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FEATURED ARTICLES

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Featured Articles

Editorial Departments

A Message From Your President

Jeff McHenry

I am not an expert on advertising, but one of the “truths” that has been passed along to me by my marketing colleagues at Microsoft is that you need to repeat a message many, many times before people “get it.” I have some first-hand empirical evidence of this: Every time we pass a Subway my daughters exclaim “Eat Fresh,” and whenever we visit Macy’s my daughters declare “Way to Shop.” (Sometimes they’ll reverse the slogans, just to see if I’m paying attention...but that probably says more about my parenting skills than it does about the effectiveness of repeated advertising.) With that in mind, I’ve devoted each of my first three **Message From Your President** columns to an update on SIOP’s four strategic goals. I’ve done this because I think it’s important for each of you, as members and stakeholders, to know where SIOP is headed. It’s important so that you can find ways to jump in and contribute, if you’re excited about the SIOP vision. It’s important so that you can voice your concerns and help us course-correct, if you feel that SIOP is off track. And it’s important so that you can give an account of SIOP and I-O psychology the next time you have an opportunity to talk about our profession with a business leader, a government policy maker, an HR colleague, or an outstanding student who’s considering I-O as a career.

So, even though by nature I enjoy variety and creativity, I’m going to heed the advice of my marketing colleagues and once again devote most of this column to an update on our strategic goals and initiatives. In my last column, I described some initiatives that we decided to launch in support of our four strategic goals during a strategic planning meeting this past September. In this column, I tell you about early progress on those initiatives. I hope that you’ll be impressed by the work that is already underway. Even more important, I hope you’ll read something that will inspire you to get involved in one of the initiatives, if you’re not already. I expect that you’ll continue to hear about these goals and initiatives in upcoming **A Message From Your President** columns by current President-Elect **Lois Tetrick** and incoming President-Elect **Gary Latham**, so that you begin to commit the goals to memory, as I have, even if they’re not quite as catchy as “Eat Fresh.”

Finally, I’d like to close with some personal thoughts about the past year and my service to SIOP, just because it gives me a chance to do a little creative musing and also because it’s one of the few perks that are allowed soon-to-be-ex-presidents as they prepare to leave office.

Strategic Planning: An Update on Initiatives

Our four SIOP strategic goals are:

- 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

In the following paragraphs, I provide a brief description of some of the initiatives that have been launched in support of each goal. This is not an exhaustive account of all the work that is underway, but I hope it gives you a sense for the direction we're heading and the progress we're making.

Visible and Trusted Authority on Work-Related Psychology

- We recognize that we need professional PR and marketing help. We have established some preliminary PR goals for SIOP and are working on a request for information that will help us select a PR firm that can help us. We also will get some advice from a group of MBA students at Tulane University who will study SIOP and provide us with recommendations on how we can market ourselves to key stakeholdhers more effectively. Thanks to **Adrienne Colella** and **Doug Reynolds** for their great leadership.
- Our next President-Elect Gary Latham has begun discussions with the Society for Human Resource Management (SHRM) about how we can help educate SHRM members about data-driven, empirically based HR practices.
- We have organized a media event for the upcoming SIOP conference in New York City. Doug Reynolds and several others involved in the Visibility Committee and visibility work have identified a number of people who write on workplace issues to come and hear about research that will be presented at our conference. We hope this leads to several stories that feature contributions I-O psychology is making to more productive and healthier workplaces.

Advocate and Champion of I-O Psychology to Policy Makers

- We have joined the Federation of Behavioral, Psychological, and Cognitive Sciences, which helps lobby on behalf of funding for psychological research. **Dan Ilgen** and **Gilad Chen** are our representatives on the Federation Board. In addition, **Leaetta Hough** is the incoming president of the Foundation for the Advancement of Behavioral and Brain Sciences (FABBS), which helps promote better understanding of behavioral and psychological research to policy makers and key influentials.

- Thanks to the work of our APA Council Reps and many members involved in APA, we have been able to get several SIOP members placed on APA boards and committees where it's critical for SIOP to have a voice.

Organization of Choice of I-O Professionals

- Beginning with our 2008 SIOP conference in San Francisco, we will shift to a 3-day format. **Steven Rogelberg** chaired a committee that developed a great plan for an enhanced conference program that will help ensure that the conference continues to be a must-attend event for SIOP members.
- **Mickey Quiñones** and **Donald Truxillo** recently completed a draft proposal for establishing an institutional research board, which will help us track membership trends and better understand who our members are and how to address membership needs.
- We are taking several steps to use technology to provide a better member experience, including an online process that will help match volunteers to committees (**Talya Bauer** and Mickey Quiñones), an electronic newsletter for communicating time-critical information (**Steve Ashworth**), and an online SIOP Solutions that will enable members to keep track of progress on key initiatives and key dates in our SIOP calendar (**Lisa Finkelstein** and the SIOP Administrative Office).

Model of Integrated Scientist–Practitioner Effectiveness That Values Research, Practice and Education Equally and Seeks Higher Standards in All Three Areas

- We are set to launch a new journal, edited by **Paul Sackett** and modeled after the journal *Behavioral and Brain Sciences*, which will feature articles on topics of interest to all SIOP members and include commentaries by individuals who bring diverse perspectives (e.g., empirical research, professional practice, theory, public policy, ethics, etc.).
- We are about to launch a project that will help define and clarify an "integrated science–practice model for I-O psychology." One outcome of this effort will be a set of behavioral guidelines for science–practice integration which can be used for a variety of purposes (e.g., training and education, professional recognition).

There are at least 40–50 additional big and small initiatives underway that are contributing directly to SIOP's strategic goals. Many of these are discussed at our SIOP Executive Committee meeting. For more information, you can review our Executive Committee minutes on the SIOP Web site, www.siop.org/reportsandminutes/default.aspx.

Finally, I also wanted to note that **Kurt Kraiger** has formed a blue ribbon panel that will be making recommendations on how to better align the SIOP committee structure and governance with our mission and strategic plan.

If you have input or feedback on any of these initiatives, or if you want to get involved, please let Lois Tetrick (incoming president) or me know, or speak directly with the individuals I've mentioned in this article. We need your help and support!

Some Final Musings

It's been a wonderful, action-packed year for me as your SIOP president. I've enjoyed every minute of it...except perhaps for 1 week when our CEO moved up the deadline on one of my big projects by 2 weeks, I was trying to complete last-minute preparations for a SIOP Executive Committee meeting, my three daughters needed to be shuttled between about 20 extracurricular events that were crammed into their calendars (all taking place in different parts of town, of course), and my wife took ill very suddenly and ended up in the hospital overnight. That week was a little extreme!

I've had an opportunity to do talks about SIOP and I-O psychology at several universities and local I-O meetings this past year. One of the questions I'm always asked is, "Why? Why did you want to be SIOP president?" What's hard to capture here in writing is the questioners' tone because I think the question they really wanted to ask was, "What in the world were you thinking when you agreed to do this? Were you on drugs? Did you have a screw loose that day? Why would anyone volunteer for a job that pays so little and requires so much work?"

Over the years, I've done a lot of volunteer work. Some of it has exhausted me, and some of it has energized me. When I compare the two experiences, I find that I get energized when I am:

1. *Working on issues that I care about.* If you're working on issues that you care about, it doesn't feel like work. That's how I feel about I-O psychology. We make a difference in people's lives. Through my service to SIOP, I have an opportunity to make a difference in people's lives.

2. *Doing work that has an impact.* Over the course of my life, I've spent a fair amount of time working on committees that had no empowerment to make things happen, and even a few where the chief objective of most committee members was hijacking committee agendas and meetings to help ensure that nothing could get done. In SIOP, we get things done. We decide to create new education and training guidelines...and it gets done. We decide to launch a new journal and a new conference...and it gets done. We decide to start a Foundation with a goal of a $1 million endowment...and it gets done. I love that about SIOP!

3. *Working with people whom I admire and enjoy*. Early in my career, I had the opportunity through SIOP service to work with numerous people who mentored me, both personally and professionally: **Milt Hakel, Elaine Pulakos, Rick Klimoski, Paul Sackett, Ben Schneider, Bill Macey, Katherine Klein**, and **Kevin Murphy**, to name a few. What an education I received, without paying a penny! As I've grown grayer and continued to serve in SIOP, I've had the opportunity to interact with hundreds of other wonderful people who have made me wiser professionally, provided me with career and personal coaching, came to my aid in times of need, made me laugh when I needed it most, and shared their friendship. My experience is the opposite of Groucho Marx's: I am thrilled to belong to a club that accepts people like me as members!

SIOP is not the only organization that can provide this type of experience. I know many of you are engaged in very meaningful volunteer work. But if you do care deeply about I-O psychology, as I do, and you are looking for a rewarding place to invest your time and talents, I strongly encourage you to consider SIOP. There are many opportunities to contribute, and you can make a huge difference...even if you're not crazy enough to want to be SIOP president some day.

From the Editor

Farewell

Laura L. Koppes

The typical term of service for the *TIP* editor is 3 years, and my term is now complete with this April issue. This volunteer opportunity has been an extremely rewarding experience, and I am honored to have served SIOP in this capacity. However, *TIP* is not the result of one person's efforts, but results from tremendous assistance of numerous individuals.

Thank You Editorial Board

To begin, I want to thank all the contributors and editorial board members who reliably provided quality material. Since 2004, the following SIOP members served on the Editorial Board:

Natalie Allen
Derek Avery
Adam Bandelli
Adrienne Bauer
David Costanza
Marcus Dickson
Michelle Donovan
Fritz Drasgow
Jaime Durley
Arthur Gutman
Michael Harris
Neil Hauenstein
Leaetta Hough
Andi Kimbrough
Jennifer Kisamore
Frank Landy
Bill Macey
Jamie Madigan
Scott Martin
Lynn McFarland
Jeff McHenry
Paul Muchinsky
Corey Munoz
Raymond Charles Ottinot
David Pollack
Miguel Quinones
Gabriel Lopez Rivas
Lori Foster Thompson
Jason Weiss
Michael Zickar

Thank You SIOP Administrative Office

The Editorial Board provides the content for each issue of *TIP*, however, it's the diligence of the SIOP Administrative Office staff that forms the printed copy you hold in your hands. I am especially grateful for the assistance of Jenny Baker, who literally takes each article I send her and prepares it for the printer. She pulls all the parts together to create the entire issue. Thank you, Jenny! I genuinely appreciate our Executive Director, David Nershi.

His insights, advice, and support were invaluable. I would also like to thank Lori Peake, who handles all of the advertising copy as well as proofreading duties. I also thank the other staff members who helped in various ways. We are fortunate as an organization to have competent, hard-working professionals supporting our vision, mission, and goals.

Recap of *TIP*, July 2004–April 2007

Along with editorial board columns, the features, news, and reports covered a variety of topics and issues, with increased attention to global aspects. Here is a recap of the past 3 years, which reveals our rich, diverse interests.

Topics Included in TIP *Articles and Columns*

Academic job tips
Adaptability research
Adverse impact in the ADEA
Autobiographical sketches of SIOP members
Business intelligence
Careers in other countries
Citizen leader
Class-action lawsuits in the employment discrimination context
Color and I-O psychology
Comparison of I-O and other related disciplines
Conference highlights/feedback to speakers (Chicago, Los Angeles, Dallas)
Corporate corruption
Counterproductive workplace behavior
Cross-cultural psychology
Cultural compatibility and merger/acquisition performance
Cultural skill
Customer satisfaction
Data warehousing
Digital divide
Diversity
Eco-I-O psychology
EEOC deterrence standard
Effect size
Emotions in the workplace
Ethics
Ethnographic investigations
Excel: macros; cleaning and preparing for data analysis
Executive coaching
Family-friendly workplaces
Forensic science
Funding opportunities

Global trends, workforce, workplace, environment
Government careers
Graduate programs in I-O psychology rankings
Grant funding
Growth of I-O psychology
Happiness and jobs
Higher education
History
Homeland security
Human capital
Hurricanes
Independent consulting careers
I-O in high school courses
International HRM; work experiences
Internships
Introductory psychology textbooks
Job analysis
Job applicants in the Internet age
Labor market discrimination
Leadership
Master's degree programs
Measurement, statistics, and testing
Mentoring
Meta-analysis
Military careers
Needs analysis and evaluation
Non-traditional programs in I-O psychology (education and training)
Occupational health psychology
Off-shoring of work
Oral history
Organization design
Organizational development
Personality
Postmodernism and applied psychology
Profession of I-O psychology
Research methods
Research productivity
Retaliation
Reverse discrimination and the ADEA
Scientist–practitioner model
Selection
Sexual harassment
Social network homogeneity
Surveys: income and employment, member satisfaction

Strategic planning
Student engagement
Talent management
Teaching careers
Teaching the practitioner side
Teaching and fun
Teams
Training and development
Trusted computing
Vail model for graduate education
Values
Web-based distance learning
Web site for teachers
Whistle blowing
Women in academe
Work–family research

What I Learned Along the Way: Titles From Individual Contributions

Down from the North Country
Who Says You Can't Have It All?
A "Brief" Confession
On the Job Training: A Post-Hoc Evaluation
The Wisdom of Donald Rumsfeld: Knowing What You Don't Know
Guillotines, Hamsters, and Career Decisions
When to Leave the Table
Choice Points
A Long and Bumpy Road
Good Theory and Good Colleagues Can Make Psychology a Lot of Fun
Dental Plans and Career Paths: Making the Connection
Are We There Yet?
Oh, The Places You'll Go! Pack Wisely
SIOP and Chaos Theory
Some Ideas are Bigger Than the Openings Available
Tilting at the Bureaucracy
From Rio Cuarto to Denver
It Does Work, After All
Seldom if Ever Does Anything Work
Serendipity and More Serendipity
Still Learning
What the Hell, It's Only a Hobby!
What Do You Know and When Did You Know It
Seven Plus or Minus Two
Significant Career Steps

I-O Organizations Included in Articles and/or Spotlight on Local Organizations

Australian Psychological Society
Belgian Association of Psychological Sciences
British Psychological Society
European Association of Work and Organizational Psychology
German Psychological Society
Houston Area I-O Psychologists
International Association of Applied Psychology
North Carolina I-O Psychology Association
Ottawa I-O Psychology Group
Personnel Testing Council of Southern California
Portland I-O Psychology Association
Québec Society for Work and Organizational Psychology Society for Industrial-Organizational Psychology South Africa
Turkish Psychological Association

Obituaries

Douglas Bray
Kathryn Berkovsky Hodge
Douglas N. Jackson
Mary Anne Lahey
Herbert H. Meyers
James L. Morrison
William A. Owens, Jr.
Nambury Raju
Mary Tenopyr
Clark L. Wilson

Global Perspectives: Countries Included in Articles or Columns

Australia
Austria
Belgium
Canada
Czech Republic
England
Germany
India
Netherlands
Singapore
South Africa
Soviet Union/Russia
Switzerland
Turkey
United States

The "Business" of SIOP

Awards
APA Conference
APA Council of Representatives Report
APS Conference
Conferences and Meetings
Consortium: Doctoral, Junior Faculty, Master's
Consultant Locator System

Education and Training
Fellows
Fun Run
Golf Outing
Industrial Organizational Organizational Behavior Conference
Interactive Exchange Journal
IOTAs
JobNet
KARE (Katrina Aid and Relief Effort)
Leading Edge Consortium
LGBT Committee
New SIOP Members
Organizational Frontiers Book Series
Professional Development
Secretary's Report
SIOP administrative staff
SIOP conference
SIOP Foundation
SIOP Members in the News
Teaching Institute
Visibility
Workshops

Concluding Note

I hope you have enjoyed reading *TIP* over the past 3 years as much as I have delighted in preparing each issue. I now turn over the leadership to a highly skilled individual, **Wendy S. Becker** (read more in this issue). On a personal note, when I began as editor, I was fortunate to be living in Europe where I had the time to reflect and think about my future. After returning to the U.S., I took a 2-year "sabbatical" to resharpen my I-O competencies through consulting, which has been a worthwhile endeavor. My passion is teaching and education, and as I close this issue, I will embark upon another journey as the chair and full professor of the Psychology Department at the University of West Florida in Pensacola, Florida. As I quoted in a previous column, "*Nothing endures but change*" (Heraclitus), which is certainly true for my life!

Farewell and all my best…
Laura

Administrative Year in Review

David Nershi
SIOP Executive Director

Several important accomplishments marked the 2006–2007 administrative year. Led by President **Jeff McHenry**, important strides were made in the areas of strategic planning and programming.

Work began on a SIOP strategic plan in 2005, and efforts this year were successful in developing significant initiatives based on the goals from that plan. In September a special strategic planning meeting was held in conjunction with the Executive Committee. Teams of "champions" focused on developing meaningful initiatives for each of the four strategic goals (visibility, advocacy, membership value, and science and practice). A total of 14 main initiatives were developed and have been assigned to various committees and work groups for completion. Among the initiatives are:

- To define the integrated science–practice model for I-O psychology and identify relevant behavioral guidelines.
- To recognize science–practice collaborations through an annual award for effective science–practice team efforts.
- To hire a marketing, public relations, or publicist firm in order to promote I-O psychology and SIOP and heighten the awareness and value of I-O psychology to multiple constituencies, including the media, other psychologists, and the business community.
- To both positively influence APA staff to help serve our needs and to positively influence APA members to result in APA policies that better reflect our interests.
- To develop membership metrics in order to increase our understanding of who our membership is in order to create a foundation to enact initiatives based on data rather than assumptions.
- To enhance organizational inclusion, increasing the feeling of SIOP as a welcoming, inclusive, transparent organization through a variety of mechanisms.

Members will be able to check on the progress of these initiatives by going to SIOP Solutions on our Web site. This new Web application will allow project leaders to upload updates on their work, keeping the project team and the membership apprised of their efforts.

Another important endeavor was launched in September. A Governance Review Task Force, under the guidance of **Kurt Kraiger**, was charged with revisiting the structure of SIOP governance to determine the best structure to align with strategic goals and to be nimble and responsive to member needs. The task force has been staffed and the group has begun their research.

The work of another task force is certain to have a positive effect for years to come. The Conference Program Advance Task Force, chaired by **Steven**

Rogelberg, developed a 5-year plan for the conference program. The group was created at the request of President Jeff McHenry in anticipation of the change from a 2 ½-day conference to a 3-day conference in 2008. The group's work was presented and approved by the Executive Committee in February.

Among the changes to be seen next year is the introduction of Thursday and Saturday theme tracks. For each theme there will be a full day of coherent programming including invited speakers. The narrow, actionable themes will reflect a cutting-edge topic or trend and will appeal to members with both a research and practice emphasis. The conference will conclude with a major keynote address, and an all-conference special reception will be planned for Saturday night. Additional information on the changes for the 2008 conference in San Francisco is forthcoming.

Work continues on our new journal. The journal project, with a unique interactive exchange format, has been moving forward under the guidance of Editor **Paul Sackett**. Plans call for the publication of the journal to begin in 2008. Various proposals from publishers were reviewed and a recommendation presented to the Executive Committee in February. A number of details concerning the launch are being worked on before arrangements are finalized.

Other highlights of the administrative year include:

- A successful 2nd Annual Leading Edge Consortium, held in Charlotte, with the topic of Talent Attraction, Development and Retention: The Leading Edge. Thanks to Chair **Fritz Drasgow** and co-chairs **Ben Dowell** and **Cindy McCauley**. The 3rd Annual Leading Edge Consortium is scheduled October 25–27 at the InterContinental Kansas City on the Plaza. Chair for the event is **Leaetta Hough**.
- The KARE (Katrina Aid and Relief Effort) program resulted in the American Society of Association Executives and the Center for Association Leadership naming SIOP to its 2007 Associations Advance America Honor Roll. The award recognizes associations that develop programs that move America forward with innovative projects, skills training, standards setting, business and social innovation and community service. SIOP was joined by the Society of Consulting Psychology in mobilizing nearly 50 volunteer I-O and consulting psychologists to help hurricane-affected businesses recover or rebuild.
- Members **Mike Burke** and **Dave Hoffman** were recognized as Decade of Behavior winners. The Decade of Behavior is a multidisciplinary initiative to focus the talents, energy, and creativity of the behavioral and social sciences on meeting many of the society's most significant challenges. Mike and Dave made their presentations at a congressional briefing in October.

Thanks to the Executive Committee members, committee chairs, committee members and other volunteers who contributed to this year's success. We're counting on you to sustain the momentum in the year ahead.

New *TIP* Editor
Wendy S. Becker—July, 2007

Laura L. Koppes and Clif Boutelle

As noted in my editor's column, my term as *TIP* editor ends with this April 2007 issue. I am pleased to introduce here the new *TIP* editor, Wendy Becker.

"I was delighted when **Jeff McHenry** asked me to take on the position of editor," Becker said. "It is a great honor and tremendous responsibility. I have worked with Laura on several projects and know that I have big shoes to fill. Laura and her editorial board have set a high mark for this important publication."

TIP serves as the voice for members of SIOP and has a circulation that exceeds 6,000, including members of the Society (professional and student), pubic and corporate libraries, and individual subscribers.

Becker notes that "this is a critical time for SIOP as we face many important issues concerning the visibility and growth of our profession. As I shadowed Laura in her editorial duties over the past several issues, and spoke with former editors and colleagues about the role of editor, I realized just how influential *TIP* is. We must continue to build on the tradition of excellence with a strong vision for our future."

Becker is assistant professor of management at the University at Albany. Her research focuses on building strong teams and she has a special interest in forensic science and start-up organizations. Her realistic preview of the job of forensic scientist (with Mark Dale) entitled *The Crime Scene: How Forensic Science Works* will be published in 2007. Becker served as chair of SIOP's Visibility Committee, co-chair of the Doctoral Consortium, and co-chair of the Junior Faculty Consortium. She gained new appreciation for the power of the media when her family was at the center of an international news story (*TIP*, October 2004).

It is a great relief to know I am passing the baton onto a highly competent individual, and I have no doubt you will see wonderful improvements with *TIP*.

Please join us in CONGRATULATING Wendy!

Wendy welcomes your article and ideas for articles and can be reached at wbecker@siop.org or (518) 442-4176.

SIOP Members as Citizen Leaders

Leadership is not the private reserve of a few charismatic men and women. It is a process ordinary people use when they are bringing forth the best from themselves and others.

(author unknown)

Laura L. Koppes

Over the past 3 years, I have declined invitations to be featured in *TIP* columns, and I have not written articles for *TIP* for several reasons. However, given this is my last issue as *TIP* editor, I am taking the liberty to print this paper on a topic very dear to my heart. I hope these stories will inspire you.

Like many industrial-organizational psychologists, I have taught, researched, and observed leadership in various contexts. I am especially interested in leaders who have the capability of influencing others but may not hold formal paid leadership positions. This type of leadership is observed frequently in volunteer activities and/or organizations, the focus of my interest. Approximately 1 million charitable, social welfare, and social advocacy organizations exist in the United States (Bachiochi, 2001; Rogelberg & Fuller, 2004). Furthermore, it is estimated that nearly 100 million Americans volunteer (Winerman, 2006) for various reasons, such as personal values, community concern, understanding, esteem enhancement, and personal development (Clary & Snyder, 1999; Omoto & Snyder, 2002). In fact, a body of literature exists on *why people give* and related topics (see bibliography).

While living as a Fulbright Scholar in the Czech Republic, I introduced a concept to the Czech students and faculty, which I labeled as *citizen leaders*. At that time, a paucity of information was available on this idea. This concept has received much attention recently, however. Simply enter citizen leader in a Google search!

A citizen leader is an individual who influences others to create a better and peaceful world. She/he positively contributes to building a sustainable environment where people can grow and live in peace with one another, with communities of shared responsibility and mutual care. I am using the concept here as a framework for sharing stories of SIOP members who I characterize as citizen leaders. They are citizen leaders because they give their time and expertise to improve the lives of others.

My assumptions in preparing this article are threefold. First, I believe all individuals must be responsible citizens to create a better and peaceful world to live in, through influencing our families, neighbors, public officials, and so forth. Two, individuals are "whole" human beings who integrate diverse aspects of their lives (i.e., work–life). Three, as I-O psychologists, we possess many competencies of value not only for building great places to work but also *great places to live*.

Please join me in reading about our members who live the concept of *citizen leader*. In addition to this article, be sure to read the next article about SIOP's KARE initiative.

Peter Bachiochi, Eastern Connecticut State University

For the past 7 years, I've been involved with Habitat for Humanity, the international nonprofit organization that builds houses for/with families that normally wouldn't be able to afford the usual cost of a new home. Through a combination of no-interest mortgages, volunteer effort, and sweat-equity (each family is responsible for 300–500 hours of work on their home or another Habitat home), access to affordable housing is available to many more people than ever before.

I have been involved first as the advisor for our campus chapter here at ECSU and then as a board member of the local Windham, CT, affiliate of Habitat. The local affiliate has built four homes in the last 6 years for families that were in a variety of substandard living conditions. The campus chapter helps with fundraising, awareness building, and construction. Through a variety of fundraising events, we've been able to raise tens of thousands of dollars to support the local home building projects as well as our Collegiate Challenge Spring Break trips to several locations. Since I've been the chapter advisor, we've traveled to rural Georgia, Miami, West Virginia, New Orleans, New Mexico, South Carolina, and this year we'll return to Georgia. For the week, we support the local affiliate by providing much-needed assistance building homes. For many affiliates, the influx of college students during the spring break period provides them with the helping hands they need for their biggest push of the building year.

Our fundraising runs the gamut from the typical to the unusual. We have sponsored a walkathon and hamburger and hotdog sales. But Habitat is known on campus for our Shackathon (students spend 24 hours outside in cardboard boxes for shelter) and our Jail & Bail event where faculty and staff are "arrested" and put into very public jail cells until they have raised their "bail" (an amount set by the student wardens).

So I've slept out in boxes, been arrested (for Jail & Bail, that is), driven 15-passenger vans through the mountains of West Virginia, and more, but it's all been worth it. All the effort comes to fruition at the home dedications, the day the family receives the keys to their new home; it's quite a celebration. Friends, family, volunteers, and church members all get together to help the family celebrate their new life in their new home. To get involved, just go to www.habitat.org to find a local affiliate or other ways to contribute.

Adam C. Bandelli, University of South Florida

About a year ago, I started volunteering for a national not-for-profit organization, StandUp For Kids (www.standupforkids.org), whose mission is to provide crisis intervention and basic survival necessities for at-risk and homeless youth through national and local outreach. My volunteering efforts began with funding raising, counseling and crisis intervention with homeless children, and community awareness. It wasn't until the StandUp For Kids (SUFK) National Conference that I was able to put my I-O skills to work. The conference had two separate tracks: one for community outreach with homeless youth and the other for leadership development in the local programs (there are currently 40 programs across the U.S.). I had recently taken a position as a community networking director for the local Tampa program and so I attended the leadership seminars. It turns out the first seminar was on executive coaching! One company wanted to volunteer and do some coaching with SUFK. As I sat back and listened to the 50+ program leaders discuss the possibilities, it became clear to me that I could assist them as well. So, I started adding my "two cents" here or there about developing leaders and forming lasting interpersonal relationships at work (my areas of expertise). This went on for the remaining day and a half of the conference.

At the end of the conference, the organization's CEO approached me and asked if I would be interested in being the national organizational development consultant for SUFKs! Besides being shocked, I was honored and accepted the volunteering position on the spot. Since that point in time, I have had the opportunity to help a wonderful organization develop its leaders. I also have been able to gain some valuable experience in many I-O-related areas: 360-degree assessment, leadership training and development, executive coaching, organizational data analysis, and public speaking. I would strongly recommend all graduate students to get involved with local not-for-profit organizations or community service groups. The experience can be invaluable, and you are able to use your skills to assist groups of individuals working for a good cause.

