over the past few years has helped provide me with some unusual stories and experiences, and over time, I have learned quite a bit concerning other cultures. Encouraging class participation has led to interesting learning opportunities in class, and I think most students find the discussions to be fun. Thus, although the learning curve is steep, one can become much more knowledgeable over time.

Shortage of teaching materials. I have always felt that cases can be a highly effective learning tool. I discovered over time, however, that the cases that work best for me are those that I personally write. I have never had success with long cases (i.e., cases more than five pages). Perhaps it is just bad luck on my part, but I have discovered that many of the cases that others have written inevitably either miss my favorite points or lead the students down a different path than I have intended. To make matters worse, I have found a shortage of teaching materials. As a result, I have had a difficult time finding cases that fit with what I'm teaching. I came up with two solutions to this problem. One solution is to create wholly new cases. But, it is not easy to create them. To address this problem I have enlisted practitioners to help me. One practitioner I met assesses whether families are psychologically prepared for an expat assignment. Based on a recent example, and being sure to change names, countries, and other identifying information, I worked with this practitioner to develop a relatively short, but interesting, case addressing expat family issues. I am still hoping to create more cases this way but haven't yet had time to bother some of the international scholars I am working with. (If you are interested in helping to develop such cases, please let me know!)

A second solution I have successfully tried is to modify existing cases I had written in the domestic context. One case I had written years ago involved three job candidates who have been chosen as finalists for a position at a small firm trying to market a new software product. Information is provided regarding their answers to interview questions, background information, as well as some test scores. I changed the case around such that the decision is which candidate should be sent on an expatriate assignment. The information about each candidate needed to be radically changed to suit the context, but the case provides a good way for students to apply basic course concepts and it has worked exceptionally well for me.

I have also searched extensively for videos that may be useful. Here I have had limited success. My favorite videos belong to a series on doing business in Japan, of which the single most enjoyable one concerns entertaining, and being entertained by, the Japanese. What I am particularly pleased about is that the information is highly realistic and the recommended behaviors are demonstrated by good actors. I find the information on dining in particular to be fascinating. Many other videos seem at best trite to me and sometimes badly outdated.

Conclusions

In sum, teaching IHRM in many ways is about new beginnings. Like any new endeavor, there are costs involved. In this case, it will be some time before I have mastered all of the materials, ideas, and approaches that are important to IHRM. However, I don't have the pressure of tenure to worry about, and I feel much more comfortable trying new things out (e.g., using a videotape from youtube.com) than I did years ago. I have found that creating a well-written case is exciting and highly effective as a teaching tool. Most of all, I would assert that if we want to consider ourselves experts in HRM, we ought to know a lot about international HRM and related issues. I encourage everyone to step outside of their domestic surroundings and sample some global workplace issues. You will not be bored.

I would enjoy hearing about your own experiences in teaching IHRM or global I-O psychology. Please e-mail me at mharris@umsl.edu, and let me know what you have discovered along the way. I'm also happy to share my syllabus and other materials with you.

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Organizational Science is a field of inquiry and practice focusing on individual and organizational health, well-being and effectiveness. Our doctoral program is staffed with 16 full-time faculty members and 10 faculty member affiliates. Below is a sampling of recent publications. Students are encouraged to work with multiple faculty members to gain a strong appreciation for micro, meso, and macro perspectives to the study of the world of work..

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Work and Documentary Films: Ethnographic Investigations

Michael J. Zickar
Bowling Green State University

As any good student of epistemology can relate, there are many different ways of learning about a particular phenomena. I-O psychologists use a variety of methods based on the scientific method to learn about work-related phenomena. Other disciplines that study work (e.g., sociology and anthropology) are more likely to use ethnographic research methods. In ethnographic work-related studies, researchers try to capture the experience of working from the perspectives of the individuals themselves, using a variety of techniques related to direct observation. This is in contrast to I-O psychology in which we typically try to capture the experience of work through the lenses of psychometric scales developed to measure constructs we deem important. Both approaches have their strengths and weaknesses; however, ethnographies are especially useful for gathering at least one (usually dictated by the observer's vision/bias) historical perspective of work.

Documentary films about work are an especially rich way of learning about work from the experience of workers because they allow participants to express their thoughts and emotions in direct and indirect ways. Films are a nice way to provide some historical context to students who might not have a good understanding of the work context from previous eras. In addition, work-related films provide a nice forum for discussing and exploring I-O psychology-relevant concepts. I know of several faculty members who show fictional films, such as *Office Space* and *Glengarry Glen Ross*, to students as part of I-O psychology courses. The three documentary films presented in this column would be well-worth considering in that each film presents work-related information in a serious and entertaining manner.

Salesman (1969) by Albert and David Mayles is a fascinating portrait of a group of door-to-door salesmen who travel around the country hawking expensive Bibles to working-class families, most who have troubling making a dollar a week payments on the company installment plan. There is a group of salesmen, some who are successful and others who are not. One salesman stands out: Paul, nicknamed the Badger, is an aging salesman who struggles to keep up with his younger colleagues. The film shows the salesmen in a variety of situations, but the one most potent to me was a scene in which they are winding down at the end of a long day in a motel room, drinking, com-

plaining, joking, and in general destressing. It's a fascinating portrait of how workers transition from work roles into nonwork roles. *Salesman* is available in a recently restored print by the Criterion Collection (a company that specializes in releasing high-quality but often obscure cinema).

My personal favorite work-related documentary *Harlan County USA* won the Academy Award for best documentary in 1976. This film chronicles a violent coal-mining strike in hard scrabble Eastern Kentucky in 1974. The film portrays the strikers sympathetically in their struggle to improve working conditions and pay. This film has a sense of drama in that the strike unfolds over time, ending in a climax that I won't detail so as not to spoil the film. This film is especially good at detailing the sense and meaning of work to Appalachian families and how families are often torn apart because of work issues. Interestingly, the Brookside Mine, the focal point of the struggle in this film was owned at the time by Duke Power, a name with which all I-O psychologists should be familiar. This film has recently been re-released by Criterion Company with lots of extra features on the DVD.

Finally, *Slasher* (2004) is a little-known documentary that portrays Michael Bennett, a salesman who flies around the country to lead weekend sales specials (called Slasher Sales) at used-car dealerships throughout the country. This film focuses on a particular Slasher Sale at a dealership in Memphis that is struggling to turn over its current crop of used cars and is looking to the Slasher as some kind of sales savior. The film follows the Slasher from the early AM flight out of his California condo through all the aspects of the sale. Throughout the weekend, there are several ups and many downs, many revolving around the manic pace required by the salesperson. *Slasher* came out in 2004 and should be available at online retailers.

All three of these films are fascinating portrayals of individuals struggling in their own way to make a living. The door-to-door Bible sellers in *Salesmen* struggle to maintain dignity selling an overpriced product to people unable to afford that luxury. The miners and their wives in *Harlan County USA* struggle with a management indifferent to concerns of its employees, as well as struggling with fellow miners and their families to maintain their unity in the face of a long series of failures. The car salesman in *Slasher* struggles against the physical and emotional demands of a job that requires him to maintain a phenomenal level of enthusiasm and excitement. These films provide short (2 hours or less) but engrossing views into work as viewed by the director. Ethnographic studies like these are excellent supplements to the knowledge base generated by our scientific-based research studies. In addition, they provide nice views into the historical context of work in America.

Please share with me any work-related movies, fictional or documentary, that are personal favorites of yours.



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Good Science—Good Practice

Jamie Madigan
Ameren Services



Marcus W. Dickson
Wayne State University

There are always plenty of great articles to draw from for a column dedicated to examining the combination of good science and good practice, but sometimes the column practically writes itself. Case in point: A chunk of the June 2006 issue of the *Journal of Occupational and Organizational Psychology (JOOP)*, a publication of the British Psychological Society, was dedicated to examining whether the traditionally academic journal should be of more use to practitioners and, if so, how that feat could best be accomplished. The discussion (in part a reaction to that journal's recent inclusion of "practical relevance" as a rating criterion for submissions) is focused on *JOOP*, but it could easily be transplanted to any other scientific journal with a similar mission and readership. (We're grateful to **John Arnold** for bringing this issue of *JOOP* to our attention.)

At the center of the debate is an article entitled "But What Does it Mean to Practice? The *Journal of Occupational and Organizational Psychology* From a Practitioner Perspective" by Garry Gelade. The author starts by highlighting concerns about the growing schism between highly scientific and pedantic research that most practitioners can't even understand much less make use of on the one hand, and easily digestible but scientifically untenable research on the other. From there, Gelade makes use of some creative thinking to describe how *JOOP* could be of more use to practitioners in three general ways: addressing practitioners directly, reducing the emphasis on methodology, and increasing focus on the practical implications of the research.

Gelade's first suggestion is to use language that's more inclusive of practitioners who are on the lookout for practical solutions to issues that often sprout up in the wild of the workplace. This could be as simple as acknowledging these issues and addressing practitioners in the opening sentences or abstract of an article but also extends to the general tone of articles and an attempt to avoid "bland and turgid prose" (Gelade, 2006).

Perhaps a more controversial suggestion put forth by Gelade is to minimize articles' emphasis on methodology that can bog down readers whose interests or education lies outside of such technical matters. Instead, the author argues that more space should be allotted to discussing practical concerns, exploring the meaning of the research for practitioners, and making it more digestible for nonacademics. After all, who among us has never been guilty of skipping the Methods section of an article and heading straight to the Discussion?

Finally, in a suggestion that builds on the previous one, Gelade suggests that researchers “stick their necks out a little more” and hazard discussions of their work’s implications for practitioners and other researchers. What exactly do their findings mean, and how can they be translated into action, policy, or decisions for those in other organizations? Researchers are often wary of overgeneralizing their results in order to conform to the standards set by the scientific method (we personally often joke that “more research is required” whenever I wish to avoid an unpleasant decision), but perhaps this caution can prevent them from doing so when such generalizations are actually warranted.

In acknowledgement of the virtues of open debate and discussion, the editors of *JOOP* also invited other researchers to write responses to Gelade’s article in which they reacted to his recommendations. The contributors to this effort included Toby Wall, Gillian Symon, and Gerard Hodgkinson. Their reactions ranged from qualified agreement to more strongly worded rejection, but all were thoughtfully formed and intriguing. Generally, though, they focused on three points: that we shouldn’t do anything to widen the practitioner/scientist divide, we shouldn’t throw out good science to accommodate practitioners, and *JOOP* isn’t for pure practitioners anyway.

The first point raised by the detractors to the original article is that *JOOP* should not do anything that actively encourages a divide between practitioners and academics. Accepting only articles that water down the scientific nature of the research or, worse yet, avoid it altogether would only be a disservice to both sides if the journal’s mission is to enhance the practice of our field. This is a point that speaks clearly to the authors of this very column, given how it is dedicated to finding research that unifies the two sides, not that which emphasizes their differences. Gelade, in turn, counters this point in a rebuttal by saying that changes need not be that extreme and that scientific journals in other fields, like medicine, accomplish this feat by having callouts or sidebars that offer more directly worded and useful synopses of the research.

The second theme that emerged from the reaction pieces is that we should not throw out good science just to accommodate practitioners who have not been trained to make use of it in its nondistilled form. After all, pieces focused on pure theory or methodology have an important role in keeping issue-based research honest. Hodgkinson (2006) points out that many theories (he offers Herzberg’s 1966 two-factor model of motivation and job satisfaction as an example) seem sound and promising at first but bow or break under the testing weight of methodologically based research of the kind that Gelade seeks to push aside.

Finally, most of the reaction pieces touched on a reality that many humble and open-minded scientists may be content to downplay but which needs to be brought up: *JOOP* is not an outlet for pure practitioners who lack the training and inclination to consume and make sense of scientific research. Gelade obviously isn’t proposing that *JOOP* be turned into the I-O equivalent of *People Magazine* or *Highlights*, but one doesn’t have to go anywhere near those extremes to appreciate that changing the journal may not be com-

mensurate with its mission of disseminating scientific research to its readers, be they academics, practitioners, or both.

