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Promotion and Selection of Electronics Technicians

Comments by Tom Ramsay

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TIP

The Industrial-Organizational Psychologist

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Errata

In the *TIP* article “Personnel Psychology and Nepotism: Should We Support Anti-Nepotism Policies?” (January 2008), Johnathan Levine’s affiliation was inadvertantly listed as SkillsNet. The correct affiliation is Workforce Dynamics.

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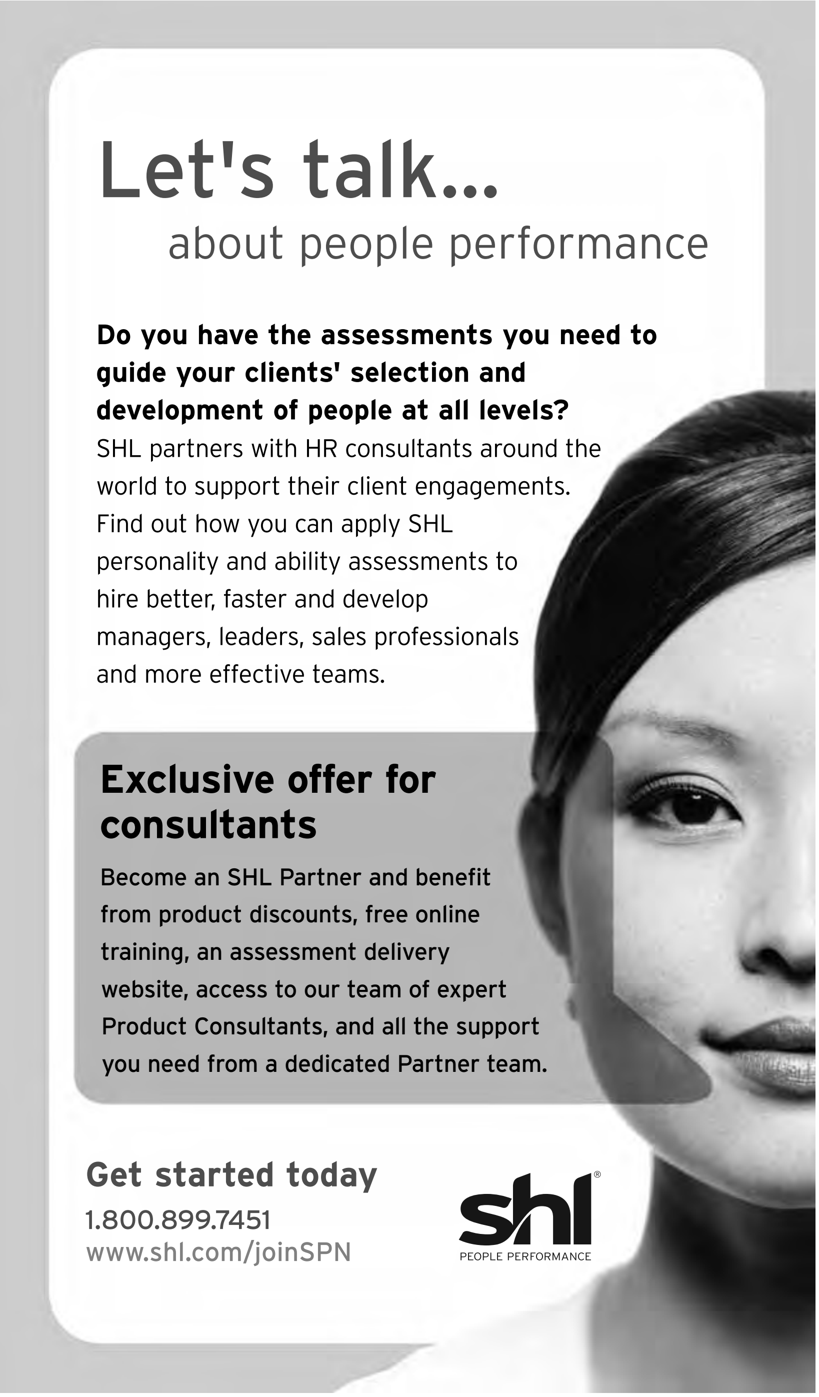

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A MESSAGE FROM YOUR PRESIDENT

Lois Tetrick

This is the last of my presidential columns as I will be turning over the gavel of the presidency to **Gary Latham** at the upcoming conference. I do hope that you will all give him your support as he continues various activities in support of our strategic plan. Because this is my last column, I thought it might be useful to revisit our Strategic Plan and provide some comments on projects and progress we have made this year, although admittedly at the risk of not mentioning several contributions.

To move toward SIOP's goal of being a visible and trusted authority on work-related psychology, SIOP has engaged the services of a public relations firm. This is a step that we have considered for many years; now is the time. Be looking for more coverage of SIOP and I-O psychology in the media as a result of this action. I wish to thank **Doug Reynolds** as Visibility chair and Dave Nershi, our own executive director, for making this happen.

In addition, our APA Council Representatives, **Janet Barnes-Farrell, José Cortina, Bob Dipboye, Deirdre Knapp**, and **Eduardo Salas,** have been actively engaged in increasing our visibility within APA. Likewise, I have met with **Alan Kraut**, the executive director of the Association for Psychological Science to explore ways to increase SIOP's visibility with APS. I believe that if we want broad visibility, it is critical that we are visible within the psychological community.

Our second strategic goal is to be the champion of I-O psychology to policy makers. SIOP continues to be a member of the Federation of Behavioral, Psychological, & Cognitive Sciences. The current president of the Federation is our own **Leatta Hough,** and there are over 20 societies as well as several divisions of APA that are members of the Federation. In fact, there are several societies with whom we might want to partner to put on a science forum such as the Human Factors and Ergonomics Society, the American Education Research Association, the Society for Computers in Psychology, the Society for Judgment and Decision Making, and the Society for Personality and Social Psychology—to name a few. SIOP in partnership with the Federation sponsored our first science forum in February (actually as I am writing this, it hasn't actually happened yet) with the topic being aging and work. **Ruth Kanfer** and **Seth Kaplan** from Scientific Affairs organized a terrific line-up of speakers (Janet Barnes-Farrell, **Jeanette Cleveland**, Ruth Kanfer, and **Elissa Perry**) for this science forum, and Meghan McGowan from the Federation has organized the logistics of the event including invitations to federal agencies and members of Congress and their staff.

There is a link to the Federation newsletter on the SIOP home page if you would like to read more about what the Federation does to advance science. You can also subscribe to receive the newsletter directly if you would like.

SIOP strives to be the organization of choice for I-O professionals. There have been several activities to survey our members to determine what we can be doing to insure that we are the organization of choice. We launched a new journal edited by **Paul Sackett** with the goal to increase dialogue on a particular topic among our members. Paul especially encourages focal articles and commentaries from scientists and practitioners, so maybe I should have included this as an accomplishment relative to our fourth goal, being a model of integrated scientist–practitioner effectiveness; I guess we can discuss my categorization of this accomplishment under this strategic goal. At any rate, *Industrial and Organizational Psychology: Perspectives on Science and Practice* is our new journal.

Gary Latham, president-elect, and I share a desire to increase SIOP's collaborations with our international sister organizations as well as like-minded organizations in the U.S. Therefore, Gary began one of his presidential initiatives this year to enhance our collaborations with EAWOP and the International Association of Applied Psychology, Division 1, as well as the Society for Human Resources Management. These activities have just begun, but you can expect to see increased representation of these organizations as well as the Society for I-O Psychology—South Africa and the Division of Occupational Psychology of the British Psychological Society at our San Francisco conference. I believe that you will also see many more opportunities to collaborate with our international colleagues in the very near future.

The fourth strategic goal in our strategic plan is to be the model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas. There have been several activities this year that address various aspects of this.

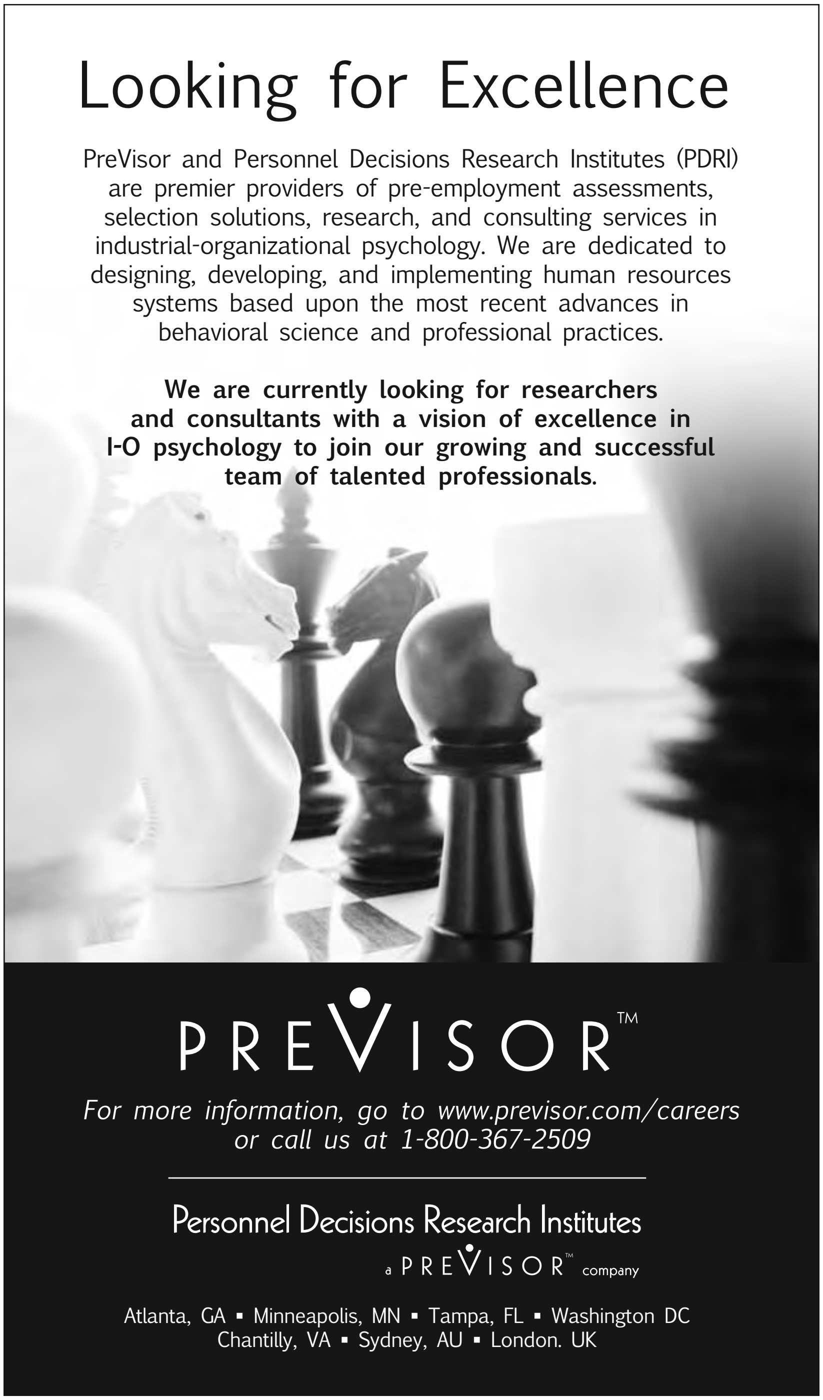
First, SIOP-generated comments on the proposed revision to the *Standards for Education and Psychological Testing*. This effort was headed up by **Dick Jeanneret** and **Shelly Zedeck** with **Winfred Arthur Jr.**, José Cortina, **Marilyn Gowing, Jerry Kehoe, Jim Outtz, Bob Ramos,** Paul Sackett, and **Suzanne Tsacoumis** serving on the taskforce. I wish to thank everyone who submitted their comments either to the taskforce or directly to APA. I haven't heard where this effort currently stands, but according to **Neal Schmitt's** message in the *Score*, the Division 5 Evaluation, Measurement, and Statistics Newsletter, the Joint Committee of APA/AERA/NCME appears to still be consolidating the comments they have received.

SIOP also provided comments to the APA revised Model License Act with **Judy Blanton** heading up the SIOP taskforce consisting of Janet Barnes-Farrell, José Cortina, Bob Dipboye, Deirdre Knapp, and Eduardo Salas. Judy and **Vicki Vandaveer** also serve on the APA taskforce for revising the Model License Act. I wish to thank everyone who submitted their comments to the SIOP taskforce or directly to APA. The APA taskforce received many comments from many constituencies. My understanding is that they are considering all of these comments and have agreed to proceed more slowly than they had originally planned. That said, the issue is not dead and SIOP needs to consider the pros and cons of licensure and alternative forms of credentialing.

Perhaps one of our biggest efforts every year, which links to all four of our strategic goals, is our conference. This year is going to be really exciting as it is the beginning of our new 3-day format. **Doug Pugh, Steven Rogelberg, John Scott, Pete Chen,** Suzanne Tsacoumis, **Peter Scontrino, Ken Yusko,** and **Dan Sachau** have worked diligently on various aspects of the conference as have so many other SIOP members. The program reflects the best of the science and practice of I-O psychology with several new formats and tracks. The goal of these changes is to better meet the needs of all of our members. I think that you will find the San Francisco conference really exciting beginning with workshops, the doctoral and master's students' consortia on Wednesday through Saturday afternoon with a capstone speaker and reception—look elsewhere in this issue of *TIP* to see who the speaker is.

These are some of the highlights that our members in their service to SIOP have worked on. There are many more activities and many more members who have been involved than those that I've mentioned. I do want to express my appreciation for everyone's contributions this year! The success of our organization, SIOP, depends on our members being involved and that includes you.

I look forward to seeing you in San Francisco!



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Life's Work: An Interview With Dr. Edwin Fleishman

Richard Hermida
George Mason University

Editor's Note: This article previously appeared in the George Mason University, Industrial-Organizational Psychology Newsletter (ION), *Fall 2007 and is reprinted with permission.*

Recently, I had the opportunity to sit down and talk with **Dr. Edwin Fleishman**, who is currently Distinguished University Professor Emeritus of psychology at George Mason University. Dr. Fleishman has been a professor at Yale, and a Visiting Professor at the University of California, the Israel Institute of Technology, and the University of Hong Kong. He has also directed large research organizations and has had many professional roles, including editor of the *Journal of Applied Psychology*, president of three divisions of APA including SIOP (1973–1974), chair of APA's Committee on Psychological Test and Assessment, and president of the International Association of Applied Psychology. For his research, many publications, and books he has received many awards including APA's Distinguished Scientific Award for Applications of Psychology, the James McKeen Cattell Award from the American Psychological Society, SIOP's Distinguished Professional Contributions Award, SlOP's first annual M. Scott Myers Award "for the outstanding example of research having impact on the workplace," and most recently, the Academy of Management's inaugural Award for Distinguished Contributions to the Field of Leadership

Many of us are interested in what you have been up to since you left George Mason University on a day to day basis. What sorts of activities, jobs, and services have you been involved in since then?

First of all, I finished up as graduate advisor to several of my graduate students who got their PhDs. I have continued as editor of the "Series in Applied Psychology," that I founded with Lawrence Erlbaum Associates publishers, which has now produced 45 books, including most recently, *Historical Perspectives in Industrial and Organizational Psychology* edited by **Laura Koppes.** The book is a description of I-O psychology from its original roots to the present and serves as a comprehensive survey of I-O psychology. It is a great book, and naturally I think every I-O student and psychologist should have a copy.

For 3 years I was a consultant to the Social Security Administration, assisting the agency in broadening the concept of disability beyond purely medical determinations. The goal was to develop a methodology that linked the ability requirements of jobs to the medical diagnoses of individuals with different impairments.

I have also continued my interests in identification and assessment of skills required by high-level leaders in complex organizations, and have extended the use of computer-interactive programs to assess those skills. Most recently my colleagues and I have extended the original military scenarios and measures to the assessment of leadership in civilian organizations.

You have obviously been an important figure at George Mason University and in the I-O program. As you look back, what do you feel are some of the more significant events in the department with which you were involved during your tenure here?

I was pleased to be part of the enormous development since 1986 when I joined the GMU faculty. I am indebted to Jane Flinn who was then department chair, to **Lou Buffardi**, and to the GMU President George Johnson, who persuaded me to come. I was pleased to have played a part in the development and approval of the PhD degree in the department. Originally, the degree for the department was a PsyD, which emphasized a practitioner model rather than a science–practitioner model. The process for becoming accredited was quite complex involving careful preparation and justification regarding faculty credentials, program development, and approval of the university, state agencies, APA, etc. During that time I founded and was the first director of the Center for Behavioral and Cognitive Studies that led to cooperative efforts among the faculty and some sizeable research funds from major organizations (e.g., Army Research Institute, General Electric, The Nuclear Regulatory Commission, and The Center for Innovation Management). I was pleased that in 1991 the President of George Mason University selected the Center for the university's first annual Award of Excellence.

By and large, the personal and professional relationships that I had in the Psychology Department have given me enormous satisfaction. I am especially pleased to have co-authored several journal articles and book chapters with just about all the faculty members involved in our I-O program (Lou Buffardi, **Lee Friedman, Michael Mumford,** and **Steve Zaccaro**). I have been disappointed however that more of our graduate students have not published their fine dissertations, but I still have hope!

One thing that I have been proud of is my assistance in recruiting faculty members, although I obviously cannot claim all the credit. Some of the members that I had a direct hand in recruiting for the I-O program were **Richard Klimoski,** Steve Zaccaro, and Michael Mumford.

What aspects of your career have given you the greatest satisfaction?