Mariangela Battista, Starwood Hotels & Resorts

Starwood Hotels & Resorts Organizational Culture and Effectiveness team led by SIOP member Mariangela Battista recently helped build a home in Yonkers, NY for Habitat for Humanity. The team chose Habitat for Humanity as an opportunity to do some local community service together. SIOP members **Nat Shay** and **Christine Schrader**, along with fellow Org Culture teammate Karen Grecco, spent the day installing insulation in the basement/garage area. Org Culture teammates Jennifer Liebig and Barbara Thanner became experts at installing windows. And SIOP members **Jennifer Collins** and Mariangela, along with Corinne Donovan, sanded walls throughout the three-bedroom home.

It was a great opportunity for the team to spend some time together outside the usual office routine and do some good at the same time. Habitat for Humanity provided the right opportunity for the team to work together. The Habitat crew was quite easy to work with, and they provided instruction on what to do and how to do it in each area of the home. Habitat usually has a few homes in the Westchester County area in the building stage at any given time.

Although the day was dusty, dirty, and back breaking, it was also quite memorable and a lot of fun. Everyone was definitely sore the next day! There was also a great feeling of personal satisfaction knowing that a family would soon make this house their home and everyone had a hand in making it happen.

The day was such a success that the plan is for the Organizational Culture team to do two such community service events every year, trying out other local community organizations.

Joe Colihan, IBM Workforce Research

Most of my causes address poverty in one way or another (United Way, World Vision, House of Charity Minneapolis, People Serving People Minneapolis, and Habitat for Humanity). I worry about the increasing concentration of wealth and power that leaves billions of people hungry and homeless and feel an obligation to share my middle-class luck to help ease the problem.

As we usher in the new millennium, it has been estimated that of the world's roughly 6 billion people, nearly 20% live on what amounts to $1 U.S. per day or less. This is defined as extreme poverty by the World Bank. In the United States, it is estimated that about 13% of the population lives in poverty. In perhaps the richest, most powerful country on earth, many adults and children go to bed hungry.

On a global and national scale, United Way, World Vision, and Habitat get my dollars. On a local scale, I've been involved with House of Charity, People Serving People, and Habitat. For example, I serve lunch and volunteer for special events at People Serving People once or twice every month. They provide food, shelter, and family and career counseling to families with kids who would otherwise be homeless. Not only is a welcoming temporary home provided, but skills are developed that can help these families get back on their feet. It's very gratifying to be involved in such a noble effort. Chatting with these families, looking kids in the eyes, and so forth all make it more real and personal.

IBM helped set me on that path by promoting these types of community building efforts and asking for volunteers. That's all it took to get me to finally act instead of complaining and limiting my efforts to donations of money.

If I win the lottery, I'd like to retire into building houses for Habitat for Humanity. That will be my next big cause. Those that work hard at a full time job should be able to afford a place to stay. I love their mission statement "…to make decent shelter a matter of conscience…."

Bernardo M. Ferdman, Alliant International University

I appreciate the opportunity to share a bit about one of my volunteer activities, in the spirit of highlighting the ways in which all of us have multiple identities and aspects to our lives, each of which enriches and gives texture to the others. Indeed, this is an important theme in my professional work. For example, I often do a leadership development workshop focused on "Bringing the Whole Self to Work" and I've written extensively about the complexity of identity. This theme of integration among one's identities is also an important one that drives my volunteer work.

I currently serve as co-chair of the San Diego Latino-Jewish Coalition and have been in that role since December 2005. Related to that, I also serve, since 2005, on the national Board of the Latino and Latin American Institute of the American Jewish Committee (AJC, www.ajc.org), as well as on AJC's Engaging America Task Force (www.engagingamerica.org). AJC is the nation's oldest human rights organization, founded in 1906. The Latino and Latin American Institute works to further American Jewish relations with the Latino community in the U.S. and with countries in Latin America. Engaging America is geared toward developing and advancing interethnic and interreligious partnerships.

The San Diego Latino-Jewish Coalition, which is primarily sponsored by AJC's San Diego Chapter, brings together Latino and Jewish leaders in the community (including some Latino Jews, such as me) and has the mission of promoting greater communication, cooperation, understanding, respect, and friendship between the Jewish and Latino communities in San Diego, as well as pursuing a collaborative working relationship on issues of mutual concern. We sponsor regular dialogue breakfasts, speakers, and other learning-oriented events. For example, last year we held an event focused on the Jewish High Holidays and a panel on immigration, as well as regular meetings. By creating multiple opportunities for the groups to gather, get to know each other personally, and engage in dialogue, we develop mutual understanding, reduce intergroup ignorance, and facilitate alliances regarding community, national, and international issues.

For me, this work has been a natural extension of my academic and applied work focused on enhancing inclusion, diversity, Latino leadership, and intergroup relations. I get to be more fully myself, in an integrated way that honors and engages my multiple identities (Latino, Jew, professor, consultant, teacher, believer in social justice, etc.), and also contributes to my community. My contributions draw on my professional expertise, and I learn a great deal that feeds back into my work as a professor of psychology and organizational consultant.

Rick Jacobs, Penn State University, EB Jacobs

I serve on the board of directors for Penn State Hillel, The Foundation for Jewish Campus Life. I am part of an 18-member board with members coming from broad backgrounds: educators and executives, attorneys and actuaries, judges and journalists, realtors and rabbis, and so many more. We bring unique perspectives regarding religion, culture, family, philosophy, and values. Many of us never experienced Hillel during our college days whereas others have fond memories of being members while achieving degrees. We are united in our desire to see Jewish life continue from generation to generation on this and other campuses.

The work of the board falls into three arenas including management, fundraising, and long-range planning. Each has several subcategories; budgeting and financial management for the ongoing organization, human resources oversight, and coordination with National Hillel all under the banner of management. In addition to our own personal financial contributions, we design and implement efforts to raise money for Penn State Hillel's annual operations as well as more long-term projects to ensure the presence of Hillel into the future. With respect to Hillel in years to come, we spend a great deal of time and effort looking at what we can do to keep Hillel viable. In this capacity we work with national and international organizations, donors, parents, students, faculty, and staff to conceptualize Hillel in the years 2010 and beyond.

My skills as an I-O psychologist have come in handy. In 2005 we did a 360 review of our executive director. I led the data collection effort, presented findings to the board, and gave developmental feedback. At the close of 2006 our executive director announced his retirement, and in the spirit of "no good act goes unpunished," I was asked to lead a nationwide search and design a selection system. Presently, we are well into the search process causing me to wonder what my next assignment might be.

All of us on the board contribute our time, energy, and talents with the hope that Jewish life at Penn State will continue to flourish and students will continue to feel Penn State is a place to celebrate being Jewish.

Kathleen Lundquist and **John C. Scott**, APT, Inc.

As a company, APT supports community organizations such as The Volunteer Center of Southwestern Fairfield County, CT (www.ucanhelp.org) and the Maritime Aquarium at Norwalk, CT (www.maritimeaquarium.org) through corporate sponsorships and donations of time and money. APT also supports two organizations whose existence was made known to us through our relationships with clients: the Association for the Advancement of Mental Health (www.aamh.org) and Stop Hunger (www.helpstophunger.org).

But the generosity of "APTers" does not end with company-sponsored volunteer activities. APT also supports the causes that are important to its employees. APTers selflessly give of themselves to many organizations around the country and around the world. Whether it's providing a donation to help raise awareness of perinatal loss or dispatching books and readers to first grade classrooms as part of a literacy campaign, or allowing employees to use company time to help plan a community event, APT makes it a point to enable its employees to "make a difference" in their own communities and in the causes they care about.

The company recently polled its employees about the types of charitable organizations APTers support. The company learned that its employees support many well-known national causes such as the AIDSWalk, the Juvenile Diabetes Research Foundation, Special Olympics, UNICEF, and Habitat for Humanity. APTers also support less-known causes such as Kids in Crisis, the Wade Foundation, public schools that are in need of computers, food banks that are running short, and fundraisers for college scholarships. In a company with 52 employees, a remarkable list of over 60 charitable organizations was generated.

At its annual meeting in December 2006, the company shared these words with its employees:

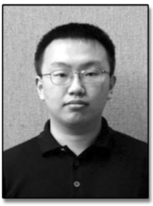
> [As APTers]…we want to leave the world a better place than we found it. We are proud of the good work that APTers continue to do, and applaud your thoughtfulness and selflessness. APTers certainly have hearts of gold."

Steven Rogelberg and **Charlie Reeve**, University of North Carolina Charlotte

We developed the Shelter Diagnostic System (SDS; http://sds.uncc.edu/). The SDS is an assessment process designed to help private and public animal shelters run better and promote employee health and well-being by surveying employees and using the data collected to create a diagnostic report, anchored with survey norms based on shelters across the United States. Specific recommendations are provided to shelters along with free consulting hours so that positive actions can be taken. Shelters only pay for direct administrative expenses (e.g., postage).

Animal welfare organizations are typically underfunded and understaffed. High turnover and employee stress are common and exacerbated by the fact that many employees are tasked with euthanizing society's unwanted and neglected animals given a dramatic shortage of shelter space and Americans' disinterest in adopting "used" animals. We simply wanted to help and felt that pro bono I-O psychology services would be of value. We have provided the SDS to 12 shelters throughout the United States. We get an e-mail or phone call every few weeks to do another assessment. Testimonials from shelter management are highly encouraging.

We both developed and oversee the system. Graduate students in our I-O master's program and Organizational Science doctoral program help oversee much of the day-to-day operations. We have been doing research on workplace issues among shelter employees since 2001. This work has been funded by the Humane Society of the United States. The SDS was our effort to put our "learnings" into action and attempt to make a positive impact on those shelters in need.



Mo Wang, Portland State University

I have been a regular volunteer in the community since my first year in graduate school. At the beginning of my graduate program, my advisor suggested I get some hands-on experience in interacting with senior citizens because one of my research interests is social cognitive aging. Obviously, volunteering in local senior centers would provide me this opportunity. So, I signed up. At that point, I never imagined that I would later accumulate more than 400 hours volunteer service for senior centers during my 4-year graduate school life and would continue this volunteering "habit" as a part of my life.

My volunteer experience in the senior centers has been more rewarding than I ever thought it would be (that was probably why I kept going there). First of all, I really enjoy helping people, and the senior centers were in great need of help. They were constantly understaffed. So, my volunteering did make differences. Second, I worked on all volunteer positions in those senior centers, including kitchen jobs, food delivery, activity coordination, designing newsletters, teaching senior citizens computer lessons, and helping with fundraising. Learning how to do these new jobs was absolutely fun for me. In addition, it interested me very much to see how senior-center employees interacted with senior citizens. In a sense, they are the front-line practitioners directly dealing with the aging population. By observing how they approached their work, I was able to do some reality checks about what I learned from reading research studies.

I also made a lot of friends through volunteering. It is always a pleasure to meet people who enjoy helping others as well. Gradually, volunteering became almost like a regular social activity for me. As the senior center is totally a different world from the university, I was able to lose my "I-O" or even "psychologist" identity when I am volunteering. This just feels so good. As an I-O psychologist, I do believe that a job gives people a sense of self-identity. Nevertheless, I also believe that our sense of self-identity should not be limited by our jobs. As such, serving as a volunteer helps me explore other significant identities in my life.

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KARE Project Recognized With National Award

Clif Boutelle

In the aftermath of the devastation inflicted by Hurricane Katrina in 2005, **Steven Rogelberg** led a SIOP effort in creating KARE (Katrina Aid and Relief Effort) so that I-O psychologists could provide support and assistance to the storm's business community victims.

SIOP was joined by the Society of Consulting Psychology in mobilizing nearly 50 volunteer I-O and consulting psychologists to help hurricane-affected businesses recover or rebuild.

That effort has resulted in the American Society of Association Executives and the Center for Association Leadership naming SIOP to its 2007 Associations Advance America Honor Roll.

The award recognizes associations that develop programs that move America forward with innovative projects, skills training, standards setting, business and social innovation, and community service.

"SIOP's KARE project truly embodies the spirit of the Associations Advance America campaign. It's an honor and an inspiration to showcase this activity as an example of how an association or society can contribute to our society," said Charles McGrath, chair of the Associations Advance America Committee.

"There was a great need to assist SIOP Members and Student Affiliates affected by the storm as well as businesses, workers and workplaces damaged or devastated by Katrina," said **John Fennig**, current KARE chair.

KARE's Web-based "help and response" center, received thousands of hits and nearly 100 e-mails offering pro bono consulting help. Others offered internship opportunities, housing assistance, and office space. In a few cases KARE worked with journal publishers to help rebuild destroyed personal libraries.

The 2006 APA Convention in New Orleans offered an ideal opportunity and venue for KARE to announce and formally launch its work. A ballroom was reserved at the Wyndham Canal Place Hotel, and on August 11–12, Division 14 and 13 volunteer psychologists were on hand to offer their services to business owners, managers and individuals hard hit by Katrina.

"We felt the services that I-O and consulting psychologists could provide would be hugely beneficial to businesses. We were able to link individuals and businesses with appropriate experts, provide customized consulting on a walk-in or appointment basis, and offer free seminars by top I-O and consulting psychologists," said **Vicki Vandaveer**, who chaired the KARE–APA project.

On-site seminars conducted by SIOP members included "Selecting and Retaining Employees" by **Joan Brannick**, "Managing Stress" by **Val Arnold**, "Managing Change in Turbulent Times" by Randy White, and "Managing a Diverse Workforce" by **Michelle Collins**.

More than 40 people attended the KARE booth. All expressed their appreciation for the psychologists' efforts and several walked away from the event with handfuls of KARE materials to share with others who might benefit.

Work is ongoing with many of the attendees and organizations, and inquiries are still coming in on the 800 line generously contributed and staffed by **Alan Davidson**, a KARE team member with considerable experience and expertise in disaster relief.

One of KARE's valued clients, the LA-SPCA, developed and presented a PowerPoint presentation (posted on the SIOP Web site) relating how Katrina impacted that organization and the challenges it faced, and how KARE consultants have helped them. Representatives of LA-SPCA came to the KARE booth and told other organizations and individuals how KARE had aided their recovery efforts.

Also, a local public relations firm, Marketing Etcetera, was hired to promote the event, including creating and distributing flyers to New Orleans businesses and arranging for TV, radio, and print advertising. These efforts provided tremendous visibility and awareness by demonstrating what I-O and consulting psychology can do for businesses and their leaders.

In addition to Fennig, Vandaveer, and Davidson, KARE team members include **Adrienne Colella, Jim Diefendorff, Leaetta Hough,** David Nershi, **Donald Truxillo, Greg Gormanous, Nic Bencaz, Diana Clarke** and **John Cornwell.**

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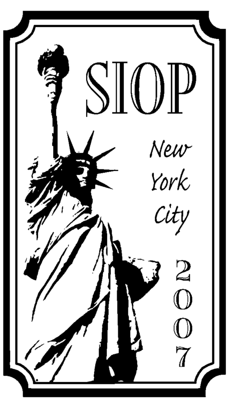

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I-O Psychology in Introductory Psychology Textbooks: A Survey of Authors

Stephanie C. Payne and Matthew M. Pariyothorn
Texas A&M University[1]

Industrial-organizational (I-O) psychology has been in existence since the early 1900s but still remains shadowed behind other fields in psychology. Every year in the United States, roughly 1.5 million undergraduate students are exposed to the variety of psychology subfields (Cush & Buskist, 1997; Griggs, Jackson, Christopher, & Marek, 1999; Miller & Gentile, 1998) while enrolled in an introductory or general psychology course. These classes are composed of both psychology and nonpsychology majors who may change their major after taking this course (Buskist, Miller, Ecott, & Critchfield 1999). Research suggests that introductory psychology is the only psychology course many of the nonmajors will complete (Buskist et al., 1999) because their core curriculum does not require psychology courses beyond the introductory level. Research has also shown that the general public lacks awareness of I-O (Gasser, Whitsett, Mosley, Sullivan, Rogers, & Tan, 1998). Therefore, it is essential to expose students to all subfields of psychology including the more neglected ones such as I-O.

Exposure to I-O in introductory psychology is also related to taking I-O classes (Maynard, Bachiochi, & Luna, 2002a) and pursuing graduate school in this field. However, these outcomes are contingent on information about I-O psychology being conveyed either in introductory psychology textbooks or class. If topics such as I-O are not included in textbooks, non-I-O-affiliated instructors may neglect the topic and never teach the material, thus "denying students access to the full breadth of psychology as well as omitting a field that is of interest to many" (Raley, Lucas, & Blazek, 2003, p. 63). Recent research has shown a growing interest in I-O psychology among undergraduate students (Bott, Stuhlmacher, & Powaser, 2006; Costanza & Kissamore, 2006). Neglecting I-O psychology may harm its reputation by indicating the subfield is not accepted or respected in the field (Herzog, 1986; Roig, Icochea, & Cuzzucoli, 1991) and prevents interested students from pursuing related research experience that enhances their application to graduate school.

Recent studies indicate that introductory psychology textbooks have undergone several changes over the years that include a decrease in number of textbooks (Maynard, Geberth, & Joseph, 2002b), an increase in solo authors, and an increase in mean number of pages (Raley et al., 2003). Although these changes provided a slight increase in percentage of pages that contain I-O material (Raley et al., 2003), the majority of introductory textbooks still devote

[1] We would like to acknowledge the SIOP committee members who contributed to this work including **Thomas Britt, Zinta Byrne, Gilad Chen, Amanda Gewin, Alicia Grandey, Jennifer Lucas, Douglas Maynard, William Siegfried, Fredrick Switzer,** and **Mary Anne Taylor**.

little or no space to I-O (Carlson & Millard, 1984; Griggs et al., 1999; Maynard et al., 2002b; Raley et al., 2003), and it tends to be the least assigned topic by introductory instructors (Miller & Gentile, 1998). If instructors do not have an I-O background, the lack of content presented in introductory textbooks will make it difficult for them to prepare and present lectures focused on this field.

In an effort to increase public awareness of the field, SIOP has formed an ad-hoc committee (a subcommittee of the Scientific Affairs Committee) charged with encouraging introductory psychology textbook authors to include a chapter on I-O psychology in their textbook. In order to ensure the materials generated are incorporated, we sought information directly from the introductory psychology textbook authors on why they do not include more I-O psychology content in their current textbooks, how receptive they would be to incorporate more, and preferred formats for receiving such information.

Method

All authors of introductory psychology textbooks listed in the Society for the Teaching of Psychology's (APA Division 2) *2005 Compendium of Introductory Psychology Texts* were the target population for this study. The list was comprised of 56 full and brief version textbooks published between 2002 and 2005, with a total of 66 unique authors and coauthors. Current contact information for the authors was found through search engines on the Internet, as well as the author's school and/or publisher's Web site. Contact information for only 6 of the 66 authors was unattainable reducing the sample to 60.

The authors were sent an e-mail requesting they complete a 10-question Web-based anonymous survey about inclusion of I-O psychology content in their textbooks. One reminder was sent out half-way through the 3-week time period allotted. Four e-mails were undeliverable further reducing the potential sample to 56. Thirty authors (54%) responded to the survey.

Results

The authors were asked to report the current edition of their textbook. The mean edition number was 5.5 (*SD* = 2.8) with a range of 1–12. When asked in what format they currently include information about I-O in their textbook, the majority of the authors reported that they include information in some format with only three (10%) authors responding that they did not include any I-O information (see Table 1). Nine (30%) authors reported they integrate I-O content throughout the entire textbook. Ten (33%) authors include either a chapter, appendix, or supplement dedicated solely to the field, and an additional 10 (33%) include I-O in applied, Social, or motivation chapters. Thirteen (43%) authors include information about I-O as a discipline within psychology/as a career option. The eight (27%) authors who selected "other" reported I-O content is included in chapters on topics other than I-O, social, or motivation. Percentiles add up to more than 100% as authors were asked to check all that apply.

Table 1
Format of I-O Content in Introductory Textbook

In what format do you currently include information about industrial-organizational (I-O) psychology in the current edition of your textbook? (check all that apply)	Percentage	Frequency
Information about I-O psychology as a discipline within psychology/career option	43%	13
Information about I-O psychology is integrated throughout the entire textbook	30%	9
I do not currently include information about I-O psychology	10%	3
Chapter on Applied/Social Psychology that includes I-O psychology	17%	5
Chapter on I-O psychology	17%	5
Chapter on Motivation that includes I-O psychology	17%	5
Appendix on I-O psychology	10%	3
Supplement on I-O psychology to be purchased separately	7%	2
Other (please specify)	27%	8

Note. N = 30

When asked for reasons why they do not include more I-O psychology information in current textbooks (again, authors were asked to check all that apply), the majority of the authors (16; 53%) reported believing an adequate amount of I-O information is already included, 10 (33%) authors indicated their editors/publishers believe an adequate amount is covered, 5 (17%) authors indicated I-O is not important enough relative to other information, and only 1 (3%) author checked students are generally not interested in I-O (see Table 2). Those who selected "other" for this question (9; 30%) listed reasons such as focusing on foundational knowledge, I-O does not fit well into a book organized by perspectives (e.g., psychodynamic, humanistic, etc.), the length of textbook and page limitations, and publishers have recommended leaving it out.

Table 2
Why Authors Do Not Include More I-O Content

Please check all the reasons why you do not include more information about I-O psychology in your current textbook	Percentage	Frequency
I believe an adequate amount is covered	53%	16
My editor/publisher believes an adequate amount is covered. I am limited to a certain number of pages	33%	10
I-O psychology is not important enough relative to the other information that receives more coverage in my textbook	17%	5
Students are generally not interested in I-O psychology	3%	1
Other (please specify)	30%	9

Note. N = 30

When asked if they would be willing to consider incorporating more I-O information into their textbook, 16 (53%) responded “yes,” 12 (40%) selected “maybe,” and only 2 (7%) selected “no.” When asked about their preferences for how to incorporate more I-O information, no authors checked “adopt ready-made materials generated by I-O expert,” eight (27%) checked “work in conjunction with an I-O expert to generate materials,” seven (23%) selected “seek assistance on their own,” and 11 (37%) selected “other” with the majority of responses stating that all or a combination of the given choices would suffice.

In response to a question asking which type of formatting/packaging approaches to ready-made I-O materials they would prefer, the majority of respondents (10, 33%) chose “1-page descriptions of current research findings on topics that correspond to mainstream intro chapters,” four (13%) chose “stand-alone textboxes of information that could be added to mainstream chapters,” one (3%) chose “a chapter outline on I-O psychology” and one chose “a chapter outline on applied psychology.” No one chose “a chapter on I-O psychology” or “a chapter on applied psychology.” Many authors expressed an interest in reviewing such information so that they could decide how much and in what format they could incorporate it, and one author indicated a desire to have an I-O expert review his/her text before the next revision.

If SIOP were to make available summaries of I-O research for each main area of psychology, eight (27%) respondents reported being “extremely likely” to use this information to incorporate more I-O content into their text, another six (20%) were “somewhat likely,” and five (17%) selected “uncertain.” Most important, no one selected “not at all likely.”

Respondents were provided an opportunity to write in any additional comments regarding the survey. Several indicated the importance of I-O topics and that introductory students value learning about the application of psychology and how it relates to real-world issues. Others presented problems such as time constraints instructors often face, I-O lectures not prepared, and motivating the unmotivated students with “pop psychology” that interests them.

Discussion

In conclusion, the majority of introductory psychology textbook authors believe they include I-O content in their textbooks and are receptive to including more. The majority of the authors would prefer to do so by reviewing brief descriptions (stand-alone textboxes or 1-page summaries) of current I-O research findings that would integrate well into mainstream introductory textbook chapters (e.g., learning, memory, emotion/motivation). Correspondingly, SIOP’s committee will pursue efforts to generate such materials. If you would be interested in contributing to these materials, please contact Stephanie Payne at scp@psyc.tamu.edu.

At the same time, there are a number of real-life situational constraints that prevent authors from including more I-O content into their textbooks including reviewers, editors, and publishers discouraging it; page limitations; and perceptions that I-O content does not integrate well into the format of the text, is less important, and students are not as interested in this topic. It seems that in addition to making it easier for introductory psychology authors to include more I-O content, we would also be well-served to educate editors/publishers about the field and why it is important to include I-O content in introductory psychology texts.

It is important to point out that our data represent the 30 authors who chose to respond to our brief survey about the inclusion of I-O psychology; thus, they do not represent the 26 authors who chose not to respond. There are a variety of possible reasons why they chose not to respond, and one of them may be the perception that I-O receives adequate coverage (whatever amount that may or may not be) in their text. It is also important to note that our data reflect the authors' perceptions and beliefs rather than perhaps more objective coding of content that has been conducted in other studies (e.g., Raley et al., 2003).

In our efforts to increase the amount of I-O content conveyed in introductory psychology courses as an indirect effort to increase the general public's awareness of our field, we also need to keep in mind other ways this information can be conveyed beyond inclusion in the introductory textbooks. For example, SIOP has developed a number of I-O psychology teaching modules for introductory psychology instructors to use (http://www.siop.org/Instruct/inGuide.aspx; see also Bachiochi & Major, 1999; Maynard et al., 2002a). We can easily remind our colleagues and graduate students who teach introductory psychology about these modules as well as other approaches for educating students about the various fields of psychology (e.g., introductory psychology student projects, see Maynard, Maynard, & Rowe, 2004). We could also offer to guest lecture in introductory classes and make information about I-O readily available to students via advising offices, Web pages, and bulletin boards.

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I-O Skills Applied to Higher Education Lead to National Honor for BGSU

Clif Boutelle

Just because students have earned high letter grades and passed courses required in their fields of study does not mean they have necessarily acquired the skills that will identify them as critical thinkers and problem solvers.

So, how can a university determine whether its courses and programs provide students with the skills they will need for personal and professional success?

Bowling Green State University has been answering that question by applying I-O skills and processes to define and assess student learning in programs and courses, establish specific learning outcomes associated with these programs and courses, assess and measure outcomes to establish their effectiveness, and clearly communicate how evidence will be determined to show that students have successfully met the outcomes.

It is an ambitious task but Bowling Green had SIOP Fellow and past president **Milt Hakel**, a professor of I-O psychology and Ohio Eminent Scholar, leading its effort.

For the past decade, Hakel and his team have been heavily involved in developing outcomes and ways to measure success and how well students are learning the skills and knowledge they will need in their lives.

And now their work has been recognized at both the state and national levels.

The latest is the 2007 CHEA Award for Institutional Progress in Student Learning Outcomes, presented by The Council for Higher Education Accreditation. BGSU was honored January 31, 2007 at the CHEA Conference in Washington, D.C.

"Given the current debate regarding the role of student learning outcomes in accreditation, Bowling Green State University serves as a solid example of the enormous progress that institutions are making through the implementation of comprehensive, thoughtful, and effective initiatives. We are delighted to recognize this distinguished institution with this award," CHEA President Judith Eaton said in a news release announcing the recognition.

BGSU is one of only 5 institutions in a nationwide pool of 31 selected for the honor. Other winners are Mesa Community College in Mesa, AR, Oral Roberts University in Tulsa, OK, Rose-Hulman Institute of Technology in Terra Haute, IN, and the University of Saint Mary in Leavenworth, KA.

Calling the award a "rare honor," Hakel said that the skill sets I-O psychologists possess are ideal in meeting the challenges of defining student learning outcomes, measuring them, and fostering effective performance. He noted, "Bowling Green's success demonstrates that I-O skills and technical knowledge can be well used to address issues in education."