What we wrote above gives you the gist of things, but there are more nuances, details, and launch pads for deep thought to be found within the articles themselves. We highly recommend the whole issue to you, so if you are a *JOOP* subscriber already, great, if not, get the issue from a colleague, interlibrary loan, the Internet (www.bpsjournals.co.uk/joop), or whatever source is available to you.

There are, of course, lots of other recent articles that deserve mention here this month. One of those comes from the relatively new journal *Academy of Management Learning & Education*. This article, by Michael Useem, James Cook, and Larry Sutton, is a case study focusing on the 1994 South Canyon Fire in Colorado and on the decisions made by one particular leader in a condition of high stress. As the authors note,

“The specific focus of our analysis is the set of leadership decisions among the firefighters....Our method is to examine the events of the fire in sufficient detail to pinpoint the critical decisions and then extrapolate their implications for leadership decisions in other settings and institutions, including company management. Our purpose is not only to identify the factors that facilitate or undermine optimal leadership decisions, but also to help specify the developmental steps that organizations can take to help their leaders reach better decisions on behalf of the enterprise” (p. 462).

As with any case study, it is important not to overgeneralize from the single case to too broad a population, but this article provides a very detailed description of the crisis situation, of the decisions made and the reasons behind them, and how the successful and unsuccessful decisions can be explained in the context of existing leadership and crisis management theory. Ten specific decisions are analyzed, with each decision placed in a context of what was happening minute by minute, what information or experience was needed to make the optimal decision, was that information or experience available to the primary decision maker, what were the outcomes of the decision, and what lessons can be drawn for other organizational and leadership contexts. The richness of the case study makes this article an interesting possibility for inclusion in in-house leadership training programs or leadership development courses (undergraduate, MBA, executive), and we would use an analysis of the arguments in the article as an exam question or a class assignment in a doctoral course.

Finally, *The Leadership Quarterly*'s August issue contained an exchange of letters between **George Hollenbeck** and **Morgan McCall** on one side and **Robert Silzer** on the other related to the value of leadership competency models. Of course, it is no surprise (especially not to anyone who saw the 2003 SIOP debate that led to this exchange of letters) that Hollenbeck and McCall take the position that competency models for leadership are unhelpful and that they lead the field backwards rather than forward, but Silzer argues that leadership competency models provide significant theoretical and practical bene-

fits to organizations, especially compared to (a) job analytic approaches to leadership assessment, or (b) no approach to leadership assessment.

What we found most useful in this exchange is that issues around competency models in general, and around leadership competency models in specific, are more clearly presented than we have seen anywhere else. Hollenbeck and McCall lay out their list of assumptions about leadership competency models in Letter 1 (e.g., "Assumption 1: A single set of characteristics adequately describes effective leaders."), including clear references to leadership theory and research to support their contention that these are in fact assumptions necessary for competency models to be tenable. Silzer replies in Letter 2 with an explanation of his view of what leadership competency models are (and are not), and in some cases he accepts at least a portion of these assumptions, but in others, he rebuts the necessity of the assumption (e.g., "Competency models do not make the assumption that a single set of characteristics adequately describes effective leaders.... They are simply an attempt to leverage the experience, lessons learned, and knowledge of seasoned leaders for the benefit of others and the organization," p. 403).

At the end of the four letters, there is no clear resolution as to the appropriateness of leadership competency models. What there is, however, is a much clearer understanding of the issues and decisions involved in implementing leadership competency models and of the benefits and costs of this approach for organizations in terms of selection and development. Having read the letters, it is much easier to understand both why some oppose these models vehemently and why others rely on them wholeheartedly.

That's about it this time. As always, we look forward to hearing from you. Are these articles useful? Do you have suggestions for articles we could highlight? Would you like to see us pay more or less attention to certain areas of the field? We're always keeping an eye out for new things to cover but welcome your input.

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Blueprint for Change

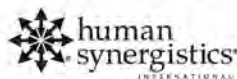


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**Preconference Workshops and
Special Events, April 26**

Welcome From the Conference Chair

**S. Douglas Pugh
University of North Carolina at Charlotte**

Welcome to the 22nd Annual SIOP Conference and workshops held in, quoting David Letterman, the “*greatest city in the world!*” Whether or not you concur with Letterman’s assessment, we think you will agree that in 2007 we have put together a terrific set of conference activities in an exciting location. On tap this year we have an excellent set of preconference workshops, a strong program with a number of special events, a set of cutting-edge Sunday Seminars, and plenty of opportunities to network and connect with old and new friends. And, you’ll be doing all of this in the heart of Times Square, a short distance from some of the world’s best theaters, restaurants, and cultural attractions. As you read through the registration materials, you will find in-depth descriptions of all of our major conference activities. Here are some highlights.

Program

We have an outstanding program this year thanks to **Tammy Allen** and the volunteers working with her on the Program Committee. There will be many great symposia, panel discussions, master tutorials (for CE credit), roundtables, and invited addresses. Look for Tammy’s article in this issue for more information. A few highlights include:

- Themed sessions on Sunday morning on the topic of globalization. These will include invited sessions involving speakers from outside SIOP as well as sessions submitted by our members
- A continuation of the interactive poster and community of interest sessions
- Top posters will again be featured during the Friday evening social
- Invited sessions on corporate responsibility, the scientist–practitioner model, and minority stressors and health

Invited Conference Address

This year, following the Friday morning Plenary Session and Presidential Address, there will be an invited Conference Address by Dr. Jeffrey Pfeffer.

Dr. Pfeffer is the Thomas D. Dee II Professor of Organizational Behavior in the Graduate School of Business at Stanford University, and is the author of (with Robert Sutton) the critically acclaimed book *Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from Evidence-Based Management*. In an era where “evidence-based medicine” is changing the practice of healthcare, Pfeffer and Sutton argue that we should bring the same research-based approach to the practice of management. Dr. Pfeffer will present a provocative address on how we should, and why we often don’t, use research-based practices in managing organizations.

Workshops

The Workshop Committee headed by **Joan Brannick** has prepared 15 outstanding workshops for the 2007 conference on Thursday, April 26. These professional development opportunities have been planned with the generous input and feedback from many of you. The workshops have been carefully designed to bring you the most up-to-date thinking and practice in our field. Check out the extraordinary panel of nationally and internationally recognized experts—both from inside and outside of I-O—who will lead this year’s workshops. Be sure to register early to ensure your first choices!

Sunday Seminars

Steven Rogelberg and his subcommittee have created an interesting and informative set of Sunday Seminars. This year’s topics are quite diverse, covering cutting-edge research, methodology, and professional development issues. Topics include evolutionary and genetic perspectives on leadership development, qualitative research methods, linkage research, and a session on the process of journal editing. CE credits are offered for three of the four sessions, and the sessions are expected to sell out, so register early!

Job Placement

Mindy Bergman and **Larissa Linton** are managing the Placement Center. The Placement Center will again operate completely online. Those who register with the Placement Center will have access to resumés and/or job descriptions on the Web site before, during, and after the conference. Register early to allow job seekers/employers sufficient time to search the database and print out your job descriptions/resumés.

Junior Faculty Consortium

Wendy Becker, **Joyce Bono**, and **Jim Farr** have assembled a group of renowned scholars for SIOP’s 2nd Annual Junior Faculty Consortium. The consortium will provide opportunities for networking and a forum for discussions of interest to junior faculty as they navigate the worlds of teaching, research, and

tenure. The consortium begins at 11:00 a.m. on Thursday, April 26 and, new this year, concludes with a social hour. Registration is limited to 40 participants.

Master’s Consortium

The First Annual SIOP Master’s Consortium will be held on Thursday, April 26, 2007. The Master’s Consortium is designed for students who are enrolled in master’s programs in I-O psychology or OB/HRM. The program includes an impressive lineup of speakers who graduated from master’s programs and have excelled as managers and consultants. Speakers will meet with small groups of students and discuss issues related to finding, keeping, and getting promoted in I-O related jobs. Participants will attend two workshops, a question-and-answer roundtable, and a social hour. The speakers work for such notable organizations as Amgen, American Express, Coca-Cola, IBM, Microsoft and PDI.

Tour

Come with us in New York to explore the heart of one of the world’s most important financial centers. This year SIOP is sponsoring a guided walking tour that will explore the history, architecture, and people of Lower Manhattan—once New York’s first place of settlement, now the thriving financial center. Stops include the Woolworth Building, New York Stock Exchange, Federal Hall, and sites associated with Alexander Hamilton, George Washington, Victoria Woodhull, Lord Cornbury, and J. P. Morgan.

No SIOPen Golf Tournament

Despite the best efforts of **Mickey Kavanaugh**, it appears that Manhattan and golf are a pretty tough match. Mickey searched far and wide, out to the far reaches of Long Island, for a suitable venue. Unfortunately, the costs of the courses, their unwillingness to commit without a substantial advance payment from SIOP, and the costs and logistics of transportation all resulted in a situation that was logistically and financially prohibitive. We are sorry to disappoint the golf pros and duffers of SIOP, but rest assured that we will be working hard to bring back the SIOPen in San Francisco.

Fun Run

Paul and Pat Sackett and **Kevin Williams** return as organizers of the 5K Fun Run. Set your alarm early; we’ll bus you to the event for a 7 a.m. start on Saturday, April 28. No national television coverage a la that other New York race (Marathon?), but you’ll have a good time nonetheless.

As noted, there's a lot more information about the workshops, the tutorials, the Placement Center, Sunday Seminars, and the Fun Run in the registration booklet and online. Read up and get registered!

Finally, I would like to offer special thanks to all the people involved in helping ensure that our conference in New York will be a success. The amount of work that goes into putting on a conference for 3,000+ attendees is incredible, and Dave Nershi and the SIOP Administrative Office shoulder much of this burden. Dave and the AO staff do the "heavy lifting" with regard to planning the conference logistics, including working on issues involving the hotels, decorators, exhibitors, room layouts, information technology, food and beverage, and local arrangements. There is a tremendous amount of work that goes on behind the scenes to make sure that the conference is a success. Indeed, when everything is running smoothly, you hardly notice the behind-the-scenes work, and that's our goal! Thanks Dave, and everyone at the office in Bowling Green, for making our conference a success year after year. Another group that the conference could not be a success without is our exhibitors and sponsors. Through our exhibitors, attendees are exposed to the latest developments in I-O research and practice, and the exhibitors and sponsors provide a significant amount of financial support for our conference. Finally, deep and heartfelt thanks go out to you, the members of SIOP, who freely give of your time to participate in and support the conference. The vast majority of our conference program comes directly from the hard work of our members: You plan our workshops, deliver our workshops, review conference submissions, deliver conference presentations, organize the placement center, and manage and run all of our special events like the Fun Run, tour, Sunday Seminars, and Junior Faculty and Master's consortia. Our student volunteers stuff conference bags, move heavy boxes, make signs, and do countless other tasks. SIOP is a conference by and for its members, and the thousands of hours you have invested in bringing this conference to fruition will ensure that our 2007 conference in New York will be another outstanding success!

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

Reminders

Conference registration. You have two registration options. First, you can register online (and this option is encouraged). Those of you who have supplied an e-mail address to SIOP will receive instructions from the SIOP Administrative Office when the registration site comes online. Alternatively, you can fill in the registration form in this issue and send it with your registration fees to the Administrative Office. Be sure to indicate which conference activities you'll be participating in—the conference itself, workshops, the tour, the Fun Run, the Sunday Seminars.