This is almost impossible to answer since the field has been so full of personal and professional satisfaction for me. Let me start with my research. I am pleased that my work on leadership, starting with the early identification and measurement of “consideration” and “initiating structure” as important and relatively orthogonal dimensions of leadership and their relations over many years to various criteria of leader effectiveness, had an early impact on the field. (The journal *Personnel Psychology* identified my 1962 article with Ed Harris as the most frequently cited article published in the journal during the decade of the 1960s.) I was able to carry out large-scale research combining experimental and factor analytical methodologies to identify underlying abilities in the areas of perceptual/motor and physical performance. Extending this line of research to cognitive ability, my colleagues and I were able to develop a comprehensive taxonomy of human abilities, which is now in common use. These became the basis for much of the O*NET. We have been able to translate this work into methods of analyzing job requirements and linking these to assessment measures.

I am also very proud of some of my professional service activities. One of the most demanding but satisfying experience in my career was my 6-year term (1970–1976) as editor of the *Journal of Applied Psychology.* As the sixth editor in the long history of the journal, I felt a tremendous responsibility and with the collective efforts of the distinguished editorial board, I felt I was able to set a course for this journal. The journal has gotten bigger and better since then. Additionally, my service on various APA, APS, SIOP, and IAAP committees have always been interesting as well as challenging, and my various elected offices working with great colleagues have often been good fun as well.

Finally, with respect to the practice side I have had some fascinating consulting experiences that have gotten me into all sorts of new situations. I have consulted with such varied organizations as EEOC, The President’s Council on Physical Fitness, The Office of Secretary of Defense, NASA, the State Department, and a number of large and small companies. For GE, for example, I got into writing the proposal for the design of the human performance module for the first manned space flight. Unfortunately for that effort, the prime contract went to the McDonald-Douglas Company, which had no prevision for any such measures in their proposal.

I have received a number of awards, but one that I am particularly proud of is the inaugural IOOB Career Achievement Award from graduate students at the 2003 IOOB Conference. Knowing that I had an impact on students in our field was very fulfilling and I was honored to be chosen for their first award. Likewise, I was very moved by George Mason University’s establishment, upon my retirement in 1996, of the annual Edwin A. Fleishman Dissertation Award for the GMU doctoral student whose dissertation is judged the best in the area of applied experimental psychology.

You are a widely traveled and internationally relevant psychologist. Do you have any advice for the current students that are interested in cross-cultural and international issues? What are the more important international experiences you have been involved in?

One of the most basic pieces of advice I can give is to join IAAP, the International Association of Applied Psychology. It is the largest society of international psychologists, and includes a Division of Organizational Psychology. Membership is free to students, and full members' fees are quite cheap. Members receive one of the most prominent journals in the field, *Applied Psychology: An International Review.* Members also receive a quarterly newsletter, which provides a current and insightful look into the international issues in applied psychology. IAAP provides a good base for networking with psychologists in other countries, especially for younger students. There are travel grants available from APA and the American Psychological Foundation for travel to IAAP's International Congresses.

It is difficult for me to answer the second part of your question in a short interview, since there have been so many challenging, wonderful, and unforgettable international experiences over the years. I can mention only a few.

Early in my career I was given the opportunity by our Air Force to open up contacts with psychologists in military selection units and in research centers in six countries in Europe, and I was able to visit colleagues in France, England, Netherlands, Belgium, Denmark, and Sweden. In 1960 I was asked by APA to look into industrial psychology in the Soviet Union. (I arrived a couple weeks after our U2 spy plane had been shot down by the Russians and was taken to see it in a public park!). In 1963 I received a Guggenheim Fellowship and spent that academic year in Israel at the Israel Institute of Technology. In the mid 70s I returned to Russia with a group of eight psychologists (including Neal Miller, Leon Festinger, **Donald Campbell,** William Estes, and others) invited by our National Academy of Sciences to negotiate the first series of joint seminars in psychology to be held alternately in each country. In 1981, I was one of two U.S. psychologists invited to represent the U.S. in Beijing, China at the first Congress of Chinese Psychology after the Cultural Revolution there. In 1985, I was invited by the Japan Foundation for the Advancement of Science to spend a month lecturing in Japan.

After I was elected president of the International Association of Applied Psychology (for an 8-year term) I presided over Congresses in Munich and in Edinburgh. As an officer I was also involved in organizing Congresses in Madrid and Kyoto, as well. These periods involved periodic planning trips with colleagues in these host countries.

These are just a few memorable examples of my international involvements. In between there have been many meetings, consultations, Congresses, etc. over a long career in many fascinating and exotic places. Psychology is now a global discipline and I feel good that I have been part of this evolving professional and scientific effort. There are even more opportunities for I-O psychologists today. For students particularly interested, there are many more details in my article “Applied Psychology: An International Journey,” in the November 1999 issue of the *American Psychologist.*

Announcements of forthcoming international congresses are published years ahead in the *American Psychologist.* The organizers would like to get a submission from you! If you want to go, you can submit a paper, poster session, or put together a symposium. The organizers would like to hear from you. My first submission was to the Rome Congress in 1958. Morris Vitelis put me on his symposium.

Obviously someone of your stature has seen a lot of I-O and its development over the years. What do you think we have done well and what do you think we might be able to do better?

The field has done many things well. A look at our journals, meetings, job opportunities all attest to the vitality of the field. Our field has been the exemplar of the scientist–practitioner model, which has worked very well for us and could be a prototype for other disciplines. However, with respect to our science, we have become more insular and ingrown in our associations and our insights. We have become more isolated from our colleagues in other fields. SIOP has been a boon to our development and enthusiasm and sense of identity, but we are missing associations with colleagues and research in other aspects of psychology. We are less likely to read other journals or go to other professional meetings of psychologists with the exception of the Academy of Management. I-O psychology does not occupy much space on the APA convention program.

These concerns are probably beyond the scope of this interview but I can recall the personal and professional impact that colleagues like J.P. Guilford, Lee Cronbach, Neil Miller, Robert Gagne, Kurt Lewin, and Donald Campbell had on my thinking and that of my colleagues’. I understand SIOP has turned down membership for outstanding psychologists in closely aligned fields who do not fit the ever narrowing mold. We need to think about the limitation of this trend.

Cognitive and social psychology for example have much to tell us. Another direction that the field could take in would be a better appreciation of the history of our field, as it remains highly relevant today and would help us not “reinvent the wheel,” so to speak. As I mentioned earlier, a recent book to check out on the history and context of our field is Koppes’s recent book *Historical Perspectives in Industrial and Organizational Psychology.*

As far as advice that people can personalize more, my advice would probably be centered on research. Specifically, I would hope that practitioners would publish more often. This is for many reasons. First, practitioners obviously have a lot to say about what goes on in our field. Second, if one wishes to return at any time to academia, a publication record is essential. Many excellent technical reports to sponsors remain unpublished and not shared through journal publications. Also, I find that many times people do not attempt to publish because they have some sort of fear about having their work rejected. I advise my younger colleagues that a rejected manuscript is the first step in getting that manuscript published. Reviewers put a lot of work into their comments. Take advantage of these!

In the area of practice, I see a healthy development in the recent interest in evidence-based management (EBM). The goal here is developing ways to have our research better inform decisions made by management that are now "uninformed" by our present data. I believe that **Gary Latham**, SIOP's current president-elect, will be spearheading some attention to this issue.

Any last comments?

Industrial-organizational psychology is a wonderful field and has allowed for a career that contains so many facets and outlets for personal satisfaction. I am really proud to have shared in the department's development, and I look forward to continuing relationships with students and faculty.

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Are the Uniform Guidelines Outdated? Federal Guidelines, Professional Standards, and Validity Generalization (VG)

Daniel A. Biddle

Two years after the 1964 Civil Rights Act passed into law, the Equal Employment Opportunity Commission (EEOC) published the first set of guidelines relevant to employment testing—the *Guidelines on Employment Testing Procedures* (August 24, 1966). These *Guidelines* interpreted "professional ability tests" to mean: "a test which fairly measures the knowledge or skills required by the particular job or class of jobs which the applicant seeks, or which fairly affords the employer a chance to measure the applicant's ability to perform a particular job or class of jobs." The EEOC published another version 4 years later titled *Guidelines on Employee Selection Procedures* (August 1, 1970). One year later, the U.S. Supreme Court tried the first post-Civil Rights Act case: *Griggs v. Duke Power* (1971). The unanimous *Griggs* decision held that selection procedures—including tests—that caused adverse impact had to be justified through a process of *demonstrating job relatedness and business necessity*.

Seven years after *Griggs*, four federal agencies (the U.S. Department of Justice, Department of Labor, the Equal Employment Opportunity Commission, and the Civil Service Board) released an updated version of the federal *Guidelines*—today simply known as the *Uniform Guidelines on Employee Selection Procedures* (1978). Their stated purpose for framing the *Guidelines* was to:

> Incorporate a single set of principles which are designed to assist employers, labor organizations, employment agencies, and licensing and certification boards to comply *with requirements of Federal law* prohibiting employment practices which discriminate on grounds of race, color, religion, sex, and national origin (*Guidelines*, Section B).

The *Guidelines* were thus published to provide guidance on how to comply with federal law—that is, the recent *Griggs* case. The *Guidelines* continue to state that failure to validate a selection procedure in accordance with their criteria therein *constitutes discrimination* for the employer using the procedure (*Guidelines*, Section 3A; Questions & Answers, #2).

This document has since been used in thousands of government enforcement and judicial settings where employers have been required to demonstrate that their selection procedures causing adverse impact are sufficiently "job related" by addressing the *Guidelines* requirements. A companion "Questions & Answers" document was finalized on May 2, 1980 that included 93 questions and answers regarding some of the topics covered by the *Guidelines*. There have been no additions or changes since.

Comparison Between the Federal Guidelines and Professional Standards: The SIOP *Principles* (2003) and the *Joint Standards* (1999)

Industrial-organizational (I-O) psychologists are not unaware of the professional standards, consisting of the *Joint Standards* (1999) and SIOP *Prin-*

ciples (2003). The stated purpose of the *Joint Standards* is to "provide criteria for the evaluation of tests, testing practices, and test use" for professional test developers, sponsors, publishers, and users that adopt *Standards* (p. 2). One of the 15 chapters (Chapter 14) is devoted exclusively to testing in the areas of employment and credentialing. The remaining chapters pertain to developing, administering, and using tests of various sorts. An updated version is expected in 2008–2009.

SIOP released the updated *Principles* in 2003, which is designed "to a large degree a technical document, but it is also an informational document." Although covering many of the same topics included in the *Guidelines*, the *Principles* include a caveat with respect to the legal aspects surrounding testing: "Federal, state, and local statutes, regulations, and case law regarding employment decisions exist. The *Principles* is not intended to interpret these statutes, regulations, and case law, but can inform decision making related to them" (p. 1). The *Joint Standards* hold a similar status.

This constitutes a major distinction between the *Guidelines* and the professional standards. The *Guidelines* only apply whenever an employer's selection procedure has adverse impact. The professional standards embody best practice guidelines that apply to situations where adverse impact may or may not exist.

When the *Guidelines* were published, the professional standards were current as of 1974 (*Standards*) and 1975 (*Principles*). Fortunately, the framers of the *Guidelines* had sufficient foresight that future editions of these standards would be updated to reflect innovations in the field of measurement theory, so a sort of auto-updating clause was added:

> Question: What is the relationship between the validation provisions of the *Guidelines* and other statements of psychological principles, such as the *Standards for Educational and Psychological Tests*, published by the American Psychological Association? Answer: The validation provisions of the *Guidelines* are designed to be consistent with the generally accepted standards of the psychological profession. ***These Guidelines also interpret Federal equal employment opportunity law***, and embody some policy determinations of an administrative nature. To the extent that there may be differences between particular provisions of the *Guidelines* and expressions of validation principles found elsewhere, the *Guidelines* will be given precedence by the enforcement agencies. (*Guidelines*, Q&A #40). (emphasis added)

The *Guidelines*' deference to legal requirements (rather than professional standards) has also been observed in litigation settings. For example, in *Lanning v. SEPTA* (1999), the 3rd Circuit Court of Appeals stated: "To the extent that the SIOP *Principles* are inconsistent with the mission of *Griggs* and the business necessity standard adopted by the Act, they are not instructive" (FN20).[1]

---

[1] *U.S. v. City of Erie* (PA 411 F.Supp.2d 524 W.D. Pa., 2005, FN 18) clarified this criticism stating that the *Lanning* court did not "throw out" or otherwise invalidate the SIOP *Principles* in their entirety when making this statement.

Because of these distinctions, the *Guidelines* have been cited hundreds of times in state and federal Title VII cases. By contrast, the professional standards have been collectively cited fewer than 40 times (based on Westlaw searches as of the date of this writing). The *Guidelines* have also been cited as the sole standard for validity review in numerous cases (e.g., a Westlaw search for "validated in accordance with the guidelines" returned 44 distinct cases).

One of the most notable distinctions between the *Guidelines* and professional standards is the *coverage* and *intended audience* of each. The *Guidelines* are written expressly to employers that are subject to Title VII. They are utilized by employers and federal enforcement agencies to evaluate validity when an employer's testing practices have adverse impact. The professional standards, however, are written primarily *to and for professionals* in the test development field and constitute a set of technical standards for developing and evaluating tests.

The *Guidelines* and professional standards also differ with respect to their fundamental purpose. The stated *purpose* of the *Guidelines* is to help employers comply with requirements of federal law prohibiting employment practices that discriminate on grounds of race, color, religion, sex, and national origin and to "provide a framework for determining the proper use of tests and other selection procedures" (Section 1B). The stated purpose of the professional standards is to provide criteria for the evaluation of tests, testing practices, and test use for professional test developers, sponsors, publishers, and users that adopt the *Standards* and to "address the needs of persons involved in personnel selection" (*Principles*, p. 1).

These distinctions are not without practical impact to the I-O practitioner. Consider a fundamental concept at the heart of all test validity research: test reliability. Both sets of the most recent professional standards have extensive coverage of this critical topic. In fact, the *Joint Standards* dedicate an entire chapter to this topic, which reviews important developments that have come to the forefront of reliability theory in recent years (e.g., using conditional standard errors of measurement and evaluating the "decision consistency" reliability of tests). The *Guidelines* do not even define test reliability—they simply state that *having* reliability is essential when employers are making a validity defense. The *Guidelines* require users to report reliability but do not provide any application guidelines such as those provided by the professional standards. By contrast, the *Guidelines* exclusively remark about "job relatedness" and "business necessity" requirements, adverse impact, and other matters relevant to Title VII.

Title VII, the *Guidelines*, *Professional Standards*, and Validity Generalization (VG)

One of the contentious topics that sometimes emerges in I-O forums is validity generalization (VG). VG studies combine the results of statistical validation studies to evaluate the effectiveness (i.e., validity) of a personnel test or particular type of tests and to describe what the findings mean in a *broader, more general sense* (Murphy, 2003). The mission and objective of the *Guidelines* differ from VG. Because the *Guidelines* come into force whenever an employer's *particular testing practice* has adverse impact, they are concerned with *validity specificity*. To wit, they are narrowly targeted to assist federal enforcement agencies to answer this question: Is this particular employer's testing practice "job related *for the position in question* and consistent with business necessity" (1991 Civil Rights Act). Thus, the *Guidelines* are narrowly tailored to evaluate whether a *specific test* is sufficiently valid for a *specific position*.

VG is tailored for answering a different question: "How broadly does this test (or construct) correlate to job performance *across different positions, settings, and employers*? This is a fundamentally different question than the one targeted by the *Guidelines*. Even if a test used by an employer "shows up valid" for 100 other positions/employers, the challenged employer still has the burden for showing the test is job related for their *position in question* and consistent with business necessity in their context.

When it comes to employers relying on statistical validity evidence from other positions/employers, the *Guidelines* require that employers conduct a transportability study. Specifically, Section 7B of the *Guidelines* require that the "other" validation studies sufficiently meet the *Guidelines* requirement, that the jobs in the other validation studies are highly similar to the target position, and evidence is provided that the test is a fair predictor of job performance (i.e., that it isn't biased against certain groups).

The professional standards also provide standards for adopting validity evidence from outside situations. However, even though the professional standards permit borrowing validity evidence, employers should proceed with caution when doing so because some have been met with harsh criticism in the courts when attempting to use VG to generalize validity into their setting.

For example, the Sixth Circuit Court of Appeals ruled that VG, as a matter of Title VII law, could not be used to justify Atlas Paper's testing practices that had adverse impact (*EEOC v. Atlas Paper*, 1989). In *Atlas*, the Sixth Circuit rejected the use of VG to justify a test purporting to measure general intelligence that had adverse impact when used for screening clerical employees. Without conducting a local validity study, an expert testified regarding the generalized validity of the test, stating that it was "valid for all clerical jobs." The lower district court had previously approved Atlas' use of the test, but the court of appeals reversed this decision and rejected the use of VG evidence as a basis for justifying the use of the test by stating:

> We note in respect to a remand in this case that the expert failed to visit and inspect the Atlas office and never studied the nature and content of the Atlas clerical and office jobs involved. The validity of the generalization theory

> utilized by Atlas with respect to this expert testimony under these circumstances is not appropriate. Linkage or similarity of jobs in dispute in this case must be shown by such on site investigation to justify application of such a theory.

The criteria applied by the court in this case is exactly what is required by the *Guidelines* for transporting validity evidence into a new situation (Section 7B)—that is, *conducting a job comparability study*. Even the authors who published the genesis VG article in the field of personnel selection originally advocated the job process be conducted for transporting validity evidence (Schmidt & Hunter, 1977, p. 530). The Sixth Circuit decision in *Atlas* continued to offer a more direct critique of VG by stating:

> The premise of the validity generalization theory, as advocated by Atlas' expert, is that intelligence tests are always valid. The first major problem with a validity generalization approach is that it is radically at odds with *Albemarle Paper v. Moody, Griggs v. Duke Power*, relevant case law within this circuit, and the EEOC Guidelines, all of which require a showing that a test is actually predictive of performance at a specific job. The validity generalization approach simply dispenses with that similarity or manifest relationship requirement. *Albemarle* and *Griggs* are particularly important precedents since each of them involved the Wonderlic Test... Thus, the Supreme Court concluded that specific findings relating to the validity of one test cannot be generalized from that of others" (*EEOC v. Atlas Paper*, 868 F.2d. at 1499).