Hakel's team persuaded faculty in all disciplines to define learning outcomes for their majors and then identified some common denominators across all fields of study. Those outcomes include inquiry; creative problem solving; examining values in decision-making, oral and written skills; and teamwork and leadership skills. He noted, “I-O people are good at defining and refining fuzzy constructs such as ‘critical thinking,’ so now these outcomes have become the focus of the general education program.”

But defining outcomes and measuring them is not enough—how does one document effective student performance? Although transcripts will show prospective employers and graduate colleges that students have passed their courses, received good grades, and earned a degree, Bowling Green students have something else going for them: electronic portfolios.

Using their ePortfolios, students can showcase their work and provide evidence of how they apply what they have learned. Hakel cited one student who was hired for a teaching position after submitting an ePortfolio that included video clips of student teaching in classrooms.

About 14,500 students have ePortfolios, many showing examples of their work. Students retain the authority to decide whether to make their work public.

Hakel said the ePortolio initiative provides a practical alternative to “one-size-fits-all standardized testing—we are documenting educational accountability while maintaining a sharp and clear focus on what really counts: student success.” Incidentally, Hakel’s ePortfolio URL is http://mhakel.with.bgsu.edu.

For the CHEA award, institutions were judged on the basis of four criteria: articulation and evidence of student learning outcomes, successful outcomes, informing the public about outcomes, and using outcomes for improvement.

In addition, CHEA noted that BGSU showed outstanding achievement in:

- Attention to outcomes embedded in an institutional culture
- Use of current technology in the methods and tools to track outcomes
- The extensive involvement of faculty and strong faculty support
- Institutional leadership that is dedicated to the importance of outcomes
- Approaches to outcomes that can be replicated at other institutions

TIP-TOPics

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

"The end has come!" Greetings friends, **TIP-TOPics** readers, and fellow graduate students. Sadly, our editorial journey is coming to a close. During our 2-year tenure, we have been very fortunate to work with a number of well-known experts and I-O psychologists from various areas with different research interests. Our experiences as **TIP-TOPics** editors have been educational, and we have some advice for the next editorial group and graduate students in general: (a) Stick to your plan—we had a relatively smooth time putting together each of our columns because our blueprint for success was all laid out. We followed exactly what we set out to do 2 years ago and, as a result, had few complications; (b) always have a Plan "B"—each of our columns included information from experts in the field. Sometimes, we did not get this information from the people we intended to get it from. We made sure to have multiple outlets and backup plans so we had enough time to get the information that we needed; and (c) don't procrastinate—we set goals for each column so that there was never any last minute rushing a week or two before the submission deadline. Goal setting worked for us and hopefully it will work for you!

In our final column (tear drops), we will turn our attention to research methodology and statistics. For this issue, we had the distinct pleasure of speaking with **Frank L. Schmidt**. We also have another remarkable panel of experts who shared their experiences and knowledge about statistics, research methodology, and its application to I-O psychology. Finally, we will end with our last assessment center, where we highlight the topics and interviews from the past 2 years.

I-O 101

What issues make research in methods challenging and rewarding for researchers?

Our experts felt that the challenges and rewards of methods-related research come hand in hand. **Vish Viswesvaran** suggested that research methods are interesting when they address a substantive problem and when researchers demonstrate that the use of a "new" method substantially improves one's results (not just with simulation data but also with typical real-world data). **José Cortina** pointed out that methods research is rewarding because it can be more broadly applicable than empirical research on a specific topic. For example, various obstacles in the climate work of **Larry James** led him to study interrater agreement. Although the climate–related findings are very influential, it is of interest only to those who work in that area. However, work related to rater agreement is applicable to all researchers studying in the organizational sciences.

Alfred Dansereau felt that the main challenge for methodological research is that any theoretical inquiry raises questions as to how to test the idea. For example, his interest in leadership led him to question how leaders treat subordinates equally in some instances and at the same time treat them differently in others. It took years to figure out, but it turned out to be a question about levels of analysis that he and others were able to address using within-and between-entities analysis (WABA). As this example illustrates, our experts agreed that methodological research is a key component to the advancement of our field.

Within academia, there are researchers who use methods to analyze their data and there are researchers who research methods. How do these groups inform each other?

According to Alfred Dansereau, some questions that researchers want to ask go way beyond the capability of contemporary methods. He also stated that the link between the two groups typically occurs when a researcher asks a question of a methodologist and they work together to find an answer. Vish Viswesvaran stated that another way to foster interaction is through joint workshops, tutorials, and panel discussions at SIOP conferences. José Cortina suggested that few people in I-O actually research methods; many researchers generate ideas for methods papers from problems they confront in their own program of research. An example of this is a paper by Cortina and colleagues (Cortina, Chen, & Dunlap, 2001), in which they needed to include an interaction in a structural equation model and discovered that no one in I-O knew how to do it! They decided to explore different methods of including an interaction variable and then disseminated their results.

There are a number of "hot" methods being used by academicians and practitioners, such as item response theory (IRT), structural equations modeling (SEM), and hierarchical linear modeling (HLM). If you had to select five methods that every I-O psychologist should have in their repertoire, what would they be?

All of our experts agreed that a fundamental understanding of the general linear model, scale development, reliability analysis, validation, and factor analysis is what one should aim to achieve in graduate school. As for "hot" methods, they selected meta-analysis, SEM, HLM, and IRT. However, they stressed that it is more important to let the questions you want to answer dictate the methods that you use for your research.

How should students develop and manage a repertoire of statistical methods?

Alfred Dansereau suggested learning as much as you can about "when" to use different methods to answer different questions. He mentioned that a particular method might be useful for a different theoretical question of interest in the future. Vish Viswesvaran challenges his graduate students to read one book that is not in their area of research and one methodology text every semester (Wow!). José Cortina also suggested that people should not be afraid of learning how to analyze their data the “right way” and that there is nothing magical about statistics.

For example, let’s consider SEM. On the surface it seems terribly complicated with its exogenous and endogenous variables, manifest and latent variables, phi matrices, gamma matrices, beta matrices, theta-delta, and theta-epsilon matrices. The reality, however, is that SEM is nothing more than factor analysis layered onto regression and that most of these terms are just fancy names for things that we already understand (predictors, criteria, indicators, factors, predictor intercorrelations, regression weights, more regression weights, and measurement error variance for those who wanted a translation). The bottom line is that if your data are worth collecting, then they are worth analyzing correctly. The correct way might be the simplest, but if it is not, then teach yourself the correct way.

BI-O

Frank L. Schmidt is the Ralph L. Sheets Professor of Management and Organizations in the Tippie College of Business at the University of Iowa. Dr. Schmidt has published more than 150 research articles and book chapters on personnel selection, selection utility, meta-analyses of validity of selection methods, research methods, and meta-analysis methods and has coauthored six books, including the second edition of *Methods of Meta-Analysis: Correcting Error and Bias in Research Findings*, which he coauthored with **John Hunter**. Dr. Schmidt earned his bachelor’s degree in psychology from Bellarmine University and his master’s and doctorate degrees in I-O psychology from Purdue University, and he is currently on the editorial board of the *Quantitative Series in the Social Sciences, International Journal of Selection and Assessment*, and *Psychological Methods.* In addition, Dr. Schmidt is a past president of the Division of Measurement, Statistics, and Evaluation (Division 5) of APA, past chair of the Defense Advisory Committee on Military Personnel Testing, and a former member of the Liaison Advisory Group to the Committee on the General Aptitude Test Battery of the National Research Council, National Academy of Sciences. He has received a Distinguished Scientific Contributions Award from both the APA and SIOP as well as the Lifetime Research Methods Contribution Award from AoM and the Heneman Distinguished Career Award for Research Contributions to Human Resources from the AoM Human Resources Division.

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

Great preparation for practice and in methodology—but the training in theory construction and in thinking theoretically was weak. These were the days of dust bowl empiricism! I learned to think theoretically after I graduated.

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

My first job was at Michigan State University in I-O. It was a great job and a great way to start a career. But after 4 years I wanted to try something new—something less academic. So I took a job heading a research program in personnel selection at what is now the Federal Office of Personnel Management (OPM) in DC. It was in this position that I did my work (with Jack Hunter) on validity generalization (VG), meta-analysis, and utility analysis. This work was the basis for the later APA and SIOP Distinguished Scientific Contributions awards. In addition to the research at OPM, the involvement in court cases was very interesting. (OPM was involved in many selection-related court cases at that time.) I also did quite a bit of consulting with private industry, which I really enjoyed.

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

In my case, things worked out wonderfully. I would not do anything differently. Of course, if I'd known how long it takes to change the thinking and beliefs of a field when research clearly shows the need for this, I might not have had the motivation to persist. I am referring to the fact that it took about 20 years to convince the I-O field of the truth of VG. I had always thought that if you can empirically prove something, a science-based field would have to accept it. They did, but it took longer than I thought it would.

How did you go about developing your current research interests?

I have the same basic research interests now that motivated my dissertation: What is the meaning of data? How can data be interpreted properly? My dissertation showed that regression weights—considered statistically sophisticated—often produced prediction inferior to simple unit weights. My subsequent research showed that single group validity was an illusion caused by data artifacts—an illusion that was accepted as fact at that time. The later work on VG and meta-analysis showed that acceptance of data in individual validity studies at face value leads to very erroneous conclusions. Other research of mine showed how failure to correct for measurement error leads to erroneous interpretations of data, in particular, underestimates of the size of relations between constructs, an error that distorts the construction of theories. The common theme in all this is the deceptiveness of data if taken at face value and the need to look deeper to determine the real meaning of data. The proposition that "the data speak for themselves" is false. Data often lie to researchers. If we cannot solve this problem, we cannot have cumulative knowledge—or any reliable knowledge.

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

Yes, I am still working on the general question of how best to extract the truth from data. In recent years I have developed more accurate methods of meta-analysis for doing this. Many of these are discussed in the 2004 Hunter-Schmidt meta-analysis book (2nd Ed.).

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 did not anticipate that it would take 20 years to change the thinking of a field after you present overwhelming empirical evidence showing the need for such change. I do not think this is unique to the field of I-O. I have learned through my reading that this is true of pretty much all fields. For example, consider the researchers in Australia who showed that stomach ulcers are caused by a bacterium, not by stress as was the dominant belief. Convincing the medical profession of this took nearly 15 years, even though the evidence was clear. So young researchers should realize that there will be this resistance to new findings and should be prepared psychologically to deal with it. In our case, the 1985 Q&A article in *Personnel Psychology* turned out to be the most effective way to deal with this resistance. It led to an amazing turn around in the field.

What is your typical day at work like?

There is no typical day—some days I teach PhD students, some days I work on research all day, some days I consult. This variety is a great thing about I-O. Every day is different.

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

I could not decide whether I wanted to be a practitioner or an academic. I had both kinds of job offers. I took the MSU faculty offer—the lowest paying one! But it was the best one for my career and it allowed me to discover the fact that research was my true calling.

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

The appealing thing about being an academic is that you get to do everything: teach, do research, and do consulting. And you have a great deal of autonomy in deciding how to distribute your time across these. However, the most satisfying thing of all is seeing your research have a major impact on the field, seeing it change the beliefs and practices of the field. I have had this experience in the areas of VG, meta-analysis, test fairness/differential validity, and selection utility. On the other hand, training and developing PhD students who go on to be top players in your field is just about as satisfying, so it is hard to decide. I think these two things sort of go together. I have had some really outstanding PhD students (and still do), and I am grateful for that.

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

The most satisfying thing is the fact that we have a field that is truly science based, a field that bases its theories and practice on solid research findings. The most dissatisfying thing is how long it takes for beliefs and practices to catch up with research—the time lag is greater than it should be.

Assessment Center

Those of you who actually make it this far into the article will notice that we have once again departed from our modus operandi. Because this is our last issue, we felt that it would be appropriate to recap our purpose as well as outline the topics we've covered and the people we've chatted with over the past 2 years (see table). As we boldly declared in our first article, our objective was not to advise but to present information we have collected about how others have succeeded and what others are currently doing to succeed. To this end, we laid out three objectives and developed a three-part structure for our articles:

- To examine research areas that are important and that all I-O graduate students should possess a general knowledge about. To accomplish this goal, we conducted a literature review of three of the top I-O journals (*Journal of Applied Psychology, Academy of Management Journal*, and *Personnel Psychology*) to see the most studied topics in the last 3 years. In addition, we surveyed I-O psychologists about the topics they felt will be important in the future. Based on these efforts, we generated a list of topics for our articles. We then contacted experts on each topic and had them share their thoughts in a section we called **I-O 101**.
- To provide students with information on how successful I-O psychologists arrived at where they are today. For this objective, we surveyed graduate students about the questions that they would like to see answered by someone who has achieved success in our field. Based on this information, we developed a structured interview and posed these questions to some of the big names in our field. Their answers were presented in a section we entitled **BI-O**.
- Provide a snapshot of what I-O graduate students around the country are doing to succeed as well as provide an open venue for alumni and students to share survival *TIPs* with other students. This was an ambition that was addressed in many ways. During our tenure, we have conducted surveys, presented stories, as well as provide a directory in a segment named **Assessment Center**. Although varied, our aim was always to provide some space for graduate students to have a voice and see what other graduate students were thinking and doing.

Table 1
Summary of Columns

Vol.	**I-O 101** Topic and Contributors	**BI-O** Interviewee	**Assessment Center**
43(2)	Occupational Health Psychology (OHP): Peter Chen, Leslie B. Hammer, Steve Jex, James A. McCubbin, and Paul E. Spector	James Campbell Quick	Survey of and anecdotes about stress in graduate school
43(3)	Emotions in the workplace: Neal Ashkanasy, Vanessa U. Druskat, Frank Landy, Brian S. O'Leary, David Van Rooy, and Howard Weiss	Richard E. Boyatzis	Survey of emotions in graduate school
43(4)	Leadership in the workplace: Bruce J. Avolio, David V. Day, Cynthia D. McCauley, and Ronald E. Riggio	W. Warner Burke	Survey of leadership in graduate school
44(1)	Counterproductive work behaviors (CWB): Rebecca Bennett, Lilia Cortina, Jerald Greenberg, Joel Neumann, and Sandra Robinson	Paul E. Spector	Survey of "graduate CWB"
44(2)	Teams in the workplace: Michael Beyerlein, Micheal Brannick, John R. Hollenbeck, and Susan Mohammad	Eduardo Salas	Anecdotes related to teams
44(3)	Cross-cultural psychology: Ronald Fisher, Michelle Gelfand, Paul Hanges, Cong Lui, Kong Knok Yee, and Ng Kok Yee	Harry C. Triandis	Directory of international I-O programs

Conclusion

Special thanks to all our experts for this column and from all our previous entries. Our column would not have been what it turned out to be if it wasn't for your input and assistance. In particular, our research methodology experts included: Alfred Dansereau (State University of New York), José Cortina (George Mason University), Frank Schmidt (University of Iowa), and Vish Viswesvaran (Florida International University). If you would like additional commentary from our panel, please feel free to e-mail us at tipsontopics@yahoo.com. We hope we have been able to help you on your graduate educational journey over the last 2 years. Best of luck to the new editor(s), and we'll see you at SIOP in New York!

Final Thanks and Thoughts on Implementation

Scott L. Martin
Payless ShoeSource

This is my final column for **Practice Network**. I would like to thank our editor, **Laura Koppes**, for this opportunity and for her support over the last few years. I would also like to thank all the practitioners who have contributed to this column. Your insights certainly contributed to the practice of organizational psychology.

In my first column I indicated that our work has three fundamental phases:

1. A needs analysis or diagnosis of the problem or objective
2. The development and implementation of a solution or intervention
3. An evaluation to determine whether the intervention effectively addressed the problem or objective

At that time, my view was that we focus a bit too much on developing and implementing solutions (Step 2) and that we would be better served by focusing more on needs analysis (Step 1) and evaluating our interventions (Step 3).

I've changed my thinking. I believe it helps to split Step 2 above into two steps and view our applied work in four phases:

1. Needs analysis
2. Developing the solution
3. Implementation
4. Evaluation

I continue to believe that developing solutions (Step 2) is our strength and that our expertise applies to many different types of solutions such as competency models, performance management systems, and learning programs.

I continue to believe we have some opportunity for improvement regarding needs analysis (Step 1) and evaluation (Step 4). In terms of needs analysis, I found our seasoned practitioners (those having more than 10 years of experience) to be excellent. However, it seems our less seasoned colleagues tend to get caught up in technical jargon, models, and solutions, rather than starting by truly immersing themselves in the business and problem to be solved. I recall **Rich Klimoski**, my primary professor at Ohio State, sharing something along the lines of "You need to know a lot about an organization to build a good survey." It seems a similar comment applies here. You need to know a lot about a business to improve its performance.

In terms of evaluation, I think we clearly have the skills to do this effectively. It seems our challenge here is to apply the appropriate amount of rigor for the situation. There are probably interventions in which the impact is fairly evident without elaborate evaluation efforts. On the other hand, there are probably significant and/or innovative interventions that deserve more attention than we typically provide.

My main learning from working on this column is that implementing solutions seems to be our most significant opportunity for improvement. Seasoned practitioners mentioned, for example, performance management systems that were not being properly used 5 years following implementation, survey programs that had inconsistent follow-up and gained little traction, and training programs that made little or no effort to be sure that behavior actually changed on the job.

Why the Implementation Gap?

I'm not entirely sure why we have such difficulty implementing our solutions, but I offer two thoughts:

1. Implementation is generally not that difficult from a conceptual or intellectual standpoint. I think we tend to be clear and creative thinkers, and implementation is not viewed as particularly interesting so it receives less attention than it might deserve.

2. The behavior we are generally trying to change is significant and difficult for our customers. In addition, we are often trying to impact hundreds or thousands of people across many departments and locations. Thus, we are talking about a lot of "back-breaking" work.

Thoughts for Improving Implementation

Below are a few thoughts that may help implement our solutions. I have not repeated many of the widely recognized practices such as gathering customer input from all stakeholders, careful planning, lots of communication, and providing user-friendly training and reference materials.

Design simple solutions. We have a tendency to design innovative and comprehensive solutions. I think this is a function of our training and capabilities and is largely commendable. However, we should focus more on the ultimate objective of our work and recognize that "more is not always better" for our customers. As an example, I was involved in an effort to upgrade a talent management and succession planning process, and one of the changes was to replace open text boxes with drop down boxes to capture strengths and opportunities for each executive. In theory, this was an excellent idea. It should have made it easier for users and easier for HR to identify common development needs across the entire organization. In practice, the drop down boxes failed. Raters wanted more flexibility in documenting strengths and opportunities, and they were accustomed to using the open boxes. We ended up returning to open text boxes. This is a minor example, but it should highlight how a minor design issue can get in the way of a much broader objective of developing talent.

Pretest anything new. Consistent with best practices in product development, we should see first hand how our ideas will really work with end users. It would be helpful to identify a few typical users, along with those we suspect may have the most difficulty, and observe them as they attempt to use our proposed process from beginning to end. For instance, if we're implementing a new performance management process, we might fly to Omaha and observe the regional manager as she completes the process for her 20 direct reports. This should allow us to work a lot of the bugs out of the system.

Pilot anything new. We should then implement the entire process in one or two departments or locations. We might not select the most difficult or mission critical area, but we probably shouldn't restrict our pilot to HR either. We want to select a unit that will generate good insights on how the process is actually going to be used by the masses. Of course, the trick is to be aggressive in soliciting feedback and using it to really improve the intervention.

Conduct follow-up checks. Surveys and data audits are helpful, but it's also important to have the designers and other members of HR periodically walk around to observe and discuss how the system is being used. This should probably occur more frequently following the launch of a new process but should occur to some extent over the life of a program. Things can change, for better or worse, over time. Again, it's important to approach this process with a bias toward corrective action. When we learn that a customer is not using our system as planned, we should focus on revisiting our processes and resources rather than blaming the user (e.g., "I can't believe George wasn't capable of accessing the system.").

My suggestions probably mean it will take longer to implement new initiatives. In today's fast-paced environment, this may make us appear slow and unresponsive. However, I think this will actually improve our speed of achieving the intended objectives. I believe the above suggestions will increase the number of times our customers say, "I can't believe how HR improved the effectiveness of our business with the XYZ program."

Again, my sincere thanks to everyone involved in this column. I have enjoyed working with you.

Global Forum: I Bid You Adieu!

Michael M. Harris
University of Missouri-St. Louis

Well, I have finally reached the end of my stint as a columnist for *TIP*. Most recently, I have written the **Global Forum** column; prior to that, I wrote **Practice Network**, which was initiated by my old friend, Tom Baker (I don't mean "old" in terms of years, Tom, just that you and I have been friends for a long while; indeed, we met in 1991) a number of years ago. If my numbers are correct, I have been writing for **Practice Network** for about 9 years altogether, and I have decided that I have run out of material to write about. So, it's time to go do something else, besides writing for *TIP*.

In the remainder of this farewell column, I will discuss what I have learned from writing for *TIP* over these years and what I plan to continue doing to further my knowledge base in terms of global issues. Hopefully, you will glean some helpful ideas for your own development from these words (or, find a cure for your insomnia!). First, however, I will describe how my work mission fits with writing a column for *TIP*.

My Work Mission and *TIP*

A number of years ago, when the articulation of the company mission was the latest management fad, I spent some time wondering what my work mission was (my personal mission is rather different). I concluded then that my work mission involved (a) acquiring I-O and HR information, (b) synthesizing that information, and (c) disseminating that information (not very different from the classical input–throughput–output notion). Any kind of I-O and HR activity, whether it is collecting data, publishing an article, teaching a class, or conducting data analysis fits into one or more aspects of this mission. Writing for *TIP*, then, focuses primarily on the dissemination of information, but it may also involve acquiring and synthesizing information. Viewed this way, writing for *TIP* provided a good fit with my mission.

Fulfilling My Mission: Writing for *TIP*

I saw several advantages of writing for *TIP*, compared to other potential publications, as follows:

1. One can reach a wider audience by writing for *TIP*. I must admit I've often wondered who really "reads" *TIP*. Taking myself as a somewhat typical reader, I tend to flip through most articles very quickly, then select one or two articles

for more careful reading. I guess that is how most people read most publications these days, especially in light of just how much is "out there" to read. I believe, however, that *TIP* reaches a different audience than many research journals do. Writing for that audience is also interesting; my favorite example of an article I wrote for **Practice Network** that I aimed for a wider audience was on the use of multiple regression analysis in assessing pay discrimination (*Lies, Damn Lies, and Statistics: The Use of Multiple Regression Analysis in Pay Discrimination Challenges* with **Mary Suszko**, April 2004). I always intended to follow up that piece with a more academic version, but so far, I haven't had the time to do so.

2. One can write some interesting things for *TIP*. Few I-O psychologists write for popular outlets such as business magazines and doing so doesn't appeal much to me. I-O psychologists also have few "practitioner" outlets. *TIP* is probably the closest to a practitioner outlet for I-O psychologists and in that way, provides a place to author articles focusing on practice. *TIP* enables one to write some rather diverse kinds of columns, some of which I found quite interesting. Perhaps the best example of that is the piece I wrote on cross-cultural skills (*Cross-Cultural Skill: An Emerging Construct for the 21st Century*) in January 2006. It seemed like the perfect place for that article, which was something I had really wanted to do. *TIP* seemed to me to be a perfect outlet.

3. Writing for *TIP* is a good way to stay up-to-date. Nothing like a deadline to get one thinking and preparing to write. Yes, there were times I struggled with the thought "what in the world can I write about?" Writing about global I-O issues seemed particularly challenging to me, compared to **Practice Network**, where one could write about domestic or global issues. In turn, this forced me to acquire new information about topics of interest that were being addressed in the global arena. My writing on business process outsourcing exemplifies the value of writing for *TIP* as a way to stay current (*BPO: Yet Another Acronym?* October 2001).

Carrying on My Mission: Post-*TIP*

The term "life-long learning" is almost a cliché today. It is clear to me, however, that life-long learning is necessary if I-O psychologists are to stay relevant. This is true for almost any profession, but it is especially true for our field, where we devote so much time and attention to training and development. Let's be honest, can we really emphasize the importance of training and development to others if we are not doing it ourselves? Frankly, it would probably be interesting to do a survey regarding the extent to which I-O psychologists engage in their own development and what tools I-O psychologists use in this regard. Nevertheless, here are some things I will be doing in my post-*TIP* career to stay current, off the streets, and out of "trouble."

1. *Continue to read interesting publications.* I actually enjoy reading certain non-I-O psychology publications. In the past, I have subscribed to business magazines such as *Fortune* and *Business Week*, but as of late, I have become partic-

ularly fond of reading *The Economist*. Besides the fact that this publication is published in the UK, and therefore it covers international business news to a far greater extent than other business magazines I have read, I find *The Economist* to be more sophisticated and broader in its approach. There are excellent articles on such areas as brain research, happiness, and executive compensation, which are far more readable and thought provoking than I expected. In keeping with my international interests, *The Economist* is an ideal way from me to keep abreast of new developments that fall outside the "I-O psychology" domain.

2. *Keep writing*. I must admit that when I first began writing, which was in high school, I thought I was an excellent creative writer. In my senior year creative writing class, I wrote a couple of short stories that my teacher really liked; but I also wrote one or two she really disliked. Later, in graduate school, some of the professors really despised my writing (one professor explained to me that I was fortunate he knew me before graduate school because he understood my writing was poor and therefore he would be able to improve my writing). That was a tremendous blow to my ego and I became much more hesitant to write. Only after years of writing did I regain some self-confidence regarding my skills in this area. Anyhow, I have agreed to write another book chapter, which will address the competencies required for knowledge management work. The topic represents some areas I am quite familiar with (e.g., competency assessment), and some new areas (knowledge management work). I also am involved in data collection for several new projects, mostly compensation related, which I look forward to writing up, once the data are gathered.

3. *Keep traveling*. As I have noted elsewhere, my university (University of Missouri-St. Louis) and my college (the College of Business Administration) and dean (Keith Womer) have done a good job in providing funding for international travel. I am particularly grateful to our Center for International Studies (CIS), and its director, Joel Glassman, who has been very supportive of my international interests. I plan to travel to Stockholm, Sweden this spring to attend and present at the EAWOP (European Association of Work and Organizational Psychology) conference. I just was informed that the CIS has announced its annual program to meet with Chinese academics in Beijing, China, for the purpose of learning more about China and possible research collaboration. The program is ideal in many ways for me: it is relatively short in duration (2 weeks), it involves meeting faculty with similar interests (which is arranged ahead of time), first-time visitors will be given tours of the area, and all expenses will be paid. Unfortunately, other commitments probably prohibit me from participating this year, but I am hoping to participate in 2008. In sum, there is no shortage of opportunities from the university to travel and learn about other cultures. For academics, I recommend that you check to see whether your university has funding for similar trips. For practitioners, investigate whether your company has any business opportunities or task forces that would necessitate international travel.

To the Future: The Beat Goes On

I have had a great deal of fun writing for *TIP*. Oh sure, sometimes I was out of ideas and it really took some work to sit at the keyboard and to decide what to write about. My hope is you, the reader, have learned one or two things from the articles I wrote over the years, and that the information was well received from a customer, student, or peer. I'm also hopeful that the next group of *TIP* writers improves the quality even more and that my name is overshadowed by their work.

And so, as the old saying goes, "That's all folks!"

Thanks for reading my columns and corresponding with me over the years; feel free to say good-bye via e-mail: mharris@umsl.edu. I plan to be at the SIOP conference in New York City in April, so see you there, I hope!