Conference registrants who cancel their registration on or before **April 5, 2007**, will receive a refund of the conference registration fee, less an \$80

administrative fee. Please refer to SIOP's cancellation policy for workshops and cancellation policy for Sunday Seminars in their respective articles in the registration booklet.

Hotel reservations. We are anticipating possibly record high attendance for this year's conference in New York. So, please be sure to make your hotel reservations as soon as you decide to attend. We will be holding conference sessions in the main conference hotel, the Marriott Marquis. The New York Marriott Marquis is an exceptional hotel located in Times Square, which places you in the center of all that New York has to offer—excellent shopping, the Fashion District, Broadway theater, Rockefeller Center, Radio City Music Hall, Good Morning America Studios, great restaurants, and more. We will maintain up-to-date information on hotel room availability on the SIOP Web site at <http://www.siop.org/Conferences/HotelInfo.aspx>.

We strongly encourage you to stay in the conference hotel. Although New York City hotel rooms are not cheap, you'll find the rate we've negotiated to be quite reasonable compared to similar high-quality hotels in Times Square. Staying in the conference hotel will provide you with the maximum convenience for participating in all conference events. SIOP must book blocks of rooms for its annual conference years in advance. Furthermore, if the room block is not used, SIOP is liable for the unbooked rooms, a standard practice in the industry. In other words, the cost of the unused rooms is absorbed by the membership. Obviously, then, it is very helpful if people stay in the conference hotel.

Travel: SIOP has two official airlines for the 2007 SIOP conference—American and Northwest.

- Receive a 5% discount off the lowest applicable airfare with American when traveling between April 18–May 5, 2007. Applicable airports are LaGuardia, Newark, JFK, White Plains, and Poughkeepsie. The discount is not valid when used in conjunction with any other discounted type fares, or when booked in Q or O class of service. The discount is not displayed when making your reservation online (see below); however, it will be taken at the time of ticketing.
- Receive a 10% discount from Northwest when tickets are booked at least 30 days prior to the departure date, and a 5% discount for tickets purchased within 30 days of departure. The Northwest discount applies for travel beginning April 19 through May 4, 2007. Applicable airports are LaGuardia, Newark and JFK. When booking your Northwest flights on the Atlas World Travel Web site, the discount will be displayed as a special fare, and will automatically include the discount. The discount is not valid with other discounts, certificates, coupons or promotional offers.

To get the discount book your airline reservations through SIOP's travel agency, Atlas World Travel. Atlas World Travel can help you easily and cost effectively make airline reservations to the SIOP conference. This agency

offers personal representative service Monday through Friday 8 a.m. to 5:30 p.m. EST. You may reach Atlas World Travel by calling (800) 776-2852 during the specified hours mentioned above and stating you are with SIOP. You may also access the online reservation system to make your travel plans by following the appropriate links from the SIOP conference Web page.

This year SIOP has a special conference discount with Avis Rent-A-Car. Just call Avis directly at 1-888-754-8878 and use code J907322.

Discount transportation is available to and from JFK, LaGuardia, and Newark. Shuttles are available from Airlink-New York. Visit the Web site for fares and reservations.

Nightlife. One of the world's most exciting cities is literally right outside your front door. Numerous Broadway theaters are just steps from the hotel. Of particular interest, TKTS, the discount ticket service that sells unsold tickets for Broadway shows on the day of performance at 25-50% off the retail price, is right outside the Marriott. Check the conference Web page for links to New York dining and entertainment options.

Conference information. The SIOP Web site will be updated frequently with conference information, hotel information, and links to other sites of interest. Be sure to check <http://www.siop.org/Conferences> regularly for news and updates. If you have questions that are not answered on the Web site or in the registration materials, look on the inside cover of the registration booklet for the names and contact information of people who can be of help. Please feel free to contact me at sdpugh@email.uncc.edu.

For your convenience, you will be able to access a personal conference planner again this year on the conference Web site. This will enable you to plan and print your schedule. The planner will not, however, guarantee your place in any session nor register you for sessions that require special registration, such as workshops.

Finally, remember that we will again have LCD projectors in every room. If you want to use this equipment you will be required to bring your own laptop. Please also arrive early to your session and load the presentations onto one computer before the sessions begin.

See you in New York!

SIOP 2007 Preconference Workshops

Thursday, April 26, 2007

1. **Building Legal Defensibility Into Your HR Processes.** R. Lawrence Ashe Jr., Esq., Ashe, Rafuse, and Hill, and Kathleen Kappy Lundquist, Applied Psychological Techniques. Coordinator: John Howes, Nike.
2. **Managing in the Middle Kingdom: Using Culturally Informed I-O Psychology in China.** Donald D. Davis, Old Dominion University, Kai-Guang (Carl) Liang, C&D Management Consulting, and Ying (Leeann) Liu, Renmin University. Coordinator: Rob Schmieder, Schmieder & Associates.
3. **Creating and Implementing Effective Healthy Workplace Initiatives.** Anna Erickson, Questar Organizational Insights Group, and David W. Ballard, American Psychological Association. Coordinator: Barbara A. Fritzsche, University of Central Florida.
4. **Are We Ready? Strategic Human Resource Management and the Maturing Workforce.** Jerry W. Hedge, Organizational Solutions Group, Janet Barnes-Farrell, University of Connecticut, and Walter C. Borman, Personnel Decisions Research Institutes and University of South Florida. Coordinator: Sara P. Weiner, IBM.
5. **Leading a Thriving Consulting Practice: Building the Foundation, Operating Practicalities, Clients and Their Needs.** Tim Irwin, Irwin, Inc., and Adam Ortiz, Executive Development Consulting. Coordinator: Shane Douthitt, Morehead Associates.
6. **The State of the Art in Personality Assessment.** Lawrence R. James, Georgia Institute of Technology, and José M. Cortina, George Mason University. Coordinator: Rose A. Mueller-Hanson, Personnel Decisions Research Institutes.
7. **Get to the Point! Presenting Survey Research Data for Maximum Impact.** Sarah R. Johnson, Genesee Survey Services, and Kristofer Fenslason, Data Recognition Corporation. Coordinator: Deborah Whetzel, Work Skills First, Inc.
8. **An Update on the Science and Practice of I-O Psychology.** Frank Landy, Landy Litigation Support Group, and Jeff Conte, San Diego State University. Coordinator: Bill Strickland, HumRRO.
9. **The Making of a Coach: Personal and Professional Realities of Adding Executive Coaching to Your I-O Practice.** Bob Lee, iCoach New York, and Michael Frisch, iCoach New York. Coordinator: Debra Drenth Setzer, Franklin Templeton.
10. **Early Identification and Development of Senior Leadership Talent: The Secret Insider's Guide.** David B. Peterson, PDI, and Paul Erdahl, Medtronic, Inc. Coordinator: Robin R. Cohen, Bristol-Myers Squibb.
11. **Using Productivity Measurement and Feedback to Improve Organizational Performance.** Robert D. Pritchard, University of Central Flori-

- da, and Gary P. Latham, University of Toronto. Coordinator: Bill Sipe, Mercer Human Resource Consulting.
12. **The Role of E-HR in Human Resource Transformation: Build, Buy, or Outsource, and at Least Twenty More Questions Answered.** Tom Ruddy, Siemens Corporation USA, and Mike Christie, Hewitt and Associates. Coordinator: Joan Gutkowski, KPMG.
 13. **Fits About Fit: Can You Have Too Much of a Good Thing and Is There Anything You Can Do About It?** Benjamin Schneider, Valtera Corporation, Nancy T. Tippins, Valtera Corporation, and Scott A. Young, Valtera Corporation. Coordinator: Tomas Giberson, Oakland University.
 14. **Talent Management: The Promise and Paradox of Potential.** Paul R. Yost, Microsoft Corporation, and Morgan W. McCall, Jr., USC. Coordinator: Kate Zimberg, Microsoft Corporation.
 15. **Ethical Issues in the Practice of Psychology in Organizations: Introductory Issues (AM session only).**
Advanced Ethical Issues for I-O Psychologists: All the Shades of Gray (PM session only). Rodney L. Lowman, Alliant International University, and Vicki V. Vandaveer, The Vandaveer Group, Inc. Coordinator: Peter D. Bachiochi, Eastern Connecticut University.

SIOP 2007 Sunday Seminars Sunday, April 29, 2007

1. **Evolutionary Theory, Behavioral Genetics, and Leadership Development.** Richard Arvey, University of Minnesota, and Stephen M. Colarelli, Central Michigan University. Coordinator: John Kello, Davidson College.
 2. **Cutting-Edge Qualitative Research Techniques: An Opening of New Doors to I-O Psychologists.** Clifton W. Scott, University of North Carolina Charlotte and Kevin Dooley, Arizona State University. Coordinator: Lisa Penney, University of Houston.
 3. **One Cup of High Performance Climate, Spice With Engagement, and Stir: Using Linkage Research to Bake Organizational Change.** Scott Brooks, Kenexa and Joe Colihan, IBM. Coordinator: Kyle Lundby, Kenexa.
 4. **Journal Editing: An Opening of the Black Box.** Herman Aguinis, University of Colorado at Denver and Health Sciences Center; Yehuda Baruch, University of East Anglia; Alison M. Konrad, University of Western Ontario; William H. Starbuck, University of Oregon; Wayne F. Cascio, University of Colorado at Denver and Health Sciences Center; Angelo S. DeNisi, Tulane University; Dov Eden, Tel Aviv University; John R. Hollenbeck, Michigan State University; Ann Marie Ryan, Michigan State University; Theresa M. Welbourne, University of Michigan; and Sheldon Zedeck, University of California-Berkeley. Coordinator: Melissa Gruys, Wright State University.
- (No CE credit for this Seminar.)**

General Conference Registration Form

☐ Check if address below is a permanent change/correction.
Address: _____

E-mail: _____

Phone: (W) _____ (H) _____

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

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

The deadline for early registration is February 28, 2007.

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

CONFERENCE REGISTRATION

<input type="checkbox"/> SIOP member	Early Registration	Registration	
<input type="checkbox"/> SIOP nonmember	\$130	\$175	
<input type="checkbox"/> Student Affiliate*	\$320	\$350	
	\$80	\$105	

*You must be a Student Affiliate of SIOP to get the \$80 registration fee.
Students who are not members need to pay the \$320 nonmember registration fee.