The judge issued a factual conclusion based upon the applicability of the U.S. Supreme Court *Albemarle* (1975) case findings regarding the situational specific validity requirements and made a factual conclusion and rule of law, stating:

> The kind of potentially Kafkaesque result, which would occur if intelligence tests were always assumed to be valid, was discussed in *Van Aken v. Young* (451 F.Supp. 448, 454, E.D. Mich. 1982, aff'd 750 F.2d. 43, 6th Cir. 1984). These potential absurdities were exactly what the Supreme Court in *Griggs* and *Albemarle* sought to avoid by requiring a detailed job analysis in validation studies. As a matter law...validity generalization theory is totally unacceptable under the relevant case law and professional standards (*EEOC v. Atlas Paper*, 868 F.2d. at 1499).

Summary

Since the federal *Guidelines* were enacted, the I-O community has seen the release of three updated versions of the *Principles* (1980, 1987, and 2003) and two updated versions of the *Joint Standards* (1985 and 1999). With these updates, one is left to wonder if the *Guidelines* need to follow suit and be revised. However, because the *Guidelines* are essentially based on the federal Civil Rights Act and cornerstone U.S. Supreme Court cases such as *Griggs* and *Albemarle*, one must first ask, “Is the Civil Rights Act outdated? Are the *Griggs* and *Albemarle* cases outdated?

The *Griggs* case started a chain of events that have created lasting foundations in the field of EEO enforcement. The legal principles laid down in *Griggs* were endorsed by Congress, continually reaffirmed by the Supreme Court, and were then incorporated into the *Guidelines*. After the *Guidelines* were published, the job-relatedness burden defined by *Griggs* and interpreted by the *Guidelines* has been subsequently endorsed in thousands of government enforcement and legal settings.

Concurrent with these developments, technical innovations in testing and measurement theory have continued to evolve and marked with periodic updates to the professional standards. However, the legal requirement of “demonstrating job relatedness for the position in question” originally provided by *Griggs* and subsequently interpreted by the *Guidelines* remains intact. This is where the *Griggs–Guidelines* requirement seem to diverge from the goal of VG as defined by the professional standards. Although Title VII requires the employer to demonstrate that their selection procedure is *job related for the position in question*, VG studies are conducted to evaluate how the validity of a particular test or construct may generalize across settings and positions.

If the first burden in Title VII settings (proving adverse impact) cannot be carried using evidence solely from external locations, it seems to follow that the second burden (proving validity) should likewise not be provable using only external evidence. One can only imagine the outcry of defense attorneys if government enforcement agencies or plaintiff attorneys were permitted to *transport* or *generalize* adverse impact into a local employer based on adverse impact that occurred “at some other location.”

VG can be an important tool for identifying the selection procedures that might be appropriate for use by employers. However, the federal *Guidelines* require that a study of the similarity of the target job in question and the jobs for which the selection procedure had been previously found to be valid should be conducted. This approach embodies both the letter and spirit of nondiscrimination. By conducting such a similarity study, the employer would be testing the appropriateness of a particular selection procedure as it is used for a particular job by a particular employer. This seems a reasonable demand because employers following this process will likely benefit from both increased defensibility as well as increased utility when selection procedures are carefully matched to the requirements of the target position (Dye, Reck, & McDaniel, 1993).

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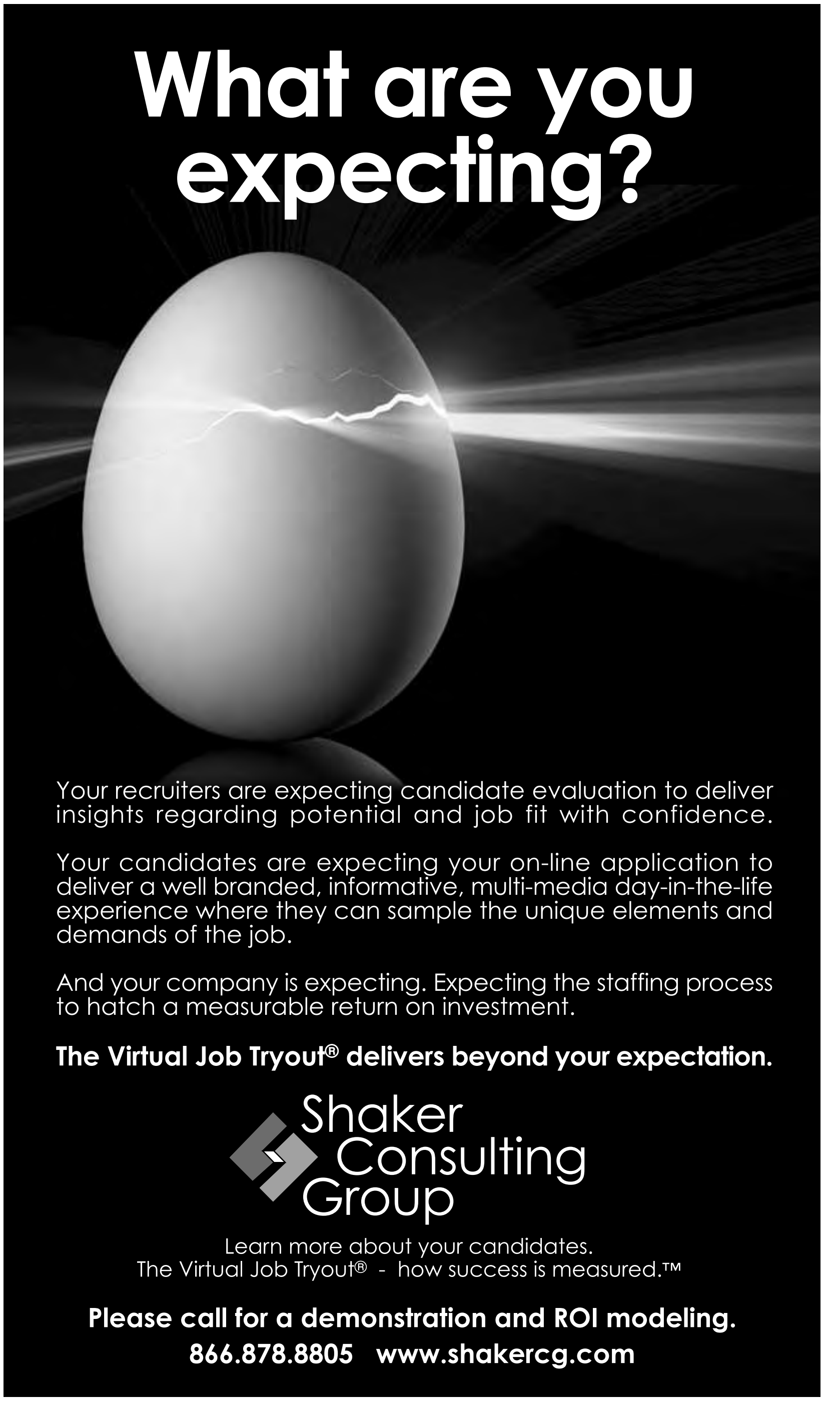

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Katrina Aid and Relief Effort (KARE) Lessons: Looking Back and Moving Forward

Tracey E. Rizzuto

Author's Note: The author would like to acknowledge and thank the Katrina Aid and Relief Effort (KARE) taskforce leaders and project team leaders for their contributions and insights provided in the development of this article.

In fall 2005, in the wake of Hurricane Katrina, the leadership of SIOP (Division 14) struck a new course in the association's history by calling on its membership to mobilize and deliver desperately needed resources to people and businesses affected by the storm. The Katrina Aid and Relief Effort (KARE) became SIOP's first outreach taskforce designed to deliver *pro bono* business consulting services with the goal of aiding disaster recovery. Since its inception, KARE has received commendations from the Louisiana State Senate (Senate Resolution No. 118, Regular Session 2006), the American Society of Association Executives, and the Center for Association Leadership. In addition, KARE recipients have made numerous strides toward restoration and expressed gratitude for services—some wishing to pursue long-term partnerships outside of the initial KARE contracts.

Given these successes, it is important to reflect on the lessons learned from the KARE experience and to consider how SIOP and I-O psychologists might better position themselves to provide future outreach services. In doing so, there are a number of questions to consider. First, what role(s) can I-O psychologists play in helping people and businesses recover from disasters? How can SIOP support emergency response efforts? And, what developments in science and practice are needed to increase the value of our services and the visibility of our profession in the realm of crisis management?

To address these questions, archival records maintained by KARE were examined, along with data from interviews conducted with taskforce leaders and project consultants. Findings from this investigation are categorized into two taskforce domains: KARE administration and project team management. A summary of the challenges and lessons associated with these two domains is discussed, and suggestions for future outreach efforts are provided.

KARE Administration: Embarking on New Territory

Operating without an association precedent, SIOP leaders had to transform the vision of a volunteer consulting effort into an outreach taskforce that functions with a professional affiliation (within SIOP and the American Psychological Association [APA]), leadership structure, and a defined set of goals (i.e., identify volunteers; provide services). John Kotter's (1990)

Change Phases Model outlines the sequence of actions that followed (sense urgency, coalition-build, define vision, empower, secure wins, restructure, and anchor). First, given the time-urgent needs of the affected communities, a coalition of taskforce leaders had to quickly develop a vision that articulated a geographic region of focus (all communities or concentrated areas), the type of services to be rendered (a focus on business issues only or in combination with personal needs—housing, healthcare, etc.), and the professional partnerships desired to deliver the broadest range of services with the greatest impact. As a result, the taskforce developed a partnership with APA Division 13 (Society of Consulting Psychology) designed to provide business-related services to affected organizations in the greater New Orleans metropolitan area.

KARE consultants were empowered to distribute services to client organizations through three mechanisms. First, business workshops were used to disseminate information on a variety of employment topics including stress management, recruitment, and selection. The workshops also provided a forum to conduct intake assessments of organizational needs, deliver one-time services to client organizations, and assess the potential for long-term consulting projects. Second, volunteers from both Divisions 13 and 14 were matched with clients based on the fit between their consulting expertise and the organizations' needs. A KARE Web site was developed to facilitate project team matches, solicit volunteers, and advertise services to prospective client organizations. Early contacts with client organizations were made through the Web site and informal networks across the two divisions. Later, contacts were coordinated with the help of local professional associations (e.g., Human Resources Management Association) and the media sources, which enabled the third mechanism for providing help. Aided by a local public relations firm, taskforce leaders were able to offer advice and support to numerous organizations through the broadcast of television and radio interviews and print article distributions in the New Orleans area.

The first workshop was hosted in New Orleans during the 2006 APA convention. Despite the interdivisional partnership and APA's support for KARE, APA was initially hesitant to formally authorize these workshops. After weeks of dialogue regarding service accountability and statutes for psychological practice in the state of Louisiana, KARE made a pact with APA to ensure legal compliance for all services rendered. Signed waivers of responsibility for APA and all of its divisions were obtained from every person attending the workshop and receiving consultation. A great deal of time and energy was devoted to building this foundation of KARE. Finally, 7 months after the storm, the first KARE project team began a partnership with a New Orleans-based business.

Lessons Learned

What was learned from this experience? A seemingly simple vision (i.e., mobilize volunteers and render services) involves a number of logistical "start-up costs" that cannot be quickly expended for a timely emergency response. For this reason, future emergency outreach efforts would be best served by an intact committee that preserves an organizational structure, volunteer network, professional partnerships, and an institutional knowledge for navigating legal and logistical challenges. In the fortunate absence of a major crisis, the committee can strengthen its response capability by pursuing collaborative partnerships that complement and extend the range of services that can be provided by I-O psychologists (e.g., APA's Disaster Response Network (DRN); the American Red Cross). Future outreach efforts would also benefit from the development of a financial base that supports crisis management research and outreach. Although once in operation, KARE was able to generate small donations from division members and private organizations to offset operating expenses (e.g., KARE workshop facility, advertising, and printing fees, etc.), two steps for future planning include: (a) providing an option to donate to disaster outreach in the annual SIOP membership renewal process, and (b) creating SIOP initiatives to encourage I-O researchers and practitioners to collaborate on private, state, and federal grant activities that support crisis management science and practice. Donations and grant funding generated *before* disasters occur will enable outreach efforts to provide assistance sooner, to more organizations, and for longer durations by offsetting costs associated with longer term client care (e.g., travel subsidies for volunteers). In addition, calls for research by the SIOP community may help to fill existing voids in the crisis management literature and to inform future outreach efforts.

Another administrative lesson from the KARE experience is the importance of local ties to people and professional networks in and around disaster-affected areas. Insights from local volunteers and associations helped KARE to better understand the regional business culture and the laws and norms that guide practice, and to tap into informal networks for communication and commerce. Reach into communities can be achieved by raising SIOP's national visibility in the matters of crisis management. By educating business and government about the relevance of our expertise toward disaster response, recovery, and planning, SIOP members may be called upon to serve their communities in the event of crises. In addition, by strengthening the presence of regional SIOP associations, a geographically distributed network of volunteers can be developed to aid outreach, nationally and internationally.

Project Team Management: Consulting in Extraordinary Circumstances

An important feat in the change process is to secure "wins" or steps toward goal accomplishment (Kotter, 1990). Since 2005, KARE project teams have a number of winning accomplishments. They have provided consultation to 10 New Orleans-based client organizations from a variety of industries and sectors and ranging in project scope from one-on-one coaching to the implementation of an online recruitment and selection tool. Despite these successes, there were many challenges to managing projects teams under such circumstances. One obstacle is the state of the crisis management literature. To date, very little empirical research addresses organizational practices in the context of large-scale disasters. Issues pertaining to disaster recovery timelines (e.g., how soon after crisis can organizations absorb consulting services?), typical recovery needs (so many needs, too little time), and the applicability of ordinary business practices and tools remain unexplored. Consultants had to rely on intuition and experience to guide decision making and service delivery under these unpredictable circumstances.

Another management challenge was resource scarcity. Project teams, ranging in size from one to five volunteer "consultants,"[1] were limited in the amount of time they could contribute to project work, personal financial burden they could endure, and expertise the team could offer. First, project teams had no prior working history with each other or with the client organizations. Volunteers had to quickly become oriented to their team members' expertise, styles of practice, and professional capabilities. Because most operating expenses (e.g., travel, lodging, communications, etc.) were paid out-of-pocket by the volunteers, there were few opportunities for members to meet, build working relationships, and develop strategies for fulfilling client needs. Furthermore, although there was an abundance of support and willingness to help among KARE volunteers, experienced and licensed practitioners were in short supply. As a result, project workloads were unevenly distributed contributing to strain and fatigue among some project members. In addition, despite efforts to match consulting expertise with client needs, some volunteers had to practice outside of their repertoire of services, placing greater demands on their time, effort, and their needs for new learning. Better strategies are needed for (a) utilizing the expert knowledge of seasoned practitioners and the willingness of early career professionals, and (b) brokering consultant-client matches.

To that point, many project team complications seemed to stem from the initial client intake assessment. This assessment was used to identify client organization needs and was the basis for matching consultants with project teams. A graphic of the organizational needs reported in the fall of 2006 is presented in Figure 1. The assessments were typically conducted with a single client representative who gave entrée into the organization—usually small business owners or human resource directors. Although the intake assessment was derived from established instruments commonly used by KARE consultants in *typical* intake settings, the validity of the instruments for use in *atypical* (disaster) settings is not known. The accuracy of the data that resulted from these initial intake assessments could have been affected by a number of factors. First, most client representatives found it difficult to assess the magnitude of damage to their organizations because their crisis repercussions were embedded within the context of a larger humanitarian disaster. Even 1 year after the storm, the long-term ramifications for the state of Louisiana were still unknown (e.g., population displacement, economic welfare).[2] When organizational crises are nested within broader disasters, organizations cannot rely on the assistance provided by external entities (e.g., state and local governments and volunteer groups) to help stabilize operations—an assumption often made in crisis models (Smith, 1990). Second, organizational needs were so numerous—ranging from the personal matters (e.g., trauma, loss of homes and family) to basic infrastructure and operations (e.g., rebuild facilities, secure staffing)—organizational representatives often reported service needs based on pre-storm referents (i.e., the initiatives that were prioritized before the storm). In many cases these referents were no longer considered "high priority" or were overly ambitious given the new state of organizational instability. Over all, although the data gathered during the initial intake assessments provided a helpful glimpse at the needs being expressed by organizations in the affected region, it did not help consultants and clients sufficiently narrow project scope and priority under such unpredictable and unstable circumstances. In some cases, data from intake assessments affected KARE's ability to broker well-fit consultant-client relationships, led to inaccurate estimates of project timelines and priorities for organizational needs, and distorted perceptions of organizational support for KARE projects. As a result of these miscalculations, some projects waned, while others exceeded the commitment expectations of project members and ultimately contributed to member burnout, fatigue, and withdrawal from project teams.

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[1] Not all volunteers were consultants by occupation. Some were academics, graduate students, and other Division 13 and 14 professionals.

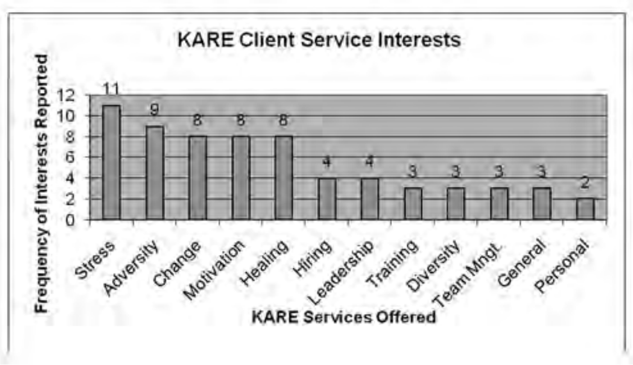

Figure 1. Interest in KARE services reported by client organizations during the fall 2006 intake assessment.

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[2] Hurricanes Katrina and Rita, the latter of which struck Southwestern Louisiana less than a month after Katrina, caused major damage in coastal counties and parishes spanning five states. In response, the Federal Emergency Management Agency (FEMA) designated 433 counties and parishes as in need of federal assistance (FEMA, 2006).