What I Learned Along the Way

Frank Landy
Landy Litigation Support Group

In this edition of **What I Learned Along the Way**, two science–practitioners describe their respective paths from grad school to career. They both happen to be women, and they both reflect on the issues of women in science and, specifically, in I-O psychology. Both have been very successful as both scientists and as wives and mothers. So it CAN be done, but it ain't easy. I did not have a "theme" for this issue. I had no idea what they would write when I asked them for a submission. It just turned out that they identified some similar life experiences. Makes me look like a genius. I like that.

This is my last column as editor of this series. I have very much enjoyed reading how my colleagues tackled their way from adolescence to profession. It reinforced what I had imagined when I began this column. Just like there is no best way to do a job analysis, there is no best way from there to here.

Seven Plus or Minus Two

Jeanette Cleveland
The Pennsylvania State University

In 1956, George Miller published the article, "The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information" in the *Psychological Review*. In this article he reviewed a number of studies that described the ability to make absolute judgments. Miller proposed that we can reliably identify roughly seven signals that vary along a single dimension such as frequency or intensity, give or take a couple of signals. When Frank Landy asked me to contribute to this column, I wondered how I was going to narrow down what I have learned to a manageable number. I relied on Miller, and hope that you remember my seven plus or minus two bits.

Why Do You Want to Go to Graduate School, Dear? Don't You Really Want to Find a Husband?

I was asked these two questions in 1976 when I was applying to graduate school and collecting information about I-O psychology. As a serious undergraduate student with excellent grades, I was highly indignant that this individual thought I was NOT serious about a PhD. Further, implicit in these questions were at least two assumptions that greatly annoyed me: (a) that a woman seeking an advanced degree was only interested in getting married and (b) that BEING a woman seeking an advanced degree was inconsistent with being married/partnered. What did I learn? First, I do not like being told what I cannot do. Second, it is ok; no, it is wonderful to achieve things that some folks may think you cannot do. Surround yourself with people who are encouraging and supportive. You will encounter adversity and obstacles along the way, so having a deep reservoir of support—either parents, other family members, friends or professional colleagues—keeps you on track with a sense of balance. By the way, not only did I complete grad school with a PhD, I found a husband too!

"There Are Two Types of Workers: Those who Work to Live; Others who Live to Work"…Ray Terwilliger (Newburgh, NY)

Actually this is really a variation of a phrase often said by my Uncle Ray who loved to eat. However, I am reminded that within I-O psychology, we frequently assume that employees ought to love their work, their jobs, and their organization. We study job satisfaction, work motivation, and organizational commitment. We imply that the good worker is one who works long hours, takes work home, and spends weekends in the office. We also assume that one's work is a significant part of his or her "core identity." Certainly we as I-O psychologists love our work and most of us live to work. (I plead guilty to this.) However, too often we impose this perspective on all employees. It is equally true that good workers are those who work to live—to provide for their families, for community service, and yep, for leisure activities. (Now, back to my gardening and wood refinishing.)

Study What You Love—There Is Passion in Scientific Objectivity

I realize that we are supposed to be objective and dispassionate as scientists. However, have your ever known a scientist who is excellent in his/her research and not excited about it? I love research and try to develop research questions to address organizational problems that are also meaningful to me. This is perhaps the best aspect of academic life. I certainly would be disappointed to have my freedom to choose meaningful research questions infringed upon by pressures to secure grant monies in order to address issues that have little relevance to organizations or that are not truly interesting to me.

It is hard to be a good citizen in your college or department and only do what you love; sometimes you need to take on projects that are good for the group but not necessarily good for you individually. Still, you should find out what you love and do it as often as possible.

Think Outside of Your Discipline, Biases, and Seek Perspectives Dissimilar to Your Own

We should be proud of being I-O psychologists, but it is naive to believe that I-O provides the one and only perspective for solving most meaningful problems. The best part about working at a university is the opportunity to interact with people who can enrich and expand your thinking.

While in graduate school, faculty members urged me to read and incorporate disciplines outside of I-O into my research. That's how I became interested in industrial gerontology and aging workers (and found out that some disciplines are not wild about nonexperimental, survey research methods). On my first sabbatical at U. of Berkeley, I joined a feminist discussion group with all non-I-O scholars and found out that at times, as academics, we might forget or assume that "everyone already knows that," when, in fact, everyone does not know. During my second sabbatical, my family and I lived in Ireland and were affiliated with the Personnel and Employment (Labor) Relations program where Kevin and I were wonderfully taken to task about our beliefs regarding merit-based performance appraisal! All of these experiences developed and expanded my views on aging and work, gender, work and family and organizational decisions.

However, as my close friends know, I believe that thinking outside our discipline also includes seeking input and information from multiple sources, including nonacademics and family members. If my family and nonacademics are bored with my ideas or do not understand my research, I am on the wrong track or must rethink what I am doing.

For example, my interests in older employees began with my father and his solution to keeping up to date (he is a retired pediatrician; this was in the late 1970s). At the time, I suggested that he get up earlier in the morning to read (Real creative, right?). Instead, he rotated joining the "newest, brightest, and most cocky" interns on hospital rounds to learn the most recent medical techniques, drugs, and equipment. In return, the interns welcomed his questions reflecting extensive years of clinical experience. (Aha, intergenerational learning….)

I am still grappling with input from other nonacademics about a number of interesting issues; for example, the emerging and popular construct of work–family facilitation in jobs. Is it an upper class, professional occupation construct? One position is that many low-level jobs simply do not have positive characteristics that would facilitate home life. Further, even great jobs may not have started out that way. There may be a notion of a "facilitation curve" of a job over time, where a job is highly demanding initially but over time evolves into a highly facilitating position; other jobs may not evolve…What do you think?

Listen and Learn From Your Critics

If nobody criticizes your work, this probably means that nobody reads it or listens to you. Take it as a compliment when someone thinks that something you wrote or said is so important that it deserves to be criticized or rebutted. More important, read or hear the criticisms with the assumption that they were probably written by a smart person who could teach you something. Sometimes your friends and close colleagues hesitate to identify weaknesses or flaws in your thinking, research or writing. These are the times when your critics provide the most developmental information. Oh yes, these constructive critics may include your own children.

Use a Within- Not a Between-Subjects Design When You Take a Look at Your Achievements

I have been teaching and conducting research for over 24 years; I have been one-half of a dual-career marriage for over 26 years. My better half is very successful in I-O psychology, and often students ask how we handle comparing our relative career achievements. My response is always “I use a within person, repeated measures design for comparisons….not a between person design.” If I compared myself with my husband **Kevin Murphy** in terms of the number of journal articles published or number of awards or offices held, I would certainly come up short. But this is the wrong comparison. I compare myself today with how I was doing a year ago, 5 years ago or 10 years ago, and with where I want to go or what I want to achieve. It is a more accurate design/comparison, and believe me, it will keep you sane.

Personal Success in NOT Only an Individual Level Construct

I believe that success is more than our KSAs and effort and includes good luck and many resources or privileges that we take for granted or cannot control (like a good family, influential colleagues, etc.). However, this said, not all of ‘good luck’ is beyond our control. We can guide or create our own good luck to encourage or facilitate good things to happen. For example, I am lucky and have a husband and family who are supportive in career decisions and in childcare (now teenage) and homecare, If you lack this ‘luck,’ seek out and surround yourself with supportive extended family, friends or colleagues and share some of these activities with them or hire out (especially the housework). As I indicated in point 1 above, surround yourself with positive people.

Take Nothing (and No One) for Granted and Count Your Blessings—

Now I am likely showing my age with this one. With two teenagers in the house, I realize how quickly things can change. By the time this is published, my daughter will be 17 years old and my son, 13 1/2 years. Many of you first saw Kathleen in Miami Beach as a 3-month old infant. My 80+ year-old parents, husband, kids, and I all have our health, are happy, have a roof over our heads, food on the table, and can work to keep it that way. What else is there? There is more to I-O psychology than the psychology of work behavior. What happens inside the organization is influenced by what happens to individuals outside the organization as well. Nurture you own well-being and work to develop the goodness of others. Abe and Rhoda Korman wrote a book entitled *Career Success, Personal Failure* that described how individuals could rise to the top of organizations and were “successful” yet also feel personally isolated and abandoned by their families. To me, Abe highlighted the deficiency in the measures of success we use in I-O psychology.

I leave you with 2 questions: (a) Do you live to work or do you work to live? and (b) What are your measures of success? Enough now. I have run up against the infamous “seven plus or minus two”. I have some I-O work to do before I head out to my garden.

Significant Career Steps

Cristina G. Banks
University of California at Berkeley and Lamorinda Consulting

It was only my third day on the teller window, and I just made a $999,000 mistake. Not a good start. Luckily, the mistake was easy to identify and correct; the customer who was just shorted that amount in her deposit wasn't as easy to fix. They didn't fire me. The bank manager knew he made a mistake not sending me to teller school. My career as a bank teller at Bank of America during my college days at UC Berkeley convinced me I had to get a doctorate in I-O psychology—there had to be a better way of running an organization, I thought.

I was also convinced I needed to go to the University of Minnesota for grad school to work with **Marv Dunnette** because I read his book, *Personnel Selection and Placement*, in my personality assessment class—I thought it was the best book I ever read! It was so logical, practical, and solved a critical problem I saw occurring at the bank: how to select the right people into the right jobs. I decided that I had to go to Minnesota to work with Marv. Fortunately, I was accepted into the program, and Marv was my advisor. Everything was going my way. However, going into a career associated with "management" was not received well by my friends at Berkeley—they thought I had sold out to the establishment and joined the wrong side. Remember, this was Berkeley in 1974.

Having arrived at Minnesota, I struggled to get used to the weather, relatively conservative culture, and accents. Marv was as brilliant as I had hoped he would be, and **John Campbell** quickly became one of my most respected professors. I drifted a bit during the program because I became attracted to the field of behavior genetics under the guidance of David Lykken and Irv Gottesman. I was fascinated by twin studies, being an identical twin myself and having conducted a twin study for my honors thesis at Berkeley. But that distraction passed, and I became Employee #3 at Personnel Decisions Research Institute (PDRI) assisting in job analyses and various selection projects. My experience at PDRI injected me with the "consulting bug," and I have been consulting ever since.

For some reason, I was in a hurry to get married in my early twenties (my mother kept referring to me as "no spring chicken"), and in my second year of grad school I found my husband, who was a fifth year student in the developmental psych program. He had already accepted an academic job in the psych department at UT Austin by the time the relationship got serious. That meant I had to go to Texas, too. I finished up my coursework and preliminary exams and moved to UT serving as an instructor for 2 years in the Business School while I worked with Marv long distance on a dissertation. Two important things happened to me at Texas: (a) teaching in a business school made me focus on how to translate theory and academic studies into concrete principles and practice and (b) being a faculty member at Texas gave me the opportunity to explore the use of technology (computers) in research studies. Texas was one of the leading universities in the adoption of microcomputers and computer technology in teaching and research. With these resources, I was able to pursue a series of research studies on cognitive processing in performance appraisal in the late 1970s and early 1980s. I and many of my colleagues such as **Kevin Murphy, Jan Cleveland, Janet Barnes-Farrell, Frank Landy, Jim Farr, Bob MacFarland, Wally Borman, Elaine Pulakos, Shelly Zedeck**, and **Jack Feldman** among others enjoyed many discussions about our respective research programs in this area. Once I finished my dissertation, I became an assistant professor in the Management Department in the Graduate School of Business. I also started my own consulting business on the side to help ends meet. In 1979, the 9-month salary for an assistant professor was $18,000—and that was in the business school!

My days at UT Austin were pretty challenging. I was the only woman faculty member in a department of 32 men and only one of three women professors in the entire school ($N = 140$). However, half of the student body was female, and they wanted guidance! I was swamped and overwhelmed. To increase my workload, I managed to have two children during my 6-year stay. UT didn't have a maternity leave policy then, but I was fortunate to be able to take a semester off for the birth of each child.

My husband's career took off during our Texas years, and consequently he was offered a tenured position at Berkeley. In 1985, we left our jobs in Texas and moved to Berkeley, and I was offered a visiting position in the business school. I decided to convert to a lecture position in order to raise my children and to invest more time developing my consulting business. In 1989, a divorce became the catalyst for me to seriously invest in creating a financially viable and stable consulting firm. While juggling day care, teaching courses in the business school, founding a nonprofit for women leaders, and hosting local conferences on HR topics, I learned how to start a business from the ground up and turn a profit. Terranova Consulting Group LLC grew to 27 people by 2000.

Early in 1992, I consulted to Whole Foods Market, now the largest natural foods retailer in the world. At that time, there were only 13 stores, and the company barely had any brand recognition. The president asked me one day if I would like to be considered for a position on their board of directors—they were in the process of conducting a national search for a woman to sit on the board. Not skipping a beat I said "sure" and proceeded with a series of interviews with board members and the CEO. I was selected along with another woman, Linda Mason (co-CEO of Bright Horizons Family Centers). Participating on a board of a publicly traded company taught me two things: (a) what it really takes to run a successful company and (b) how little relevance I-O psychology has in the boardroom. I was humbled by this experience, yet I received an education about business that would be the envy of anyone. After 7 years on the board and 100 stores later, I moved on to another board of directors closer to home, the Napa Valley, for Chalone Wine Group. I was humbled again by my lack of experience in business strategy, finance, company politics, and accounting. After 4 years sipping some of the finest wines made (including Chateau Lafit) and learning from some of the highest "high-rollers" in the industry (e.g., the Baron Rothschild), I resigned from the board. Although I brought little to the table from my chosen field of study, I could see how our field can greatly impact the success of such companies, and I am emboldened to take steps that will result in our field playing a larger role in the design and execution of effective business processes.

In 1997, I had a life-changing meeting with a couple of attorneys from the law firm, Skadden Arps. These attorneys represented a *Fortune* 100 company in a wage and hour lawsuit, and they were looking for an expert who could help them defend their client in this class action. The issue was overtime: the job was classified as exempt from overtime but the lawsuit alleged that it was misclassified, and therefore, job incumbents were due overtime pay going back 5 years. There was no established methodology for defending these types of lawsuits because there was no obvious way to determine how much time an individual incumbent spent on managerial work in a typical week. In California, the amount of time spent on managerial (exempt) work had to exceed 50% of a person's total work time. I was asked whether I knew how to conduct a study which would provide the data they needed. I couldn't think of any approach at the time, but shortly thereafter, I created a methodology for collecting self-reports of time spent in exempt and nonexempt work at the individual level; this approach was adapted from well-established job analysis methods. I got the project, and as they say, the rest is history. That initial project led to many years of highly lucrative and satisfying expert work. To date, I have conducted at least 40 job studies examining the amount of time spent on exempt and nonexempt work and have served as a testifying expert for almost all of those studies.

The life-changing part was having such a financially successful business that Terranova became a target for acquisition. The wage and hour litigation work along with other human resource consulting work produced very stable and predictable income—a very attractive feature to acquiring companies. One day in 2000 I was invited to dinner by the head of a New York consulting firm to discuss ways we could "work together." Half way through the dinner I realized these guys were not talking about "collaboration" and instead were talking "acquisition." I was floored. I never imagined that anyone would buy my firm, but it happened. The New York firm was actually recently acquired by Manpower Inc., the global temporary staffing company that wanted to develop a new global consulting division by buying successful consulting boutiques around the world and networking them together.

The New York firm was hunting for other consulting firms for Manpower. We were officially acquired in July 2001.

What did it mean to sell the business? I wasn't an owner anymore—I was an employee, a role that really doesn't suit me. Four years after the acquisition, I left to start another company, Lamorinda Consulting, which focuses primarily on wage and hour litigation. It also meant that I had the financial resources to go any direction. I believe this freedom comes with significant responsibility, a responsibility to do things that make a difference. Today, I am thinking about what that responsibility will turn into.

Right now, I am thinking about the workforce of the future and how workforces will change fundamentally as businesses become more fluid and "on demand." I am also thinking about the integration of HR management and I-O psychology: how our field can inform the development and execution of an effective HR infrastructure. I look forward to the day when I-O psychologists are called upon to shape the organizations of the future by applying our best knowledge of effective people strategies and rewarding workplaces.

SIOP Presidents on Education and Training in I-O

David Costanza
The George Washington University

Jennifer Kissamore
University of Oklahoma-Tulsa

Over the past 2 years, our goal for the **Education and Training** column has been to focus on different models and approaches for the teaching of I-O psychology. Jennifer and I have tried to present a variety of ideas about how and where I-O psychology should be taught. Given the diversity of perspectives presented in these pages, it is obvious that there is no one agreed upon way to teach I-O. Although this variety of approaches has drawbacks in that it reflects some of the broader identity and definitional problems with which SIOP and its members are struggling, this diversity of perspectives is good for two reasons. First, the discussion of these issues itself indicates that SIOP and its members are thinking about them and committed to doing something about them. Reflection, self-assessment and continued development are good things. Second, I-O psychology has a diverse and multidisciplinary history and has always benefited from this diversity of perspective. That this diversity would be reflected in different ideas and approaches about the discipline and its teaching is not surprising. Thus, we would argue that such a debate about identity and definition of I-O was inevitable. What the previous columns and numerous other pieces in *TIP* have shown is that this discussion is, and should be, ongoing.

In this, our final column as **E&T** co-editors, Jennifer and I interviewed three SIOP presidents: the current President, **Jeff McHenry**, the immediate Past President, **Leaetta Hough**, and the President-Elect, **Lois Tetrick**, about these issues. Over the course of a fascinating and lively hour-and-a-half interview, these three discussed critical issues and shared their thoughts and opinions about the current and future states of the teaching of I-O psychology and the field in general. The full transcript of the interview extended over 15 pages! What follows are key excerpts from that discussion. We have added information in brackets as needed for clarification. We thank Jeff, Leaetta, and Lois for their time, their thoughtful discussion, and their service to SIOP and its members.

E&T: When we first contacted the three of you about being interviewed for* TIP*, we sent you some sample questions. All three of you responded with some variation on: "Wow, those are really hard questions, let me think about it." That suggests to us that these are very important issues that people are

thinking about in SIOP. We want to start off by asking: Where should I-O psychology be taught? Should it be in psychology departments or elsewhere? Both? If it were to go elsewhere, do we need to change our name?

Jeff: So you're starting with an easy one? [laughter from all] Well, I have pretty strong feelings that we should be part of psychology. I think fundamentally that we are about individuals and understanding individuals in organizational settings. I think there are different types of variables that we might study, some at an organizational level, some at an individual level, some at a group level and between, but I still think we are passionate about understanding individuals and individual behavior and that makes us psychologists. I think we belong in psychology departments. The primary source of our theories, the primary source of our methodologies, all derived from a tradition in psychology. I would hate to see it move out of psychology.

Lois: I agree with Jeff. The day after I got your questions, I was having a meeting with the graduate committee and we were talking about different courses and when they were being offered. It came to me that what differentiates us [I-O psychologists] from a lot of other people that are doing management type things is that we do have a grounding in psychology and I think that is something that we need to keep.

Leaetta: I agree passionately with what both Jeff and Lois have said. But I don't want us to preclude people from being in business schools as well. I do feel passionately that we need to stay in psychology. It is our foundation.

E&T follow-up: Can we not be psychologists but in another department? What about the Organizational Sciences program at UNC-Charlotte or I-O psychology in the business program at Tennessee, or my department [David's department at GWU] where I-O psychology is in Organizational Sciences and Communication?

Leaetta: Yes, you as an individual can, but it becomes difficult to provide a full range of psychological training to students if you are not at least very closely aligned with the psychology department. And the reason, beyond the courses students take, is that they interact with graduate students in social and clinical, and other areas of psychology. If you are not closely aligned with a psychology department, I think those conversations are rare.

Jeff: I love the idea of I-O psychology being part of many different departments and I think that we can contribute using our methods and our theoretical base to the understanding of management, organizational behavior, organizational communication, and a wide variety of disciplines that are closely related. From a training perspective, I think it would be challenging, not impossible, but very challenging to have people trained in I-O psychology outside of a psychology department.

Lois: I agree 100%. Psychological foundation and training is critically important.

Jeff: And I love the idea that we have I-O psychologists who are deans of business schools. I think that is great so I don't want to preclude any of that. I think that demonstrates the type of versatility of the field that we can bring our methodology to so many different problems that are very closely related.

E&T: Obviously, there is a very strong sense that grounding in psychology is important to all three of you. So how does I-O then benefit from interdisciplinarity? And how does this in turn influence the field as well as the training of I-O psychologists?

Leaetta: Interdisciplinarity makes us more broad minded and more aware and knowledgeable of the sciences. Our contributions and relevance to the workplace are greater by having a wider base.

Lois: There are two things suggested by this question. One is that in the training of students, it is good for them to be encouraged to take courses outside of psychology. These courses should be sufficiently different from psychology content so that they provide a working knowledge of the language of other areas, such as finance. The other is that the world is interdisciplinary. That means that I-O psychologists have to be able to communicate with people from different perspectives and different backgrounds. I think we have to start thinking about interdisciplinarity and encourage and cultivate people reading widely and taking advantage of working with others.

Jeff: I think a lot of the creative ideas come out of the synergy from different disciplines coming together, and so although I still feel our fundamental training needs to be in psychology, I think some of the real breakthroughs that are possible in any discipline come when that discipline rubs against another discipline, sort of like the tectonic plates crashing into each other. You get an earthquake and you get an upheaval and new ideas.

I think that there's a strong benefit to us being very aware of and very familiar with disciplines that are closely related to ours. If I think about the time I have been out of school, I-O psychologists have done a lot more to understand organizational psychology and change and organizational development, and I think that interdisciplinary work has influenced our field in a positive way.

Lois: Yes, the public and society benefit from work that is more relevant because of interdisciplinary efforts.

E&T: Based on the first two questions, there seems to be a disconnect between being grounded in psychology and trained as I-O psychologists but reaching out to other fields. How does that affect our identity, how we define ourselves, and how others view us?

Lois: I don't think it affects our identity. It is like saying I lose my identity if I interact with other people. I think it may actually strengthen my identity and/or broaden it.

Leaetta: We do have an identity crisis, in terms of the public's perception of us. Is that a problem? Should we be exclusive and parochial because we want people to know that they're not us?

E&T: We're not saying that we should be exclusive. It is an issue with what we should call ourselves because the public seems to not understand what I-O psychologists do.

Leaetta: That is partially because we haven't done a good job of getting out there and being visible. Lawyers for example, have many different specialty areas and no one says "Gee, they have an identity problem." I think we have just not done enough and we need to do more in terms of publicizing the wide variety of contributions that I-O psychology makes to society and the world.

Jeff: I do think that we have not done a good job of declaring publicly where we do have expertise and can bring that to bear. So, although I wouldn't say we should be the only people who can do selection testing, for example, I think we ought to be pretty bold in claiming that we can do it better than anyone else. There are other areas where I think we can and should be equally bold and sort of staking our claim to expertise. We have not done that very well. I think that the public doesn't have a very strong sense of where we contribute, and so that's something we need to continue to work on. We have initiatives going on right now that are looking at that. It's going to be a long time though before the public has an understanding of what an I-O psychologist does, the way they understand what an accountant does or what a lawyer does. Maybe what we need is a television show featuring I-O psychologists!

E&T: Is an answer to the identity question licensing? Do we need to certify I-O psychologists?

Lois: I don't think licensing is the answer. I don't know what the answer is. I do, in some sense, think that having some sort of certification or credentialing might help bring I-O psychology to a more visible front. The elephant in the room is the public perception of psychology being clinical psychology.

Jeff: I am intrigued by the notion of certification. What I don't know is how will people in I-O psychology be certified? Will they certify in specific practice areas? These are open questions.

E&T: Now turning from the present then to the future, one pressing issue is I-O psychologists being trained as I-O psychologists and then going to teach in business schools. If you play that out to its morbid extreme, who ends up training the next generation of I-O psychologists if all the academics are in other departments? What can SIOP do in terms of the education aspect of our students to prevent that from happening?

Jeff: That's a great question. There is something appealing about being in a psychology department that continues to be attractive to a large number of our members. It would be interesting to find out what some of those factors are. Where might we be at risk moving forward in terms of losing people? Is it all around cash, or is it something else that makes those jobs interesting? What can SIOP do to continue to make those jobs attractive?

Leaetta: What can SIOP do? That is really the heart of it. One of the issues of course is keeping I-O psychologists at a pay level that keeps them in psychology departments. And if you can do that, what does that do to the rest of the psychology department colleagues? What happens to collegiality when your colleagues make significantly more or less than you?

E&T: If you play it out, are we at risk of having just a limited number of I-O programs that do all of the training of academics? Then, all the other programs just produce practitioners? Does that risk making us homogenous and in-bred?

Jeff: I don't know the answer to this. I really don't. I do know that SIOP doesn't have enough money to subsidize I-O program faculty [laughter from all].

Leaetta: One thing that some schools have been doing is fundraising to pay for endowed professorships and chairs. But again, what does that mean for the rest of their colleagues in the psychology department? Even if I-O programs are successful in fundraising, do you really want to be in a department that people don't really want you there because you make so much more money? I don't know.

Lois: Well, I'm sitting here in a psychology department. Money's not everything.

Leaetta: That's very, very true.

Lois: I do think there are some benefits of being in a psychology department that are sort of intangibles. One of the things that SIOP is doing that will indirectly help is pushing for more funding and grants in our areas because one way to supplement salary is through grants and/or contracts. So, that is one way that I think SIOP is starting to get that message through. Also, I do know at some universities at least, the more senior I-O people spend a lot of time consulting, which is essentially a way to equalize the salary imbalance but also provides them with good applied research for the things academics get rewarded for. However, this can be a double-edged sword because the faculty are not around as much as they should be. Maybe there is something SIOP can do to come up with guidelines for what is the appropriate amount of time faculty should be engaged in field research.

E&T: You make a really good point about the intangibles. Is there something SIOP could do in the training of doctoral students to accelerate the awareness of what other fields are doing and how they go about doing things and therefore make psychology more appealing?

Leaetta: This is a possibility. There are benefits besides money in the colleagues and the kind of work you get to do, and that's more important the longer you are in the field.

Lois: One thing that has kept a fair number of folks in psychology is that we have great graduate students. If you go to other places where you find I-O psychologists on faculty, they often times don't have access to the graduate students to work with that we do in psychology. I think that is a real draw for a lot of people.

Leaetta: That is a very good point. Graduate students in psychology may have a greater interest in research and research orientation than those in other programs.

E&T: What is next for education and training in I-O? What are your thoughts about I-O education for the next 10 or 15 years? What is the big unanswered question?

Jeff: I still think it is about the fundamentals. I think it is about really making sure that people come out of I-O programs with great methodological training, that they know how to do research, to interpret and analyze data. They know about measurement. More and more I think it is critical to show how technology can be used to aid in research. That's probably part of methodological training that wasn't there 25 years ago. There has been discussion that we need to train students more in the real world, how to consult, and how to teach effectively, and postgraduate school skills. It is interesting that I have been in a couple of different settings and had conversations with people about that. I think the feeling of at least people in practice settings is that these are things that can largely be trained on the job, through internship and other things. The thing that you can't train people on, once they start working or teaching full time, is how to be a good researcher. They have to learn that in graduate school. So I think teaching the fundamentals is absolutely critical. I think the people coming out of graduate school with good fundamental training are going to continue to be those who are most in demand.

Leaetta: I agree with Jeff's point about learning consulting skills somewhere other than graduate school. During graduate school there is barely enough time to work on the fundamentals. This may be an opportunity for SIOP to help students gain consulting skills outside the academic setting but within the culture of I-O psychology.