AMOUNT

\$ _____

Optional

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

Workshop #

Workshop Title

1st

2nd

3rd

4th

5th

6th

<p><u>Cancellation Policy</u></p> <p>Conference registrants who cancel their registration on or before April 5, 2007, will receive a refund of the conference registration fee, less a \$80 administrative fee.</p> <p>Workshop fees (less a \$80.00 administrative charge) will be refunded through March 22, 2007. A 50% refund will be granted between March 23, 2007 and April 5, 2007. No refunds will be granted after April 5, 2007. All refunds will be made based on the date when the written request is received at the Administrative Office.</p> <p>Sunday Seminar</p> <p>fees canceled by April 5, 2007, will be refunded less a \$25.00 administrative fee.</p>		<p><input type="checkbox"/> I will accept any open session. (If your first 6 choices are unavailable and you do not check this option, you will not be charged for workshops and no workshop registration will be recorded. If paying by check, a refund will be issued.)</p> <p>WORKSHOP FEES: (Membership in SIOP will be checked)</p> <p><input type="checkbox"/> SIOP Member/Student Affiliate \$400</p> <p><input type="checkbox"/> Nonmember of SIOP \$650</p> <p>\$ _____</p>	
<p>SUNDAY SEMINARS <input type="checkbox"/> \$75</p> <p><input type="checkbox"/> Evolutionary Theory, Behavioral Genetics, and Leadership Development</p> <p><input type="checkbox"/> Cutting-Edge Qualitative Research Techniques: An Opening of New Doors to I-O Psychologists</p> <p>Choose one <input type="checkbox"/> One Cup of High Performance Climate, Spice With Engagement, and Stir: Using Linkage Research to Bake Organizational Change</p> <p><input type="checkbox"/> Journal Editing: An Opening of the Black Box</p> <p>\$ _____</p>		<p>CONFERENCE PLACEMENT CENTER: Anonymous Registration <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Student Affiliate: Internship/Job Seeker \$40</p> <p><input type="checkbox"/> SIOP Member: Internship/Job Seeker \$45</p> <p><input type="checkbox"/> Nonmember: Internship/Job Seeker \$100</p> <p><input type="checkbox"/> Employer: Up to 4 positions \$200</p> <p>\$ _____</p>	
<p>JUNIOR FACULTY CONSORTIUM <input type="checkbox"/> \$50</p> <p>\$ _____</p>		<p>\$ _____</p>	
<p>NEW YORK CITY WALKING TOUR <input type="checkbox"/> \$20 Quantity: _____</p> <p>\$ _____</p>		<p>\$ _____</p>	
<p>5K RACE <input type="checkbox"/> \$25 T-shirt included with cost of 5K race. Indicate size: S M L XL XXL Send entry form to the Administrative Office by 4/1/07</p> <p>\$ _____</p>		<p>\$ _____</p>	
<p>SIOP 2007 T-SHIRT \$15 Qty: S M L XL XXL _____</p> <p>\$ _____</p>		<p>\$ _____</p>	
<p>This credit card belongs to <input type="checkbox"/> myself <input type="checkbox"/> my employer</p> <p>Charge my credit card (Visa, MasterCard, or American Express)</p> <p>Account Number _____ Expiration Date _____</p> <p>Signature _____</p>		<p>GRAND TOTAL (U.S. Dollars, please)</p> <p>\$ _____</p>	

SIOP 2007 Conference Contact Information

Hotel Reservations

The Marriott Marquis Reservations: (800) 228-9290
1535 Broadway New York, NY 10036
http://marriott.com/property/propertypage/nycmq?WT_Ref=mi_left

Registration for the Conference, Preconference Workshops, and Other Conference-Related Events

SIOP Administrative Office (419) 353-0032, fax (419) 352-2645,
siop@siop.org, **www.SIOP.org**

Preconference Workshops

Joan Brannick (813) 672-0500 or joan@brannickhr.com

Placement Center Services

Mindy Bergman (979) 845-9707 or meb@psyc.tamu.edu
Larissa Linton (703) 812-3052 or larissa.linton@pdri.com

Serving as a SIOP Conference Volunteer

Dave Nershi (419) 353-0032 or siop@siop.org
Joerg Dietz (519) 661-4169 or jdietz@ivey.uwo.ca

SIOP Program Tammy Allen (813) 974-0484 or tallen@luna.cas.usf.edu

SIOP Membership

SIOP Administrative Office (419) 353-0032 or siop@siop.org

General Information About the 2007 SIOP Conference

S. Douglas Pugh (704) 687-4422 or sdpugh@email.uncc.edu

New York City Information <http://www.nycvisit.com/home/index.cfm>

Local Arrangements

Robin Cohen (609) 252-4723 or robin.cohen@bms.com

Fun Run Paul Sackett (612) 624-9842 or psackett@tc.umn.edu

Travel Agent Atlas World Travel (800) 776-2852 (mention SIOP)

Airline Transportation

American Airlines <http://www.aa.com/>
Northwest Airlines <http://www.nwa.com/>

Airport Shuttle

Airlink see link at www.siop.org/Conferences

Preview of the SIOP Program 2007

Tammy D. Allen
University of South Florida

As I write this article, we are still waiting for reviews of submitted sessions to be completed. However, Strategic Programming Subcommittee chairs **Boris Baltes**, **Stephanie Payne**, and **Deborah Rupp** have been hard at work for months planning special events and sessions for the program. Along with Program Committee partners, **Julie Olson-Buchanan** and **Steven Rogelberg**, I'd like to highlight some of the distinguished speakers and sessions you can look forward to at the 2007 conference.

We've lined up an exciting group of invited sessions. Following the plenary on Friday, we'll continue to examine the issue of science and practice integration with a panel discussion. Moderated by **George Hollenbeck**, a distinguished group of SIOP panelists that include **Rosemary Hayes-Thomas**, **Leaetta Hough**, **Dan Ilgen**, **Gary Latham**, **Ed Locke**, **Kevin Murphy**, **Nancy Tippins**, and **Howard Weiss** will discuss the success of the scientist-practitioner model.

Other invited talks feature speakers from outside of SIOP membership. Friday afternoon, Rashaun Roberts from the National Institute of Occupational Safety and Health will present a talk entitled, "Workplace Stressors and Minority Health: Exploring and Expanding New Territory." Saturday, Pratima Bansal, Shurniak Professor in International Business at the University of Western Ontario, will present a talk entitled, "Social Responsibility and Sustainability: Definitions, Descriptions, and Applications to Business."

Given that the conference is moving to a Thursday-Saturday format in 2008, this will be your last chance to attend a Sunday SIOP session, and we are going out with bang! We have a stimulating set of invited sessions lined up on the topic of globalization. Events kick off at 8:00 a.m. with Dominick Salvatore, distinguished professor of Economics at Fordham University, who will present a talk entitled "Globalization and U.S. International Competitiveness." At 9:00, Brian Glade, vice-president of International Programs at the Society for Human Resource Management, will talk about global trends in HR. After the break at 10:30, we have a panel discussion on the topic of scientific and practical implications of globalization featuring a distinguished group of scientists and practitioners. Panelists include **Paula Caligiuri**, **David Campbell**, **Angela Lynch**, **Christopher Robert**, Mark Royal, and Randall Schuler. This is one Sunday at the conference you don't want to miss!

We have a great set of Community of Interest (COI) sessions and facilitators featured on the program this year. COI sessions are designed to encourage discussion and collaboration among members who share a common interest within an open format. Topics include multilevel research, work-family, item response theory, organizational justice, conditional rea-

soning, executive assessment, leadership talent development, aging, cross-cultural research, international practice, and entry-level selection. Drop by and make new friends and collaborators.

As always, the majority of the program is comprised of peer-reviewed sessions submitted by our members. I'd like to thank everyone who submitted and everyone who reviewed for the program. Special thanks goes to **Wendy Boswell** who chaired the Review Process Subcommittee and whose members helped recruit a record number of reviewers this year. We also had a record number of submissions! All of you are what makes the program a success. See you in New York City!



SIOP 2007 in the Big Apple!

The conference hotel is in Times Square!

**Don't miss out on what will surely be an
exciting conference in an exciting location!**

Visit

**www.siop.org/conferences/default.aspx
for more information.**

SIOP's Second Annual Junior Faculty Consortium

Thursday, April 26, 2007

Wendy S. Becker
University at Albany

Joyce E. Bono
University of Minnesota

James L. Farr
Pennsylvania State University

The Society for Industrial and Organizational Psychology will present the Second Annual Junior Faculty Consortium at 11:00 a.m. on Thursday, April 26, 2007 at the Marriott Marquis Hotel in New York City. The consortium will provide a forum for discussion of topics of mutual interest to junior faculty, such as effective teaching strategies, starting and maintaining an independent stream of research, innovative methods for doing field research, and the tenure process. Sessions will encourage lively discussion and allow time for informal interaction among participants.

New and exciting this year is our invitation to past 2006 Junior Faculty participants and panelists to join us for the social hour at 5:00 p.m. We hope to build a social network for junior I-O psychologists in academic settings. The consortium is designed for pretenure faculty from psychology departments, business schools, research, and teaching institutions. Those just starting in new positions are welcome.

2007 Junior Faculty Consortium Schedule

11:00-12:00	Registration & Informal Research Networking
12:00-1:00	Lunch
1:00-1:15	Welcome & Introductions
1:15-2:15	Panel 1: The Editorial Process
2:15-2:30	Break
2:30-3:30	Panel 2: How I Managed the Tenure Process and Remained Reasonably Sane
	Panel 3: Gaining Access to Field Research Data
3:30-4:30	Panel 4: Working with Doctoral Students as a New Faculty Member
	Panel 5: Innovative Teaching and Research in a Non-Doctoral Program
4:30-5:00	Closing Remarks
5:00-6:00	Social Hour/Cash Bar—2006 & 2007 Junior Faculty Participants & Panelists
6:00-8:00	SIOP General Reception

We will meet on the 6th floor Marriott Marquis (Royale, Plymouth, & Uris; check final program as rooms are subject to change). Please register using the online SIOP conference registration process: www.siop.org/Conferences/. There is a \$75.00 charge to help defray costs for lunch, snacks, and beverages. Seating will be limited to the first 40 to register. We sold out last year in Dallas! For more information, contact Wendy Becker at w.becker@albany.edu, Jim Farr at j5f@psu.edu, or Joyce Bono at jbono@umn.edu.

4-Star Luxury!

SIOP's 2007 conference hotel, The Marriott Marquis, is located in the heart of Times Square and boasts these amenities:



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- ★ **Close to many New York attractions (Madison Square Garden, Empire State Building, Statue of Liberty, Broadway Theatres, Central Park, and many more!)**

Introducing the First Annual SIOP Master's Student Consortium

Dan Sachau
Minnesota State University

The 1st Annual Society for Industrial and Organizational Psychology Master's Student Consortium will be from 1:00 p.m. to 7:00 p.m. on Thursday, April 26, 2007 at the Marriott Marquis Hotel in New York City. The consortium is modeled after the successful SIOP doctoral consortium and is the result of efforts by the SIOP Education and Training Committee and specifically the work of **Steven Rogelberg, Timothy J. Huelsman, Nora Reilly, Gwen Fisher, and Geneva Phillips.**

The consortium is designed for students who are enrolled in master's programs in I-O psychology or OB/HRM. The program includes an impressive lineup of speakers who graduated from master's programs and have excelled as managers and consultants for some of the nation's most successful organizations.

Speakers will meet with small groups of students and discuss issues related to finding, keeping, and getting promoted in I-O-related jobs. Participants will attend two workshops, a question-and-answer roundtable, and social hour.

In December, each master's program coordinator will receive consortium registration materials. Program coordinators will be asked to nominate two students to participate in the consortium. To provide students with a better opportunity to interact with speakers and each other, enrollment in the consortium is limited to a total of 40 students. Students will be admitted to the consortium on a first-come, first-served basis.

The fee for the consortium is \$50 per participant. This fee includes program materials and refreshments. If you have any questions about the consortium, please contact Dan Sachau at Sachau@mnsu.edu or call 507-389-5829. Speakers include:

Mike Erisman, Senior Director Human Resources, Microsoft Marketing

Ali Jerden, Senior Consultant, The Coca-Cola Company

Pamela Karle, Americas Employee Satisfaction Program Manager, IBM

Allison Lamazor, Talent Acquisition & Development, American Express

Jessica Meyer, Consultant, Personnel Decisions International

Christine Stanek, Sr. Manager, Amgen Global Development, Amgen



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Psychological Science in Washington DC 2007 APS Call for Submissions

Verlin B. Hinsz
North Dakota State University

The Association for Psychological Science (APS; formerly known as the American Psychological Society) is an organization dedicated to the advancement of scientific psychology. APS is committed to providing scientists with opportunities essential to achieving excellence in research. That's why APS holds the only national annual convention solely dedicated to scientific exchange across all areas of psychology. The 2007 call for submissions (www.psychologicalscience.org/cfs/) invites proposals to present posters and symposia at the 19th Annual Convention, May 24–27, 2007, in Washington DC.

In addition, special poster opportunities include APS–STP Teaching Institute posters and posters relating to three theme programs: Risky Decision Making Across the Lifespan, Culture and Cognition, and Cross-Cutting Perspectives on Motivation.

Submissions are accepted online through **January 31, 2007**. For more information, please visit www.psychologicalscience.org/convention.