Lessons Learned

A number of lessons can be learned from the experience of these project teams. Although project team diversity presented some challenges at the team level, it was critically important to KARE's overall success. Having a broad range of expertise within the KARE volunteer base increased the potential for creating a strong consultant-client fit. Also, by having teams comprised of local and distal ("non-local") volunteer members, fresh ideas for problem-solving could be combined with insights into local values, business norms, and the status of broader recovery efforts in the region—a perspective often hard to gain from state and national media alone. Furthermore, having local volunteers "on the ground" enabled frequent in-person contacts with the client organizations, which helped to build trust, rapport, and communications between the client organizations and project teams. Future outreach efforts would benefit from strengthened ties to regional SIOP chapters and other professional business and psychology associations. These networks can help SIOP restructure its outreach resources and anchor them to communities that can provide support to project teams and outreach efforts (Kotter, 1990).

Second, more research is needed to examine the validity and utility of traditional approaches to organizational needs assessments in the disaster context. Intake instruments and procedures that are designed to assess the needs and priorities of organizations undergoing large-scale, unplanned, and highly emotional change should be explored. In addition, the practice of replicating needs assessments at multiple organizational levels and at different points in time may improve data reliability and accuracy. In sum, SIOP professionals can better position themselves for future outreach efforts by extending the scientist–practitioner model toward the development best practices for crisis management techniques, measures, and interventions.

Conclusions

Among the numerous insights gained from the KARE experience, there are two reassuring conclusions for SIOP professionals. First, the knowledge, skills, and abilities that our professionals can offer are greatly needed and sought for crisis management and disaster recovery. This is evident in the continued interest KARE has received from local businesses, state officials, and national crisis management groups. Given our professional competencies in organizational behavior, leadership, training, personnel management, among many others, we have a great deal to offer this important and timely workplace issue. Second, SIOP professionals offer *unique* knowledge and skills that can address existing voids in the science and practice of crisis management. Although there are established professional groups that mobilize during crises to respond to individual physical and mental health needs (e.g., Red Cross; DRN), as well as private and federal initiatives to finance recovery and protect property, to date there are no established professional groups to help businesses address the human component of organizational recovery and disaster prevention. Moving forward, SIOP and I-O psychologists can play an important role in serving that need.

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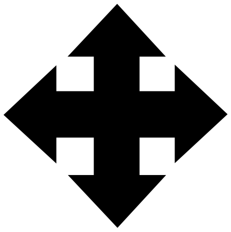

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The United Nations Global Compact Needs I-O Psychology Participation

Mary O'Neill Berry, Walter Reichman and Virginia E. Schein*

As I-O psychologists, we are aware of the changes in the business environment in the past quarter century. Many of us teach about, and work and consult with, organizations that have benefited from the global economy. In many respects the triumph of the global economy is the triumph of the economic system we support and encourage. It may be that fewer of us are aware of the unequal benefits of the global economy around the world and the attempt of a voluntary international organization associated with the United Nations to right the balance.

The Global Compact, launched in 2000, is the world's largest global corporate citizenship initiative designed to develop the social legitimacy of business. It seeks to extend corporate social responsibility around the world. The Compact recognizes that business, trade, and investment are essential for prosperity and peace. But in many areas of the world, business is linked with barriers to universal well-being such as exploitation of workers, discrimination, corruption, and income inequality. The Global Compact seeks to align the international business world in a partnership with government, civil society, labor, and the United Nations. At this time there are over 3,000 corporate participants in 116 countries who are members of the Global Compact. All the members pledge to adhere to the 10 Principles shown in Figure 1.

Recently, we sat down with Georg Kell, the executive director of the Global Compact, to learn more about its activities and to explore a potential role for I-O psychologists in helping the Compact achieve its goals.

1. How does the GC support the activities of its members? What guidance does it provide regarding appropriate and effective activities?

We provide tools for facilitation, learning opportunities, dialogue, and partnership areas. We provide practical examples, sharing lessons, and best practices on how to implement human rights in business. We hold workshops and meetings, for example, the Global Learning Forum, where participants confidentially share their own practices. We're also in touch with the Missions to the UN in NY; remember, it is the governments that give us a mandate, that build the trust fund; it's not true that governments either regulate or do nothing—there's such a thing as "soft power," which translates as business responsibilities.

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The Global Compact tried to show how global principles can convert into wealth and productivity. At first there was some backlash from some NGOs because they thought the UN was selling out to business, but we were trying to show that as businesses go more and more global; the UN principles apply more and more. The Global Compact came into being through a speech action: the Secretary General gave a speech (in 1998) about the idea, it got tremendous reaction, and an initiative was built and transferred into a mandate in General Assembly Resolution 62/211, Paragraph 8, which endorses the structure.

1. Businesses should support and respect the protection of internationally proclaimed human rights, and
2. make sure that they are not complicit in human rights abuses.

Labour

3. Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining,
4. the elimination of all forms of forced and compulsory labor,
5. the effective abolition of child labour, and
6. the elimination of discrimination in respect of employment and occupation.

Environment

7. Businesses should support a precautionary approach to environmental challenges,
8. undertake initiatives to promote greater environmental responsibility, and
9. encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

10. Businesses should work against corruption in all its forms, including extortion and bribery.

Figure 1. The Ten Principles of the UN Global Compact Human Rights

2. Which members would the GC view as its "stars"—model members who could serve as success stories for others?

There are many, but we're reluctant to give names. In a way, it's the wrong question. The more a corporation is truly integrated in the global marketplace, with many different cultures, the more it exemplifies the Global Compact principles, provided it's operating transparently and in open markets; places where corporations are protected by states or constitute monopolies are less "good," in our terms.

There are more U.S. companies joining more recently; the corporate culture in the U.S. has a strong legal component, which tended to focus on potential liabilities of membership and sought to protect CEOs from any possible downside or exposure if they joined the GC.

3. What are the GC expectations of the local networks? How effective does the GC feel the local networks are? Are there particular success stories among local networks—and if so, which ones?

There are categories of networks; some are more robust than others, for example, India, Spain, Brazil; some are very ad hoc, informal, for example, the U.S., the Nordic countries. We expect that local networks are capable of managing the brand and provide incentives for proper performance. And we hope that the local networks are multistakeholder, including not-for-profit organizations; business is involved, but we encourage inclusiveness. The best way to get involved with local networks is to attend the meetings, make proposals. It's very informal so far. There are two focal points on the Web site as a starting-point.

4. How are member COPs evaluated by the GC? Are there specific criteria or guidelines for evaluation that are applied? Are these publicly available?

For the last 2 years, reports called "Communications on Progress" (or COPs) have been required. Organizations that fail to submit are delisted. We have delisted 800 so far. There is also something called the "Notables Program," 10% of corporations qualify for that, based on the quality and comprehensiveness of the information they provide in their COPs. The power of the COP is public disclosure by a corporation to its own stakeholders; it ensures transparency. Some companies are good in this respect already, but in others, we play a role in improving matters.

There is also something called PRI—Principles for Responsible Investment. This is 2 years old and includes 240 of the largest investment portfolios, covering 11 trillion dollars. They are targeted at investors, financial analysts. They are in essence a set of global best practices for responsible investment. We believe that environmental, social, and governance (ESG) issues are material to the long-term financial performance of a company; if it does well on all three, it is better positioned to mitigate risk. This is true as long as markets remain open and nondiscriminatory. If there are, for example, trade barriers, that would distort the impact of ESG.

There are some studies that show how the COP is related to the bottom line. Goldman Sachs showed that ESG issues are so important today that if you want to be an effective leader, they are a necessary precondition for success. And many organizations are taking them (ESG issues) into account throughout the entire length of their supply chain.

5. What does the GC see as its role in dealing with climate change? How effective does the GC feel it has been in dealing with climate change?

We have a strategic document on the Web site called "Caring for Climate." This is a specialist platform for members who want to be leading on climate change—there are 200 companies to date. They establish a climate change goal, disclose their carbon footprint, include their efforts in their COP, and work with governments to secure a decarbonized environment. We will also have the World Business Climate Summit in Copenhagen in 2009.

6. How can NGOs support the GC?

The GC has an open platform. For example, Mary Robinson works with Amnesty International and Oxfam. The NGOs are important partners in implementation. They are part of the Board; they don't lead it, but they do have a role. They helped design the Integrity Measures within the COPs. Amnesty teaches a course on human rights. And so on.

7. What has been the support for the Principles for Responsible Management Education thus far? What collaborative efforts, such as a world gathering of management educators, are being planned?

So far, there are 40 business schools using them, and 150 more in the pipeline. There will be the first PRIME conference in New York in September 2008. AACSB sponsored PRIME and, as an accreditation group, sent out letters encouraging organizations to join the GC. We look for institutional innovators to help categorize new ideas, to look for champions and give them a process platform. We're advocating market-led demand for issues that are important to the UN.

8. How can organizational psychologists support the GC?

In the human resource management arena: All member companies should be informing their employees about the GC, about their employer's commitment to the organization. Studies show that when employees know about the association with the GC, they are more satisfied at work, more empowered, more proud, etc. And in the whole area of nondiscrimination—that's GC principle #6—the elimination of discrimination in respect of employment and occupation.

9. Other thoughts?

We feel strongly about the relationship between commerce and peace, and the ability of commerce to harness people's energy so that they become productive rather than frustrated and violent. It's important to have opportunities to work, to compete, to take pride in what you do. There's a concept of "islands of understanding" in a sea of chaos; if corporations with high standards can become these kinds of islands, and then can connect to each other, their combined impact would maximize the positive and reduce the negatives in society. And we believe that if you have good private performance, can that in turn encourage good public policy, which in turn creates more good private performance—a virtuous circle. It would be great if we could prove this, and scale it up.

10. What is the vision for the GC over the next 5 years? How will its success be measured?

We hope that the GC is globally recognized as the ethical framework for business activities everywhere; that we can help business educators to have the tools to educate leaders; and that financial markets have workable, scalable measures for ESG performance and long-term responsible investments.

We believe that it is important for our profession to bring its expertise to developing solutions to the major problems of the world. We have found that most international organizations are unaware of organizational psychology and what it can offer by way of data, research, and theory. In most cases leaders of international organizations perceive psychology as limited to the stereotypical clinical “shrink” role. It is time to make known our potential contributions as I-O psychologists to international organizations, such as the UN Global Compact and its members, and to bring the work of these organizations to the attention of our colleagues, students, and the organizations we serve.

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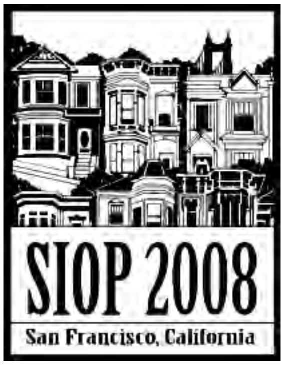

Remember that this year, only those who registered prior to the early registration deadline (February 29) received a program in the mail. If you received a program, please remember to bring it with you to the conference. If you did not register in time to receive a program, you may pick one up at the registration desk in San Francisco.

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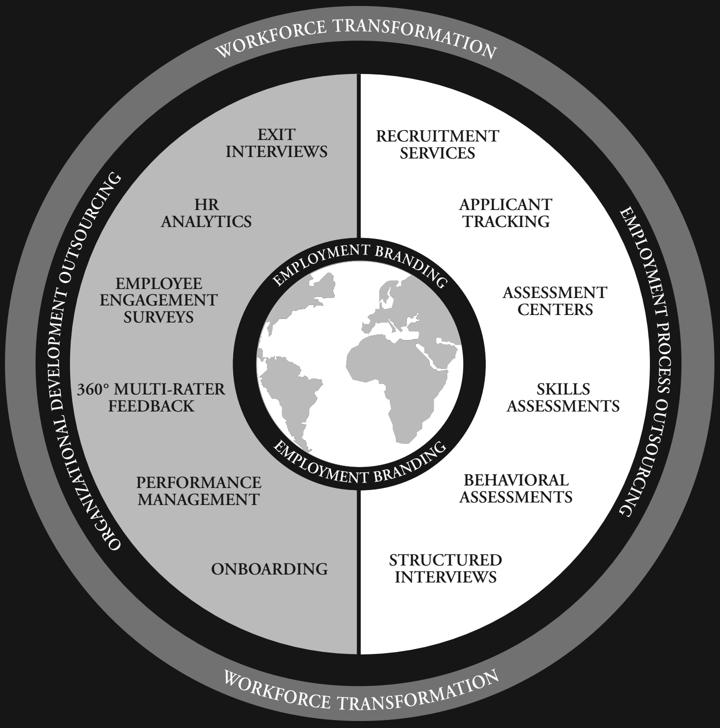
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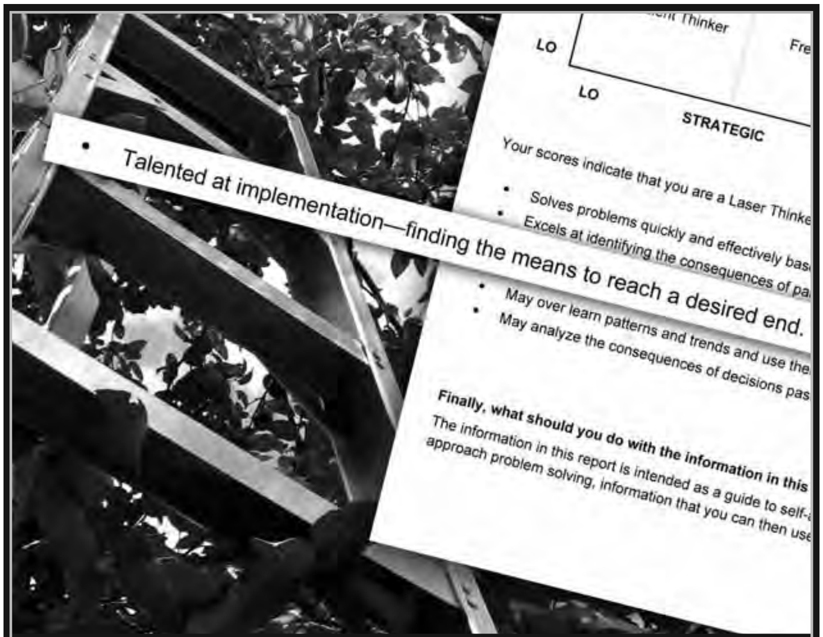
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THE HISTORY CORNER

Lessons to Learn From Early Public Relations Efforts

Mike Zickar
Bowling Green State University

As almost every I-O psychologist can testify, the general public knows very little about our field, confusing us with "shrinks," management gurus, or people who administer the Myers-Briggs to label everyone with a series of four letters that the general public seems more familiar with than even we are. One labor union representative, upon being invited to speak to the BGSU I-O program, told us that his only previous encounter with I-O psychologists was when his company hired one to sing "Kumbayah" to disgruntled workers. This ignorance of our field is not surprising, as Gasser et al. (1998) found in a survey of Cedar Rapids Iowa community members that only 13.2% had heard of industrial-organizational psychology. I suspect that Gasser et al.'s results would generalize beyond Cedar Rapids.

SIOP has long tried to improve the public's understanding of our field by marketing it through a variety of techniques, generally with little success. In this column, I detail a few select examples of the early ways that I-O psychologists marketed themselves to the business community and the general public. This is by no means an exhaustive list but only a start in what I hope will someday be fleshed out into a full scholarly article.

One of the first public advocates for applied psychology was Hugo Münsterberg, the German-born applied psychologist who spent much of his career at Harvard. Münsterberg wrote prolifically in popular magazines such as *McClure's* and *Harper's*, as well as writing many articles and letters published in the *New York Times*. Many of these articles were related to applying psychology to topics related to business (e.g., accident prevention), but others were related to issues of the day, with many of them commenting on growing tensions felt by Germans living in America during World War I (others focused on Münsterberg debunking scientific quacks of the day). Throughout most of these articles, regardless of topic, Münsterberg's status as a psychologist was made prominent. Münsterberg was an early figure that presented the face of applied psychology to a general public. Since then, there have been few "public faces" for our field. See Landy, 1992 for more information on Münsterberg.

Walter Van Dyke Bingham, the noted Carnegie Tech faculty member, was well-known for his research in personnel selection as well as auditory perception. Capitalizing on his research and reputation in the latter, the Edison Corporation hired him to conduct some basic research related to their phonographs. Bingham was used prominently in a print advertising campaign for the New Edison phonograph machine. The ad that I found in the Bingham Archives at Carnegie Mellon has a drawing of Bingham listening to a "blind" comparison of four phonographs and rating them on nine dimensions including "impressions of realism," "bass voice recordings," and "emotional reaction." The advertisement brags how the Edison phonograph won the top rating from Dr. Bingham on all nine dimensions and challenges the reader: "If it is hard for you to believe this, make the same comparison Dr. Bingham made." The prominent use of an applied psychologist as a spokesperson for a product seems incongruous with today's relatively anonymous I-O psychologists (for more on the Bingham-Edison research, see Selfridge-Field, 1997).

Early applied psychologists also marketed their services, ideas, and techniques to popular press magazines and industry trade journals that had a wide readership among the lay public and the general business community. Doncaster Humm, the creator of the Humm-Wadsworth Temperament Survey (HWTS), one of the first widely-marketed personality inventories developed for business applications, had a savvy marketing team that placed articles about the HWTS in trade journals for various industries as well as *Time* magazine and the *Readers' Digest.* These articles, with catchy, nontechnical titles such as "Pegs that Fit" and "Fitting the Worker to the Job," explained the notion of personnel selection in commonsense language while explicitly marketing the HWTS. In fact, it was a *Readers' Digest* article published in 1942 (Taylor, 1942) that inspired a young Isabel Briggs to to create her own personality inventory—the Myers-Briggs Type Indicator (see Saunders, 1991).

The history of I-O psychologists' public relations efforts deserve more scholarly attention, but these few examples give some hope to those of us who struggle with making our field more visible. I am sure there are many other historical examples of I-O psychologists marketing themselves to the business community and the general public. If you have any examples to share, I would love to hear them at mzickar@bgsu.edu.