Lois: I think all of us who have been trained as psychologists have good methodological as well as theoretical preparation. At the same time, I think we need to make our curricula a little more flexible. I think academics have an inclination to think that since there is a new topic, there needs to be a course on it, but if students have to take all those courses, they will never finish. We need to think about how we can have our curriculum and structure more flexible so we don't lose sight of the key things but that students also get some breath and avail themselves of interdisciplinary perspectives.

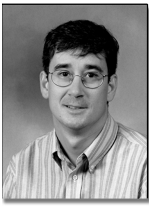
E&T: Thank you so much for taking the time to discuss these issues with us.

Lois: This was an interesting exercise. The questions were really tough and I thank you for making us think about them!

Leaetta: Thank you, David and Jennifer. The issues and questions you posed are critically important to I-O and SIOP and obviously merit much more discussion.

E&T: Our hope is that exchanges like this will advance our thinking about the critical issues facing I-O psychology.


Agenda
(Trivial +/- Informal)
+
Roles to Play
(Structure +/- Predictability)
+
Rules for the Game
=
7 Primary Scales + 1 Validity Scale + 41 Subscales = HPI Measurement
Reputation (what you do) + Identity (why you do it) = 1st Factor of Personalit



Michael J. Zickar
Bowling Green State University

In my last column, I discussed work-related documentary films as a way to expand our and students' understandings of the history of work. I asked for people to submit other film favorites and got one suggestion: *Nude Girls Unite!* (the story of strippers in San Francisco trying to unionize). I promised the recommender (who shall remain nameless!) that I planned to see it though I have yet to watch it (the local eclectic video store does have it).

In this column I would like to recommend a couple of scholarly books on the history of work. From my experience, I-O psychologists are much better at keeping up to date with relevant research in psychological journals, though we neglect the greater literature that tries to understand the meaning of work from other disciplinary lenses. Although most of us associate American history with retelling of presidential lives or refighting past battles and wars long since won or lost, there is a significant component in American history that tries to understand the role of work in our society. My brief and sporadic reading of the history of work has been extremely influential in guiding my own historical research in I-O psychology, plus I have found it extremely interesting. I thought it might be worth column space to detail two of my favorite books in the history of work.

Steeltown, by Charles Rumford Walker, is a brilliant and thorough study of a steel plant closing in Ellwood Pennsylvania. The "plot" is a common refrain these days (though novel back in 1950 when the book was published) in that a factory threatens to relocate for financial reasons. The steel plant in Walker's study was the largest employer in a small town that had been built, literally and figuratively, around the factory. The larger corporation decided that the machinery in the plant was obsolete and that a location in Gary, Indiana would be more cost efficient given that it was closer to related plants and to transportation hubs. The story itself is so common that there is little novelty in it, at least these days.

What is interesting is Walker's exhaustive study of the steelworkers' jobs as well as the likely effects that the plant closing will have. Although Walker was an economist, he reports on many things that I-O psychologists are interested in, including job satisfaction, attitudes toward unions, and the work–life balance of employees. Walker had permission from management and labor as well as trust of employees to collect data on any number of questions and variables that he was interested in. He used surveys, conducted one-on-one interviews, transcribed reports from union meetings, collected relevant newspaper articles, and even mapped workers' residences throughout the city. Walker quotes the employees of the mill in extensive detail. Sometimes the workers communicate a point much better than any historian could do. For example, one worker in describing what satisfied him said "I like my job best because you get a breathing spell. The job operating is too nervous. Every once in a while we can sit down on a bench...or have a cigarette. That's what I like" (p. 63). The book has many similar descriptions that seem to provide much more thick description than you might find just reading our literature on job satisfaction!

Another favorite is *I Remember Like Today: The Auto-Lite Strike of 1934* by Philip Korth and Margaret Beegle, which is an oral history account of one of the country's most famous labor conflicts at the time. The Auto-Lite factory in Toledo, Ohio made automobile components for U.S. automakers. Because of terrible working conditions, on-and-off employment, and poor management, the factory workers decided to try to organize with the fledging Automobile Workers Federal Union. When the company refused to recognize the union, a large number of Auto-Lite workers went on strike. The story of the Auto-Lite strike includes many of the exciting but typical details of violent labor strikes of the time including vandalism, taunting of people who crossed the picket lines, radical Communist infiltrators, competing injunctions, and the National Guard. I won't ruin the story for you!

What makes this book incredible is that the researchers tracked down survivors of the strike and present the conversations that these people had about the strike. The researchers made a point to get myriad points of view including strikers, management, people who supported the strike and those who did not, newspaper reporters, policeman, labor organizers, and people who just came and watched the strike as it unfolded. These interviews conducted 40 or more years after the strike show how important work was in the lives of the strike's participants and how they coped with the stresses and chaos that industrial conflict inevitably brings about. Perhaps the book had even more significance for me, given that the events took place about 10 minutes from where I live. It makes me wonder what kinds of hidden secrets lie around us, whether our parents, grandparents, or neighbors might have lived a workplace history that we someday might regret that we never discovered.

I encourage you, next time you are considering picking up a latest bestseller to take your mind away from work, to pick up a book on the history of work. Chances are you will enjoy it (just as you would the bestseller) but also that it will enrich your work. If you have any good suggestions to pass on, please contact me (mzickar@bgsu.edu).

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The Diversity Report

How Our Similarity Makes Us Different: A Minority Perspective on the Community Impact on Work–Family Balance

Derek R. Avery
Rutgers University

Patrick F. McKay
University of Wisconsin-Milwaukee

Because much of our research centers on the study of diversity in general and racial and ethnic differences in particular, we are often asked questions by our students, colleagues, and media about actual versus contrived differences created by race and ethnicity in the workplace. People want to know if race and ethnicity really make a difference and, if so, how they affect employees and their employers. No matter the audience, these discussions inevitably seem to lead to two questions. The first is: "But aren't we really more similar than different?" When we concede to believing that we are, the follow up is: "So why should race and ethnicity matter?"

The purpose of this column is to answer this second question by providing a minority perspective on how community characteristics affect the achievement of work–life balance. Readers should notice three key things. First, minorities appear to be looking for many of the same things in a prospective community sought by majority group members. Second, this process for minorities entails inherent difficulties that White employees often do not experience. Third, it is the similarity in our desires and the dissimilarity in the relative ease of their attainment that creates the meaningful between-group differences. Interestingly enough, a recent review of the work–family literature concluded "we appear to know little about WF issues of employees from diverse racial and ethnic groups" (Casper, Eby, Bordeaux, Lockwood, & Lambert, 2007, p. 34).

Work–Family Balance

To begin, we should define exactly what we mean by work–family balance. Essentially, workers must exist in two roles—as a member of the organization and a member of a family (Clark, 2000). Although some scholars initially depicted these roles as distinct, more recent work has acknowledged that there is often overlap between the two, commonly known as spillover. Because they want their employees to be maximally productive while at work, it behooves organizations to pay attention to the balance between work and family demands. Should the requirements of either become too taxing, it can have a detrimental effect on the other. Thus, both have a bearing on employees' overall effectiveness at work.

When looking at the family side of the work–family dynamic, there are a number of desires people seek to meet. Many want an active social life, including friends and recreational/entertainment options. Others want opportunities to build social status through engagement in civic, service, and social organizations. Employees with children place a premium on factors related to successful child rearing. Our ability to meet these desires, and many others, is affected considerably by the communities in which we choose to live (Voydanoff, 2005). Before examining racial and ethnic differences in the impact of communities on work–family balance, we consider the nonwork desires of three groups of employees: single, those in an exclusive partnership without children, and partners with children.

Types of Employees

Single. For unattached employees, concerns outside of work may be related to one's extended family and/or to social opportunities. These individuals look for interesting and stimulating ways of fulfilling their interests, which may include networking, socializing, fitness, worship, dating, or community service (we realize this list is not exhaustive). Irrespective of one's demographics, people seek ways to spend their time outside of work that provide some sense of belonging or produce some sense of fulfillment. Because they are unattached, their concerns tend to be more self-centered (although not necessarily in the pejorative sense).

Partner, no children. These individuals often share the same concerns as the single employee, with one noteworthy exception: They have a specific person in mind with whom they plan to spend their time outside of work. Consequently, they look to meet the same needs as the single employee but are planning more collectively than individually.

Partner with children. Although these employees continue to experience many of the same desires noted for the first two groups, they often subjugate their personal wants and desires in favor of options perceived to best suit the needs of their children. Social needs, such as affiliation and belonging, are still important but are relegated to secondary concerns following those of the children. This raises the salience of the quality of community amenities such as schools, childcare options, parks, playgrounds, police, libraries, and so on (Pitt-Catsouphes, MacDermid, Schwarz, & Matz, 2006).

Racial and Ethnic Differences

Race and ethnicity are unlikely to affect the value placed on any of the priorities discussed above for the three groups of employees. It is more likely than not that the distribution of these values is similar across all groups. What is different, however, is access to the characteristics required to meet these needs. We believe this differential access to be a previously unexplored form of White privilege (McIntosh, 1989). In fact, we doubt that many White employees in the Unites States have taken the time to consider how the process of attempting to meet these needs may differ for minorities. We should note here that our intent is not to criticize or condemn those who unconsciously benefit from this privilege. Rather, we hope to shed light on the issue to (a) increase empirical study of racial difference in work–family issues, (b) make organizations aware of these prospective differences, and (c) prepare future minority professionals for the unique challenges they are likely to encounter in the process of seeking balance between their work–family roles.

Differences for singles. According to Census Bureau information, 69% of the U. S. population self-classifies as White, non-Hispanic. Consequently, the overwhelming majority of U.S. towns and cities are predominantly White in composition. This fact is not inherently problematic. What creates a problem, however, is that people often tend to seek similarity in their relationships with others (McPherson, Smith-Lovin, & Cook, 2001). Conjunctively, this makes it innately more difficult for minorities to establish satisfactory community ties. For instance, church congregations tend to consist predominantly of members of one racial or ethnic group (Dart, 2001). If there is not a critical mass of one's racial or ethnic group in an area, what options does this leave for worship? Similar processes are likely for other types of social institutions and community amenities as well.

Not only can underrepresentation make it more difficult to establish social networks in a community, it has other significant effects as well. One such effect is to restrict the number of potential romantic partners. Individuals certainly have the ability to date across group lines, as attitudes toward interracial dating have become more favorable of late (George & Yancey, 2004); however, the general tendency is for individuals to date (and marry) partners who are similar to them in race, attractiveness, education, and values (Kalmijn, 1998). A related concern is the distribution of partners within one's socioeconomic status (SES) group and its effects on finding a dating pool of sufficient size. In the academic realm, for example, institutions are often located in "college towns" that have low representation of minorities. Coupled with the fact minorities are disproportionately represented in lower socioeconomic strata and educational levels (U.S. Census Bureau, 2001, 2004), a high SES minority may experience considerable difficulty meeting prospective friends, network members, and dating partners in such locales. Moreover, high SES minorities have reported a preference for social interactions with others of similar race and class standing (Logan, Alba, & Zhang, 2002).

Differences for partners, no children. In this section, it is necessary to distinguish between leading and trailing partners. Typically, the leading partner in a relationship will relocate to an area for an attractive opportunity allowing for greater career growth and development. Relative to Whites, there is greater likelihood for minorities that their racial group may be poorly represented in the new locale. Accordingly, leading partners who are minorities may lack access to satisfactory social activities outside of work but perceive the prospective career benefits of the move to mitigate these negative social outcomes. Their trailing partner, however, might not realize career gains with relocation. This is especially true if the target location is a nonmetropolitan area (Bradbury, 1994). Consequently, the trailing partner may suffer career derailment in addition to strains on his/her social options outside of work. In sum, the minority leading partner, at minimum, often faces a win–lose situation for the work and nonwork realms. Worse still, the minority trailing partner may be forced to endure a potential lose–lose situation for these realms, with negative effects on career and life satisfaction (Munton, 1990).

Differences for partners with children. Because people wish to locate in areas they deem conducive to their families, greater racial-ethnic differences in the emphasis placed on community racial characteristics may emerge between minority and White partners with children. Minorities face barriers to community satisfaction that their White counterparts are unlikely to experience. A primary concern involves a region's general racial climate or the degree to which the location maintains harmonious racial relations. Minority movers, for instance, often consider the racial climate of a prospective locale when making employment (Burr, Potter, Galle, & Fossett, 1992) or residential moves (Krysan, 2002). In addition, similar to White partners with children, minorities seek residency in neighborhoods associated with high-quality school systems. The problem, however, is that minorities experience greater discrimination-related difficulty than Whites in trying to secure housing in neighborhoods (often predominately-White) typically associated with quality schools (Logan, Alba, & Leung, 1996). At the extreme, minorities may even have to consider the possibility of racial harassment and race-related violence against them and their children (Green, Strolovitch, & Wong, 1998), concerns that are virtually nonexistent for White partners with children.

Tying It All Together

So what does this mean for businesses and employees? First, companies operating in communities with low minority representation are likely to find it extremely difficult to attract and retain minority employees. Moreover, this is irrespective of how positive their diversity climates may be within the firm. This is particularly true for minority employees with children, who must consider the problems that may arise for their children attending schools where there are few, if any, other minority students. Few people would opt to live in relative isolation when other viable alternatives are available. A number of U.S. metropolitan areas are densely populated with members of particular minority groups, thus offering culturally rich social contexts and job opportunities alike. Organizations must recognize that high human capital minorities have opportunities to leverage their job mobility into relocations designed to achieve improved quality of life for them and their families. Second, future minority professionals should invest a great deal of time and effort (significantly more than their White counterparts) into exploring the racial dynamics of an area prior to seeking employment in that area. This entails finding out about the size and social standing of minorities in a location. Not only is it important that a critical mass is present, but its members must not be relegated exclusively to low status positions within the community and its organizations. A little research beforehand may help to prevent making a mistake costing one both happiness and productivity. Third, we strongly encourage researchers to devote attention to empirically examining how communities affect racial and ethnic disparities in the attainment of work–family balance. As we mentioned at the onset of this argument, there has been little inquiry focusing on work–family issues of minorities (cf. Casper et al., 2007). We certainly would love to see this change in the near future.

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Note: Upon becoming the chair of CEMA, I decided to try my hand at reviving some of the collaborative spirit **Martin Davidson** and **Bernardo Ferdman** interjected into this column when the latter was chair. This, my first collaborative column, stems from a recent discussion Patrick and I had about racial and ethnic differences in attaining work–family balance.

Good Science–Good Practice

Marcus W. Dickson
Wayne State University

Jamie Madigan
Ameren Services

It's not too often that we get to see research that combines Wall Street and Sesame Street, changing diapers with changing project deadlines, or power lunches with romantic candlelight dinners. But two articles in a recent issue of *Journal of Applied Psychology* do that—in a way. The pair of articles examines the interrelations between family and work roles, and the degree to which stressors, enhancers, and other factors in each realm affect important variables in the other. It's not an entirely new area of research by any means, but my eye was caught by the way the authors in the two pieces use theory-driven research and meta-analysis techniques to examine what is a popular topic among practitioners: work–family balance. Given that this is a topic that most of today's managers are aware of, if not concerned about, it's easy to see how these articles fit into the purview of this column.

In "Commitment to Family Roles: Effects on Managers' Attitudes and Performance," **Laura Graves**, Patricia Phlott, and **Marian Ruderman** (2007) took an admittedly narrow sample of top-level managers and gathered information about how their commitments to family roles, parental roles, and marital roles affected their satisfaction with their life, their careers, and their work. They also examined how commitment to family acted both as a boon and bane for these outcomes through the mediating effects of psychological strain. In other words, do these commitments act to both raise and lower psychological stress? And what effect does that have on more distant outcomes like life satisfaction, career satisfaction, and work performance? It's easy to imagine how commitments to raise children, spend time with a husband, or attend family events can impede one's ability to get ahead (or even just keep up) at work by putting in extra hours at the office, but the authors also point out that commitment to family can also reduce strain. One may gain new skills for coping with stress or other challenges at home that transfer to the workplace, or one's general happiness with a good family life may seep into one's attitudes towards other areas of life, like work.

And indeed, the results of the research confirmed many of these hypotheses. Although they did not find that marital or parental role commitment increased interrole conflict between work and family, the researchers found that these commitments did enhance one's ability to juggle those same roles and did reduce the resulting psychological stress. In general, they found that commitment to family and marriage had more benefits than costs. This research has some severe limitations in that it only examined high-level managers who could probably mitigate the effects of role conflict by, for example, hiring caregivers, house cleaners, tutors, and so forth. The results may be different if future researchers examine other workers who have more difficulty making ends meet or dealing with special needs. Still, the present research has value even if it only examines the specific population of middle- to high-level managers.

Ford, Heinen, and Langkamer (2007), on the other hand, took a much broader approach when they conducted a meta-analysis on work–family satisfaction and conflict. The authors note that despite the relative maturity of the topic, there is little research that reviews the relationships "between sources of stress and support in the work domain and the satisfaction people have with their family–nonwork life."

What interested us about this research was that the authors set out to look at the two-way streets that exist between work satisfaction and satisfaction with other areas of life, such as family. You can read the article for all the technical details, but among the end results is the finding that a fair amount of variance in one was explained by variance in the other. In particular, stress in one domain affects stress in another. Interestingly, though, there seems to be an asymmetry in place such that the spillover from work into family is greater than the other way around. So an unreasonable project deadline at work may make it harder to deal with a toddler's temper tantrums, but being surprised by flowers and a night out with your spouse may have a smaller effect on your ability to put up with that really annoying guy in the cubicle next to you at the office. Alas.

We find both of these articles (as well as a methods review by Casper, Lillian, Bordeaux, Lockwood, & Lambert, 2007, in the same issue) to be useful signposts at the intersection of science and practice because they examine—with scientific rigor—issues that are on the minds of many practitioners. Furthermore, these issues are sometimes flung around by managers and leadership gurus with the same zeal as many fads that have come in and out of style over the years. It's not unusual to look at recruitment literature and see claims of a work–family balance and specific benefits that target this balance like flextime, telecommuting, floating holidays, vacation time, work-sponsored social events, or promises of a reasonable work week. And although that all sounds good and none of us is likely to turn down at least the option to exercise these benefits, the more cynical (or scientific) of us may have wondered "so what?" Does it really matter in terms of making the organization healthier or more effective? Research endeavors like the ones described here are pointing at the answers.

As with the issues related to recruitment and flexible scheduling, we know that trying to convince organizations to invest in "soft" interventions—

interventions for which there is no directly assessable bottom-line impact—is always a challenge. When organizations do make such an investment, they want to know that they are getting the maximum bang for the buck. That's why the article "Maximizing Returns on Mentoring: Factors Affecting Subsequent Protégé Performance" by **Scott Tonidandel** and his colleagues **Derek Avery** and McKensy Phillips (2007) caught our eye. Mentoring programs are popular, but are also often largely ineffective. Tonidandel and colleagues looked into this issue using a sample of NCAA basketball coaches, for whom the success of both the mentor and the protégé are objectively measurable. Specifically, they looked at the interactions that occurred when current head coaches had served as assistant coaches (protégés) under other more senior head coaches (the mentors), with a focus on the style and type of mentoring provided (psychosocial and/or career development), as well as on the success of the mentor. They then tried to determine whether these factors affected the ultimate success of the protégé when he/she became a head coach.

Interestingly, they did not find that the amount of time spent working under a mentor was predictive of future success. They did find, however, that the more successful the mentor, the more successful the protégé when he/she became a head coach and further that the effects of both psychosocial and career-development mentoring were moderated by the success of the mentor—the more successful the mentor, the stronger the effect of mentoring. Finally, the length of the mentoring relationship did matter, it just depended on the success of the mentor. As Tonidandel and colleagues explain, "Long-term relationship with a successful mentor had a positive impact on protégé success. In contrast, a long-term relationship with a mentor who tended to be less successful was associated with lower performance by the protégé" (p. 98).

The study highlights that mentoring matters and further that the mentor matters. In our experience, we've often seen less successful people assigned as mentors because they were seen as having the time to do the task or because it was seen as a chance for the underperforming employee to provide some benefit to the organization. We've also seen mentoring programs that were short-term—a few months when an employee is new to the organization. However, these results suggest that these may not be the best strategies. Mentoring works best when it is long-term, provided by those who are themselves successful. Of course, what exactly mentoring includes remains elusive. In the current study, serving as an assistant coach was taken to mean that one was a mentor's protégé, but this is not necessarily the case. The senior person may not take an active interest in any of his or her assistants' development or may favor some over others. Nonetheless, Tonidandel and colleagues provide us with some real food for thought about mentoring and mentorship programs.

We'll wrap things up this time by talking about "war stories" and how they can be used. Training programs are often criticized for not having enough "real-world" connection, so stories and anecdotes of actual situations are sometimes incorporated into the training. But how should this be done? Should trainees learn about others' successes, or their failures? Wendy Joung, **Beryl Hesketh**, and Andrew Neal (2006) addressed this issue in their recent *Applied Psychology: An International Review* article, entitled "Using 'War Stories' to Train for Adaptive Performance: Is it Better to Learn from Error or Success?" To make a long (but very interesting) story short, the answer seems to be that trainees learn better from learning about prior failure and poor decisions than they do from prior successes or good decisions. Joung et al. used a sample of experienced fire fighters going through incident command training, and presented one group with failure-oriented stories as part of the training, while the other group received training that included stories about the same incidents, reworked to reflect good decisions and success. Though the results were not unequivocal, the results (measured in several different ways) suggest that the error-oriented training led to better training outcomes than did the "best-case" training. The authors also note anecdotally that in the error training group, the discussions after each case study were much more animated, with participants eager to find better ways to have resolved a problem and avoided mistakes, while the best-case groups were more subdued in their conversations and otherwise indicated that they were less engaged overall. Transfer of training is always a concern, but when the training is for high-impact tasks like fireground management, one has to suspect that engaged trainees are going to learn more and retain more than their less-engaged colleagues.

As always, we're looking for your suggestions for articles to highlight here—articles that advance theory or conceptual understanding, while at the same time providing clear, practical, and useful information for practitioners. Feel free to e-mail us at marcus.dickson@wayne.edu, or HMadigan@ameren.com. We'll be keeping our eyes open for articles, as well.

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On the Legal Front

Art Gutman
Florida Institute of Technology

BNSF v. White: Early Returns

I covered the Supreme Court's June 22, 2006 ruling in *BNSF v. White* in the October 2006 issue of *TIP* and **Eric Dunleavy** wrote a superb follow-up article in the January 2007 issue. For present purposes, I will assume the reader is familiar with both articles. Eric stopped short of reviewing post-*BNSF* rulings. I will continue where Eric left off. I searched circuit court cases from June 22, 2006 through December 31, 2006 and will report the results of that search below.

Recapping *BNSF*, the Supreme Court assessed three standards for defining retaliatory acts as being materially adverse. The most restrictive standard, which I termed Ultimate Employment in my October 2006 article, requires illegal acts related to hiring, granting leave, discharge, promotion, or compensation. The middle standard, which I termed Adverse Employment, requires illegal acts relating to the terms and conditions of employment, but these acts need not constitute ultimate employment consequences.[1] The least restrictive standard, which I termed EEOC Deterrence, requires acts reasonably likely to deter a charging party (or others) from engaging in protected activity, regardless of whether they are illegal in an of themselves. There was little doubt that Ultimate Employment would lose. The problem is that the plaintiff in *BNSF* (Sheila White) alleged two actions (a transfer to a less prestigious job and a 37-day suspension without pay later rescinded with back pay) that satisfied EEOC Deterrence in the eyes of eight justices and Adverse Employment in the eyes of the ninth justice. That's great for Sheila White, but it leaves the rest of us wondering what the difference is between EEOC Deterrence and Adverse Employment.

There were two other issues addressed in the ruling. The first issue involved the *context* in which a retaliatory act occurs. For example, in *Washington v. Illinois Dept. of Revenue* [420 F. 3d 658, 662 (CA7 2005)], the 7th Circuit found that a shift change was materially adverse because the plaintiff faced a "unique vulnerability" (her prior flex-time schedule permitted her to care for her mentally retarded child, whereas the new schedule did not). The second issue involved *out-of-work* actions, as for example in *Berry v. Stevinson Chevrolet* [74 F. 3d 980 (CA10 1996)] where a false criminal charge was

[1] For example, hostile environment harassment is illegal under several statutes, but by itself does not rise to the level of an ultimate employment consequence unless it can be proven it is so severe that it leads to a constructive discharge (see for example *Pennsylvania State Police v. Suders* [542 US 129, (2004)].

filed by an employer, and *Rochon v. Gonzales* [438 F. 3d 1211 (CADC 2006)] where no protection was afforded for the family of an FBI agent (which is standard operating procedure for the FBI). The eight justices that endorsed EEOC Deterrence also endorsed the circuit court ruling favoring the plaintiffs in each of these cases.

Search Criteria & Primary Ground Rules

Given my press deadline (February 1, 2007), I limited my search for citations from June 22, 2006 through December 31, 2006. There were 71 citations citing the Supreme Court's ruling in *BNSF*. Seven citations were of six cases that survived summary judgment motions and went to trial. As depicted in Table 1,[2] there are two citations for one case on different dates (*Freitag v. Ayers*). These cases are interesting in their own right, but for present purposes, it is sufficient to note that the district court ruling was upheld in each case, four favoring plaintiffs and two favoring defendants.

Table 1
Jury Rulings Favoring Plaintiff

CA 1	*McDonough v. City of Quincy*	Lexis 15773	Jun 23	Jury Ruling - Plaintiff
CA 6	*Jordan v. City of Cleveland*	Lexis 16821	Jul 6	Jury Ruling - Plaintiff
CA 9	*Freitag v. Ayers*	Lexis 23383 Lexis 27285	Sep 13 Nov 3	Jury Ruling - Plaintiff
CA 10	*McInnis v. Fairfield*	Lexis 20740	Aug 14	Jury Ruling - Plaintiff
CA 7	*Syzmanski v. County of Cook*	Lexis 28672	Nov 20	Jury Ruling - Defendant
CA 11	*White v. Potter*	Lexis 27539	Nov 7	Bench Ruling - Defendant

The remaining 64 citations represented 64 separate cases that were appeals of summary judgment for the defendant (SJD) at the district court level. In other words, they did not go to trial. Collectively, 49 SJDs were affirmed and 15 SJDs were reversed or vacated and remanded.[3] Table 2 breaks down these rulings by the standard used by the respective circuit courts prior to the Supreme Court's ruling in *BNSF*. Among the 15 nonaffirmations, 12 were reversals and 3 were vacate/remands.

[2] The citations in all tables are shorthand. For example, the technically correct citation for *McDonough v. City of Quincy* is 2006 U.S. App. LEXIS 15773. It should be noted that all or most of them can be found at WWW.findlaw.com. The date of the ruling is provided to facilitate Findlaw searches.

[3] A reversal is a prejudicial message that means the district court got it wrong. In comparison, to simply vacate and remand means only to start over and review under the new standard without prejudice.

Table 2
Distribution of SJD Appeals

Ultimate Employment Courts	CA5 CA8	8 Rulings: 5 Affirmations (62.5%)
Adverse Employment Courts	CA7 CA9 CADC	14 Rulings: 11 Affirmations (78.6%)
EEOC Deterrence Courts	Remaining 7 Circuits	42 Rulings: 33 Affirmations (78.6%)
All Courts	12 Circuits	64 Rulings: 49 Affirmations (76.6%)

Because there were so many SJD appeals, primary ground rules were established such that (a) the 12 reversals are treated as being more important than the 3 vacate/remands and (b) the affirmations that illuminate conceptual differences among the Ultimate Employment, Adverse Employment, and EEOC Deterrence standards are treated as more important that those that shed no light on this issue.