This year the I-O track on Saturday will include invited talks by **Lois Tetrick, James M. Diefendorff, Robert E. Ployhart, Sylvia Roch, Herman Aguinis**, and an invited address by **Phillip L. Ackerman**. Also, **Stephen J. Zaccaro** has organized an invited symposium with **Zhike Lei, Aleksander Ellis**, and **R. Scott Tindale** as additional presenters.

In addition, this year's convention program features:

- A keynote address by Carol Dweck, Stanford University
- A Bring the Family Address by Daniel Gilbert, Harvard University, author of *Stumbling on Happiness*
- Inside the Psychologist's Studio: Elizabeth F. Loftus, University of California, Irvine, interviewed by APS President Morton Ann Gernsbacher, University of Wisconsin-Madison
- William James Fellow Award Addresses by Elliot Aronson, University of California, Santa Cruz, and Richard M. Shiffrin, Indiana University
- James McKeen Cattell Fellow Award Addresses by James S. Jackson, University of Michigan, and Morton Deutsch, Columbia University

Although your SIOP submission may not have been accepted for the meeting in NYC, you are encouraged to submit your good ideas to APS.

Questions and inquiries can be directed to the SIOP representative on the APS 2007 Program Committee, Verlin B. Hinsz at Verlin.Hinsz@NDSU.edu.

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Burke and Hofmann Make Capitol Hill Presentations

Clif Boutelle



Michael Burke

Presentations by two SIOP members—**David Hofmann** of the University of North Carolina and **Michael Burke** of Tulane University—highlighted an APA-coordinated October 5 congressional briefing that featured their important contributions to making workplaces safer.



David Hofmann

The Capitol Hill briefing for congressional and federal agency staff, titled “Workplace and Public Safety: The Role of Behavioral Research,” was sponsored by the Decade of Behavior, SIOP, and the National Communication Association.

In addition to Hofmann and Burke, Charles Atkin of Michigan State University, representing the National Communication Association, made a presentation.

In his remarks Hofmann noted that, according to the National Safety Council, the costs associated with unsafe working conditions are staggering.

The key to a healthy workplace, he said, is a positive safety climate and that is influenced most by the leadership of an organization.

A climate where workers are conscious of safety practices and where safety is an important part of company culture is a critical predictor of how workers take it upon themselves to generate safe working conditions and procedures not only for themselves but fellow workers as well.

Leaders create a safety climate by emphasizing safety rules, regulations and practices and informing employees that adherence to these practices is expected, valued, rewarded, and supported. When there is no mention of rules and regulations, then safety errors and mistakes are more likely to occur, Hofmann said.

In the critical business of preparing front-line workers to deal with emergency events and disasters, research shows training that is more engaged, including using simulations, hands-on, and mock drills, will produce more effective results, Burke told the congressional audience.

He rated lectures, videos, and pamphlets as the least engaged training. Moderately engaging training practices include programmed instruction techniques, computer-based methods, and feedback procedures.

Burke noted that the knowledge gained from the least and even moderately engaged safety and health training could actually result in higher levels of accidents and injuries than would be the case with training that is more engaged.

“The good news is that learning theory and research suggest that training, conducted via techniques such as distance methods, can be retooled to be more engaging,” Burke said.

He urged public policy advocates to consider incorporating findings from behavioral science research into guidelines and recommendations for government supported health and safety preparation efforts.

Atkin described effective communication campaign strategies for improving health and safety. Some such successful media campaign strategies are accentuating the positive, addressing the competition, using media combinations, and fine-tuning fear appeals. Atkin suggested that a sophisticated approach improves the odds for success and adds to the value of campaign investment.



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SIOP Hits “Home Run” With Leading Edge Consortium

Based upon participant responses, SIOP has produced a smash hit with its Leading Edge Consortium series, which focuses on current “hot button” issues facing organizations.

Talent attraction, development, and retention were the major discussion points at the latest consortium October 27–28 in Charlotte, NC, which brought together 230 scientists and practitioners to learn about successful strategies and practices as well as current scientific studies focusing on the event’s theme.

“The multitude of positive evaluations we’ve received tells the story of this event. This is our second consortium and the consensus among SIOP members and professionals outside SIOP is that the selected topics are valuable and greatly contribute to an understanding of how I-O can contribute to organizations,” said **Fritz Drasgow**, the consortium’s General chair.

Participants liked the smaller size of the consortium, which gave them the opportunity to attend all the sessions. Also, the slate of top speakers who offered a variety of good ideas and practices was met with enthusiasm.

A new dimension to the consortium was the introduction of an audience response system, which enabled participants, using keypads, to provide real-time answers to questions and surveys asked by presenters. (See box at the end of this article.)

Cindy McCauley, senior fellow at the Center for Creative Leadership in Greensboro, NC and the consortium’s Science chair, noted that the single topic emphasis continues to be a hit with consortium attendees.

Practice chair **Ben Dowell** added that the consortium was enhanced by the high caliber of participants. “Most of them are senior researchers and practitioners who appreciated the content and data provided during the program.”

Keynote addresses were delivered by **Bill Macey**, CEO of Valterra Corp.; **Bob Eichinger**, CEO of Lominger Ltd., and **Leslie Joyce**, vice-president and chief learning officer at Home Depot.

One of the consortium’s strengths is the opportunity to learn innovative practices being used by companies and organizations. Participants were provided insights into several major corporations’ strategies for developing and retaining executive talent.

These included **Allan Church** of Pepsico and **Peter Fasolo** of Johnson & Johnson who discussed how their talent management systems of their respective organizations were designed to fit business strategy and company culture.

Eric Elder of the Bank of America talked about the challenges executives face as they transition into new organizations and the on-boarding processes employed by Bank of America to maximize the success of incoming talent.

A team-based learning methodology used by Frito-Lay to develop executive leaders was described by **Nancy Jagmin** of Jagmin Consulting and a former Pepsico executive.

Dana McDonald-Mann of Wachovia discussed her organization's diversity philosophy and concepts and how they are integrated into executive development solutions by identifying and targeting groups where retention is an issue and ensuring an inclusive approach in all executive development solutions.

Paul Yost of Microsoft shared how leadership competencies and experiences, career stages, and performance management are integrated into career models at Microsoft.

SIOP members from four companies on *Fortune* magazine's 2006 list of Best Companies to Work For discussed the talent management practices of their organizations.

Nisha Advani of Genentech talked about her company's Life Cycle development plan, a customized approach that focuses on development through experience and relationships. Nike's Xcelerate program that develops management and leadership skills and puts emerging leaders on the fast track was described by **John Howes**. **Jeff McHenry** talked about Microsoft's efforts to enhance employee commitment through changes in performance management, reward opportunities, and career development. The program is called myMicrosoft. **Maura Stevenson** described Starbucks' Leading from the Heart initiative to develop senior leader's skills at making decisions, which have an impact upon the organization's commitments.

Each of these innovative leadership development programs was sparked by challenges brought on by growth and the resulting need for more talent. In each case the programs that were developed were shaped by the culture of the organization.

The speakers cautioned that there is no one-size-fits-all method of implementing talent management practices. Rather, they have to be tailored to fit with the key values and ways of working within each organization.

Participants also heard from researchers about their work that was relevant to the consortium's theme.

Brooks Holtom of Georgetown University explored the application of a new area of theory and research called job embeddedness that has a key impact upon organizations' ability to retain talent.

Ellen Kossek of Michigan State University discussed her research on customized workloads for professionals and managers as an innovative way of retaining high-level talent, particularly in the face of changing family structures, an aging workforce interested in phased retirement, and younger workers who are not as workcentric as previous generations.

The University of Georgia's **Lillian Eby** reviewed research about mentoring in organizations. She demonstrated how formal relationships can rival informal mentoring by employing design features that increase the likelihood of high-quality relationships and having high mentor commitment.

Deborah Rupp of the University of Illinois at Urbana-Champaign showed how technology can be used to make remote assessment centers a reality.

Gary Johnsen of Creative Metrics used the audience response system to ask participants to identify leading current practices and future areas for development.

Respondents said the major issues are aligning talent strategy with business strategy (20%), developing talent (19%), and retaining talent (16%).

An international perspective was provided by **David Bartram** of SHL Group PLC and **Neil Anderson** of the University of Amsterdam.

Bartram noted that the Internet has introduced testing to support talent management in recruitment and development and that enough of it has been done to determine what works and what doesn't and to provide guidelines on good practices for remote assessment.

Anderson presented key findings from a three-country study into applicant reactions to Web-based recruiting. Interesting cross-country differences were found to identical questions and prompts, and although the results were generally positive to Web-based recruitment, a number of issues related to design, validation, and impact were found.

Consortium discussion sessions summarized some key talent management challenges that face organizations, including identifying high-potential employees and how they should be developed, bridging the I-O-HR gap, alignment of business strategy with I-O-HR solutions and showing how results can be measured, developing better metrics that gain the confidence of executives, true inclusion of diversity into higher level ranks, and finding talent for global operations.

Participants also said they would like to see more research into high potentials, the evaluation of talent management initiatives, how I-O can effectively influence and be used more effectively by HR and their organizations, cultural differences in talent management and various applications of Web-based recruiting, assessment, and training.

Leaetta Hough, past SIOP president, will be the General chair for next year's Leading Edge Consortium. The location and topic will be announced at a later date.

Attendees Provide Real-Time Answers Using Audience Response Keypads

To increase interactivity, an audience response system, which equipped attendees with radio frequency keypads at their seats, was introduced for the first time at the consortium's proceedings.

The system enabled the audience to provide immediate information and responses to questions posed by presenters.

Consortium chair **Fritz Drasgow** initiated the system by polling the audience for some demographic information. Most consortium participants were consultants or engaged in private practice (44%), 30% came from the private sector, and 16% from the public sector.

Only 9% came from the academic field, a sharp contrast to the overall SIOP membership where nearly 36% are academics.

A question asking about attendance at the SIOP spring conference was also revealing: 23% of the participants said they never attended the annual conferences. "One of the consortium goals is to provide programs of interest to those who do not attend the spring conferences, and it seems that goal is being met," Drasgow said.

The responses also showed that 44% of the consortium participants attended the spring conference annually and 16% went to the conference every 2 to 3 years.

Sixty-seven percent of those at the consortium were not licensed psychologists, compared to 33% who were. Of the overall SIOP membership, 12% are licensed and 88% are not.

The consortium attracted a high percentage (22%) of seasoned people with 25 years or more of experience since receiving their highest degree and 28% with 15 years or more since earning their highest degree.

However, not all were veterans in the I-O field: It had been 5–9 years since 20% of the participants received their highest degrees.

The vast majority (92%) of consortium participants were full-time employees and 8% were part-time workers.

Several presenters, including **Ellen Kossek** of Michigan State University and **Gary Johnsen** of Creative Metrics, polled the audience for their thoughts and reactions during the consortium.

Some audience responses:

- Only 2% thought their organizations were doing a great job of developing talent. 26% said they were doing "pretty good," 30% said "middle of the pack," and most respondents (33%) thought their organizations "need a lot of work" in developing talent.
- 82% said their organizations do not have formal mentoring programs, but 66% indicated informal programs exist in their organizations.
- 75% of organizations do not have assessment centers.
- 16% said their organizations use video/Web technology in talent assessment and development systems to a great degree; 52% said technology is used to a low degree and 32% said to a moderate degree.
- 70% agreed that advanced technology needed to be better used in their organizations' assessment and development systems; 19% were not sure and 11% said no.



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Notice of External Awards: Nominations

Annette Towler

Chair of the External Awards Subcommittee

The External Awards Subcommittee encourages you to consider nominating a SIOP member for forthcoming awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for awards, even if you are not able to make the nomination yourself. For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler (towler@iit.edu).

Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology

The Levinson Award provides an annual \$5,000 award to an outstanding consulting organizational psychologist.