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ON THE LEGAL FRONT

The *Meacham* and *Gulino* Rulings: Remnants of the *Wards Cove* Era

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In August 2006 the 2nd Circuit ruled in two cases that have implications for adverse impact in the Age Discrimination in Employment Act (ADEA) (*Meacham v. Knolls Atomic Power Laboratory* [KAPL]; on August 14) and adverse impact in Title VII (*Gulino v. New York State Education Department;* on August 17). The Supreme Court invited the solicitor general to submit briefs expressing the views of the Bush administration in both bases. As this column was being written, the Supreme Court has decided to review *Meacham*.

The *Meacham* case is of particular interest to the *TIP* audience because it centers on the meaning of the Reasonable Factors Other than Age (RFOA) statutory defense recently supported by the Supreme Court in *Smith v. City of Jackson* (2005) in ADEA adverse impact cases. Specifically, this case will force the Court to consider whether the defendant has a burden of production or persuasion when the RFOA defense is invoked. The *Gulino* case is of particular interest to the *TIP* audience because the adequacy of content validity evidence in high-stakes testing is at the core of the claim. Additionally, the question of who is liable when one organization develops a test and another uses it is also a central issue in *Gulino*. Further, the Supreme Court hasn't ruled on an adverse impact case under Title VII in almost 2 decades. Both cases are important and speak to unanswered questions dating back to the *Wards Cove* era.

Background Information

The two key cases from the *Wards Cove* era are *Watson v. Fort Worth Bank* (1988) and *Wards Cove v. Atonio* (1989), both Title VII cases. Recall that, during this period of time, courts were wrestling primarily with (a) which selection procedures were covered under an adverse impact theory of discrimination, and (b) exactly what plaintiff and employer burdens were under various circumstances. The question in *Watson* was whether subjective decision making may be challenged via adverse impact rules. There were three types of subjective decisions at issue (ratings of past performance, interview ratings, and ratings of past experience). There were only eight justices in this case. All eight agreed that subjective decision making is subject to adverse impact rules. Indeed, speaking for all eight justices, Justice O'Connor, referencing *Griggs v. Duke Power* (1971), stated the following:

> [I]f the employer in *Griggs* had consistently preferred applicants who had a high school diploma and who passed the company's general aptitude test, its selection system could nonetheless have been considered "subjective" if it also included brief interviews with the candidates. So long as an employer refrained from making standardized criteria absolutely determinative, it would remain free to give such tests almost as much weight as it chose without risking a disparate impact challenge. If we announced a rule that allowed employers so easily to insulate themselves from liability under *Griggs*, disparate impact analysis might effectively be abolished.

However, at the same time, a plurality of four justices (O'Connor, Rehnquist, Scalia & White) argued that the rules for defending against adverse impact should be relaxed to the same standard as used in disparate treatment cases such as *McDonnell-Douglas v. Green* (1973). That is, instead of the job-relatedness defense for adverse impact, a burden of persuasion, the O'Connor plurality wanted to reduce the defense to a lighter burden of production, or an articulation (without proof) of a nondiscriminatory reason for the challenged practice. Or as stated by Justice O'Connor:

> [W]hen a plaintiff has made out a prima facie case of disparate impact, and when the defendant has met its burden of *producing* evidence that its employment practices are based on legitimate business reasons, the plaintiff must "show that other tests or selection devices, without a similarly undesirable racial effect, would also serve the employer's legitimate interest in efficient and trustworthy workmanship."

O'Connor's fear was that

> In the context of subjective or discretionary employment decisions, the employer will often find it easier than in the case of standardized tests to produce evidence of a "manifest relationship to the employment in question."

In response to the O'Connor plurality, Justice Blackman, speaking for Brennan and Marshall, issued two objections. First, Blackmun agreed with a brief written on behalf American Psychological Association (APA) in which Donald Bersoff (1988), citing both the 1985 *Standards for Educational and Psychological Tests* and the 1987 *SIOP Principles for the Validation and Use of Personnel Selection Procedures*, argued that subjective procedures are equally as amenable to psychometric scrutiny as are objective procedures. Blackmun also agreed that adverse impact was not a homogeneous scenario and that different types of proofs were used for different types of causes of adverse impact. For example, he argued that the defense to adverse impact has varied with:

> [T]he type and size of the business in question, as well as the particular jobs for which the selection process is employed. Courts have recognized ....nationwide studies and reports...expert testimony...and psychologist's testimony explaining job-relatedness....[etc.]

For his part, Justice Stevens avoided the argument, concluding that the only question raised in this case (subjective decision making) had been answered.

Fast forward one year to *Wards Cove*. That case had very little in common with *Watson*. The issue in *Wards Cove* was cross-job disparities between minorities (Eskimos & Filipinos) overrepresented in unskilled jobs and Whites overrepresented in skilled jobs. In fact, Gutman has argued in several places that *Wards Cove* should have been a pattern or practice disparate treatment case in the image of *International Teamsters v. United States* (1977)[1]. Under pattern or practice rules, the appropriate defense to "stock" statistics (as opposed to "flow" statistics as in *Griggs*) is the same as in individuous disparate treatment cases such as *McDonnell-Douglas v. Green* (i.e., the lighter burden of production). Therefore, the burden of production would have been appropriate for *Wards Cove* had the Supreme Court evaluated it as a pattern or practice case but not as an adverse impact case.

The rest is, as we say, history. With the arrival of Justice Kennedy, there were now five votes to turn the O'Connor plurality opinion in *Watson* into case law in *Wards Cove*. Congress then attempted to overturn *Wards Cove* (and five other 1989 Supreme Court rulings) in the Civil Rights Restoration Act of 1990 (CRRA-90). CRRA-90 was vetoed by President Bush and was nearly overridden (the veto was overridden in the House of Representatives but missed by a single vote in the Senate). The primary source of disagreement in 1990 was the *Wards Cove* ruling. Disagreements between the Democrats and Republicans on *Wards Cove* (and the other five cases) were ironed out in the next year, and the result was the Civil Rights Act of 1991 (CRA-91). As it relates to *Wards Cove,* CRA-91 demands two of the three things initially proposed by the O'Connor plurality in *Watson*: (a) identification of an employment practice(s) that (b) causes adverse impact. However, it overturned the *Wards Cove* ruling on the burden of production, deeming that if adverse impact is proven in accordance with the identification and causation principles, the defense must prove that the cause(s) of adverse impact is job related and consistent with business necessity, leaving the plaintiff the burden of proving there are other equally valid practices that produce less or no adverse impact. In other words, the plaintiff and employer burdens were revised to be "balanced."

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[1] See for example **On The Legal Front** articles written in the January 2003 and January 2004 issues of *TIP* and Gutman (2005).

More recently, the Supreme Court evaluated adverse impact in the ADEA in *Smith v. City of Jackson* (2005), a case discussed in the July 2005 issue of **On The Legal Front**. Briefly, in the 1980s, adverse impact followed the same rules in ADEA as in Title VII (see for example *Geller v. Markham*, 1980 & *Leftwich v. Harris-Stowe*, 1983). However, in *Hazen v. Biggens* (1993), a disparate treatment case, the Supreme Court ruled that employer decisions may be motivated by 'factors other than age…even if the motivating factor is correlated with age.'" Several circuit courts read *Hazen* to mean that adverse impact is an invalid claim in the ADEA as a matter of law, including the 5th Circuit in *Smith v. City of Jackson* (2005). To the surprise of many observers, the Supreme Court ruled that adverse impact is a valid ADEA claim. However, there were two caveats. First, the Supreme Court ruled that *Wards Cove* applies to ADEA claims because CRA-91 only overturned that ruling with respect to Title VII. Second the ADEA has the Reasonable Factors Other than Age (RFOA) statutory defense, which is a substantially lighter burden of persuasion than the job relatedness and business necessity defenses under Title VII. Therefore, as discussed in the April 2005 issue of *TIP*, the following summary of the differences between Title VII and the ADEA was provided:

Table 1.

Griggs-Albemarle (Title VII)	
Phase 1	Statistical evidence of an identified employment practice that disproportionately excludes protected group members
Phase 2	Proof that the challenged practice is job related and consistent with business necessity
Phase 3	Proof there is an equally valid, job-related practice with less or no adverse impact
***Smith v. City of Jackson* (ADEA)**	
Phase 1	Statistical evidence of an identified employment practice that disproportionately excludes protected group members
Phase 2	Proof that the challenged practice is supported by a Reasonable Factor Other Than Age (RFOA)
Phase 3	Proof that the factor cited is unreasonable or not the true reason for the employment practice

As depicted in Table 1, adverse impact follows the same prima facie (Phase 1) rules in both Title VII and the ADEA. However, unlike Title VII, which demands proof of job relatedness and consistency with business necessity (Phase 2) forcing the plaintiff to prove there is an equally valid practice with less or no adverse impact (Phase 3)[2], the ADEA permits the RFOA defense (Phase 2) forcing the plaintiff to prove that the reasonable factors advanced are not reasonable (Phase 3). The *Meacham* case represents an application of the *Smith* burden to different facts of an involuntary reduction in force (IRIF) case.

The Meacham Case

Meacham was tried by the Northern District of New York in 2002. The plaintiffs won at trial, and the 2nd Circuit upheld the district court ruling in 2004 (*Meacham* I). However, the Supreme Court vacated the ruling in light of *Smith v. City of Jackson* and the 5th Circuit, in a 2 to 1 ruling, overturned the district court ruling in its more recent (2006) review (*Meacham* II). There are three interesting aspects of this case.

First, the 2nd Circuit traditionally used *Wards Cove* principles to decide adverse impact in ADEA cases even after CRA-91. Meacham involved an IRIF combined with other procedures, most notably a voluntary separation plan (VSP) for individuals with 20 years or more of service and who lacked critical skills. In the IRIF component, 98% of the laid off employees were over age 40. KAPL articulated that the employees laid off were among the lowest rated on the key variables of criticality of skills and flexibility for retraining. Consequently, the plaintiffs proved adverse impact (Phase 1), and the defendants carried their burden of production (Phase 2). However, in Phase 3, the plaintiffs proved to the satisfaction of a jury that there were alternatives that were as suitable, but with less adverse impact, including a hiring freeze and an extension of the VSP to employees with less than 20 years of service. Thus, the plaintiffs won on a strict interpretation based on *Wards Cove* rules at the district court level and in *Meacham* I.

The second interesting aspect of this case relates to the Supreme Court's ruling in *Smith* that *Wards Cove* rules apply to ADEA whereas, in reality, they do *not*. As noted above, under *Wards Cove* rules, after the defendant carries its burden of production the plaintiff may still prevail by proving there are alternative suitable practices with less or no adverse impact. This is *not* an option when the RFOA defense is used. For example, in *Smith*, Justice Stevens ruled:

> While there may have been other reasonable ways for the City to achieve its goals, the one selected was not unreasonable. Unlike the business necessity test, which asks whether there are other ways for the employer to achieve its goals that do not result in a disparate impact on a protected class, the reasonableness inquiry includes *no such requirement.*

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[2] The reader is directed to opposing views on alternatives to adverse impact written by **Jim Sharf** and **Jim Ouutz** in the October 2007 issue of *TIP*.

In other words, if the defendant invokes RFOA, the plaintiff can prevail *only* if it can be proven that the reasonable factors offered are *unreasonable* (see for example *EEOC v. Allstate* [2006], where the defense articulated five reasonable factors and each was successfully countered as unreasonable by the plaintiffs). In *Meacham* II, the 2nd Circuit ruled that KAPL's use of criticality and flexibility for the IRIF was reasonable and that the plaintiffs could not prove otherwise.

The third interesting aspect of this case relates to the RFOA defense itself. Generally, statutory defenses in all statutes are affirmative. In other words, the defendant must carry a heavier burden of persuasion, *not* production. For example, Part 1625.7(e) of the EEOC ADEA regulations states:

> When the exception of "a reasonable factor other than age" is raised against an individual claim of discriminatory treatment, the employer bears the burden of showing that the "reasonable factor other than age" exists factually.

However, in *Meacham* II, the 2nd Circuit ruled that the burden in the RFOA is only productive and *not a heavier* persuasive burden. Accordingly:

> *Wards Cove* explained that the plaintiff bears the burden of persuasion to defeat the employer's "business necessity" justification because the plaintiff bears the ultimate burden under Title VII to "prove that it was 'because of [his] race, color,' etc., that he was denied a desired employment opportunity." The analogous § 4(a) of the ADEA…is identical to that of Title VII…City of Jackson thus applies the reasoning and analysis of Wards Cove to disparate-impact claims under the ADEA, with the effect that an employer defeats a plaintiff's prima facie case by *producing a legitimate business justification*, unless the plaintiff is able to discharge the ultimate burden of persuading the factfinder that the employer's justification is *unreasonable*. Any other interpretation would compromise the holding in Wards Cove that the employer is not to bear the ultimate burden of persuasion with respect to the "legitimacy" of its business justification.

The same conclusion was drawn by the Eastern District of Missouri in *EEOC v. Allstate* (2006) and by the 10th Circuit in *Pippin v. Burlington Resources* (2006).

In the July 2005 issue of *TIP*, it was suggested that "there is no obvious reason to resurrect *Wards Cove* if the sole objective is to support the RFOA defense. RFOA stands alone as a Congressionally mandated statutory defense." *Meacham* II illustrates this point. For example, as noted by the dissenting judge in this case (Pooler):

> I respectfully dissent because I do not agree that *Smith v. City of Jackson*, 544 U.S. 228, 125 S. Ct. 1536, 161 L. Ed. 2d 410 (2005) requires vacatur of the district court judgment. The concerns animating my disagreement

> with the majority are (1) the majority improperly conflates the analysis of proof of a reasonable factor other than age ("RFOA") with the *legitimate business justification* analysis as it is used in a disparate impact analysis; (2) *the majority errs by assigning to plaintiffs the burden of proving that a RFOA does not exist*; and (3) the majority improperly reaches the asserted RFOA error because, although defendants pleaded an affirmative RFOA defense, they did not seek a charge or a verdict sheet question on that defense, thus requiring that we find fundamental error, which does not exist, to reach the claimed error.

In other words, Judge Pooler argued that by incorporating the RFOA statutory defense in *Smith*, the Supreme Court did not imply that the burden of defense for RFOA is productive. In our opinion, had the Supreme Court simply invoked the RFOA defense to adverse impact *without* reference to *Wards Cove*, lower courts would support the EEOC's interpretation of the RFOA defense that it must be proven "*factually*." That is to say, the heavier burden was expected to be the status quo.

The Gulino Case

Gulino involved two potential "employers," the New York State Education Department (SED) and the New York City Board of Education (BOE), and two tests, the Core Battery and the LAST (Liberal Arts and Sciences Test). Ultimately, the BOE was deemed the employer. More importantly, both the Core Battery and the LAST produced adverse impact, but the Core Battery was properly validated using appropriate content validation procedures, whereas the LAST was not. Despite these facts, the district court judge found that both tests were job related and consistent with business necessity and, in the case of the LAST, that the plaintiffs failed to offer a "cost effective, practical alternative to the certification tests." (*Gulino v. Board of Education*, 2003). The 2nd Circuit ruled that the BOE was the appropriate employer and overturned the district court's ruling that the LAST was job related and consistent with business necessity.

The LAST covers five knowledge areas. Four of these areas are tested with multiple choice questions (science and math, historical and social science awareness, artistic expression and the humanities, and basic communication skills), and the fifth area is an essay test of written analysis and expression. Passing requires answering correctly two thirds of the multiple choice question and scoring at least 3 out of 5 on the essay test. The test is compensatory so that poor performance on one component can be overcome with good performance on another component. The passing rates were roughly 90–95% for Whites as compared to 50–60% for Blacks and 45–55% for Hispanics.

The most startling aspect of the district court ruling was that the judge gave reason after reason why the validation process by NES (National Evaluation Systems), the test maker, did not meet professional standards. She stated that "defendants have not demonstrated that the LAST was properly validated according to professional guidelines and standards." She pointed to failure to satisfy criteria established for content validity in the *Uniform Guidelines*. Interestingly, she also cited several instances in which the APA *Standards* were violated, including Standard 3.7 (documentation procedures used to develop, review, and try out items), Standard 3.8 (samples representative of intended population), and Standard 7.3 (failure to conduct differential item analysis). She stated that "efforts to obtain sufficient technical information for the committee to evaluate the tests similar to what the committee received from ETS were unsuccessful for NES tests. As a result,…the committee can make no statements about their soundness or technical quality." And she also stated that there is "insufficient documentation upon which to make a determination regarding the validity of the LAST for the uses to which it was put by defendants."

In other words, the judge documented why the LAST should have failed the test for job relatedness and consistency with business necessity. Nevertheless, she interpreted the Supreme Court's ruling in *Watson* as having lowered the bar for test validation, and thus, a lack of validity evidence did not equate to inadequate validity evidence, even in the case of a standardized test. Accordingly:

> Unhappily for plaintiffs, however, the Supreme Court lowered the bar for defendants in disparate impact suits. In *Watson v. Fort Worth Bank & Trust*, 487 U.S. 977, 108 S. Ct. 2777, 101 L. Ed. 2d 827 (1988), the Court explained: Our cases make it clear that employers are not required, even when defending standardized or objective tests, to introduce formal "validation studies" showing that particular criteria predict actual on-the-job performance. In [*New York City Transit Authority v. Beazer*, 440 U.S. 568, 99 S. Ct. 1355, 59 L. Ed. 2d 587 (1979)], for example, the Court considered it obvious that legitimate employment goals of safety and efficiency permitted the exclusion of methadone users from employment with the New York City Transit Authority; the Court indicated that the manifest relationship test was satisfied even with respect to non-safety-sensitive jobs because those legitimate goals were significantly served by the exclusionary rule at issue in that case even though the rule was not required by those goals.

The judge then concluded that the "LAST is manifestly related to the legitimate educational goals enunciated by SED."