Secondary Ground Rules

There are four additional rules to note. First, although *BNSF v. White* was a Title VII case (covering race, religion, sex, and national origin), it applies broadly to other EEO classes (age and disability), to EEO claims via constitutional amendments, to non-EEO statutes such as the Family Medical Leave Act (FMLA), and to constitutional claims on non-EEO issues (e.g., First Amendment claims of retaliation after use of freedom of speech). For present purposes, less emphasis is placed on the source of the original claim in favor of the facts in the retaliation claim.

Second, the source claim is irrelevant in most cases to the ruling in the retaliation claim. For example, in *Easterling v. Concordia*, the ruling was SJD on both the original charge (sex discrimination) and retaliation at the district court level. The 5th Circuit then affirmed SJD on the source claim but reversed SJD on the retaliation claim. For present purposes, the ultimate disposition of the source claim is deemphasized.

Third, in any retaliation claim, plaintiffs must satisfy three elements (or prongs) in order to prevail:

Prong 1: Documentation of participation or opposition
Prong 2: A materially adverse action
Prong 3: A causal connection between Prongs 1 and 2

The Supreme Court's ruling in *BNSF v. White* focused entirely on the definition of *materially adverse*. Critically, even if the circuit court credits the plaintiff on Prong 2, the plaintiff must still prove a causal connection (Prong 3) in order to prevail. For present purposes, the emphasis is on cases where Prong 2 was addressed, regardless of the disposition on Prong 3.

Fourth, retaliation claims follow standard disparate treatment rules and may use the *direct* or *indirect* method to establish causality (Prong 3). The difference between these two methods is illustrated by the 7th Circuit Court in *Phelan v. Cook County*. The direct method is illustrated as follows:

> Under the first method, a plaintiff can defeat summary judgment by "present[ing] direct evidence...that he engaged in protected activity...and as a result suffered the adverse employment action of which he complains." … "If [the evidence] is contradicted, the case must be tried unless the defendant presents unrebutted evidence that he would have taken the adverse employment action against the plaintiff even if he had had no retaliatory motive." In the absence of an admission of retaliatory motive by the defendant, a plaintiff can succeed under this first method, referred to as the "*direct method*," by presenting sufficient circumstantial evidence such that a jury could infer retaliation.

It is important to note the distinction between direct/indirect *method* as compared to direct/indirect *evidence*. The direct method may use either direct evidence (e.g., e-mails, eyewitnesses) or indirect (or circumstantial) evidence (e.g., that similarly situated employees were treated differently).[4] The critical point is *when* the evidence is presented. If the plaintiff leads with either form of evidence in the prima facie phase, the defendant is forced to rebut that evidence directly. If the district court judge believes that insufficient evidence has been presented, or the evidence presented is successfully rebutted by the defendant, then SJD is granted.

The indirect method for retaliation claims is illustrated by 7th Circuit Court in *Phelan v. Cook County* as follows:

> The second method described as the "indirect method," "requires the plaintiff to show that after filing the charge only he, and not any similarly situated employee who did not file a charge, was subjected to an adverse employment action."

For example, if a plaintiff claims termination in retaliation for filing an EEOC claim of sex discrimination, and does not offer any direct or indirect evidence in the prima facie phase, the defendant may simply articulate or verbalize (without having to prove) a nondiscriminatory reason for the termination, forcing the plaintiff to prove the stated reason for termination is a pretext for discrimination. This is known as the *McDonnell-Burdine* scenario.[5] If the district court judge deems that a reasonable jury cannot infer retaliation based on pretext, then SJD is granted.

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[4] See for example *Desert Palace v. Costa* [539 US 90 (2003)], where the plaintiff lead with indirect evidence and forced the plaintiff to rebut that evidence.

[5] See for example *McDonnell Douglas v. Green* [411 US 792 (1973)] where the plaintiff provided no direct or indirect evidence of discrimination in the prima facie phase and was forced to come up with direct or indirect evidence discrediting the defendant's articulation in the pretext phase.

Although I did not keep an exact running count, in the general run of cases I examined, plaintiffs with strong direct or indirect evidence that come out swinging in the prima facie phase stood a better chance of prevailing than plaintiffs who relied on disproving articulations by the defendants in the pretext phase of *McDonnell-Burdine* scenarios. For present purposes, the distinctions between methods and evidence are deemphasized. These distinctions are critical, however, for readers who intend to study retaliation rulings to determine how Prong 3 claims are evaluated.

Ultimate Employment Courts

Table 3 depicts cases decided in the courts that previously used the Ultimate Employment standard. Because this is the most restrictive of the three standards, these are the cases most vulnerable to reversals of SJD based solely on Prong 2. There were three reversals of SJD and five affirmations. Seven of the eight cases were from the 5th Circuit and only one was from the 8th Circuit. To assist the reader, the ground rules discussed above will be relaxed for these cases and then heightened for the remaining 56 cases evaluated by the prior Adverse Employment and EEOC Deterrence courts.

Table 3
Ultimate Employment Courts (CA5 & CA8)

CA 5	*Easterling v. Concordia*	Lexis 19053 Jul 28	SJD Reversed–Prong 2
CA 5	*Pryor v. Wolfe*	Lexis 21467 Aug 22	SJD Reversed–Prong 2
CA 5	*Despres v. San Antonio*	Lexis 31000 Dec 15	SJD Reversed–Prong 2
CA 8	*Lewis v. St. Cloud University*	Lexis 26983 Oct 31	SJD Affirmed–Prong 3
CA 5	*Kebiro v. Wal Mart*	Lexis 20635 Aug 10	SJD Affirmed–Prong 3
CA 5	*Peace v. Harvey*	Lexis 26784 Oct 26	SJD Affirmed–Prongs 2 & 3
CA 5	*McCoullough v. Kirkum*	Lexis 31335 Dec 20	SJD Affirmed–Prongs 2 & 3
CA 5	*McClaurin v. Jackson Fire Dept.*	Lexis 31274 Dec 19	SJD Affirmed–All Three (?)

Each of the three reversals directly challenged the Ultimate Employment standard. Sue Ann Easterling was denied promotion to head coach of a female basketball team in favor of a male and filed a Title VII sex discrimination claim. As previously noted, the 5th Circuit affirmed on discrimination and reversed on retaliation. Easterling documented 10 specific ways in which she was mistreated after she filed the sex discrimination claim (e.g., assignment to offices ten miles apart, an inferior office with bad odor, working outdoors for the first time in her 12-year employment history, and others). None of these were Ultimate Employment actions. However, the 5th Circuit concluded that these actions satisfied the new EEOC Deterrence standard (dissuading a reasonable person from challenging discrimination), and that there was a causal connection between her sex discrimination claim and the subsequent actions taken against her.

The other two reversals had a similar theme. Henderson Pryor filed a race claim after disputing with his employer that a leave of absence should be classified as paid sick leave rather than unremunerated time under the FMLA. Michael Despres filed a reverse-discrimination race claim, after which he was subjected to (among other things) special overtime rules. Pryor documented that his compensation was delayed compared to other similarly situated employees (who were paid during the same interval) and Despres documented that other similarly situated employees (who did not complain of discrimination) were not subject to these special overtime rules.

Among the five affirmations of SJD, two were decided on Prong 3 alone. Richard Lewis sued for age discrimination after he recovered from a heart attack and felt he was being pressured to retire. He was later terminated. John Kebiro sued Wal-Mart under several statutes for failure to promote. He subsequently applied for other promotions, each of which was denied. Thus, both plaintiffs challenged Ultimate Employment decisions (termination and promotion), meaning they satisfied the lesser EEOC Deterrence standard. However both plaintiffs failed to prove causation. In *Lewis*, the 8th Circuit ruled there was too long an interval between the source and retaliation claims (11months),and that the defendant had legitimate reasons for which similarly situated employees would merit termination. In *Kebiro*, Wal-Mart documented two key requirements for promotion (supervisory experience or exceptional past performance). Kebiro not only failed to satisfy either requirement; he was not even aware of them.

Two affirmations of SJD were decided on Prongs 2 and 3. Glenda Peace filed an EEOC complaint and claimed she subsequently suffered retaliation because she received a formal note on leave approval procedures from the Deputy Chief of Staff, she had no designated seat at a ceremony for a retiring general, she lost her designated parking place, was assigned tasks she "subjectively" perceived as menial, and was yelled at three days before her retirement date. The 5th Circuit Court affirmed that these were "trivial harms" and that causality was not established between those harms and her EEOC complaint. Similarly, Lecia McCoullough (and two other women) filed sexual harassment charges for which the police department took prompt, corrective actions. She claimed she was subsequently relocated to a new desk, was insulted by other employees, and was transferred to a different division (which she had previously requested). As in Peace, the 5th Circuit viewed these as trivial harms and saw no causality between these harms and the sexual harassment complaint.

Lastly, Willie McClaurin sued on behalf of union members who openly challenged modifications in promotional testing procedures as being contrary to an agreement between the union and the fire department. He claimed union members were then treated differently than non-union members on the day of promotional testing and sued via the 14th Amendment claiming retaliation for use of freedom of speech. This case is isolated from the others in Table 2 because the district court ruled SJD on all three prongs. However, the 5th Circuit assumed Prong 1 was satisfied and affirmed SJD on grounds that changes and/or irregularities in testing procedures do not constitute an Adverse Employment action and that there was no causal connection between these changes/irregularities and how union and non-union members were treated.

In summary, the three reversals of SJD were based on *BNSF v. White*, whereas the five affirmations of SJD were not. However, three of the affirmations (*Peace, McCoullough*, and *McClaurin*) illustrate what prior Ultimate Employment courts view as trivial harms that do not satisfy EEOC Deterrence.

EEOC Deterrence Courts

Moving to the other extreme, EEOC Deterrence, Table 4 depicts 14 cases, 12 from the 7th Circuit, two from the DC Circuit, and none from the 9th Circuit (recall the only 9th Circuit rulings involved a single jury trial case). Collectively, there are three reversals and 11 affirmations of SJD. These cases are displayed as four distinct subgroups.

Table 4
EEOC Deterrence Courts (CA7, CA9 & CADC)

CA 7	*Phelan v. Cook County*	Lexis 23692	Sep 18	SJD Reversed–Prong 2
CA DC	*Velikonja v. Gonzales*	Lexis 25675	Oct 17	SJD Reversed–Prong 2
CA 7	*Burnett v. LFW*	Lexis 31746	Dec 26	SJD Reversed–Prong 3
CA 7	*Treadwell v. Illinois*	Lexis 18789	Jul 27	SJD Affirmed–Prong 3
CA 7	*Tomanovich v. Indianapolis*	Lexis 20247	Aug 8	SJD Affirmed–Prong 3
CA 7	*Yindee v. CCH*	Lexis 20576	Aug 11	SJD Affirmed–Prong 3
CA 7	*Cassimy v. Rockford Bd. of Ed.*	Lexis 22566	Sep 5	SJD Affirmed–Prong 3
CA 7	*Anders v. Waste Management*	Lexis 23184	Sep 12	SJD Affirmed–Prong 3
CA 7	*Burks v. Wisconsin DOT*	Lexis 24576	Sep 29	SJD Affirmed–Prong 3
CA 7	*Mohammed v. Racine Sch. Dist.*	Lexis 27402	Nov 1	SJD Affirmed–Prong 3
CA 7	*Nair v. Nicholson*	Lexis 24725	Oct 2	SJD Affirmed–Weak Period
CA DC	*Ramey v. Pepco*	Lexis 31151	Dec 18	SJD Affirmed–Prong 1
CA 7	*Thomas v. Potter*	Lexis 25508	Oct 11	SJD Affirmed–Prong 2
CA 7	*Jordan v. Chertoff*	Lexis 30903	Dec 14	SJD Affirmed–Prong 2

The first subgroup contains the three reversals of SJD. Two of them (*Phelan* and *Velikonja*) were reversed based on Prong 2. On the other hand, David Burnett easily satisfied Prong 2 (he was terminated), and the reversal was based on Prong 3. Therefore, applying the aforementioned ground rules, *Phelan* and *Velikonja* are more relevant to the present discussion than *Burnett*.

Phelan is interesting because of its similarity to the facts in *BNSF v. White*. Recall that Sheila White received a 37-day suspension without pay and was later vindicated (with backpay) after an internal investigation. Similarly, Laura Phelan was terminated and later vindicated (with backpay). Therefore, the 7th Circuit reversed SJD for the same reasons offered by the Supreme Court in *BNSF v. White*. In fact, the 7th Circuit found that the actions against Laura Phelan were more egregious than against Sheila White because Phelan was out of work for nearly four months.

Velikonja is interesting because the alleged retaliatory act was somewhat subtle. Maria Velikonja was accused of falsifying time sheets. This prompted an investigation by the Office of Professional Responsibility (OPR). Velikonja challenged the falsification charges via Title VII, after which, she was referred for a second OPR investigation. She claimed the second investigation was in retaliation for the Title VII claim and that the harm was that she could not apply for promotions while this investigation was ongoing. The district court ruled that an official investigation is not an adverse employment action even under EEOC Deterrence. The 7th Circuit ruled that "a reasonable jury could find that the prospect of such an investigation could dissuade a reasonable employee from making or supporting a charge of discrimination."

The second subgroup includes seven cases (*Treadwell* through *Mohammed*) requiring limited discussion because all were decided solely on Prong 3 (failure to prove causality). The alleged retaliatory acts in these cases were termination, suspension, salary reduction, and a reclassification that did not involve a reduction in pay but was a reduction in title.

Nair and *Ramey* are grouped together because both are extremely weak cases. Sukumari Nair brought charges that were so weak that the 7th Circuit admonished her lawyer for unprofessional conduct. Ramey illustrates a failure of the Prong 1 test. Benjamin Ramey filed a union grievance for mistreatment followed by a 13th Amendment retaliation claim based on race. However, the union grievance lacked a racial component. As a result he could not prove he was engaged in a "statutorily protected activity."

Lastly, *Thomas* and *Jordan* are grouped together because both were affirmed on Prong 2. Pamela Jordon reappealed after her prior appeal to the 7th Circuit was struck down. She argued that the 7th Circuit failed to consider her *out-of-work* claim in the first appeal. Although the Supreme Court did endorse out-of-work claims in *BNSF*, Jordan failed in her second appeal because she could not cite any out-of-work actions. Michael Thomas alleged that a shift change was retaliatory based on *context*, another issue endorsed by the Supreme Court in *BNSF*. However, the 7th Circuit ruled he failed to prove he faced a "unique vulnerability" as, for example, in *Washington v. Illinois Dept. of Revenue,* where the plaintiff was caring for a mentally retarded child.

In summary, applying the ground rules, only 4 of 14 cases merit discussion in light of *BNSF v. White*. As expected (because EEOC Deterrence was previously used in these courts), these four cases do not reflect conceptual changes in light of *BNSF v. White*. Two reversals invoking Prong 2 were corrections of district court rulings that misunderstood EEOC Deterrence prior to the Supreme Court's ruling and two affirmations invoking Prong 2 reflect appropriate conceptions of the out-of-work and context issues as articulated by the Supreme Court.

Adverse Employment Courts—Part 1

The remaining 42 cases are spread among seven circuit courts that previously used the Adverse Employment standard. SJD was vacated and remanded in 3 cases, reversed in 6 cases, and affirmed in 33 cases. Because of the volume of cases among these courts, the vacate/remands and reversals are presented in Table 5 immediately below (Part 1) and the affirmations are presented in a separate section (Part 2) in Tables 6 through 9 further below.

Table 5 has two subgroups. The first subgroup depicts three vacate/remands and one reversal and the second grouping depicts the remaining five reversals. In the vacate/remand cases, the 1st Circuit (*DeJesus*), 6th Circuit (*Baugham*), and 11th Circuit (*Clemons*) ordered reconsideration of SJD rulings in light *BNSF V. White*, but without opining on the facts in these cases. Therefore, they shed no light on how these courts interpreted Prong 2. *Campbell* is of little interest for present purposes because it was decided solely on Prong 3 (the employer conceded Robert Campbell suffered adverse actions, but he had no proof of causality). However, the remaining five cases involve Prong 2 rulings.

Table 5
Adverse Employment Courts—Reversals and Vacate/Remands
(CA1 CA2 CA3 CA4 CA6 CA10 CA11)

CA 1	*De Jesus v. Potter*	Lexis 31839	Dec 27	Vacated–Remanded
CA 6	*Baugham v. Battered Women*	Lexis 31722	Dec 20	Vacated–Remanded
CA 11	*Clemons v. Alabama HR*	Lexis 26209	Oct 23	Vacated–Remanded
CA 6	*Campbell v. Univ. of Akron*	Lexis 25876	Oct 17	SJD Reverse–Prong 3
CA 2	*Kessler v. Westchester*	Lexis 21530	Aug 23	SJD Reversed–Prong 2
CA 6	*Randolph v. Ohio*	Lexis 17473	Jul 13	SJD Reversed– Prongs 2 & 3
CA 11	*Taylor v. Roche*	Lexis 23380	Sep 12	SJD Reversed–Prongs 2 & 3
CA 10	*Mickelson v. NY Life*	Lexis 21944	Aug 28	SJD Reversed– Prongs 2 & 3
CA 3	*Moore v. Philadelphia*	Lexis 22317	Aug 30	SJD Reversed–Prong 2

Two of these cases (*Kessler* and *Randolph*) have facts analogous to *BNSF v. White*. In the first case, Richard Kessler was transferred to another office after filing an age discrimination claim. There was no change in job classification or salary. However, by his report, he no longer performed broad discretionary or managerial functions, nobody reported to him, and he performed work normally assigned to lower level personnel. In other words, as did Sheila White, Richard Kessler alleged that he now had a less prestigious job. This claim failed at the district court level under Adverse Employment because it did not constitute a change in the terms and conditions of employment. However, the 2nd Circuit reversed under EEOC Deterrence, ruling that a "rational factfinder could permissibly infer that a reasonable employee" in Kessler's position "could well be dissuaded from making a charge of discrimination."

In the second case, Donna Randolph filed an EEOC claim alleging harassment by inmates in an all-male maximum-security youth facility. She was later placed on administrative leave and was ultimately terminated. As happened to Sheila White, Randolph was later reinstated (but with only 70% backpay). The district court ruled that the reinstatement and backpay were sufficient to foil the retaliation claim under Adverse Employment, but the 6th Circuit, which had ruled in *BNSF v. White*, ruled that "in this case as in … [*BNSF v. White*] … the termination and concomitant loss of income constitutes a materially adverse action under Title VII, notwithstanding Randolph's later reinstatement with backpay."

The third case (*Taylor*) relates to the *context* in which an otherwise legal shift change satisfies EEOC Deterrence. It is a complicated case involving multiple counts of discrimination. For present purposes, it is sufficient to know that Howard Taylor requested a shift from day work to night work and was denied by a supervisor who allegedly told him he should have thought about the consequences before filing a discrimination claim (thereby satisfying Prong 3). More importantly for present purposes, Taylor alleged that he was working in a tense situation, needed night work to take his children to school in the morning, and was denied the shift change for over a year. The 11th Circuit ruled that a "reasonable person" could consider these actions a "change in the terms and conditions of employment." Obviously, if it is reasonable to consider such actions changes in the terms and conditions of employment, they are also sufficient to dissuade a reasonable person from charging discrimination.

The fourth case is also complicated. For present purposes, it is sufficient to know that Jennifer Mickelson filed a pay discrimination claim, and then, unrelated to that claim, took FMLA leave time related to depression and panic attacks. At her doctor's advice, she requested early return to part-time work prior to exhausting her FMLA leave time but was denied. She did not file an FMLA discrimination claim. She ultimately exhausted her FMLA leave time, was not sufficiently recovered to return to work, and was terminated for not returning to work. The district court ruled she could not claim retaliation for refusal of part-time work because she made no claim of violation of FMLA. However, because the employee handbook permitted intermittent leave on FMLA, the 10th Circuit reversed on grounds that refusal of her part-time work request caused her to exhaust her FMLA time, to lose salary and benefits, and ultimately, to be terminated.

Lastly, *Moore* is potentially what Eric Dunleavy termed a "smoking gun" case in his January 2007 article. After opposing what they perceived as racial harassment against Black police officers, Myrna Moore (and other White officers) claimed harassment by fellow White officers. The district court rejected the retaliation claim based on Adverse Employment because the alleged retaliatory harassment was "not severe and pervasive enough to create a hostile work environment" (the standard in hostile environment harassment cases). However, the 3rd Circuit reversed based on EEOC Deterrence, ruling that they were victims of "materially adverse actions" because they "reasonably perceived" the actions against them violated Title VII.

In summary, it is not clear that any of the first four reversals of SJD distinguish between Adverse Employment and EEOC Deterrence based on the Supreme Court's ruling in *BNSF*. Two of the cases (*Kessler* & *Randolph*) involved allegations that satisfied both standards in a closely divided en banc ruling by the 6th Circuit in *BNSF v. White* before that case went to the Supreme Court. The third case (*Taylor*) involved an issue (*context*) that was previously endorsed by both an Adverse Employment court (*Berry v. Stevinson Chevrolet*) and an EEOC Deterrence court (*Rochon v. Gonzalez*). The fourth case (*Mickelson*) involved a mistake by a district court that could have occurred in any other district court. However, the last case (*Moore*) contained a retaliatory harassment claim that was clearly insufficient to satisfy Adverse Employment prior to the Supreme Court's ruling in *BNSF* (because it does *not* constitute hostile harassment under Title VII) that was sufficient to satisfy EEOC Deterrence after the Supreme Court's ruling (because the actions may be "perceived" as violating Title VII, and therefore deter reasonable people from claiming discrimination).

Adverse Employment Courts—Part 2

The remaining 33 rulings are affirmations of SJD distributed among the seven Adverse Employment courts. There were 22 rulings in which affirmations were based *entirely* on Prong 3 (failure to prove causation). Most of these cases involved alleged retaliatory acts that were clear-cut examples of *material harm* under any of the three standards (e.g., termination, demotion, and failure to promote). Some of these cases (particularly in the 11th Circuit) involved what could have been interpreted as trivial complaints, but the circuit court declined to rule on Prong 2 because Prong 3 was not satisfied (and it was deemed unnecessary to rule on Prong 2). That leaves 11 affirmations where alleged acts of retaliation *were* deemed trivial. Most of these cases also involved failure to prove causality. However, for present purposes, only the triviality determinations merit discussion.

Additionally, for purposes of exposition, the 33 cases are distributed among four tables that depict the 1st, 2nd, 3rd and 4th Circuits (Table 6), the 6th Circuit (Table 7), the 10th Circuit (Table 8), and the 11th Circuit (Table 9). There are two subgroups in each table representing cases decided entirely on Prong 3 (top subgroup) and cases involving Prong 2 determinations (bottom subgroup).

Ten of the affirmations of SJD were in the 1st, 2nd, 3rd, or 4th Circuits, and six of these rulings had Prong 2 implications. Actions that were deemed trivial in these six rulings included failure to improve a bathroom facility in timely fashion (*Carmona-Rivera*), denial of Professor Emeritus status because the added benefits are di minimis (*Zelnik*), denial of extended leave after an initial leave was granted (*Browne*), a single corrective performance review (*Morrison*), being screamed at on two occasions (*Hanani*), and a single racist remark (*Jordan*).

Table 6
Affirmations in CA1 CA2 CA3 CA4

CA 3	*Red v. Potter*	Lexis 28700	Nov 20	SJD Affirmed–Prong 3
CA 3	*Walsh v. Wal-Mart*	Lexis 24680	Oct 2	SJD Affirmed–Prong 3
CA 4	*Pascual v. Lowes Home Centers*	Lexis 19760	Aug 2	SJD Affirmed–Prong 3
CA 4	*Csicsman v. Sallada*	Lexis 30490	Dec 12	SJD Affirmed–Prong 3
CA 1	*Carmona-Rivera v. Puerto Rico*	Lexis 23257	Sep 12	SJD Affirmed–Prongs 2 & 3
CA 2	*Zelnik v. Fashion Tech*	Lexis 23424	Sep 14	SJD Affirmed–Prongs 2 & 3
CA 2	*Browne v. Queens College*	Lexis 27045	Oct 27	SJD Affirmed–Prongs 2 & 3
CA 3	*Morrison v. Carpenter Tech.*	Lexis 21448	Aug 22	SJD Affirmed–Prongs 2 & 3
CA 3	*Hanani v. New Jersey*	Lexis 27960	Nov 9	SJD Affirmed–Prongs 2 & 3
CA 4	*Jordan v. Alternative Resources*	Lexis 25569	Oct 13	SJD Affirmed–Prong 2

Table 7 depicts seven affirmations of SJD for the 6th Circuit in which two rulings had Prong 2 implications. Actions that were deemed trivial in these two cases included denial of a pay raise under conditions where a reasonable person would not expect to receive one (*Watson*) and the allegation of a failure to transfer to a more prestigious position that would have enhanced the plaintiff's career lacked evidence that the position was, indeed, more prestigious (*Freeman*).

Table 7
Affirmations in CA6

CA 6	*Martin v. General Electric*	Lexis 16810	Jul 3	SJD Affirmed–Prong 3
CA 6	*Cox v. Shelby Comm. College*	Lexis 19806	Aug 9	SJD Affirmed–Prong 3
CA 6	*Gentry v. Summit Healthcare*	Lexis 22779	Sep 5	SJD Affirmed–Prong 3
CA 6	*Kestner v. Stanton Group*	Lexis 25610	Oct 12	SJD Affirmed–Prong 3
CA 6	*Sosby v. Miller Brewing Co.*	Lexis 29194	Nov 22	SJD Affirmed–Prong 3
CA 6	*Watson v. City of Cleveland*	Lexis 23218	Sep 8	SJD Affirmed–Prong 2
CA 6	*Freeman v. Potter*	Lexis 25072	Oct 4	SJD Affirmed–Prongs 2 & 3

Table 8 depicts seven affirmations of SJD for the 10th Circuit in which two rulings had Prong 2 implications. Actions that were deemed trivial in these two cases included a shift change by the employer that was "reasonable" under the circumstances in which it was made (*McGowan*) and a single remark to the media that a plaintiff "cool her jets," a failure to issue a decision on an internal affairs decision under circumstances deemed reasonable, and ordering officers to attend firearms training even though they were-exonerated in a shooting incident (*Paloni*).

Table 8
Affirmations in CA10

CA 10	*Argo v. Blue Cross/Blue Shield*	Lexis 16687	Jul 3	SJD Affirmed–Prong 3
CA 10	*Scott v. Kempthorne*	Lexis 18209	Jul 17	SJD Affirmed–Prong 3
CA 10	*Haynes v. Level 3*	Lexis 20265	Aug 8	SJD Affirmed–Prong 3
CA 10	*Antonio v. Sygma*	Lexis 20996	Aug 16	SJD Affirmed–Prong 3
CA 10	*Metzler v. Federal Home Loan*	Lexis 24268	Sep 26	SJD Affirmed–Prong 3
CA 10	*McGowan v. City of Eufala*	Lexis 31277	Dec 19	SJD Affirmed–Prongs 2 & 3
CA 10	*Paloni v. Albuquerque Police*	Lexis 31895	Dec 27	SJD Affirmed–Prong 2

Lastly, Table 9 depicts nine affirmations of SJD for the 11th Circuit in which only one ruling had Prong 2 implications. As noted earlier, this court, more so than any of the other circuit courts, showed a propensity to ignore potential trivial complaints because of Prong 3 failures. In the only case with Prong 2 implications, Laura Beard, a woman, filed a wage discrimination claim and argued that subsequently her supervisor was less supportive of her than of her male colleagues.