Requirements: The Harry Levinson Fund is given annually to an APA member who has demonstrated exceptional ability to integrate a wide variety of psychological theories and concepts and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations.

Nomination process: Nominations must include (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials must be submitted online at <http://forms.apa.org/apf/grants/>.

Deadline: **March 15, 2007.**

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

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

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland	1972	Edwin E. Ghiselli
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Distinguished Scientific Award for the Applications of Psychology

1980	Edwin A. Fleishman	1994	John E. Hunter & Frank Schmidt
1983	Donald E. Super		
1987	Robert Glaser	2005	John Campbell

***Distinguished Scientific Award for an
Early Career Contribution to Psychology***

1989	Ruth Kanfer	1994	Cheri Ostroff
		2005	Frederick Morgeson

***Award for Distinguished Contributions to the
International Advancement of Psychology***

1994	Harry C. Triandis	1999	Edwin A. Fleishman
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SIOP Members Who Have Received APF Awards

***Gold Medal Award for Life Achievement in the
Application of Psychology***

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

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

1993	Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998	Harry C. Triandis
1999	Fred E. Fiedler & Robert J. Sternberg
2000	Robert M. Guion
2005	Edwin Locke

Secretary's Report

Lisa M. Finkelstein
Northern Illinois University

The Executive Committee held its fall meeting on September 15, 2006, in Rosemont, Illinois. Here are the highlights of the major discussion items and decisions made at that meeting. The minutes of the meeting, for you detail-oriented folks, are also available through the SIOP Web site.

At every fall meeting the EC votes on the approval of the award recommendations brought forth by the Awards Committee. **Joyce Bono** and her committee again did a tremendous job on this difficult task, and the EC voted to approve the recommendations.

Ken Pearlman, our financial officer, reviewed the details of SIOP's budget and happily reported that we had an extremely strong year financially. Despite higher expenses than typical (with events such as the Strategic Planning meeting and the change in the Administrative Office to employer status), we did great across the board with conference attendance, conference workshops, job placement services, and the Fall Consortium. The EC voted to approve the budget.

President **Jeff McHenry** brought forth several discussion points in regard to the SIOP conference in New York. First, the EC voted to approve funding for the lunch at the Second Annual Junior Faculty Consortium. Next, Jeff informed the group that the Conference Committee has invited an exciting outside keynote speaker this year (I won't announce who it is as not to step on the toes of the Conference Committee in case they would like to have the honors!), and we need to figure out the most appropriate time to schedule the keynote to maximize its availability to attendees. Several possibilities of changes to the typical schedule to accommodate this event were discussed and will go back to the Conference Committee for approval. Another major conference issue of greater concern beyond 2007 is whether changes should be made to the conference given our switch to the 3-day format starting with San Francisco in 2008. An ad-hoc committee is being put together to discuss possibilities to maximize the success of our new format.

Conversation turned electronic with discussions of the new Web site and a possible upcoming electronic newsletter. The Web site is much improved, and discussion centered around ways to continually update it with quality content. The goal of the potential electronic newsletter would be to update members on a regular basis with important announcements and timely issues. **Steven Ashworth** is currently chairing the committee pursuing this idea.

Leaetta Hough then provided us with an update on the activities and current state of the KARE Committee. This committee was originally formed quickly in an effort to aid the victims of Hurricane Katrina by mobilizing the efforts of our membership to use their skills to assist New Orleans' business-

es to rebuild. A very successful event was held at APA this year, where approximately 40 local business owners attended several workshops on issues such as selection, stress, and organizational change. There are also currently five ongoing projects where members of KARE are working with organizations, such as the NOPD. The current issue at hand is, where does KARE go from here? Do we need a broader standing committee to be ready to deal with other disasters? A motion was approved to form an ad hoc committee to create a long-term strategy for dealing with disasters and other emergency situations.

Remaining EC votes included an approval of a dental policy for Administrative Office staff members and approval for funding for a dinner at the APA Decade of Behavior congressional briefing in October, where **Mike Burke, David Hofmann**, and Charles Atkin were honored for their work in workplace safety.

As always, if burning questions about the doings at the EC meeting that are keeping you up at night, send me an e-mail at lisaf@niu.edu.

Unlock the future

It's up to all of us to prepare for the future of I-O psychology. Please do your part to ensure the vitality of I-O by supporting the SIOP Foundation. There is no better time to make a tax-deductible contribution to the SIOP Foundation. Please make your check payable to: The Toledo Foundation/SIOP Fund.



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APA Council of Representatives Report

Deirdre J. Knapp
HumRRO

Council Meeting Summary

The APA Council of Representatives met in conjunction with the APA annual conference on August 9 and 13, 2006. As in its previous two meetings, the dominant topic was the role of psychologists in interrogations. In an effort to quell the controversy, representatives of Division 48 (Peace Psychology), Division 19 (Society for Military Psychology), and the APA Ethics Office worked together to revise the 1986 APA resolution against torture and submitted this as a new resolution for vote. Despite this collaborative effort, a vocal contingent of members had lobbied hard prior to the council meeting for what they felt would be a stronger resolution. In response, APA President Gerald Koocher took the unprecedented step of inviting outside speakers to elaborate on both sides of the matter at the council meeting. Lt. General Kevin C. Kiley, surgeon general of the U.S. Army, spoke about the work of psychologists in consulting to interrogation teams at Guantanamo Bay, Cuba. Dr. Steven Reiser, a senior faculty member at Columbia University's International Trauma Studies Program, spoke to express his belief that psychologists should not be present in any capacity at Guantanamo or places like it. Reiser's theme had come up in earlier lobbying efforts and is of particular concern for I-O psychologists; that is, the suggestion that psychologists could potentially be prevented from working for particular organizations because this would result in situations in which well-trained, ethical psychologists cannot behave properly. That is a slippery slope for those of us who routinely work in organizations.

In the end, the Division 48 resolution easily passed. Moreover, the representative from Division 31 (State, Provincial, and Territorial Psychological Association Affairs) proposed a new business item to request that the APA president write a letter on behalf of the council to all military psychologists and those working in the National Guard and Veterans Administration commending them for their many significant contributions and sacrifices. This item was also easily passed.

The council took two actions concerning the accreditation of programs in professional psychology. The first item included changing the name of the Committee on Accreditation to the Commission on Accreditation and adding to the membership of that body. The second action, which is of more concern to SIOP, deleted a clause in the *Guidelines and Principles for Accreditation* allowing for doctoral accreditation in "emerging substantive areas" and set forward a mechanism that allows for "developed practice areas" to be added to the scope of accreditation for doctoral programs. SIOP had previously voiced concern about this language for fear that it could be interpreted to

include I-O psychology. One of SIOP's representatives (**Bob Dipboye**) rose to speak of this concern and was essentially told that this was not the intended interpretation so we should not be worried. Nonetheless, it is our feeling that we need to continue to monitor this situation in the future.

Council approved formation of a continuing committee on socioeconomic status that will report through the Board for the Advancement of Psychology in the Public Interest (BAPPI). SES status is an important component of workplace psychology. Although there has not yet been a call for nominations, we encourage any I-O psychologists who might be interested in being nominated for this committee or serving as an observer or liaison to inform one of your council representatives.

Finally, council passed the 2007 budget that included reauthorization of the association's public education campaign, modified the 8-year dues ramp-up schedule for early career members, and increased the members' journal credit to \$55. Dues for 2007 will be \$270 for full members (dues increases are based on the consumer price index) and \$50 for APAGS members.

Making Our Voice Heard

APA Council includes about 170 voting members, representing 53 divisions, plus state, provincial, territorial, and student associations. SIOP currently has five council representatives, which does not sound like a lot, but the fact is that we are by far the largest division comprising nonhealth provider members. Moreover, we are tied with Division 39 (Psychoanalysis) as the second largest division and surpassed only by Division 42 (Independent Practice), which has seven representatives. If we have energy, ideas, and a consensus-building orientation, we can make a real difference in APA policy. If you have ideas for what it is you would like to see APA do, please let us know. Meantime, through your council representatives' participation in council caucus activities and other meetings of common interests that are often organized in conjunction with council sessions, we will endeavor to build the foundation for coalitions with other psychologists with whom we share common interests and concerns.

On behalf of your APA Council Representatives: **William H. Macey, Janet Barnes-Farrell, Bob Dipboye, Deirdre J. Knapp, and Eduardo Salas.**

Clark L. Wilson (1914-2006)



Clark Loudon Wilson, Jr., 92, a psychologist credited with introducing the concept of 360 feedback to the management training field, died in August at the Shenandoah Valley Westminister Canterbury retirement community in Winchester, Virginia.

Dr. Wilson's greatest contribution to the field of industrial and organizational psychology came late in his career, after he developed the Multi-Level Management Surveys in 1970. An expert in psychological measurement and statistics, he developed assessment tools for managers that provided feedback on relevant managerial and leadership skills from the manager him/herself, the supervisor, direct reports, and peers.

Wilson achieved his first research breakthrough when he discovered there was a mathematical basis for the learning sequence he designed. The data showed that when a manager or executive practiced managerial skills in a certain sequence, their measurable effectiveness on the job was greatly enhanced. Over time, multilevel feedback, or 360 feedback as it is now known, became a powerful instructional technique that enabled individuals to see themselves as others see them and improve their managerial effectiveness. The surveys addressed many aspects of organizational behavior and are used throughout the world to improve the performance of managers and leaders. The Survey of Management Practices© (SMP), Survey of Leadership Practices©, and Survey of Executive Leadership© are among Wilson's most popular titles.

Up to the time of his death, Wilson continued to develop and publish a full range of assessment tools that were of rigorous psychometric standards and highly regarded in the field. Clark Wilson published his last book in 2003 at the age of 89. *How and Why Effective Managers Balance Their Skills* brings together conclusions from 35 years of research.

In the introduction, he summarizes: "After over 30 years of analysis, the problem of most managers is very clear. Too many managers try to exercise control without providing the technical and teambuilding skills needed to achieve their goals." This imbalance derails individuals and undermines organizational performance, he says, while the presence of these skills—which can be learned—measurably improves business outcomes.

Today, Dr. Wilson's Task Cycle® theory is the underlying system for 16 core surveys and over 200 customized versions that are used by multinational corporations and institutions throughout the world. The products are published by Clark Wilson Group.

Clark Wilson received his AB from Stanford University in 1935. He joined the U.S. Navy in World War II and served in the submarine force in the Pacific theater and was awarded both the Silver Star and the Gold Star. He earned

a PhD in applied psychology from the University of Southern California in 1948. He was a Fellow of the American Psychological Association and a Fellow of the Society of Industrial and Organizational Psychologists. He and his wife, Ruth Berry Wilson, lived in New Canaan, Connecticut from 1959–1998, and then retired to Winchester, Virginia. He is survived by his wife of over 63 years and five daughters. Additional information is available on Dr. Wilson's life and achievements by calling Kathy Connolly, 1-800-565-4223.

Herbert H. Meyer (1917–2006)

by Paul E. Spector



Dr. Herbert H. Meyer, professor emeritus at the University of South Florida, died of a heart attack on Saturday, October 28, 2006 at 89 years of age. Dr. Meyer came to the University of South Florida in 1973 as the founding director of a new PhD program in I-O psychology, a position he held until 1983. Over the ensuing years the program gained an international reputation, having produced 164 graduates to date serving in academic, consulting, government, and industrial organizations throughout the U.S. and several foreign countries. Even after his retirement, he continued to teach doctoral students each year, most recently during spring semester of 2006. Before coming to USF, Dr. Meyer directed a personnel research program on the corporate staff of the General Electric Company for over 20 years.

Dr. Meyer was internationally prominent in his field. He authored over 60 publications and was a frequent speaker at professional meetings and before various management groups worldwide. He also provided consulting services to many business and governmental organizations. He served as president of SIOP in 1970–1971 and was granted their prestigious Professional Practice Award in 1988.