For its part, the 2nd Circuit gave numerous reasons why the LAST was not job related. For present purposes, two are worth nothing. First, the court noted that there was nothing in the *Watson* ruling that lowered the bar for test validation. Rather, the passage from *Watson* relied upon by the district court judge was part of a plurality ruling, and the reference to *New York City v. Beazer* (1979) was a subset of “outlier” cases in which validation is not necessary because it was “obvious” that an exclusionary rule prohibiting methadone users from becoming transit authority police officers was a valid requirement. Thus, the question became whether an exclusionary rule was different from a standardized test. Or in the words of the court:

> [I]t is not clear that the quoted portion of the *Watson* opinion purported to overrule earlier Supreme Court cases that require employers to conduct validation studies that are at least consistent with the EEOC Guidelines. We think that *Watson* as a whole is more reasonably read as simply pointing out that some tests measure abilities that are abstract, yet so clearly consistent with legitimate business needs, that formal validation may be either functionally impossible or inadequate as a [*386] measure of the test’s job relatedness. The examples from Beazer discussed in the quoted passage illustrates a subset of disparate impact cases in which the job relatedness of an employment practice is so patent that formal validation is unnecessary. ….Second, courts should not rely on this portion of *Watson* [**71] because that language comes from a section of the *Watson* opinion that was joined by only four of the eight participating justices.

Ironically, if anything, the reference to *Beazer* supports the Blackmun plurality opinion in *Watson* that there was no need to alter the rules for adverse impact claims because different methods for determining job relatedness had already been established in prior Supreme Court and lower court cases.

Second, the court reiterated it’s five-part test for content validity initially established in *Guardians v. Civil Service* (1980). Accordingly:

> (1) [T]he test-makers must have conducted a suitable job analysis[;] (2) they must have used reasonable competence in constructing the test itself[;] (3) the content of the test must be related to the content of the job …[;] (4) the content of the test must be representative of the content of the job[; and] [there must]be (5) a scoring system that usefully selects from among the applicants [*385] those who can better perform the job.

Obviously, based on the district court judge’s own references to the reasons why the LAST was not properly validated, the 2nd Circuit concluded that the LAST failed the *Guardians* test and is *not* job related and consistent with business necessity.

Conclusions

It is not surprising to us that the Supreme Court would choose to review *Meacham* II, particularly after the *Smith* ruling. Frankly, the Supreme Court has run this race before. Specifically, in *Public Employees Retirement System of Ohio v. Betts* (1989), the Supreme Court itself placed a burden of production on the BFBP (bona fide benefit plan) statutory ADEA defense ruling that, if invoked by the defense, initiates the plaintiff's burden to prove that the benefit plan is "subterfuge to evade the purposes of the Act." Congress subsequently passed the Older Workers Benefit Protection Act of 1990 that, among other things, overturned the *Betts* ruling, thereby placing the burden of proof of BFBP on the defendant. We suspect the Supreme Court is likely to do the same thing in relation to *Meacham* II.

On the other hand, the reasons for reviewing *Gulino* (if in fact that happens), is somewhat opaque. There are no obvious disagreements among circuit courts on the proper standards for conducting a content validity study. Certainly, the five-part rule established by the 2nd Circuit in *Guardians* is consistent with both the *Uniform Guidelines* and generally accepted principles in our profession. There is, however, one possibility relating to the 2nd Circuit's opinion in *Gulino* that is worrisome. Specifically, the court wrote:

> [T]his Circuit remains bound by the validation requirements expressed in earlier Supreme Court precedent, namely, *Albemarle Paper* and *Griggs*, and as interpreted by *Guardians*. Further bolstering that conclusion is the fact that this case is much more factually analogous to *Albemarle Paper* and *Griggs* than to *Watson*. *Albemarle Paper*, *Griggs*, and *Guardians* addressed the use of standardized tests in making employment decisions. *Watson*, on the other hand, addressed the applicability of Title VII to subjective employment practices, such as evaluations by superiors, in making employment decisions. The testing-related cases delineate the appropriate standard for assessing job relatedness.

This quote could be interpreted to mean that cases such as *Griggs v. Duke Power* (1971) and *Albemarle v. Moody* (1975), which involved standardized tests, should be validated in one fashion, whereas cases such as *Watson*, which involved subjective ratings of past performance, interview ratings, and ratings of past experience, should be validated differently. This is just a guess on our part, and one we hope is wrong. The opinion of the 1988 Bersoff brief makes sense, and in accordance with the SIOP *Principles*, there is no reason to believe there are any differences in the manner in which subjective and objective forms of assessment are amenable to psychometric scrutiny.

The fact that the Court asked for the solicitor general to weigh in suggests that *Gulino* will be added to the docket eventually. Perhaps the less interesting issue in *Gulino* concerning who the "employer is" could be of interest to the Court in spite of the fact that this issue hasn't stirred controversy for a long time. Alternatively, *Gulino* could be of interest to the Court because of the educational context surrounding the case, particularly given that educational reform and teacher certification have recently resurfaced as issues of national concern. According to the Center for Constitutional Rights (CCR), thousands of teachers have been demoted from their jobs as a result of the

National Teachers Exam (NTE). Poor performance on the NTE may also result in the loss of teaching licenses, seniority, retention rights, tenured teaching positions, and even salary reductions. Perhaps the tests under review and the jobs of interest in *Gulino* are the real focus of the Court and not necessarily anything controversial about adverse impact theory under Title VII.

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Authenticity and Authorship: A Dilemma in Diversity Research?

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I recently had a very thought provoking conversation with a graduate student in industrial and organizational (I-O) psychology who wondered if belonging to the racioethnic majority (i.e., being White) would somehow obscure the development of the ability to conduct good diversity research. I did my best to reassure the student that it wouldn't but felt compelled to acknowledge that others might feel differently. That discussion made me think about something seemingly unique to diversity research—the perceived importance of the author's identity. No other subfield of I-O research seems to have a commonly accepted author prototype accompanying it. For instance, there is no expectation that all personality researchers share any particular characteristic. Furthermore, no one would question the validity of a personality article based on the characteristics of the author. Imagine how comical it would be if someone were to say: "I wouldn't put too much faith in the findings of this personality article because the author is an introvert." Fill in race for personality and White for introvert, however, and it becomes a different conversation for some.

This realization brought a number of key questions to mind. For example, why do we often find the author's identity profile informative when the subject of an article is diversity? Given that we don't do this in other areas, is the tendency to use this information in this manner appropriate? What impact might it have on researchers' decisions regarding whether to engage in diversity research? What does this mean for the field of diversity research? The purpose of this column is to attempt to answer these important questions. Although similar issues have been discussed regarding other areas of psychology, such as clinical and counseling (e.g., Mio & Iwamasa, 1993; Sue, 1993), no such discussion has taken place concerning I-O. Hopefully, by raising this issue here, it will help to initiate dialogue about the thoughts underlying this tendency and its impact on the study of diversity in organizations, both in I-O and related disciplines.

Why We Care About an Author's Identity

Although uncommon in any other field of inquiry within I-O psychology, there is a longstanding typecast of the prototypical diversity researcher (Cox, 2004). For instance, in his seminal 1989 article on research on racioethnicity in organizations, which was reprinted in 2004, diversity scholar Taylor Cox concluded that “many still treat it as ‘a minority issue’—that is, a matter relevant only to minority group members” (p. 127). Anecdotally, I vividly recall a conversation I had with a highly prolific researcher who published several influential studies on diversity, though it was by no means his specialty. In response to my inquiry concerning why he seemed to no longer conduct research on the topic, he indicated that he had come to feel inauthentic in his role as a diversity researcher. Perhaps more importantly, he revealed that he seriously questioned whether he—as a White male—could make a legitimate contribution to the diversity literature.

Apparently, many among us have drawn an implicit connection between who we are and what topics we can and should study, at least where diversity is concerned. Those who have done so seem to be implying that no one would study a marginalized group or that group’s perspective if they were not a member of said group. Accordingly, norms have come to exist suggesting that older scholars should study age, racioethnic minorities should study racioethnicity, lesbian/gay/bisexual/transgendered researchers should study sexual orientation, and the like. These norms also lead to assumptions of reciprocal causation, in that people often believe they can tell a lot about a diversity researcher based on the topic they study. For instance, I’ve often found it interesting that many people have assumed **David Kravitz**, who has extensively researched attitudes on affirmative action, is Black when, in fact, he is not.

In addition, many minority and majority researchers alike wonder (some more openly than others) whether the issues pertaining to marginalized groups truly can be understood by someone who is not a member. Conceptually, this is reminiscent of the popular 1980s saying in the Black community, “It’s a Black thing, you wouldn’t understand.” In our domain, this notion is tantamount to questioning whether a researcher who does not belong to one of these groups is even capable of significantly contributing to our understanding of the issues these individuals face in the workplace.

The irony in the preceding position is that although minority and female authors may be viewed by some as more authentic and legitimate in studying issues of diversity, they are also more likely to be viewed as biased. For instance, Hendrix (2002) devoted an entire article to defending herself against “charges of the absence of objectivity that I experienced as a Black researcher investigating race” (p. 153). On a more personal note, I’ve had students ask what I “hope to prove” as a Black man studying diversity. On the one hand, being a member of a marginalized group implies authenticity in exploring issues of diversity. On the other hand, it is also viewed as something of a conflict of interest in that one’s objectivity may come into question.

Why This Practice Is Inappropriate

The argument here is simple and does not require much space to articulate. As diversity scholars, many of us take great pains trying to convince organizations that they should not discriminate on the basis of demographic characteristics. Though there are many reasons for this (for a discussion of these, see Thomas & Ely, 1996), one we often articulate is that doing so will cause them to miss out on acquiring the services of highly qualified individuals who do not fit the majority prototype. The same logic can be applied here. We cannot expect to attract the best and brightest researchers to study diversity if there are restrictions placed (implied or explicit) on who will be accepted in these roles. Again, how unimaginable is it to think of this practice being extended to any other topic of study? It is no more appropriate to typify types of work as fit for women and minorities in research than it is to do so in organizational settings. Discrimination is discrimination and it is inappropriate in any context.

Some Thoughts on Its Impact

So what does this mean for us as a field? There are at least three key implications. First, female and minority researchers may feel pressure (both of internal and external origin) to study diversity. After all, someone's got to study these issues and many may figure it to be the place of minorities and women to do it. Unfortunately, this type of pigeonholing could lead them to be marginalized by others for studying a relatively undervalued research area (Cox, 2004). It also could lead to women and minorities failing to achieve their scholarly potential if they feel pressured into studying topics about which they are not passionate (yes, there are minorities and women who are not intrinsically interested in studying issues of diversity).

Second, majority researchers may feel pressured not to study diversity because of the common norms against them doing so. Violators of these norms are likely to engender similar reactions to violators of any norm: They make us uncomfortable, are seen as atypical or outcasts, and, consequently, their authenticity may be questioned. Thus, majority scholars studying diversity may find themselves ostracized or rejected, both by majority colleagues who don't study diversity and minorities and women who do. In fact, Cox (2004, p. 129) found that:

> White scholars who seek to pursue research on racioethnic issues are also often discouraged from doing such work through a different form of pressure, which consists of negative reactions from subjects, scholars belonging to minority groups, and even funding institutions who question the White scholars' legitimacy as researchers on this topic on the basis that they are not minority group members.

Third, the field of diversity, as a whole, suffers. If we are unable to attract our share of the best and brightest of all backgrounds to study diversity, we stand to learn considerably less about our domain than we would otherwise. Certainly, our social identities have an impact on our interests and interpretations, which could impact how we conduct and interpret our research. Nonetheless, no one particular demographic profile has cornered the market on insight into (a) issues faced by traditionally marginalized groups and (b) how diversity affects key organizational outcomes. Interestingly enough, Cox (2004) suggested researchers form partnerships involving members of majority and minority groups, a notion put forth previously by Alderfer, Alderfer, Tucker, and Tucker (1980). Not that I believe this is necessarily as important as it may have been nearly 20 years ago when Cox wrote his article, but it serves to illustrate the fact that everyone has the potential to contribute to the diversity literature, irrespective of their identity.

Conclusions

So what are we to do about this dilemma? How do we ensure that issues of authenticity and objectivity are not raised about authors solely on the basis of their identity? I believe the first step is to realize our own role in perpetuating these issues. As individuals who study diversity, we have the power to construct and shape the prototypes commonly associated with diversity research and those who conduct it. For example, we can highlight to our students and colleagues that there are majority and minority, as well as male and female, researchers who do outstanding diversity research. Demonstrating the diversity of researchers' identities within our field can help to shatter beliefs that author identity determines authenticity.

We also should call into question the notion that scholars who study diversity (particularly minorities) are somehow more susceptible to bias than those investigating other topics. Everyone chooses their research interests, in large part, based on their personal curiosity concerning the subject. Thus, all scholars are likely to have a personal stake in their research, not just those who focus their attention on diversity.

Finally, I think it is of utmost importance that we be vigilant in stressing the importance of diversity research in our everyday interactions. Our objective for doing so is not necessarily to persuade everyone to join us in our pursuits. Rather, if we can convince others of the merits of our work, we stand to help eliminate many of the negative misperceptions about diversity research and make this important arena more accessible to a broader spectrum of researchers.

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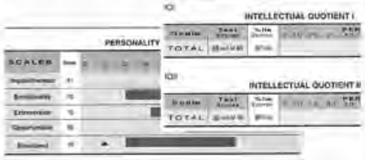

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SPOTLIGHT ON I-O ORGANIZATIONS

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Sure, validating personnel selection systems for a living can be fun. But imagine how much more fun this might be if you had the opportunity to celebrate those extra-large validity coefficients with a local chianti, some authentic spaghetti alla carbonara, or a quick jaunt to the Sistine Chapel. Culture, cuisine, statistical significance…it's the stuff that I-O dreams are made of! If you've always fantasized about whiling away the hours writing SAS code while overlooking the Grand Canal of Venice, then this article is for you! This issue's spotlight shines on I-O psychology, past and present, in Italy. Read on for an informative account of the evolution of I-O in Italy, along with details about how our Italian counterparts go about meeting, networking, and disseminating knowledge within and outside the borders of their country.

Industrial-Organizational Psychology in Italy

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The Italian population of about 60 million people lives in a territory of 301,000 km^2 (approximately 116,000 square miles in size). During the past 10 years, the number of service organizations, especially in the northern area of the country, has grown dramatically. Market competition has improved, opening to a worldwide network, and thus fostering mergers and joint ventures. This change in Italy's economy has had a major impact on HR management practices in the private as well as in the public sector. The latter, in particular, has become interested in the organizational, structural, and cultural changes that will drive a client-oriented approach. This in turn has led to new streams of research, in private sector and public administration, on system efficiency, monitoring outcome measurements, manager performance assessment systems, and goal setting (Locke & Latham, 1990) and attainment rather than merely task completion. This is the environment in which I-O psychology in the country of Italy operates. It is worth noting that in Italy, consistent with the European trend, I-O psychology is labeled work psychology.

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

I-O psychology in Italy has a history going back more than 100 years. The University of Bologna is proud of the fact that it is the oldest university in the world, established in 1088. However, the first study on I-O psychology was actually conducted at the University of Modena by M. L. Patrizi in 1889 (Avallone, 1994). Patrizi laid the foundation for experimental psychology methods to be applied to real-work settings. Half a century later, Agostino Gemelli (1878–1959) became well known for his research in psychotechnics (i.e., the practical or technological application of psychology), and his major book was published in 1944, *Psicotecnica applicata all'industria* (*Psychotechnics Applied to Industry*; Gemelli, 1944). Thus, it was that both Patrizi and Gemelli played major roles in the development of I-O psychology in Italy.

Education and Employment

Education within our discipline has evolved quite a bit during the past few decades. A significant event came in 1971, when the Universities of Rome and Padua instituted the "Laurea degree in Psychology" (somewhat equivalent to a master's degree in psychology). This was the first time in Italy's history that students could graduate with the word "psychology" included in their degree. It was not until the 1990s that the first work psychology course was offered.

Today, there are approximately 80 professors and researchers in work psychology in Italy. This is double the number since 2000. These scholars work in 22 universities and four PhD programs specifically related to I-O. The international exchange of graduate students in these PhD programs is strongly encouraged. The four I-O programs are flourishing as they provide training in personnel selection, performance management, training and development, and employee motivation.

To stay connected, the I-O academic community meets annually. Discipline-related issues, ways to advance the training of graduate students, and interventions for organizational settings are discussed. These meetings usually occur once year, and the venues are the different Italian universities.

Overall, the scientific community of work psychology is concerned with enhancing the integration of theory, methodology, and practice. Our well-grounded tradition in clinical psychology has influenced organizational intervention, providing an approach that relies on the analysis of interpersonal networks, and emotional flow and labor in various work contexts. Over the years, we have become increasingly sensitive to European directives, including fostering student exchange programs.

Most Italian psychologists have a 5-year college degree and attend 1 further year of professional training, specific to I-O psychology, after graduation. Beyond that, 3 additional years of education are required to obtain a

PhD in I-O, though most people do not choose this path. Those who do earn PhDs in I-O typically work in the academy or take research positions in public or private institutions.

In Italy, a graduated student in I-O psychology has a greater chance of finding a job than peers with a degree in clinical psychology. Compared to clinical psychology positions, I-O positions are relatively new within organizations (I-O positions were traditionally held by other professionals). Psychologists are in great demand in our large organizations, especially multinational ones, for their expertise in personnel selection (testing, interviews) as well as training, coaching, assessment, and development.

Psychologists who practice in industry as outside consultants must be licensed in Italy. Law n. 170/03 specifies activities that are defined as "psychological techniques." These include the use of tests and other standardized tools for the analysis of behavior, cognitive processes, opinions, attitudes, needs and motivations, and social interaction. Following the "Platè Sentence" of 2003, it has been established that psychological profiles for recruitment and assessment are also considered to be typical acts of the psychology profession.