Table 9
Affirmations in CA11

CA 11	*Austin v. City of Montgomery*	Lexis 18710	Aug 2	SJD Affirmed–Prong 3
CA 11	*Tran v. Boeing*	Lexis 19601	Aug 3	SJD Affirmed–Prong 3
CA 11	*Dar Dar v. Associated*	Lexis 26201	Oct 23	SJD Affirmed–Prong 3
CA 11	*James v. Alabama Dept. Revenue*	Lexis 27082	Oct 31	SJD Affirmed–Prong 3
CA 11	*Collins v. Univ. of Alabama*	Lexis 29989	Dec 6	SJD Affirmed–Prong 3
CA 11	*Wallace v. Georgia DOT*	Lexis 30924	Dec 13	SJD Affirmed–Prong 3
CA 11	*Delong v. Best Buy*	Lexis 30865	Dec 13	SJD Affirmed–Prong 3
CA 11	*Arnold v. Tuskegee Univ.*	Lexis 31476	Dec 19	SJD Affirmed–Prong 3
CA 11	*Beard v. 84 Lumber*	Lexis 25918	Oct 17	SJD Affirmed–Prongs 2 & 3

In summary, the affirmations of SJD in the Adverse Employment courts are less interesting than the reversals of SJD, particularly those reversals involving Prong 2 issues. Although, there are additional examples of "trivial harms" based on Prong 2, there is nothing in these rulings to suggest that the very same actions would have been any or less trivial had these appeals been based on pre-*BNSF* rules.

Conclusions

It must be emphasized that these are *early returns*. We must continue to monitor cases to ensure they are representative of future returns. Furthermore, because my search was limited to post-*BNSF* circuit court cases, there are no indications of pre/post-*BNSF* changes in the district courts. I have done some pre/post-*BNSF* sampling of district court cases but that report will have to be made on another day. In addition, because I made no pre/post-*BNSF* comparisons among the circuit courts (something I am also working on), there are limitations to the conclusions from these early returns. Nevertheless, there are at least three issues worth monitoring in future cases.

First, there are three examples of SJDs made under Ultimate Employment rules that were reversed based entirely on the Supreme Court's ruling in *BNSF* (the 5th *Easterling, Pryor*, and *Desperes*). Therefore, there may be additional cases in the pipeline that await reversal in the 5th and 8th Circuits based primarily, if not entirely, on Prong 2.

Second, the circuit courts appear to be on the same page in defining "trivial harms," at least so far. This was never before an issue for the Ultimate Employment courts. These courts (CA5 & CA8) previously focused on actions relating to hiring, leave, discharge, promotion, and compensation, and therefore, "trivial harms" were less of an issue. Nevertheless, there is nothing, as yet, to distinguish their rulings of "triviality" from those rendered by the Adverse Employment and EEOC Deterrence courts. More importantly, there is nothing, as yet, to distinguish rulings of "triviality" between the Adverse Employment and EEOC Deterrence courts.

Third, although there were five reversals of SJD based on Prong 2 among the Adverse Employment courts, four of them were candidates for reversal prior to *BNSF* (*Kessler, Randolph, Taylor,* and *Mickelson*). However, one ruling that was clearly dead on arrival under Adverse Employment rules (*Moore v. Philadelphia*) was reversed in light of *BNSF*. The *Moore* case signals that hostile environment harassment claims that fail as primary (or source) claims of discrimination may succeed as retaliation claims. This is an issue that must be monitored.

Spotlight on I-O Organizations

Lori Foster Thompson[1]
North Carolina State University

Top five conversation openers you're likely to overhear during coffee breaks at the SIOP 2007 conference in New York:

1. Did you get here in time to attend the presidential address?
2. Say, I really enjoyed that last article you published in *JAP*.
3. Is this your first SIOP?
4. So, what's your favorite strategy for obtaining a guaranteed globally optimal solution to the age-old problem involving least-squares unidimensional scaling of a symmetric dissimilarity matrix?
5. Hey, I wonder if I could score a free drink tonight if I changed my nametag to "**Eduardo Salas**."

Looking for something new to talk about at SIOP in New York? If so, this column is for you! The following pages provide everything you need to know to engage your colleagues in an interesting conversation about how I-O psychologists in Québec meet and network with like-minded others. As this issue's guest author Jacques Forest explains, some rather unique challenges and opportunities face our Canadian counterparts as they seek to bridge the language gap that separates segments of their country. Read on for details.

I-O Psychology in the French-Speaking Province of Québec: An Energetic North American Community[2]

Jacques Forest
John Molson School of Business (Concordia University) and
Québec Society for Work and Organizational Psychology

Most of you may have heard that part of the Canadian population (about 32 million) actually has French as their first-language and that most of these individuals live in the province[3] of Québec (about 8 million). Usually referred to as French-Canadians or Québecers, we are recognized or known for all sorts of things such as the singer Céline Dion, maple syrup, our

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

[2] Special thanks go to Lance Ferris (the CSIOP student representative), Stéphane Brutus (president of CSIOP) and Professor André Savoie (from the Université de Montréal) for their careful revision of a previous draft of this manuscript. This article is a revised version of one published in the January 2006 edition of the CSIOP newsletter.

[3] For your information, Canada is separated into three territories (Yukon, Northwest Territories, and Nunavut) and 10 provinces (from west to east: British-Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec, New Brunswick, Prince Edward Island, and Newfoundland).

love of hockey and other winter sports, harsh winter weather (imagine yourself outside when it is -35ºC, or -31ºF, with wind chill!) and also for our famous French-Canadian “joie de vivre” (joy of living). Anybody who has been here can assure you that we sure are fun people! Québec people (including myself!) are usually very proud of their province and they will let you know how much!

Having two distinct communities (French- and English-speaking) within one country sometimes creates political ripples and most often necessitates adjustments. Some people refer to this situation as the “two solitudes” or as “Québec + ROC” (ROC stands for “Rest of Canada”). That is, we live in the same country but there are some obstacles in comprehending the “other-Canada.” Our situation is somewhat similar to Belgium where Dutch- and French-speaking inhabitants live in the same country but have differences that necessitate compromises. It is the same in Canada where we get along well by putting efforts towards comprehending our counterparts.

Far from being a problem, I find it interesting to live in a country where we can draw from each other’s expertise and experience as well as each other’s culture and language. Nonetheless, the drawback of this political situation is that it frequently means two associations or governing agencies for the same topic. This duplication is true with our professional I-O psychology associations.

I-O Psychology in Québec

In the French-speaking province of Québec, I-O psychology is represented by the Société Québécoise de Psychologie du Travail et des Organisations (SQPTO). In English, this could be translated as the Québec Society for Work and Organizational Psychology, and you can see the association’s Web site at www.sqpto.ca. Although it’s only in French at the moment, you can use the function “Translate Web page” available for free on the Google Web site to more easily navigate on the Web page.

The SQPTO currently counts more than 270 active members (who paid their dues) whereas the list of people interested by the discipline (i.e., former members that we can contact by e-mail) has approximately 800 names. No need to say that I-O psychology is pretty alive in our province!

Each year, in autumn, the SQPTO organizes an annual conference which is a good occasion to learn about new consulting techniques and recent research results, get new ideas and also professional contacts. In addition to this annual conference, the four regions of the SQPTO (Québec city region, Eastern Townships, Outaouais, and Montréal) organize, approximately every 3 weeks, very popular dinner conferences of the SQPTO. These activities (18 spread across the different regions of the province) allow consultants, psychologists, students, and professors to talk and hear about interesting issues in I-O psychology like emotional intelligence or positive psychology applied to work.

In addition to these training and knowledge-transfer activities, the SQPTO has published two books: *Concilier Performance Organisationnelle* *et Santé Psychologique au Travail* [*Reconciling Organizational Performance and Psychological Health at Work*] (Foucher, Savoie, & Brunet, 2003) and *Domaines de Pratique et Compétences Professionnelles des Psychologues du Travail et des Organisations* [*Fields of Practice and Professional Competences of I-O Psychologists*] (Foucher & Leduc, 2001). The first book is a collection of scientific articles on the way in which it is possible, as the title states, to reconcile organizational performance and psychological health. The second book identifies the five fields of practice of I-O psychology in Québec: (a) testing and evaluation, (b) organizational development and diagnosis, (c) training and coaching, (d) career management and reassignment and (e) employee assistance programs and psychological health. The two books SQPTO has produced provide a nice example of how active and dynamic our organization is.

Regarding university training, of the 10 I-O psychology programs in Canada, 3 are in Québec. The three universities offering doctoral programs in I-O psychology are the Université de Sherbrooke, the Université du Québec à Montréal and the Université de Montréal. The Université de Montréal (where I studied) now has four professors and more than 30 students. Approximately half receive grants by the Social Sciences and Humanities Research Council, the Québec Funds for Research on Society and Culture, or other Canadian and American grant organizations. At the Université du Québec à Montréal, the program numbers two full-time professors (plus some external collaborators) and approximately 20 students whereas the program at the Université de Sherbrooke numbers three full-time professors (plus some collaborators) and approximately 20 students.

The Position of Québec I-O Psychology Within Canada

The Canadian Society for Industrial-Organizational Psychology represents I-O psychology for all 10 provinces of Canada. You can see the CSIOP Web site at www.csiop.ca. As a good example of the “two solitudes” of Canada, it is interesting to note that both the SQPTO and CSIOP Web sites are unilingual. That is, SQPTO’s Web site is only in French, and CSIOP’s Web site is only in English. This obviously does not facilitate collaboration for the moment though both organizations are working on making their Web sites bilingual (see below).

Although the SQPTO (Québec) has no relation with CSIOP (Canada), they have the same mission: to defend and promote I-O psychology. However, as will become evident, there still exist great networking challenges ahead for I-O psychology in Canada. The fact is that the French-speaking and the English-speaking communities don’t mix that much and that many of the political debates we have in the country are over the different identities, culture, background, and visions of those two different communities that form Canada. (For a crash-course on the history of Canada, I would recommend a search in the free online encyclopedia Wikipedia.) Sometimes, this results in misunderstandings or no dialogue at all between those two groups, or, as mentioned earlier, the so-called "two solitudes." This separation between the two languages affects politics but also affects I-O psychology. One example of this involves the definition of the I-O psychology field. Although SQPTO has established this definition with an extensive survey of its members and by subsequently writing a book on the five fields of practice of I-O psychology (described earlier), CSIOP has posted on the CSIOP Web site its "Position paper on I-O psychology in Canada" (see http://psychology.uwo.ca/ csiop/paper.html) along with another write-up titled "Defining the field of I-O psychology" (see http://psychology.uwo.ca/csiop/defining.htm). In fact, the CSIOP and SQPTO completed the exact same task (i.e., defining the field of I-O psychology) without ever taking advantage of each other's work or collaborating together.

In terms of number of members in the English-speaking community, CSIOP has about 320 members, the majority of whom are English-speaking and outside of the province of Québec. Meanwhile, as said earlier, the SQPTO has about 270 members who all live in the province of Québec and the vast majority of whom are French-speaking. That is to say that there are about as many members in the I-O psychology association of Québec as there are in the I-O psychology association representing Canada. Of all the CSIOP members, only 42 are from Québec, so we can assume that there is not much of an overlap between Canada and Québec in I-O psychology. A difference worth noting that might explain this nonoverlap is that CSIOP is more academically oriented, but SQPTO is more applied (e.g., interventions and consultations).

Another plausible explanation for the limited involvement of SQPTO's members in the English-speaking association and conference circuit is, you guessed it, language. Although a very large majority (I would say 85%) of our students and professors speak, write, and read English well, we are able to take advantage of both French-speaking and English-speaking conferences. The circuit of conferences in which we generally take part includes those of the International French-Speaking Association for Work and Organizational Psychology (AIPTLF), French-Speaking Association for Knowledge (ACFAS), the Québec Psychology Research Society (SQRP), and the SQPTO. In fact, because French-speaking people have numerous and dynamic congresses in which they can share scientific knowledge in their mother tongue, other conferences such as those hosted by the Administrative Sciences Association of Canada (ASAC), SIOP, and CSIOP are attended less frequently.

Bridging the Gap Between French-Speaking and English-Speaking I-O Psychology Associations in Canada

In the years to come, an important future direction for CSIOP and SQPTO involves bringing together the French-speaking and English-speaking I-O psychology communities. To this end, in December 2006, a meeting was held in Montréal with the SQPTO president (Bruno Roy, I-O psychologist and consultant), CSIOP president (**Stéphane Brutus** from the John Molson School of Business in Montréal), CSIOP president-elect (**Steve Harvey** from Bishop's University, in Lennoxville, Québec), and myself in order to "walk the talk" on bridging the gap between the two associations. The short-term actions we agreed upon to bring the two associations closer were:

- Translating some components of both associations' Web sites in both official languages
- Including hyperlinks between the two associations' Web sites so that members of each association can have quick and easy access to information on I-O psychology in the "other-Canada"
- Trying to have at least one yearly meeting (be it in person or by phone) between the two associations' representatives
- Promoting any CSIOP opportunities (e.g., grants, prizes, etc.) in French-speaking Canada

These concrete actions are only the beginning of what could be a long and fruitful collaboration between Canada's two main I-O psychology associations. Together, the power of our numbers and the fact that we can make our voice heard in two languages can only be beneficial for our discipline in North America and abroad.

In closing, you can see that the I-O psychology in the French-speaking province of Québec is very vigorous and productive. Also, one of our great challenges is to develop and maintain a harmonious and dynamic relationship with our English-speaking counterpart while keeping our unique identity. But with recent concrete actions and the positive attitudes of the boards of directors of SQPTO and CSIOP, the future does look good for I-O psychology in Québec and Canada!

A last word: if you come in the nice province of Québec, be sure to e-mail me at jacqufor@jmsb.concordia.ca or jacques_forest@hotmail.com so that I can tell you how wonderful it is!

Concluding Editorial

So, there you have it, everything you need to know to turn SIOP coffee break banter into an intriguing discussion of how our colleagues in Québec organize, network, and meet. Clearly, a variety of unique opportunities and challenges face those wishing to pursue networking and professional development avenues in a country comprised of two distinct cultures and languages. As suggested in this article, all signs indicate that collaborations between the French- and English-speaking segments of Canada are on the rise, pointing to a future with many exciting possibilities for I-O psychologists in Québec and beyond.

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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 former 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 industrial and organizational psychologists in academic settings. The consortium is designed for pre-tenure 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 a.m.–12:00 p.m.	Registration & Informal Research Networking
12:00 p.m.–1:00 p.m.	Lunch
1:00 p.m.–1:15 p.m.	Welcome & Introductions
1:15 p.m.–2:15 p.m.	*Panel 1: The Editorial Process* (Sara Rynes-Weller, *Academy of Management Journal*; Michael Burke, *Personnel Psychology*; Katherine Klein, *Journal of Applied Psychology*; Scott Highhouse, *Organizational Behavior and Human Decision Processes*)
2:15 p.m.–2:30 p.m.	Break
2:30 p.m.–3:30 p.m.	*Panel 2: How I Managed the Tenure Process and Remained Reasonably Sane* (Gilad Chen, Univer sity of Maryland; Quinetta Roberson, Cornell University; Steffanie Wilk, The Ohio State University)

	Panel 3: Gaining Access to Field Research Data (Neal Schmitt, University of Michigan; Connie Wanberg, University of Minnesota; Debra Major, Old Dominion University)
3:30 p.m.–4:30 p.m.	*Panel 4: Working With Doctoral Students as a New Faculty Member* (Susan Mohammed, Pennsylvania State University; Paul Tesluk, University of Maryland, Michele Gelfand, University of Maryland)
	Panel 5: Innovative Teaching and Research in a Non-Doctoral Program (Mark Agars, California State University-San Bernardino; Sheila Simsarian Webber, University of Massachusetts-Lowell; Jeanne Wilson, William & Mary)
4:30 p.m.–5:00 p.m.	Closing Remarks
5:00 p.m.–6:00 p.m.	Social Hour/Cash Bar—2006 and 2007 Junior Faculty Participants & Panelists
6:00 p.m.–8:00 p.m.	SIOP General Reception

We will meet on the 4th floor Marriott Marquis (Ziegfeld Room). Please register using the online SIOP conference registration process: http://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.

Call for Nominations and Entries
2008 Awards for the Society for Industrial and Organizational Psychology

Wendy Boswell, Chair
SIOP Awards Committee

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

DEADLINE FOR RECEIPT OF NOMINATIONS: **June 29, 2007**

All nominations must be made online. A portal for submission of online nominations and entries for the 2008 SIOP awards will be available through the SIOP Web site starting in May.

Nomination Guidelines and Criteria

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

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

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

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

4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.

5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be submitted online by **June 29, 2007**.

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

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

The recipient of the award is given a plaque and a cash prize of $1,500. In addition, the recipient is invited to give an address, related to his or her contributions, at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following points:

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

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

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

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

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

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

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

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

9. This award is intended to recognize a lifetime of contributions to the profession of I-O psychology.

Distinguished Scientific Contributions Award

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

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

The recipient of the award is given a plaque and a cash prize of $1,500. In addition, the recipient is invited to give an address that relates to his or her contributions at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

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

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

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

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

5. This award is intended to recognize a lifetime of achievement.

Distinguished Service Contributions Award

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

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of $1,500.

Criteria for the Award

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

1. The offices held by the nominee.
2. The duration of his or her service in each such office.
3. The significant achievements of the nominee while an incumbent in each office.
4. This award is intended to recognize a lifetime of service.

Distinguished Early Career Contributions Award

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

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2008 Award, nominees must have defended their dissertation no earlier than 2001. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a plaque and a cash prize of $1,500. In addition, the recipient is invited to give an address that relates to his or her contribution at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice.
2. The most important contributions to science and/or practice.
3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.
5. Although the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.
6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 2001.

Distinguished Teaching Contributions Award

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

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

The recipient of the award is given a plaque and a cash prize of $1,500. In addition, the recipient is invited to give an address that relates to his or her contribution at the subsequent meeting of SIOP.

Criteria for Evaluation of Teaching

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

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

2. Demonstration of student accomplishments. Evidence for this would include papers or projects completed by students, students presenting papers at professional meetings or students subsequently publishing their work done with the teacher, stimulation of student research, awards or grants received by students, students pursuing further graduate work, successful placement of students in jobs or graduate programs, careers or internships achieved by students, and other student-oriented activities (e.g., undergraduate student accomplishments will be highly valued).

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

The nomination should include (a) a current curriculum vitae, (b) a short biography, and (c) and a maximum of 10 additional supporting documents, addressing the criteria above.

Administration Procedures

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

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

NEW!! Raymond A. Katzell Media Award in I-O Psychology

The Raymond A. Katzell Media Award in I-O Psychology is designed to recognize evidenced-based news, feature stories, and editorials in any medium that advance both the science and practice of I-O psychology. This is a new award and all SIOP members are asked to nominate members of the media for this award!

Recipients of the Katzell Media Award will receive a cash prize of $3,000 and will be invited to attend the SIOP annual conference in San Francisco in 2008 to receive the award and make a presentation. Up to $1,000 will be awarded for travel expenses to the annual conference.

Eligibility

Those eligible for the award include science or business writers, reporters, television writers, directors, producers, and other members of the media.

Evaluation Criteria

The Katzell Media Award Committee, will select one a member of the media for this award based on a publication meeting the following criteria.

- Have more than a local distribution
- Be well executed
- Feature I-O psychology research or practice with a sound scientific and technical basis

Required Documentation

Nominations for the Katzell Media Award must include:

- Copy of the publication
- Name of the member of the media being honored (e.g., writer, director or producer)

M. Scott Myers Award for Applied Research in the Workplace

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

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

The award recipient(s) will receive a plaque commemorating the achievement, a cash prize of $1,500 and an invitation to make a presentation at the annual conference of SIOP. Team awards will be shared among the members of the team.

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

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

Guidelines for Submission of Projects or Products

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

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

3. Each nomination must contain the following information:

   a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.
   b. A technical report which describes the project or product in detail. This may be an existing report.
   c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.

d. A list of three client references who may be contacted by the Myers Award Subcommittee regarding the project or product.
e. (Optional) Up to 6 additional documents that may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).

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

5. The Awards Committee will maintain the confidentiality of secure materials.

6. Nominations must be submitted online by **June 29, 2007.**

Administrative Procedures

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

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

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

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

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2006).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2006 publication date will be considered.

The author(s) of the best publication is (are) awarded a plaque and a $1,500 cash prize (to be split in the case of multiple authors).

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

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

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

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

Guidelines for Submission of Publications

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

2. Publications having multiple authors are acceptable.

3. Publications must be submitted online by **June 29, 2007**.

Administrative Procedures

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

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

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

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

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

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

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

3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

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

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

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

Guidelines for Submission of Proposal

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

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

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

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before June 20, 2007, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be submitted online by **June 29, 2007**.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of SIOP.
2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee but may not substitute recommendations of its own.
4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Questions? Please contact the Awards Chair, Wendy Boswell, at wboswell@tamu.edu.

Past SIOP Award Recipients

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

Distinguished Professional Contributions Award

1977	Douglas W. Bray
1978	Melvin Sorcher
1979	Award withheld
1980	Award withheld
1981	Carl F. Frost
1982	John Flanagan
1983	Edwin Fleishman
1984	Mary L. Tenopyr
1985	Delmar L. Landen
1986	Paul W.Thayer
1987	Paul Sparks
1988	Herbert H. Meyer
1989	William C. Byham
1990	P. Richard Jeanneret
1991	Charles H. Lawshe
1992	Gerald V. Barrett
1993	Award withheld
1994	Patricia J. Dyer
1995	Allen I. Kraut
1996	Erich Prien
1997	John Hinrichs
1998	Gary P. Latham
1999	Lowell Hellervik
2000	Joseph L. Moses
2001	David P. Campbell
2002	George C. Thornton III
2003	George P. Hollenbeck
2004	Frank Landy
2005	Robert G. Folger and Angelo DeNisi
2006	Michael Beer

Distinguished Scientific Contributions Award

1983	William A. Owens
1984	Patricia C. Smith
1985	Marvin D. Dunnette
1997	Charles L. Hulin
1998	Terence Mitchell & Victor H. Vroom

1986	Ernest J. McCormick	1999	Neal Schmitt
1987	Robert M. Guion	2000	Benjamin Schneider
1988	Raymond A. Katzell	2001	Daniel R. Ilgen
1989	Lyman W. Porter	2002	Gary P. Latham & Robert D. Pritchard
1990	Edward J. Lawler III	2003	Walter C. Borman & Paul R. Sackett
1991	John P. Campbell	2004	Kevin Murphy
1992	J. Richard Hackman	2005	David A. Nadler & Frank W. Erwin
1993	Edwin A. Locke	2006	Jerald Greenberg
1994	Bernard M. Bass		
1995	Frank Schmidt & John Hunter		
1996	Fred Fiedler		

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell	1998	Neal Schmitt
1990	Paul W. Thayer	1999	Richard Klimoski & William Macey
1991	Mary L. Tenopyr	2000	Paul Sackett
1992	Irwin L. Goldstein	2001	James Farr
1993	Robert M. Guion	2002	Award withheld
1994	Ann Howard	2003	Award withheld
1995	Milton D. Hakel	2004	Wayne Camara & Nancy Tippins
1996	Sheldon Zedeck	2005	P. Richard Jeanneret
1997	Ronald Johnson	2006	Janet Barnes-Farrell

Distinguished Teaching Contributions Award

2004	Paul Muchinsky
2005	Marcus W. Dickson
2006	Roseanne J. Foti

*Distinguished Early Career Contributions Award**

1992	John R. Hollenbeck	1999	Richard DeShon
1993	Raymond A. Noe	2000	Award withheld
1994	Cheri Ostroff	2001	Daniel M. Cable & José Cortin
1995	Timothy A. Judge	2002	Michele J. Gelfand
1996	Joseph Martocchio	2003	David Chan
1997	Stephen Gilliland	2004	Jeffrey LePine
1998	Deniz S. Ones & Chockalingam Viswesvaran	2005	Jason A. Colquitt
		2006	Filip Lievens

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

M. Scott Myers Award for Applied Research in the Workplace

1998	Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance
1999	Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, & Therese Revitte
2000	HumRRO, PDRI, RGI, Caliber, & FAA
2001	Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kim berly A. Smith-Jentsch, Carol Paris
2002	Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, & Edwin A. Fleishman
2003	Award withheld
2004	Elaine Pulakos, Sharon Arad, Wally Borman, David Dorsey, Rose Mueller-Hanson, Neal Schmitt, & Susan White
2005	Robert J. House, Paul J. Hanges, Mansour Javidan, Peter W. Dorf man, Vipin Gupta, Mary Sully de Luque
2006	Elizabeth Kolmstetter, Ann Quigley, Deborah Gebhardt, James Sharf, Todd Baker, & Joanna Lange

William A. Owens Scholarly Achievement Award

1998	Avraham N. Kluger & Angelo S. DeNisi
1999	David Chan & Neal Schmitt
1999	Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, & Arnoldo Bautista
2000	Paul Tesluk & Rick Jacobs
2001	Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, & Murray R. Barrick
2002	E. Allan Lind, Gerald Greenberg, Kimberly S. Scott, & Thomas D. Welchans
2002	Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, & Kevin E. Plamondon
2003	Katherine J. Klein, Amy B. Conn, & Joann Speer Sorra
2004	Benjamin Schneider, Amy Nicole Salvaggio, & Montse Subirats
2005	Philip M. Podsakoff, Scott B. MacKenzie, Jeong-Yeon Lee, and Nathan Podsakoff
2006	Ruth Kanfer & Phillip Ackerman

Edwin E. Ghiselli Award for Research Design

1984	Max Bazerman & Henry Farber
1985	Gary Johns
1986	Craig Russell & Mary Van Sell
1987	Sandra L. Kirmeyer
1988	Award withheld
1993	Elizabeth Weldon & Karen Jehn
1994	Linda Simon & Thomas Lokar
1995	Award withheld
1996	Award withheld
1997	Kathy Hanisch, Charles Hulin, & Steven Seitz
1998	David Chan

1989 Kathy Hanisch & Charles Hulin
1990 Award withheld
1991 Award withheld
1992 Julie Olson & Peter Carnevale
1999 Award withheld
2000 Award withheld
2001*

*Award suspended.