Herb Meyer was born on October 16, 1917 in Fort Wayne, Indiana. He attended Indiana University and then Western Michigan University in Kalamazoo where he received a bachelor's degree in 1941. He served as a naval aviator during WWII. The G. I. Bill enabled him to return to school after the war. He earned his PhD from the University of Michigan in 1949.

Dr. Meyer is survived by his wife of 64 years, the former Phyllis J. Cooper, originally of Kalamazoo, Michigan and now residing in Lutz, FL, and his two daughters, Marilyn Dolcetti of Darien, Connecticut and Janet Hall of Temple Terrace, FL. He had six grandchildren and two great grandchildren. His family suggests that those wishing to make donations in his name are welcome to contribute to the Herbert H. Meyer Fellowship Fund at the University of South Florida.

Clif Boutelle

SIOP members are being called upon more and more to provide their expertise for news stories about work-related issues. (We have no scientific evidence of that, just our “gut-feeling” from working with reporters and seeing their stories.) We do know that reporters are becoming more aware of I-O and that many of them consider SIOP members to be excellent resources. (That’s based upon frequent contact with reporters; many of them repeat callers.)

The increased exposure is the result of SIOP members willing to take the time to talk with media representatives and thus helping to increase the visibility of I-O.

Gaining media attention is not a short dash or a one-shot deal, but rather it is often like a long run, in which relationships are built over time, paying off as reporters learn more about I-O and the expertise that SIOP members possess.

Following are some of the press mentions that have occurred during recent months:

SIOP’s Leading Edge Consortium on Talent Attraction was the focus of a program on National Public Radio Station WFAE in Charlotte, NC on October 26. **Cindy McCauley** of the Center for Creative Leadership and the consortium’s practice chair and presenters **Leslie Joyce** of Home Depot and **Ellen Ernst Kossek** of Michigan State University discussed the pressing need organizations have for recruiting, developing, and retaining top talent.

Research by Kossek showing that providing employees the opportunity to work fewer hours at reduced pay and benefits can result in greater productivity, less turnover, and cost savings was reported in the October 26 *Management Issues*. The story originated from Kossek’s Leading Edge Consortium presentation in Charlotte, NC.

Kossek also contributed to a September 23 *Detroit Free Press* article about a group of Ford employees, calling themselves Ford Motorsports Enthusiasts, participating in a car rally. Kossek said workers involved in such groups often perform better and are happier than those who do not have a company-oriented outlet, she said. “People should not overlook the importance of work groups that come together by choice,” she said.

Ben Dattner of Dattner Consulting in New York City and **Mike Burke** of Tulane University added their thoughts to an October 31 *Baltimore Sun* story about the culpability of leaders when things do not go right. “When there’s a major failure, lapse in judgment, or some perceived lapse in ethics, people want to see a single human agent held responsible,” Dattner said. “If the leader steps down, it may lessen the pressure for a root-cause analysis of what really happened,” he added. Burke advocated a more reasoned approach. “You want them (bosses) to branch out to gather more information,

to examine the facts as others see them, to consider the meaning of their decisions to various constituent groups.”

An October 29 *Seattle Times* feature on the senior vice-president of human resources at Microsoft included comments from **Herman Aguinis** of the University of Colorado at Denver Business School. Part of her responsibilities include developing employee review and compensations systems that communicate company goals. “The performance-management system tells you what is valued and rewarded within the company. It is a very powerful tool to communicate a company’s culture,” he said.

The October issue of *The Scientist*, a life sciences magazine, quoted three SIOP members—**Robert Hogan** of Hogan Assessment Systems in Tulsa, OK, Ben Dattner of Dattner Consulting in New York City, and **Richard Harding** of Kenaxa Technologies in Lincoln, NE—in a story about using screening tests to evaluate job candidates. Calling resumés and traditional interviews “noisy channels of information,” Hogan said more sophisticated screening tools exist and can do a much better job. Harding noted custom-made tests can measure personality and behavioral traits in candidates; information most useful to employers. Candidate assessments are cost effective as well, Dattner said. A valued employee leaving the firm could be equal to an entire year’s compensation. “By improving the ‘hit rate’ for employment, assessments and structured behavioral interviews could have a payout between 10 and 100 to 1,” he estimated.

An October 9 *Wall Street Journal* story on peer-based evaluations of directors on corporate boards included comments by **Robert Muschewske** of Personnel Decisions International in Minneapolis. He noted that in order to promote candor and collegiality, questions often focus on positives, such as “How has the board member contributed to the board?” and “How could the director provide additional value to the board?” He also noted that because of the sensitive issues involved, most boards keep all assessments of a director for his or her eyes only.

Steven Karau of Southern Illinois University was profiled October 6 in a segment on productivity in the workplace for the ABC News program “20/20.” He has done research on “social loafing,” which is the tendency of people to reduce their efforts when working in a group compared to when they work individually. For the program, he conducted an experiment that showed that people do not work as hard if they do not see it leading to something they value as important.

Ben Dattner of Dattner Consulting in New York City has been quoted in several media outlets, including an October 5 *Forbes.com* story about corporate retreats. Great care should be taken in selecting sites for retreats. “There’s a lot of symbolism in these meetings and they can convey real meaning about the organization,” he said. He also advised against using extreme sports as team building exercises. “Corporate retreats should not be

auditions for *Fear Factor*. (Extreme sports and competitions) don't have anything to do with work." He also contributed to a story on executive coaching in the November issue of *gradPSYC*; a September 19 *Los Angeles Business Journal* story about narcissists in the workplace; an August story in *Inc. Magazine* about interviewing, testing and evaluating job candidates; and an August 2 story in the *Baltimore Sun* on performance evaluations.

In an October 3 *Wall Street Journal* story on hiring managers' rude treatment of prospective employees, **Scott Erker** of Development Dimensions International said "selecting talent is a big part of being a good manager." Job hunting is a two-way street and no one wants to join an organization that treats potential employees impolitely. Yet, the article noted, many hiring managers exhibit discourteous conduct towards job seekers.

The October issue of *HealthLeaders Magazine* carried a story on developing positive relationships between hospital leaders and physicians, which included comments from **Doug Reynolds** of Development Dimensions International. He said many leaders do not actively deal with management-level issues. He warned against letting minor issues become critical issues, which can disrupt the organization. "Set clear expectations for what you want done and how you want it done."

Theresa Glomb of the University of Minnesota was quoted in a September 21 Associated Press article for a story about the chief of the Minneapolis Fire Department, an openly gay woman, who is being accused by three female firefighters of discrimination and sexual harassment. Glomb noted that even if the charges are found to be false, "it could be very difficult for the chief to regain the respect that her achievements deserve."

Fred Mael of the American Institutes for Research in Washington, D.C. contributed to a September 19 work therapy column on bullying bosses in *The Wall Street Journal Online*. He said employees who leave bad jobs and bad bosses are not quitters. "It doesn't reflect on you if you leave. If you're a capable person, there are plenty of good jobs. And plenty of bosses who don't demean their employees," he said. He also was quoted in a July 14 column on responding to peers who keep pushing work off onto other employees.

William Byham of Development Dimensions International was interviewed September 15 on the English language news channel of China Central Television, China's largest national television network. He was in China to attend the "China Business Summit," hosted by the World Economic Forum. On the program he discussed the challenges of hiring qualified staff to become more competitive.

In a September 9 Marketwatch story in *The Wall Street Journal Online* about the boost in stock prices following layoff announcements, **Wayne Cascio** of the University of Colorado pointed out that companies that avoid layoffs do better in the long run. Although acknowledging that layoffs make sense if a company is selling or closing, he said many company's layoff workers

because they receive a pop in their stock prices and because their competitors are doing it. Over time, stock prices don't benefit from layoffs. "If all you do is cut people and don't make the business processes more efficient, you're just taking the same amount of work and giving it to less people," he said.

The September issue of the Association for Psychological Science's *Observer* featured an interview with **Paul Spector** of the University of South Florida. The interview was part of a series in which highly regarded professors share advice on the successes and challenges facing graduate students.

The September 4 issue of *Business Week* ran a story on the challenges Tulane University's Freeman School of Business and its new dean, **Angelo DeNisi**, faced in the aftermath of Hurricane Katrina. With the business school's main building flooded and filled with mold and mildew, DeNisi not only had to deal with getting the building back up to code but drastic budget cuts as well. Students were lost and faculty had to be let go.

But DeNisi is turning the experience into a positive by developing plans to turn New Orleans into an extension of the School of Business, a place where students will one day learn management techniques, and in the process, rebuild the city's economic infrastructure.

When a campus president dies, how does the campus—administrators, faculty and students—react? The August 15 issue of *Inside Higher Ed* tackled this story after three college presidents died during the summer. University officials should assume that employees will go through stages of grief if a president should suddenly die, said **Mitchell Marks** of San Francisco State University. He said administrators, department chairs, and directors should engage in informal "management by walking around because research shows that it is people's immediate supervisors who really are most powerful in conveying a message that grieving is okay" and not a sign of weakness.

When a company pits three of its top executives against each other in a "horse race" to be the firm's next chief executive as Pfizer Inc. did this past year, it can divide, disrupt, and demoralize a business as the internal rivals position themselves for the top job. Often the passed-over prospects will resign or try to undercut the victor, noted the August 6 *Wall Street Journal*. **David Nadler** of Mercer Delta Consulting in New York City argued that horse races are "universally a bad thing and the opposite of teamwork." He cited a recent study by Mercer Delta that recommended companies avoid such horse races because of the ill will they can spread throughout the organization.

The July/August issue of *Monitor on Psychology* featured a story on how workplace culture can support bullying. The story included comments by SIOP members Pat Ferris, who was a bullying victim and now runs a private practice in Calgary, Alberta counseling workers on how to deal with hostile interactions at work. Also, the article cited research by SIOP members **Bennett Tepper** of Georgia State University, Theresa Glomb of the University of Minnesota, **Kathryne Dupré** of Memorial University in Newfoundland, and

Julian Barling of Queen's University. Tepper said a key determinant of workplace culture is executives' treatment of managers. Poor treatment of supervisors trickles down to their employees, he says. Glomb's research found that when a workplace establishes a bullying norm, other work group members are more likely to act aggressively and can quickly create a toxic workplace. Dupré and Barling say that people use aggression to gain control over their situation, which includes an unjust workplace. Seeking and including employee input into key decisions can discourage bullying, they said.

In another bullying story that appeared in the Aug. 1 *The Wall Street Journal* Career Journal.com, Bennett Tepper of Georgia State University offered some data from his studies on workplace bullying by supervisors. He said between 10% and 16% of workers say they are currently experiencing regular bullying by their supervisor. And when asked to look back in time, figures skyrocket: 50% of workers say they've had an abusive boss at some point in their working careers, he said.

Several SIOP members were cited in the July/August issue of *Across the Board*, a publication of The Conference Board, for a story on the value of workplace testing. **David Arnold** of Wonderlic, **John Jones** of IPAT, **Ann Marie Ryan** of Michigan State University, **R. Wendell Williams** of Scientific Selection in Marietta, GA, and **Frank Schmidt** of the University of Iowa were extensively quoted in the lengthy article.

Arnold also contributed to an August 14 *Workforce Management* article pointing out that personality tests that focus on honesty and integrity can play a major role in deterring employee theft and fostering cultural fit among new hires ranging from entry-level workers to experienced executives. "Bottom line, these tests do a good job of identifying people who are conscientious and don't engage in counterproductive actions," he said.