Networking and Organizing

Networking opportunities within our discipline have increased as the field has grown. In 1961 the Associazione Italiana di Psicologia del Lavoro-APIL (Association for Italian Psychology of Work) was founded. Enzo Spaltro (who was the first full professor of I-O psychology in the postwar Italian University) served as its first president. Meanwhile, the Società Italiana di Psicologia—SIPS (Italian Society of Psychology; www.sips.it), founded in 1911, opened its first division in I-O psychology in 1976. The Società Italiana di Psicologia del Lavoro e Organizzazione—SIPLO (Italian Society of Psychology of Work and Organization; www.siplo.org) was formed in the 1990s. SIPLO is a founding member of the European Association of Work and Organizational Psychology (EAWOP).

The Italian "Ordine degli Psicologi" (Professional Association; www.psy.it) is active in creating a network for *all* Italian psychologists. The Ordine degli Psicologi is a member of the European Federation of Psychologists Association and was established in 1990. It has approximately 57,000 members, 14% of whom are I-O psychologists. The Ordine degli Psicologi is active in organizing seminars, workshops, and conferences to facilitate interdisciplinary approaches to organizational issues. It also establishes professional guidelines for ethical practices of those who operate in the professional field. Importantly, there is a growing awareness on the part of the public of the specific contributions of psychologists in investigating individual traits and in the use of techniques to facilitate learning—areas that up to now in Italy have largely been the responsibility of professions other than psychology.

Knowledge Dissemination

Professional and scholarly communication in Italy occurs through several independent journals and testing editors. The *Bollettino di Psicologia Applicata* (*Bulletin of Applied Psychology*) includes empirical articles as well as information on tests and instruments for psychological assessment and consultancy. *Risorsa Uomo (Human Resource)* primarily includes papers mainly related to I-O psychology. Similar to that which is published in *TIP*, the *Giornale Italiano di Psicologia* (*Italian Journal of Psychology*) is published quarterly. It provides an overview of literature reviews and empirical findings published in Italy. It is intended primarily for an academic audience. The editor Giunti, Organizzazioni Speciali, is the major Italian test dealer. He provides scientifically based tools for psychological assessment that have a theoretical frame of reference to guide their use. Many of them are translated and validated from different countries. Others have been created primarily for the Italian context.

Overall, participation in international conferences, scientific communities, editorial boards, and refereeing for journals enable Italian I-O psychologists to share scientific advances. Bridge collaborations for conjoint research projects with academics in other countries are strongly encouraged as well. To this end, Italian psychologists are active in EAWOP, which provides an excellent forum for networking and knowledge dissemination internationally.

Concluding Editorial

So, there you have it—everything you need to know about I-O psychology in Italy should you ever decide it's time to pack your bags and cross-validate your findings in a place known for its natural beauty, exquisite art, and rich cultural heritage. As suggested on the preceding pages, Italian I-O has come a long way within a relatively short period of time. Clearly, this is an exciting time for our profession in Italy, a country that continues to promote the advancement of work psychology within and across its national borders.

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GOOD SCIENCE–GOOD PRACTICE

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With so many articles to choose from when tackling this column each issue, sometimes it helps to pick a theme for at least part of the way. This time around we thought we'd start by focusing on studies that examine practical problems about what makes employees happy and better at their jobs, with a particular eye towards innovation and emerging technology.

Up first is a more general piece from the *Journal of Occupational and Organizational Psychology* about leveraging a culture for innovation to alleviating the negative consequences of a demanding workload and stressful environment (King, de Chermont, West, Dawson, and Hebl, 2007). The authors surveyed over 22,000 employees from healthcare organizations in the U.K. Although employees have many tools to chose from when dealing with a stressor like high workload, King et al. argued for having the freedom to innovate through the use of new ideas, adoption of technology, changes in how labor is divided, new solutions to old problems, or other novel approaches to work. Indeed, the old adage that necessity is the mother of invention seems to be held out by scientific research, in that innovation is often a reaction to increased work demands. It seems like the kind of idea that makes intuitive sense and that many managers have probably adopted (when possible; some jobs aren't exactly suited for innovation). But here we have a group of researchers tackling the issue scientifically and bridging the gap between the two groups. Furthermore, they examined their constructs of interest at an organizational level instead of the individual one, which they note is something that the research in this area has generally avoided.

King et al.'s findings were that, as one might expect, high work demands are negatively related to organizational performance (curiously, they didn't even find a curvilinear relationship here). More interestingly, though, they found that the strength of an organization's culture for innovation—that is, how much it values and rewards innovation in general—is positively related to organizational performance. Practical implications for this research should be obvious: When things get tough, let your people experiment with different ways of doing things, solving problems, and getting their work done. It seems to help.

Turning next to a more specific type of innovation, there was an excellent meta-analysis by Ravi Gajendran and **David Harrison** in a recent *Journal of Applied Psychology* that deals with the "good, the bad, and the unknown of telecommuting" (Gajendran and Harrison, 2007). Working from one's home or a remote office has been studied for 20 years, but it is becoming more and more popular with the increasing availability of affordable technology to support it. The ubiquity of e-mail and cell phones has made it feasible to detach one's self from the office, and emerging technologies like videoconferencing are only making it easier. Yet, the authors argue, there still remain three fundamental questions for which there are not clear answers. First, what are the positive and negative outcomes of telecommuting? Second, what psychological mechanisms cause those outcomes? Third, under what circumstances do those outcomes occur?

Given these questions and findings from related research, the authors built a fairly straight forward model. Telecommuting affects perceived autonomy, work–family conflict, and the quality of one's relationship with supervisors and co-workers. The strengths of these relationships are moderated by the intensity (i.e., frequency) with which one telecommutes. Autonomy, work–family conflict, and relationship quality, in turn, directly drive individual outcomes like job satisfaction, performance, turnover intention, role stress, and perceived career prospects.

Through a meta-analysis of 46 studies, the researchers came up with both some unsurprising and some surprising results. The bottom line is that telecommuting can safely be considered by practitioners as "a good thing." It increases perceived autonomy and reduces work–family conflict, yet contrary to their expectations, it does not appear to harm the quality of employees' relationships with supervisors. Furthermore, these mediating variables affected job satisfaction, turnover intent, role stress, job performance (as measured by supervisor ratings), and perceived career aspects in beneficial ways. Perceived autonomy had the largest mediating role here, but the other two factors—work–family conflict and relationship quality—had small effects, too.

So it's coming up all roses for telecommuting, right? Almost. Remember intensity, which the researchers basically operationalized as how often one telecommutes? The study found that high-intensity telecommuters reap benefits in the area of work–family conflict, but it didn't affect perceived autonomy much and actually had a negative effect on the quality of one's relationship with co-workers (but, surprisingly, not supervisors). So when you work from home all the time, the loss of "face time" with co-workers does inhibit the development of good relationships.

Still, taken as a whole, the results of the study are almost universally flattering to telecommuting, which should be good news to practitioners who want to implemented such an arrangement or who have already taken the plunge. Employees seem to like it, or at least having the option when needed, and the research suggests that it doesn't hurt. One question I think remains unanswered by the research, however, is the role of performance as a moderator itself. I suspect that employees who are poor performers often aren't invited to telecommute in the first place, and if they are the arrangement could exacerbate their performance problems. You don't want someone who can’t manage his own time to be completely unsupervised, and there may be a kind of selection effect involved with telecommuting studies in that those who telecommute may be skewed towards the high end of the performance scale. This may actually explain why telecommuting intensity had no mediating effect on the quality of relationship with one’s supervisor. It’s a great opportunity for future research.

Continuing on with the technology jag, **Jurgen Wegge**, Joachim Vogt, and Christiane Wecking also had an article in *Journal of Occupational and Organizational Psychology* that dealt with novel uses of new telecommunication tools. Their study, however, examined how videoconferencing (as opposed to just audio) affected customer-induced stress in call center employees. Using a lab simulation, they had a sample of actual call center agents pretend to take calls from mean or nice customers using either just audio or audio plus video. The researchers also manipulated time pressure. This study also wins the award for the most interesting research I read this month that involves spittle because among their dependant variables were immunoglobulin A (an antibody that forms in response to stress) in the subjects’ saliva. Also measured were self-reports of how much of subjects’ emotional façades were fake, how tired they were, and some observational ratings from video tapes.

Contrary to expectations of a more face-to-face interaction brought about by videoconferencing technology, seeing the customer did not increase strain in the agents. So that’s one negative expectation of videoconferencing that’s not supported. Also, the research found that agents were more engaged in the videoconference conversations when the customers were friendly, as opposed to audio calls with equally friendly customers. The authors also note that videoconferencing can also counteract boredom, though I suspect that the same was also true of the new and wonderful world of the telephone when it was first introduced. Still, the study does provide information that is encouraging for this kind of technology, which should only become more common in the future.

Switching gears a little bit, we’ve often said in this column that we want to hear from readers about their ideas for the column and suggestions about things to include. Well, those requests yielded some interesting ideas, and we want to touch on one of them in this issue.

One of the issues that arose for us was that we primarily focus on journal articles in this column—that’s what we were originally asked to do, and we’re always coming across excellent research that both advances theory and provides information that is directly useful to organizations. But a lot of organizations are doing solid research of their own that never appears in journals, and perhaps we should highlight some of that from time to time. Of course, much of that work is proprietary, but sometimes it comes out in a format we can highlight. Such is the case with a pair of books published by Lominger Limited, Inc. The two-volume set—*100 Things You Need to Know: Best People Practices for Managers & HR* (Eichinger, Lombardo, & Ulrich, 2004) and

50 More Things You Need to Know: The Science Behind Best People Practices for Managers & HR Professionals (Ulrich, Eichinger, Kulas, & De Meuse, 2007) begins with a description of the authors' goals. They say:

> Over the past 10 years or so, there been an explosion of research and commentary concerning the return on investment in people. The general form of the inquiry is: What is the return on the money we spend on people (HR) initiatives? If people are really our most important asset, do we really get a payoff for the money we spend on them?
>
> The answer is yes. If we do things right. (Eichinger et al., 2004, Introduction)

The authors then take a lot of topics (100, and 50, in fact) that matter to I-O and HR folks and summarize the empirical research evidence in support of a conclusion, including how strong a conclusion can be reached. They rely on the information sources with which most readers of *TIP* would be comfortable—*JAP, Personnel Psychology, AMJ, ASQ*, and so forth—along with other sources that perhaps fewer of us read, like *Psychopharmacology* and the *British Medical Journal*.

The best way to convey the structure is with an example:

> *Which of the following best describes the relationship between accuracy of people's ratings (e.g., on a 360-degree questionnaire) and how public the ratings are?*
>
> *A: The more public the data, the less accurate the ratings.*
> *B: People's ratings don't change because they will be made public.*
> *C: People's ratings get more accurate when they know others will see the ratings.*
> *D: When raters know that their individual ratings can be identified by the person being rated, their ratings get more accurate.*
> *E: Accuracy of ratings decreases when there are a lot of raters.*
> *Answer: A.*
>
> *How sure are we at this time (based on the research evidence)? Trending (on a scale of Hint, Suggestive, Trending, Substantial, Solid)*

There then follows 3 1/2 pages of bullet-point summaries of evidence to support the conclusion, and also why the evidence is only "trending" to this point. So although this isn't our usual journal article on a single topic that we summarize here, we did want to highlight these volumes as being useful in providing summaries of theoretically sound literature in a way that is easily digestible and useful to those in practice. I've enjoyed reading the chapters, and I've found a couple where I might read the literature slightly differently than do the authors here, but all in all, it's a useful summary of solid empirical literature on topics that can have direct bottom-line impact.

We'll close this time around by looking at the October 2007 issue of *The Academy of Management Journal*. This issue of *AMJ* contains an Editor's Forum on the Research–Practice Gap in Human Resource Management—the sort of topic that this column is all about. **Sara Rynes**, *AMJ* editor, and her colleagues **Tamara Giluk** and **Ken Brown** opened the forum with a lead article in which they examined three research findings that are generally well-established in the research community: (a) the link between intelligence and job performance, (b) the link between personality and job performance, and (c) the effectiveness of goal setting as a motivational technique. Specifically, they were interested in the extent to which these findings (all of which have clear performance implications) were conveyed to HR practitioners in three major practitioner-oriented publications (*HR Magazine*, *Human Resource Management*, and *Harvard Business Review*) over the last 6 years. They found little coverage of these research findings, and what coverage there was was often inconsistent with the research literature.

Rynes invited a wide range of people to respond to whatever aspect of the lead article they wished. From the several responses, the picture for evidence-based management practice doesn't look good. David Guest (2007) re-did Rynes' et al.'s analyses on a UK sample of publications and found even less coverage of the research findings and highlighted the fact that "Academics love evidence-based reviews…We should avoid believing that managers feel the same" (p. 1024). He concludes his response by suggesting that, at best, the current goals for researchers should be to "achieve an increase in evidence-informed HR and more general management practice" (p. 1025), but that "For now, at least, given the available evidence, evidence-based practice in HR Management may be a step too ambitious" (p. 1025).

We would agree with the position that **Lisa Saari** of IBM took in her response. She says "I believe a wealth of relevant research is available for those who practice HRM. The key is to get that research from research journals and into the hands of those who can most gain from it: HR practitioners and their organizations. This is our difficult but attainable goal" (p. 1045). There are lots of strategies identified in the various replies (especially in the responses by **Gary Latham**, in which he identifies 10 speculative solutions, and by Debra Cohen, chief knowledge officer of SHRM, in which she focuses on what publications like those by SHRM can do and on a specific action plan). Several of the respondents note that those who do research in I-O and HR/OB are rewarded for articles published in journals targeted at other academics and are not rewarded or are even punished when their work appears in more practitioner-oriented outlets. Saari advocates that our professional societies highlight the importance of producing research that has an impact on actual people doing actual work by creating awards for the best research translations, and/or for research with the greatest potential to make a difference in organizational practice.

Clearly, there remains a gap (or, as **Denise Rousseau** [2007] argues, a chasm) between much academic research on the workplace and I-O and HR practitioners' day-to-day decision making and managers' daily activities. That's why this column was created, and we never have a hard time finding plenty of articles and books to write about—articles and books that simultaneously advance theory and provide direct benefit and guidance to organizational practice. We've highlighted some articles on the things that make workers happy, suggested a set of resources that summarize and evaluate important workplace research findings on I-O and HR topics, and taken a moment to recognize that there's still a long way to go before there is wide-spread reliance on research evidence to guide practice, and before there is wide-spread research, focus on the organizational problems that matter most to managers and I-O and HR professionals in organizations. We'll be back next issue, and if there's a topic, an article, a book, or a company practice that you'd like us to focus on, let us know. Jamie's at HMadigan@ameren.com, and Marcus is at marcus.dickson@wayne.edu.

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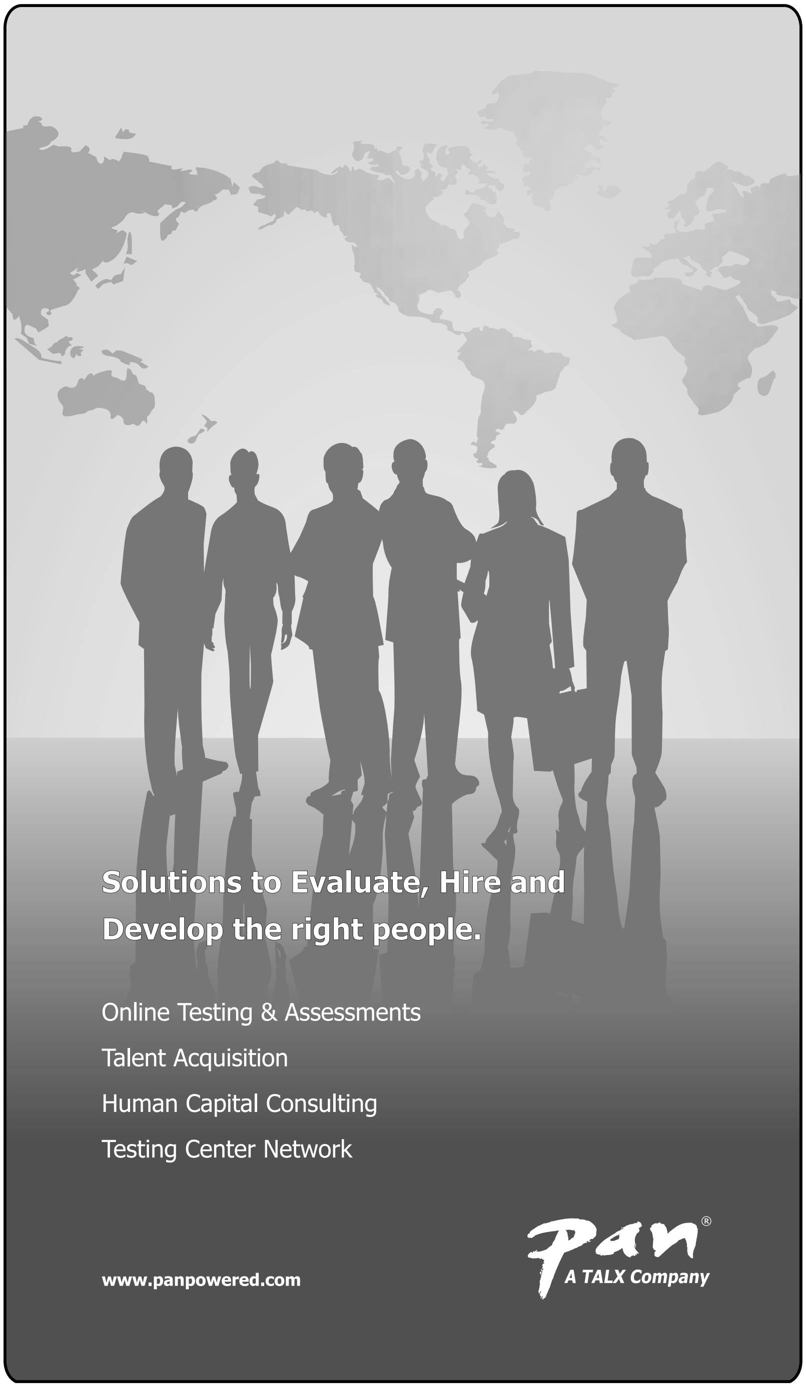

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THE ACADEMICS' FORUM

Benefits and Challenges of Industrial-Organizational Psychology Faculty Members With Nontraditional Backgrounds

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Faculty of industrial and organizational psychology graduate programs tend to come from a wide variety of backgrounds. Many I-O psychology faculty members received their degrees before I-O PhD programs were widely available. In fact, many I-O PhD programs did not start until the 1980s. And, even today many new faculty members are drawn to I-O psychology, even though they may not have traditional I-O backgrounds. Many of my colleagues, collaborators, and mentors have been individuals with other than traditional I-O backgrounds, individuals for whom I have the deepest respect both professionally and personally. Thus, I wish to focus this column on both the benefits and challenges of being a member of an I-O graduate program with a nontraditional background in the hope of providing guidance to readers of *TIP* whose research interests are within the domain of I-O psychology, even though their degrees may not be. I hope this column will also be helpful when giving advice to graduate students and colleagues with nontraditional backgrounds who are interested in becoming a faculty member in an I-O graduate program. Thus, I asked **Charlie Samuelson** from Texas A&M University, **Linda Shanock** from the University of North Carolina at Charlotte, **Roya Ayman** from Illinois Institute of Technology, **Mikki Hebl** from Rice University, and **Kevin Williams** from the University at Albany, SUNY, all successful faculty members in I-O PhD programs who have diverse backgrounds, why they chose to apply for a faculty position in I-O psychology, the challenges and benefits of having a nontraditional I-O background, and any advice for others who wish to become a faculty member in an I-O psychology graduate program.