S. Rains Wallace Dissertation Research Award

1970 Robert Pritchard
1971 Michael Wood
1972 William H. Mobley
1973 Phillip W. Yetton
1974 Thomas Cochran
1975 John Langdale
1976 Denis Umstot
1977 William A. Schiemann
1978 Joanne Martin & Marilyn Morgan
1979 Stephen A. Stumpf
1980 Marino S. Basadur
1981 Award withheld
1982 Kenneth Pearlman
1983 Michael Campionn
1984 Jill Graham
1985 Loriann Roberson
1986 Award withheld
1987 Collette Frayne
1988 Sandra J. Wayne
1989 Leigh L. Thompson
1990 Award withheld
1991 Rodney A. McCloy
1992 Elizabeth W. Morrison
1993 Deborah F. Crown
1994 Deniz S. Ones
1995 Chockalingam Viswesvaran
1996 Daniel Cable & Steffanie Wilk
1997 Tammy Allen
1998 David W. Dorsey & Paul E. Tesluk
1999 Taly Dvir
2000 Steven E. Sculle
2001 Robert E. Ployhart
2002 Award withheld
2003 Mark G. Ehrhart
2004 John Hausknecht & Joshua Sacco
2005 Lisa H. Nishii
2006 Remus Illies (Lisa Boyce-honorable mention)

John C. Flanagan Award for Best Student Contribution at SIOP

1993 Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994 Lisa Finkelstein
1995 Joann Speer-Sorra
1996 Frederick L. Oswald & Jeff W. Johnson
1997 Syed Saad & Paul Sackett
1998 Frederick P. Morgeson & Michael A. Campion
1999 Chris Kubisiak, Mary Ann Hanson, & Daren Buck
2000 Kristen Horgen, Mary Ann Hanson, Walter Borman, & Chris Kubisiak
2001 Lisa M. Donahue, Donald Truxillo, & Lisa M. Finkelstein
2002 Remus Ilies
2003 Amy Colbert

2004 Christopher Berry, Melissa Gruys & Paul Sackett; Ute-Christine Klehe & Neil Anderson
2005 Stacey Turner, Sarah Singletary, Jenessa Shapiro, Eden King, and Mikki Hebl
2006 Meagan M. Tunstall, Lisa M. Penney, Emily M. Hunter, and Evan L. Weinberger

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

1981 Mary Anne Lahey
1982 Missing
1983 Maureen Ambrose
1984 Missing
1985 Alene Becker
1986-87 Missing
1988 Christopher Reilly
1989 Andrea Eddy
1990 Amy Shwartz, Wayne Hall, & J. Martineau
1991 Paul Van Katwyk
1992 Sarah Moore-Hirschl
1993 Daniel Skarlicki
1994 Talya Bauer & Lynda Aiman Smith
1995 Mary Ann Hannigan & Robert Sinclair
1996 Adam Stetzer & David Hofmann
1997 Scott Behson & Edward P. Zuber, III
1998 Dana Milanovich & Elizabeth Muniz
1999 Michael Grojean & Paul Hanges
2000 Jennifer Palmer
2001 Steven M. Rumery
2002 Damon Bryant & Dahlia Forde
2003 Renee DeRouin
2004 John Skinner and Scott Morris
2005 Michael Woodward, Kenneth Randall, Bennett Price, & Andrea Saravia

SIOP Gold Medal Award

2002 Lee Hakel

Summary of Responses to New Generation Request for Ideas and Contributions

Paul W. Thayer

Last fall, the SIOP Foundation designed a special campaign to involve recent graduates in the Foundation, solicit funding ideas that would be useful to new graduates, and request contributions from them. The campaign generated a number of good ideas and contributions from 33 SIOP members who have finished their degrees in the last 10 years.

Many ideas focused on activities at the annual SIOP conference, suggesting several different kinds of forums for exchange of ideas, mentoring by senior I-Os, and opportunities to share experiences and problems. Proposals ranged from special consortia, either for all new graduates, or separate ones for terminal master's and doctorates; breakfasts; or workshops.[1] One suggestion for a conference topic focused on students who were trying to finish while working full time, or almost full time.

The contents of such sessions might include presentations by those who have 5 to 10 years of experience sharing transition experiences from graduate school to the job (realities of applying I-O principles and research in the "real world," tips for working within the constraints of business or academe), establishing mentoring relationships (plus sharing tips on effective mentoring techniques), and developing networks of new I-Os or networks of new and senior I-Os. One suggestion stressed having an experienced internal consultant, an external consultant, and a member of academe—perhaps one each from a psychology department and a business school. Another suggestion for the conference included a special track for presentations on career and job development.

TIP was also mentioned as a possible mechanism for helping I-Os in the early years of their careers by providing a special section for the exchange of ideas of recent graduates. Related to that idea was a proposal to develop a short book of career advice covering the several career paths our colleagues take.

One suggestion was controversial and met with strong dissent from other recent graduates: requiring work experience before entering graduate school as is sometimes required by business schools.

Possible financial support was also requested for student travel to and from internships, and research funding for new faculty.

Another proposal suggested a shared Web site and Web toolkit providing resources for people following different paths: for example, information for the new academic on grant solicitation, making your skills known as an internal or external consultant, and so forth.

Finally, there were many suggestions involving state and local I-O groups, from special programs such as those mentioned for the SIOP confer-

[1] Two of these suggestions anticipated the new consortia being held for the first time in New York: the Master's and Junior Faculty Consortia.

ence, to the development of mentoring relationships between senior and new I-Os.

All in all, the yield from our request was a good one. We engaged new I-O psychologists in supporting the Foundation both financially and with their ideas. Obviously, many of these suggestions can best be handled by SIOP itself, and they have all been forwarded to the Executive Committee. Others will be studied by the Foundation for possible implementation.

We thank all SIOP members who support the Foundation and ask for your continued support. Please continue to send your ideas on ways the Foundation can help sustain the profession of I-O psychology as well as your generous contributions.

Notice of External Awards:
A Call to Nominate SIOP Members

Annette Towler
Chair of the External Awards Subcommittee

One of SIOP's current objectives is to increase the visibility of the society within the wider community. The goals of our committee are (a) to provide information about awards for which SIOP members may be eligible and (b) to encourage and facilitate the nomination of SIOP members for these awards. One way in which this can be achieved is through nominating SIOP members for external awards.

SIOP's Katrina Aid & Relief Effort (KARE) Team was rewarded for its successes by being placed on the American Society of Association Executives (ASAE) honor roll. The ASAE recognizes associations that "propel America forward, with innovative projects in education, skills training, standards setting, business and social innovation, knowledge creation, citizenship, and community service." Congratulations to the KARE team for their accomplishments!

Please nominate a SIOP member today, and let the External Awards Committee know if they can be of assistance!

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

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

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland	1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

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

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer	2005	Frederick Morgeson
1994	Cheri Ostroff		

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis	1999	Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	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 annual winter meeting on February 2–4 in New York City. The EC overlapped its meeting with the Conference Committee's annual meeting in order to be updated on the proposed 5-year plan of the Conference Program Advance Task Force.

Our initial order of business was to vote on the approval of the nominations for Fellowship in SIOP. **George Hollenbeck**, chair of the Fellowship Committee, reviewed each candidate and the committee's recommendations, and the EC voted individually on whether to support the recommendation for each candidate. Fellows will be announced during the plenary session at the annual SIOP conference.

We held our joint meeting with the Conference Committee bright and (too) early on Saturday morning, where we heard **Steven Rogelberg** highlight several plans for improvements to the annual conference as it commences the new 3-day format in San Francisco. Changes include several behind-the-scenes adjustments to make the programming smoother, streamlining of the submission process, and a host of changes to the schedule that are sure to maximize attendees' experience. I'll leave it to the folks who put such tremendous effort into this plan to have the pleasure of the big reveal. The EC gave hearty and much deserved thanks to Steven and his committee for all of their work on this visionary proposal.

Our remaining agenda took shape around the strategic planning goals. Members of the EC provided updates on the progress of several initiatives and had some discussion around where to house the continuation of those initiatives in our current governance structure (which many of you may recall is going under intensive review by **Kurt Kraiger** and his subcommittee, as a result of September's strategic planning meeting). Although the details of all the initiatives are beyond the scope of this short report, some of the highlights include the work of the science and practice champions on the master's consortium, which is shaping up nicely and continuing to expand in scope, and some discussion over initiating work on an occupational analysis of I-O psychologists in effort toward the proposed aspirational statement on the true essence of the scientist–practitioner. The visibility champions have made progress toward gathering proposals from public relations firms, and the EC approved the plan for a luncheon with the press in New York before the start of the conference. The advocacy champions have focused their work on promoting advocacy at the federal level, state level, and within APA. Much discussion ensued in regard to the need for our committee members and the membership in general to be very proactive and clear about what we want from these various sources. Also related to the issue of advocacy, the EC discussed and approved our continued membership in the Federation of Behavioral, Psychological, and Cognitive Sciences, emphasizing the need for us to choose just one or two issues important to I-O psychologists on which they can help us focus our lobbying, funding, and public education efforts. Finally, our membership champions are working on an overhaul to the SIOP volunteer process and to the process for archiving and managing institutional data. They also have several initiatives in place toward the goal of increasing the climate of inclusiveness in SIOP and at the SIOP annual conference.

There were several action items voted on at the EC meeting. A new financial reserves policy statement was approved to allow for the maintenance of an operating reserve, a technology and equipment reserve, and a special projects reserve, and our current financial principles statement was amended to include a consideration of donations to the SIOP Foundation when a surplus exists in excess of our reserves policy. We heard a report from **Paul Sackett** on the progress toward SIOP's new journal and voted to support the committee moving forward with the publishing contract negotiation process. Finally, we voted that no committees will go through the regular sunsetting review process until the report from the committee considering the governance restructure, which by its nature is akin to an in-depth sunsetting process.

This brief report is of course a mere snapshot of our 12+ hour meeting session. For more detail, please see the minutes of the meeting online, or drop me an e-mail with any questions at lisaf@niu.edu.

SIOP Members in the News

Clif Boutelle

Generally when we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. Although they still remain important to any organizations seeking to generate awareness about itself, the Internet has created a whole new vista of media outlets that should not be overlooked. In fact, more and more organizations are utilizing dot.com sites to tell their news.

And a growing number of SIOP members are finding their way onto Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. So, the opportunities for media mentions are expanding and that is good for the field of I-O psychology.

Following are some of the press mentions, including dot.com sites, that have occurred in the past several months:

Mitchell Marks of San Francisco State University contributed to a February 4 *ComputerWorld* story on surviving corporate mergers and acquisitions, which typically create high anxiety for employees. He advised them to "Be patient. Decisions about workforce restructuring and potential job cuts are usually several months away, leaving employees time to assess the situation and explore their options. The reality is that companies buy companies and only after that do they really explore what they have purchased. The deal gets done and then they do their homework," he said. Nevertheless, he advises workers to prepare a contingency plan.

When Time Inc. announced it was cutting nearly 300 jobs, *Time* magazine reporter Lisa Cullen, in a January 18 story, talked about the effects of layoffs with **Rainer Seitz** of Washington State University at Vancouver. He said a psychological contract exists between employer and employees that says, in essence, "I'll work hard for you and, in return, you let me keep my job." The breaking of that contract explains why people feel betrayed when they lose their jobs. And layoffs take a toll on the remaining workers. They can experience decreased productivity, increases stress, anxiety, and lower morale and job dissatisfaction.

A 2003 study by **Jerry Palmer** of Eastern Kentucky University and **Laura Koppes** of LK Associates in Lexington, KY was cited in a January 18 *Christian Science Monitor* story about how checking the credit of job candidates has become a civil rights concern. The story also ran in the January 19 *Wall Street Journal*. In perhaps the only study done on the subject, Palmer and Koppes found no correlation between employee credit reports and negative performance or termination for dishonesty.

Ben Dattner of New York City-based Dattner Consulting contributed to a January 28 *New York Times* story about the pitfalls of using company time and computers to look for another job. He warned about violating company policies forbidding resources and communications for personal use. "It's important to abide by the terms of one's employment and not to burn bridges," he said. He also was quoted in a January 14 *Crain's New York Business* story on company retreats featuring competitive team-building activities. Many such activities, like singing in front of the group, have no relevance to the workplace and should be avoided, he said.

FedSmith.com, which specializes in federal government news, quoted **Tom Janz** of Batrus Hollweg International in Grapevine, Texas for a story on the importance of reference checks. He said the best predictor of future performance is past performance in similar circumstances. And the best way to assess performance is by talking to people who are familiar with applicant's work and behavior.

A January 12 Associated Press story about a study on procrastination by **Piers Steel** of the University of Calgary was carried by media throughout Canada and the United States, including *USA Today, New York Times, CNN* and *Scientific American*. Procrastination is getting worse (5% of Americans considered themselves procrastinators in 1978. Now its 26%). Piers' study showed that procrastination can make people poorer, fatter, and unhappier.

One of the fastest growing companies in the country is Google and it is turning to biographical surveys to find people to fit into its chaotic and competitive culture. A January 3 *New York Times* story documented Google's search for qualified workers utilizing surveys, some of which contain nontraditional questions, such as "What pets do you have?" **Michael Mumford** of the University of Oklahoma agreed that collecting biodata is a valid way to look for workers. However he cautioned that companies should not rely on nontraditional questions even if they seem to correlate to good performance. "You have to know or at least have a hypothesis why having a dog makes a person a good computer programmer. If you ask whether someone started a club in high school, now that is a clear indicator of leadership."

Todd Harris of PI Worldwide was quoted in stories about a survey his firm did that showed that most companies consider attracting and retaining employees to be their top business challenge. The December story appeared in several online publications including *Forbes.com, Marketkwatch.com,* and *InternationalBusinessTimes.com*. He noted that approximately 75% of employees in the United States now work in service-oriented and knowledge-based roles and as the workforce continues to age, existing employees' experience, skills, and talents are going to be increasingly difficult to replace.

A December *Wall Street Journal* story about the value of self-evaluations included some comments from **Leanne Atwater** of Arizona State University West. Because people tend to over inflate their self-worth and minimize weaknesses, self-evaluations are often unreliable and controversial management tools. Atwater noted that beyond high self-esteem contributing to a puffed-up evaluation, studies show that older employees don't take criticism well and women don't inflate as much as men. Inflating one's evaluation, though, does produce some short-term benefits, Atwater concedes. "Overraters tend to make more money and get more promotions," she says. But they also have lower performance, she adds, and only get so far before their careers are derailed.

Ellen Ernst Kossek of Michigan State University contributed to a December 12 *USA Today* story about the workplace expectations of Generation Y—those in their mid-20s and younger. "They view work as part of life, but they don't live to work the way we were socialized as boomers. There is a real mismatch between what the younger generation wants and what employers are offering," she said. And when that happens, they say they want to be their own boss and start a business but that often is not a way to obtain work–life balance. "When you have your own business, you're working long hours because if you don't work, money doesn't come in," Kossek said.

She was also quoted in the December 20 *Jackson (MI) Citizen Patriot* about a local company calling for voluntary layoffs. "If companies do not get the number of voluntary layoffs they want, involuntary layoffs are next," Kossek said. Sometimes voluntary layoffs backfire, she added, noting that often the firm's better people who are more mobile take the buyout. Also, many companies have difficulty in getting poor performing employees to leave.

Theresa Welbourne of eePulse Inc. in Ann Arbor, MI contributed a piece for the December 11 issue of *Workforce Management* about employee and customer surveys. In her survey of surveys, she found most people to be ambivalent about surveys and, she said, she rarely finds anyone who has a documented ROI or result from a survey. The most effective surveys, she maintained, are designed to truly engage people in a dialogue about change in order to drive results.

For a December *Detroit Free Press* story about the decline of workplace productivity during holidays, **Ken Siegel** of Impact Group in Los Angeles said it is not a bad thing to accomplish less work during those times. Because of workplace pressure to meet year-end goals and reports, there is a need for people to balance work and their lives. That's why people should take some time to ease their workload if they can during the holiday season, he said.

There are two opposite reactions to employees who show up for work despite being sick. Some think the employee is dedicated and loyal, but others avoid the employee and the threatening illness. A December 9 story in the *Frederick (MD) News-Post* attempted to answer the question why people drag themselves to work when they are sick. Contributing to that story was **Paul Spector** of the University of South Florida, who noted that some companies expect people to go to work unless they are drastically sick. He noted that many people see working through an illness as a measure of professionalism; they do not want to miss anything and some fear reprisals. He said some incentive-based programs could be counterproductive because they encourage people to show up for work even though doing so could be detrimental to other workers.

Ben Dattner of Dattner Consulting in New York City added his thoughts to a November 28 *Wall Street Journal* story on how new employees can adapt to the culture and customs of the workplace. Other media stories Dattner contributed to included a November 26 Associated Press story on gift giving in the workplace; a November 23 *New York Times* article about how executives should deal with their own blunders; a November 14 *Fortune* magazine story on how to best answer the "What's your greatest weakness" question during job interviews; and a November 26 *Wall Street Journal* story on reasons people make to-do lists (they offer order, real or perceived, in a chaotic world, he said).

For a November 24 *Wall Street Journal* story about retirement, **Eric Sundstrom** of the University of Tennessee noted that many people confuse retirement with an extended vacation and need to learn what retirement is all about. "They think of retirement as a rest well-deserved. Once you've rested up, now what? People who are engaged live longer and happier than those who sit on the porch and rock or who play endless games of golf." The story also appeared in the *Kansas City Star* and the *Seattle Spokesman Review*.

The November issue of the *APA Monitor* carried an article by **Rob Silzer** of HR Assessment & Development Inc. in New York City and **David Campbell** of the Center for Creative Leadership in Colorado Springs about executive selection and development. They show how the science and practice of I-O psychology is relevant to the selection process and can be a valuable aid to organizations.

In a November 7 *Wall Street Journal* story about "fakers"—people who misrepresent themselves on personality tests—**Richard Griffith** of Florida Institute of Technology said it's too easy to lie on some of the tests given to prospective employees. But despite the flaws, he said preemployment tests are generally more reliable predictors of performance than an interview alone. However, they could be more accurate, he added. **Scott Erker** of Development Dimensions International in Bridgeport, PA, said about 70% of entry- and mid-level jobs at big companies now include testing.

David Hyatt of CorVitus in Colorado Springs authored an article about how hiring the right employees can slow turnover in the October issue of *Convenience Store Decisions*. He pointed out how values-based hiring assessments can bring lasting improvement to employee retention in a retail or hospitality business.

As always, we would like your contribution to a news story to be included in **SIOP Members in the News**. Please send copies of the article to 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 Quiñones
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 February 22, 2007.

John Azzara
People Talent Solutions, Inc.
Cypress CA
john@peopletalentsolutions.com

James Bywater
SHL Group Plc
Surrey United Kingdom
james.bywater@shlgroup.com

Yu Ha Cheung
Hong Kong Baptist University
Tai Wai, Shatin Hong Kong
yhcheung@hkbu.edu.hk

Susan David
University of Melbourne
Watertown MA
siop@sdavid.sent.com

Ans De Vos
Vlerick Leuven Gent Management School
Ghent Belgium
ans.devos@vlerick.be

Frederic Delmhorst
Teachers College, Columbia University
New York NY
freddelmhorst@hotmail.com

George Dudley
Behavioral Sciences Research Press
Dallas TX
bsrpslg@msn.com

Kevin Fox
St. Louis University
St. Louis MO
kevinefox@gmail.com

Amy Jarvis
Oshkosh WI
aljarvis@att.net

Charu Khanna
Alexandria VA
c_khanna2@yahoo.com

Arnold Leonard
ICF International
South Riding VA
leonard286@comcast.net

Robert Lofgren
Ramsay Corporation
Wexford PA
relst18@yahoo.com

Marie Mitchell
University of Nebraska
Lincoln NE
mmitchell@unlnotes.unl.edu

Carolyn Mohler-Wilson
Personnel Decisions International
San Mateo CA
carolyn.mw@comcast.net

Vasiliki Nicolopoulos
Baruch College, CUNY
Bayside NY
vnicolopoulos@aol.com

Tyler Okimoto
Flinders University
Adelaide SA Australia
tgo203@nyu.edu

Hannah Olsen
SHL Group
Chicago IL
hannah.olsen@shlgroup.com

Kenneth Podratz
UPS
Atlanta GA
kpodratz@ups.com

Jeff Presseau
Qimonda AG
Mechanicsville VA
Jeff.Presseau@qimonda.com

Brent Proulx
Mutual of Omaha
Omaha NE
Brent.Proulx@mutualofomaha.com

Mano Ramakrishnan
PDI
Hong Kong Hong Kong
mr_akron@yahoo.com

William Rogers
Verizon
Newport News VA
wj_rogers@msn.com

Sigal Ronen
Bar-Ilan University, Israel
Montreal QC Canada
sigalitr@bgu.ac.il

Chris Schmitt
Lake Crystal MN
christopher.schmitt@yahoo.com

Fred Walumbwa
Arizona State University
Phoenix AZ
Fred.Walumbwa@asu.edu

Carolyn Wolf
Carolinas Healthcare System
Charlotte NC
cmm2262000@yahoo.com

Welcome!

Awards & Recognitions

Gene Johnson, a member since 1991, has been elected as chair-elect of the British Psychological Society's Division of Occupational Psychology (DOP), the UK's equivalent to SIOP. The DOP has 3,400 members and is BPS' second largest division. Gene will take office as Chair in 2008. He also recently joined Dell as learning & development manager, EMEA.

Kizzy Parks, a graduate student at Florida Tech was recently elected to the APS Student Executive Board. She serves as the student notebook editor for the APS's *Observer*.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

The I-O program at Colorado State University is pleased to announce the additions of two new faculty for fall 07: **Alyssa Mitchell Gibbons** of the University of Illinois and **Stefanie Johnson**, who graduated from Rice University and is currently at the University of Colorado at Denver.

University of North Carolina Charlotte is thrilled to announce the hiring of **Linda Rhodes Shanock**. Linda will be an assistant professor of psychology and an assistant professor of organizational science starting this fall. She will join colleagues in both I-O and organizational science: **Anita Blanchard,** Kimberly Buch, **David Gilmore, Eric Heggestad, Jo Ann Lee, Charlie Reeve, Steven Rogelberg** (Director)**, William Siegfried,** Jennifer Welbourne, **Chris Henle,** Lisa Rashotte, **Doug Pugh,** Beth Rubin, **Kelly Zellars,** Yang Cao, Teresa Scheid, Wei Zhao, Shawn Long, Clifton Scott, **John Kello,** and **Scott Tonidandel.**

Development Dimensions International (DDI), a global human resource consulting firm, recently hired several SIOP members. **Emily Bailey** was hired as a consultant, providing integrated business solutions to clients while focusing on research, development, and new technologies. **Vicki Walia** was hired as a consultant in New York City, and she will work with clients to implement a variety of business solutions. **Jazmine Espejo** was recently hired as a consultant for DDI's Center for Applied Behavioral Research, and she will conduct studies to examine the impact of solutions and research key workforce and human resource trends. **Sandra Rowe Fiaschetti** was also hired recently as executive assessment team leader in the Detroit office. Fiaschetti will manage executive assessment center operations to ensure consistency and reliability of assessment and will conduct executive feedback sessions for candidate selection and development strategies.

BEST WISHES!!

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Wendy Becker at WBecker@siop.org.

Conferences & Meetings

David Pollack
Sodexho, Inc.

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

2007

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).
Oct 8–12	Annual Conference of the International Military Testing Association. Gold Coast, QLD, Australia. Contact: www.internationalmta.org.
Oct. 25–27	Annual SIOP Leading Edge Consortium, Kansas City, MO. Contact: SIOP, (419) 353-0032 or www.siop.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.

2008

Feb. 28–Mar. 1	Annual Conference of the Society of Psychologists in Management (SPIM). San Antonio, TX. Contact: www.spim.org (CE credit offered).
March 7–11	Annual Conference of the American Society for Public Administration. Dallas, TX. Contact: ASPA, (202) 393-7878 or www.aspanet.org.

ANNOUNCEMENT

Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF) Doctoral Fellowships at the University of North Carolina Charlotte

The University of North Carolina at Charlotte is pleased to announce the TIAA-CREF Doctoral Fellowship program in organizational science. Funding for this fellowship is provided through a generous gift to the University by TIAA-CREF to recruit outstanding students who have demonstrated the potential to make a significant contribution to their profession and to society once completing the terminal degree. TIAA-CREF Fellowships provide 1 year of support to newly admitted students for their first year of doctoral study at UNC Charlotte.

UNC Charlotte TIAA-CREF Fellows will receive a $25,000 stipend plus tuition support and health insurance. Fellows will also have an opportunity for a paid internship with TIAA-CREF during the course of their academic programs at the university.

Persons who have not previously earned a doctoral degree are eligible to apply. Applicants from minority groups historically underrepresented in the disciplines of science, mathematics, technology, and business are especially encouraged to apply.

Deadline for completed applications to the organizational science program and thus this fellowship is **January 15**, of each year. For application materials or further information, please e-mail mmareesa@email.uncc.edu or visit http://www.uncc.edu/gradmiss/index.asp.

For information on organizational science please visit:
http://www.orgscience.uncc.edu.

Diversity Education and Training: What We Know and What We Need to Learn

Guest Editors:
Myrtle P. Bell, University of Texas, Arlington
David A. Kravitz, George Mason University

The purpose of this special issue is to bring clarity and focus to the areas of diversity education and training, with a special emphasis on what we have learned in the past 2 decades and what we still need to learn. Consistent with the format of the *Academy of Management Learning & Education* journal, we seek empirical and conceptual articles for the Research & Reviews section, and appropriate for the Essays, Dialogues, and Interviews section.

Some possible topics for this special issue include, but are not restricted to, the following:

- What are, or should be, the differences between diversity courses in colleges and universities and diversity training in organizations?
- What are the goals, content, and activities of diversity classes and training programs?
- How is learning assessed in diversity classes? Is assessment tied to course goals? What institutional, class, instructor, and student factors affect learning?
- To what extent, and how, is the effectiveness of diversity training in organizations assessed? What organizational characteristics are associated with the assessment of training effectiveness? For whatever measure is used, how effective is diversity training? What characteristics of trainers, trainees, organizations, and programs facilitate or reduce training effectiveness?
- What theories are helpful in designing and implementing diversity training and educational courses? What pedagogies (e.g., case studies, role plays, lectures, films, etc.) are most appropriate for such courses and in what situations?
- How can findings from the wider area of diversity research be applied to diversity courses and training programs?
- Are there differences in the characteristics (e.g., demographics, diversity-related attitudes and behaviors, racial identity awareness) of those who enroll in mandatory versus elective courses or organizational training programs?
- How does commonly accepted but erroneous information (e.g., affirmative action means quotas, women with children are disengaged from the workforce, people with disabilities have lower performance), affect diversity learning in universities and organizations? What stereotypes and misperceptions are present among trainees at the beginning and end of training programs? What measures are effective in changing misperceptions? Do demonstrated changes last over time?
- How is diversity content taught in other courses, such as principles of management, human resources, employment law, organizational behavior, leadership, and ethics? How can diversity information best be infused into such courses? What textbooks effectively include diversity components or themes?

Submissions should be received by **September 1, 2007** and should be accompanied by an assurance of originality and exclusivity. Submissions should adhere to the "Style and Format" guide that can be found at www.aom.pace.edu/amle and should be submitted via e-mail in MS Word format. Submissions for Essays, Dialogues & Interviews should be sent to Myrtle P. Bell (mpbell@uta.edu) and those for Research & Reviews should be sent to David A. Kravitz (dkravitz@gmu.edu). Authors are encouraged to discuss ideas for submission with the guest editors in advance.

All submissions will be subject to a double-blind peer review process, with one or both of the guest editors acting as action editor, and final approval coming from the journal editor. Invitations to revise/resubmit will follow initial submissions in approximately 3 months. Final acceptances will be made by May 2008.

Research Funding Available From SHRM Foundation

The SHRM Foundation, an affiliate of the Society for Human Resource Management, is now accepting funding proposals for high-impact HR research with clear applied implications.

The Foundation has changed its funding criteria for 2007:

- Maximum funding has increased from $75,000 to $200,000 per project.
- Proposals no longer need to address a specific RFP.
- Restrictions on personnel costs have been removed.
- University overhead may now be requested.

Submission deadlines: **April 20 and September 21, 2007**

Visit http://www.shrm.org/foundation/foundguide.asp, for complete details or contact Beth McFarland at bmcfarland@shrm.org for more information.

Send your submissions and announcements to *TIP*'s new editor, Wendy Becker, at wbecker@siop.org .