The July 9 *Dayton Daily News* carried a story on aggressive workplace behavior that featured research by **Nathan Bowling** of Wright State University and **Terry Beehr** of Central Michigan University. Their study suggested that bullying and aggression toward colleagues can be costly for companies. This should be a concern for businesses because often people who are victimized respond in a retaliating manner, whether it be stealing or vandalizing, Bowling said. The researchers hope their study will encourage lawmakers to create legislation that gives workplace aggression victims "some sort of recourse."

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

Send copies of the article to SIOP at siop@siop.org, fax to 419-352-2645, or mail to SIOP at PO Box 87, Bowling Green, OH 43402.

Announcing New SIOP Members

Miguel Quinones Southern Methodist University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 22, 2006.

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Welcome!



Spotlight on SIOP Committees

Scientific Affairs Committee

Chair: Gilad Chen

This committee is concerned with all aspects of industrial and organizational psychology as a science. Its members encourage, promote, and facilitate greater contributions of a scientific and technical nature. For example, members of this committee work on projects such as providing input to the APA committee that wrote the Standards. The workload of this committee is variable and depends on the issues that arise during the year. The work is both sporadic and short fuse. The committee chair often has little notice of the need to feed information to another organization, and members must respond quickly if SIOP's voice is to be heard.

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

www.siop.org/comm/committeesvolunteer/default.aspx



IOTAS

Adrienne M. Bauer
Eastern Kentucky University



Laura L. Koppes
LK Associates

Awards & Recognition

Bernie Bass and **Ed Fleishman** were the inaugural recipients of the Academy of Management's Award for Distinguished Contributions to the Field of Leadership. The Award is sponsored by Elsevier, Ltd., the publisher of *Leadership Quarterly*. The awards were presented to them at AoM's annual convention, held in Atlanta in August, followed by their addresses on the history of leadership research.

Dr. Lillian Eby of the Applied Psychology Program at the University of Georgia received a R01 grant from the National Institute on Drug Abuse (\$2.55 million over 5 years). The project, titled "Clinical Supervision and Turnover in Substance Abuse Treatment," will provide a comprehensive examination of turnover among substance abuse counselors and clinical supervisors, focusing on the effect that the clinical supervisory relationship has on the turnover of both parties.

CONGRATULATIONS!!

Transitions, Appointments, and New Affiliations

Margaret Brooks has joined the management faculty in the School of Business at Bowling Green State University. Maggie previously spent 2 years as a member of the I-O faculty at Wayne State University.

The I-O program at the University of Memphis is pleased to welcome **Ron Landis** as its new director.

Dale Glaser recently attained the position of president-elect for the San Diego Chapter of the American Statistical Association and also was asked to serve in a capacity as statistical/methodological consultant as an adjunct assistance professor with the School of Nursing at University of San Diego.

David Arnold has been reappointed as general counsel of the Association of Test Publishers (ATP). The ATP is comprised of the leading North American and European publishers of tests in the areas of certification/licensing, clinical, educational and I-O.

BEST WISHES!!

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



Conferences & Meetings

David Pollack
Sodexho, Inc.

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

2007

- Feb 5–7 Association of Test Publisher's Innovations in Testing Conference. Palm Springs, CA. Contact: 410-654-5525 or www.testpublishers.org.
- Feb 21–24 Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070 or www.sepaonline.com. (CE credit offered.)
- March 2–3 Annual Conference of the Society of Psychologists in Management (SPIM). Washington, DC. Contact: www.spim.org. (CE credit offered.)
- March 2–4 Annual IO/OB Graduate Student Conference. Indianapolis, IN. Contact: www.ioob.net.
- March 22–23 Annual Conference of the Personnel Testing Council of Northern California (PTC/NC). Sacramento, CA. Contact: www.ipmaac.org/ptnc.
- March 23–27 Annual Conference of the American Society for Public Administration. Washington, DC. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
- April 9–13 Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485 or www.aera.net.
- April 10–12 Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (608) 443-2487 or www.ncme.org.
- April 17–20 Annual Organization Design Forum. Santa Fe, NM. Contact: Brenda Price, b_r_price@bellsouth.net or www.organizationdesignforum.org.

- April 27–29 Annual Conference of the Society for Industrial and Organizational Psychology. New York, NY. Contact: SIOP, (419) 353-0032 or www.siop.org. (CE credit offered.)
- May 21–25 37th Annual Information Exchange on “What is New in Organization Development and Human Resource Development.” Mobile, AL. Contact: www.odinstitute.org.
- May 24–27 Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077 or www.psychologicalscience.org. (CE credit offered.)
- June 3–7 Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD, (703) 683-8100 or www.astd.org.
- June 10–13 Annual Conference of the International Personnel Management Association Assessment Council. St. Louis, MO. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
- June 25–29 Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440 or www.shrm.org. (CE credit offered.)
- July 29–Aug 2 Annual Convention of the American Statistical Association. Salt Lake City, UT. Contact: ASA, (703) 684-1221 or www.amstat.org. (CE credit offered.)
- Aug 3–8 Annual Meeting of the Academy of Management. Philadelphia, PA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
- Aug 17–20 Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 336-6020 or www.apa.org. (CE credit offered.)
- Oct 1–5 Annual Conference of the Human Factors and Ergonomics Society. Baltimore, MD. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
- Nov 7–10 Annual Conference of the American Evaluation Association. Baltimore, MD. Contact: AEA, (888) 232-2275 or www.eval.org.

Positions Available

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or résumé—<https://www.siop.org/JobNet/>.

ALLIANT INTERNATIONAL UNIVERSITY, MARSHALL GOLDSMITH SCHOOL OF MANAGEMENT, ORGANIZATIONAL PSYCHOLOGY DIVISION—the largest trainer of I-O, organizational psychology, OD, and related fields in the West, is recruiting for the following core faculty positions beginning in fall 2007: (a) Los Angeles Campus—**ASSISTANT PROFESSOR IN I-O METHODOLOGY AND STATISTICS** (b) San Francisco Campus—**ASSISTANT PROFESSOR IN OP/OD QUANTITATIVE RESEARCH METHODOLOGY** (c) San Diego Campus—**ASSISTANT PROFESSOR IN I-O METHODOLOGY AND STATISTICS**. Requirements for all faculty positions include (a) an earned doctorate in I-O or organizational psychology or closely related field; (b) multicultural and international expertise; (c) relevant scholarly publications; and (preferably) (d) organizational consulting experience. Application requirements: (a) CV, (b) application letter, (c) teaching and research interests, (d) teaching evaluation summaries, (e) reprints/preprints, and (f) names/contact information for three references. Mailed applications may be sent to **Jay Finkelman, PhD, Interim Systemwide Dean, MGSM, Alliant International University, 1000 S. Fremont Ave., Unit 5, Alhambra, CA 91803**. Electronic applications are preferred: jfinkelman@alliant.edu. Review of applications begins immediately and will continue until the search is completed. Affirmative action/equal opportunity employer.

CLEMSON UNIVERSITY'S DEPARTMENT OF PSYCHOLOGY invites applications for a full-time **TENURE-TRACK** faculty position at the **ASSISTANT OR ASSOCIATE LEVEL** beginning fall 2007. We seek applicants for a position in **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY**. Requirements include a PhD in industrial-organizational psychology or related area, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. Candidates with research interests in any area of I-O psychology will be considered, and those with interests in quantitative methods or occupational health are especially encouraged to apply. We are a research-oriented department (see <http://www.clemson.edu/psych/>) with 23 full-time faculty, 550 undergraduate majors, and MS and PhD programs in industrial-organizational psychology and human factors psychology, with an available

optional concentration in occupational health psychology. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Clemson University is an affirmative action/equal opportunity (AA/EEO) employer and does not discriminate against any person or group on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran's status. Applicants should submit a letter of interest, a curriculum vitae, recent reprints, and three letters of reference to **Industrial-Organizational Psychology Search Committee, c/o Pat Raymark, PhD, Department of Psychology, 418 Brackett Hall, Clemson University, Clemson, SC, 29634-1355**. Preference will be given to applications received prior to January 8, 2007.

ROOSEVELT UNIVERSITY. THE DEPARTMENT OF PSYCHOLOGY invites applications for **TWO TENURE-TRACK** positions in **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY**. Individuals will be expected to teach relevant I-O courses, conduct research in areas of I-O psychology, advise master's students in I-O program, establish relationships with organizations, and collaborate with colleagues in the other programs in the department. Opportunities exist to develop consulting and research experiences. Candidates must have a PhD. One of these positions is at the **ASSISTANT PROFESSOR RANK** while the rank is **OPEN** for the second position. One candidate should have the ability and preference to teach courses and conduct research in industrial psychology. A productive academic history in terms of both teaching and publications will be valued. These are full-time 9-month positions beginning August 15, 2007. One of the positions will be based at the Robin Campus in Schaumburg but will also involve teaching at our Chicago downtown campus. Salary and faculty rank will commensurate with experience. To apply, submit a letter of application including statements of teaching and research interests/expertise, CV, and the names and contact information for three references to **Dr. James Choca, at jchoca@roosevelt.edu**. Screening will begin November 15, 2006 and will continue until the position is filled. Roosevelt University is dedicated to social justice and serves a diverse population of students. Roosevelt is an equal opportunity/affirmative action employer. Women and underrepresented minorities are strongly encouraged to apply.

THE DEPARTMENT OF PSYCHOLOGY AT HOFSTRA UNIVERSITY invites applications for a full-time, **TENURE-TRACK** position at the level of **ASSISTANT PROFESSOR OF PSYCHOLOGY** beginning September 2007. The position is primarily for the MA program in industrial-organizational psychology and the PhD program in applied organizational psychology, as well as some undergraduate teaching.

The MA program prepares students for careers in such areas as human resources, training, management, and organization development. Research design, statistics, and general psychology provide the foundations for advanced study in selection, training, performance appraisal, and worker motivation. The curriculum is strengthened by an internship sequence that provides on-site supervised experience working on applied projects in business and public agencies.

The PhD program prepares students to conduct research and apply basic scientific knowledge and methodology to improve organizational performance and enhance personal development. It is based on the philosophy that both science and practice benefit when researchers and practitioners collaborate on problems of mutual interest. Graduates of the doctoral program have expertise in two major areas: (a) research methods and statistics, and (b) disciplines related to human behavior in organizations, such as industrial-organizational psychology, management, business, sociology, and economics.

The successful applicant must have a PhD in industrial-organizational psychology or anticipate completion of the doctoral degree by August 2007, an active research program, and the demonstrated potential of excellence in research and teaching. The particular area of research is not as critical as the ability to make meaningful scientific contributions.

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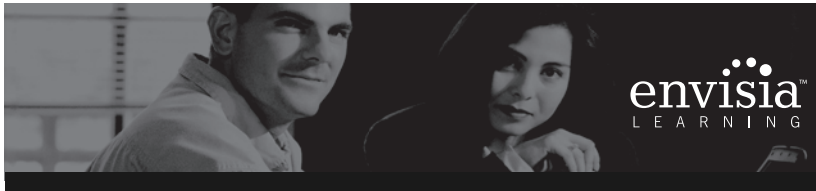
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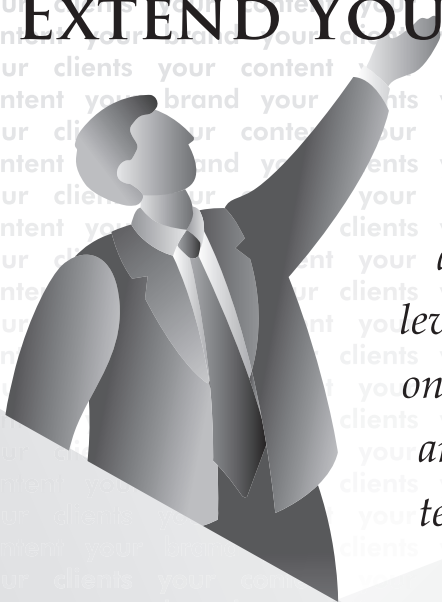
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