1. *Why did you choose to apply for a faculty position in I-O psychology?*

CS: I always had a keen interest in organizational psychology. My undergraduate program did not offer courses in I-O psychology, so I read on my own. Oddly enough, one of the first books that I stumbled across was Katz & Kahn's (1978) classic, *Social Psychology of Organizations.* This exposure was serendipitous because the recommendation (comp book copy) originated from a business colleague (working as psychology editor at Wiley) of my father. Reading this book confirmed my hunch that social psychology and organizational behavior were closely linked. I was actually planning to apply to I-O graduate programs when I was a senior, but faculty mentors advised graduate training in social psychology, primarily for greater breadth in theory and methods. When I applied for academic jobs, I thought my research interests in conflict, negotiation, and cooperation in social dilemmas would be as relevant to I-O as to a social psychology program.

LS: Working as a faculty member in I-O seemed like a good fit for me based on my interests. Although I got a degree in another area of psychology, my advisor and I conducted research on organizational topics throughout my time in graduate school.

RA: I always had an interest in applying social psychological principles and theories to the work place. The university from where I received my master's and PhD degrees did not have an I-O program. My research area was leadership, so I took human resources courses from the business school to help expand my knowledge and prepare me for an academic position. Also, I conduct mostly field research. At the time, my choices for academic positions were I-O programs or business schools, and I preferred to work within a psychology department. So, an I-O program was the best fit.

MH: I tried to be as open-minded and flexible in my job search as possible. As such, I applied to traditional social psychology programs, I-O programs, and business schools. When applying, I felt like I could have been happy in a variety of different academic settings, not just one; so I tried to capitalize on that by applying widely. When all was said and done, I was so excited to join the I-O program at Rice University—the P–O fit felt great!

KW: In graduate school, my research interests centered around I-O topics. In fact, most of my publications were in I-O journals. I worked closely with three professors—one social psychologist and two I-O psychologists (from the business school at the University of South Carolina). They (**Angelo DeNisi, Tom Cafferty,** and **Bruce Meglino**) had just published a major theoretical piece on cognitive approaches to performance appraisal, and I got involved in their research testing portions of their model. They were very influential in shaping my career.

2. Do you think you faced challenges not faced by colleagues with a traditional I-O degree? If so, what is the biggest challenge (or top two) and how have you overcome the challenge?

CS: One professional challenge was how to establish yourself as a scholar in two distinct areas of psychology simultaneously. My research interests were situated at the intersection of both fields, so I had the practical problems of choosing *where* to publish papers and *which* conferences to attend. Somewhat by default (i.e., refusing to *make* a decision!), I ended up "punting" by publishing research and attending professional meetings in both I-O and social. Happily, with the research trends in group research over the last 20 years, I am very much at home in organizational psychology.

LS: To some extent, yes. I think the biggest challenge is a lack of familiarity with traditionally "I" topics. My graduate training exposed me many "O" topics but without the coursework in personnel psychology specifically, I felt somewhat at a loss with regard to topics like selection, training, and so forth. I am still working to overcome this challenge, although I've realized that nobody expects me to be a specialist in those areas. I think reading materials like the handbook of I-O psychology and the encyclopedia of I-O psychology, as well as journal articles and exposure to research talks in the area (as well as teaching undergrad I-O psychology), has helped.

RA: As I conduct mostly field research, I needed to establish relationships with companies. This took time but my colleagues in the I-O program respected this need. In addition, the only challenge I may have experienced that other colleagues from traditional I-O programs did not was having someone to talk with in the early years at SIOP. But, I had wonderful colleagues who were inclusive. I think being a woman may have originally been more challenging than not being from an I-O program. The SIOP meetings of the 80s were primarily attended by my male colleagues.

MH: Of course. I didn't know some of the key people and major issues. Example: I only knew that the PAQ was a gender scale by Helmreich. So, the learning curve was steep at first even though many aspects of my original specialty and that of I-O are very similar. My challenges were certainly eased by the fact that many I-O psychologists have social roots (i.e., the department chair who hired me—thanks **Bob Dipboye**!) and most of my I-O colleagues were very welcoming (i.e., I have such a nice and appreciative memory of my first SIOP, where **Bob Pritchard** welcomed me and immediately suggested I meet and introduced me to **Michael West**, with whom I began collaborating; and **Dave Woehr,** who jogged with me and encouraged me in the field).

KW: I never felt I faced major challenges or obstacles. The main challenge was learning I-O topics/areas that I had not been exposed to in graduate school. My coursework in I-O was limited, so I had to read a lot on my own.

3. What do you think is the greatest benefit of your background in terms of being an I-O faculty member?

CS: My background in a nontraditional field adds valuable breadth to our I-O graduate program. Historically, I-O psychology has, at times, been parochial in its perspective on various long-standing research problems (e.g., job satisfaction, leadership). My background in social psychology has provided an alternative vantage point for "seeing" the organizational behavior field. This different view has informed both my own research, teaching graduate seminars, and supervising students in research.

LS: By far, it is the research experience that I had during graduate school that was directly relevant to I-O psychology, especially regarding job attitudes and motivation.

RA: I actually think that my social psychology training provided me with a strong theoretical foundation that has assisted me in understanding organizational issues more effectively. I have to say that I was trained as an applied social psychologist. So, this was not too far from I-O. It just gave me broader perspective.

MH: I think the methodology I apply is greatly strengthened by the social training that I had. I constantly think about the balance between internal and external validity, and try to use tight experimental methodology within a field setting.

KW: My major training in social psychology was in social cognition. I think this background gave me a broader perspective on the motivational and cognitive processes that underline behavior in organizations.

4. Any advice for others who do not have a traditional I-O degree but wish to be a faculty member in an I-O PhD or master's program?

CS: I encourage others with nontraditional degrees that they can make valuable contributions to I-O psychology. There is a long intellectual history of important theoretical and practical contributions from such individuals (e.g., Lewin, Fiedler, Hackman, et al.). I recommend that students take as much coursework as possible in organizational studies (broadly defined). Breadth of training is an asset in a multidisciplinary field like I-O.

LS: If you have a chance while still in graduate school, take I-O courses. Also, consider exploring an I-O topic in your research to get some experience and familiarity with the literature. Also, attend the annual SIOP conference so you can learn more about I-O and meet I-O psychologists.

RA: Social psychology is a very close allied field to I-O. As a matter of fact, I-O is a multidisciplinary domain. Some researchers come at it from a personality and selection perspective, others from developmental and career development perspective, and some have educational backgrounds and approach it from measurement and/or training and development perspective. At this time, very strong I-O programs exist; this is very different from a couple of decades ago. So, I would say that individuals with interest in joining an I-O program need to demonstrate their interest with research and experience in the working environment. Taking classes in I-O and business helps; also, working with organizations provides the practical experience. Ultimately, one's research and knowledge of the literature and issues from both theory and practice are critical to becoming a good I-O faculty member.

MH: To some extent, it is not that difficult if we remember that we are all psychologists first and our subspecialties second. As such, different approaches and diversity in training can strengthen our field as long as we are strongly guided by the basics of good training in psychology—having solid theory and good research questions, appreciating and recognizing past research and theories, and using good methodology and appropriate statistics.

KW: Read widely and ground your research to organizational contexts. Join SIOP and attend their workshops.

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PRO-SOCIAL I-O – QUO VADIS?

Stuart Carr
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How can I-O psychology assist with the global promotion of human rights to health and social inclusion?

Speaking directly from the Ninth Annual *Global Development Conference* in Brisbane Australia, our interview with Malcolm MacLachlan offers a fascinating insight into how I-O psychology is contributing and could contribute more.

Professor Malcolm MacLachlan ("Mac") is with the Center for Global Health, and the School of Psychology, Trinity College, University of Dublin. His research paradigm is interdisciplinary social health science, with foci in disability, international aid, and culture. Prior to becoming an academic, Mac worked as a clinical psychologist and as a management consultant. Before moving to Trinity College Dublin, he worked for 3 years at the University of Malawi's Chancellor College. Professor MacLachlan has held visiting positions at the University of Limpopo, University of Cape Town, and the University of Malawi's College of Medicine. He is currently Extraordinary Professor of Disability & Development at Stellenbosch University, South Africa. He is a member of the Royal Irish Academy. He has served on research and capacity development committees for the Irish National Committee for Development Education and Irish Aid, has been chair of the National Committee for Economic and Social Sciences (NCESS), and is a member of the Irish Research Council for Humanities & Social Sciences. His publications include 13 books and over 150 academic papers and book chapters. Mac has worked with a broad range of NGOs, or nongovernment organizations (including Concern, Academy for Educational Development, Finnish Refugee Council, American Refugee Committee, Banja La Mtsogolo), and multilateral agencies (including WHO, UNICEF, UNHCR, OECD, UNESCO). He was a member of an EU specialist group on psycho-trauma and human rights. He recently exchanged an MOU with the Secretariat of the African Decade for People with Disabilities and is a research advisor to the Southern African Federation of the Disabled.

Tell us a little bit about your background and the work of the Center for Global Health.

The Center for Global Health is directed by Eilish McAuliffe, who is a psychologist with an MBA. She focuses on health policy and strengthening health systems in low-income countries. The Center's strength is in conducting multi-country comparative projects, and it is currently undertaking research in 15 different countries, with a strong focus on Africa. I am one of the members of this interdisciplinary center, and I also have a background in psychology and management consultancy. The other disciplines in the center include sociology, economics, political science, and various health sciences. In fact, here I sit having just run, with you, a workshop on interdisciplinary research for development. What is apparent in interdisciplinary research is the undergirding influence of organizational influence and of workplace behavior. It is something of an irony that, through doing inter-disciplinary research, one finds the omnipresence of organizational behavior. This workshop has been funded by New Zealand Aid and Irish Aid, and it is gratifying that they have put their trust in three psychologists (including Ishbel McWha) to promote interdisciplinary research at a conference run by the Global Development Network. As far as we know, this is a "first" for industrial and organizational psychology.

The Center for Global Health has several program grants focused on understanding and promoting motivational factors among the health workforce in Africa. This work includes exploring the role of what have become known as "mid-level providers." These are a cadre of workers that perform highly specialized tasks, although with a level of formal qualification that is considerably lower than would be conventional in more industrialized countries. What is particularly exciting about this is that it is becoming increasingly clear that it is possible to train people to undertake highly specialized tasks—such as certain types of surgery—that are performed with an equal degree of success as those with longer training. An example would be a C-section. In Ethiopia for instance, such operations are being successfully performed by people who have had short intensive training but without a medical degree. What is being shown there, and all over Africa, is that by developing appropriate job specifications, the training of health care professionals can be tailored to the jobs they are required to do. This of course is a huge challenge to professions globally, as research has shown that people with such training are equally effective to those who have had longer training, for instance in America.

Does the psychology of work play a role in these activities?

The psychology of work is often implicit in what I have described above. However it is my belief that developing a more explicit role for organizational psychology could help to fine-tune the development of skills amongst health workers. This of course would provide health care to some of the poorest of the poor, at a much more economically sustainable level. In fact, at the Center our major focus is on this new and exciting area of human resources for health (for a fuller account, see for instance Negussie et al., 2007). Another related area of work is looking at the effects of health worker migration on health services in sub-Saharan Africa. While respecting the right of individual health workers to mobility, the challenge is to develop work environments that are stimulating enough and rewarding enough to retain, and indeed pull back, some of those who have left home.

How prominent is I-O psychology in your field?

One of the areas I am involved in is supporting NGOs in their advocacy work. For example, as a technical advisor to SAFOD, I seek to support their capacity to undertake research that is emancipatory in how it is done and empowering in its results. Ultimately such research is about positioning people within organizations and society so that they can have greater influence on promoting the rights of people like themselves. The intersection between I-O psychology and the psychology of marginalized groups, for instance those who are "disabled," those from ethnic minorities, women, and the poor, is an area sorely needing systematic research, of an interdisciplinary nature, in which I-O psychology and health psychology will interact with other disciplines.

How could I-O psychology do more?

I think I-O psychology has much to offer to civil society and international aid organizations. Much of my work with organizations such as IBM and Shell concerned issues that are equally relevant, both to small NGOs and to multilateral agencies. In fact, it is rarely appreciated that many NGOs are effectively trans-national organizations, working in a very competitive market. I am currently supervising research with CONCERN (which has over 4,000 employees worldwide), and which seeks to promote mechanisms for organizational learning.

From your perspective, and with your experience, how could the profession help, do you think?

Firstly, I-O psychologists need to develop a forum that will allow them to look at what they can offer. This should be a forum with a global output and a global input. Perhaps even a global task force. That task force needs to be outward looking, so that it is seeking to promote possibilities for poor and marginalized people, such as the disabled. I think the new initiative by SIOP, namely for a global task force to be launched at the forthcoming SIOP conference in San Francisco in April of this year, is both excellent and timely.

Thank you Mac, for a fascinating glimpse at how I-O psychology can be put to work in ways and places that many of us, I am sure, had not truly considered.

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Adapting and Transitioning Throughout Graduate School

Amy DuVernet, Tara Behrend, Clara Hess, Jenn Lindberg McGinnis,
Reanna Poncheri, and Jane Vignovic
North Carolina University

Graduate school is a time of constant change. If you're like us, you've struggled with adapting to new roles and responsibilities in an often ambiguous environment. It can be tempting to stick with habits from the past, but adaptation is critical to your success. In this column, we'll walk through some strategies to help you transition smoothly through graduate school.

Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg McGinnis, & Jane Vignovic

The Early Years: Transitioning Into Graduate School

Your first year can be overwhelming. So many big changes in such a short period of time—it can be enough to give you second thoughts about the very idea of pursuing higher education. We asked some first-year PhD students to reflect on which aspect of transitioning has been most difficult for them. Some common responses included:

- *Adjusting to being "average"*: "Everyone is on another level, from the professors to the students. If you're used to being the star student without trying, that's not going to happen any more." Whether you came from a large or small university, you were probably one of the better students in your class, or you wouldn't be here. But now, the differences between students are much smaller, and that can be a big adjustment for many people.
- *Moving focus away from classes:* "In college, your job is to go to class and get good grades. Grad school is more about what you do outside of class. Your focus should be on research and professional development." This is often the hardest part of your transition. Lord (2004) provides an excellent summary of the differences between college and graduate school. We recommend giving it a read.
- *Imposter syndrome:* "I often feel like the faculty made a mistake in accepting me to this program. I don't feel like I belong here." Do you have a sinking feeling that you've somehow fooled the admissions committee into accepting you? Do you suspect it's only a matter of time before you're "found out" as the incompetent buffoon you really are? These are some symptoms of imposter syndrome. Imposter syn-

drome is extremely common among high-achieving people (Law 2005) and often persists throughout one's career. During your first year though, it can be especially unsettling.

- *Unstructured time*: "It's easy to get behind if you don't manage your time carefully. There's nobody to set due dates for you or monitor your progress. I had a hard time with so little structure." It can be easy to equate the lack of deadlines with a lack of responsibilities. But don't fall into this trap! You have to set your own goals—"no deadlines" doesn't mean "fun time at the beach."

There's no doubt that your first year can be confusing, unsettling, and a little scary. We asked some "experienced" (read: old) students to think back about the strategies that helped them adjust. Here's some of their helpful advice:

Use the work socialization literature. New employees transition more quickly when they proactively seek information, form relationships within their organization, acquire a mentor, and seek to understand their relationship with their supervisor. You can use these strategies to ease your own transition into graduate school. See Bauer et al. (2007) and Ashforth, Sluss, and Saks (2007) for more information on successful socialization.

Get yourself organized. If you aren't blessed with natural organizational skills, we're sorry. But believe us, the time to develop those skills is now! It's important to start off on the right foot by keeping all your class materials, research articles, and assorted paperwork organized. Unlike in college, you'll continue to use those same materials long after the class or project is over. Think about investing in a sturdy file cabinet, as well as reference software such as Endnote, to keep all your research accessible. You don't want to wait until you're carried off by a tidal wave of *JAP* articles!

Learn about your advisor. Devote energy to establishing a working relationship with your advisor right away. If you wait, you'll run the risk of miscommunications and unnecessary frustrations on both ends. Some important things to find out are:

- Do they prefer e-mail, phone, or face-to-face communication?
- How often do they expect to meet with you?
- Is their communication style more formal or informal?
- How do they see you fitting into their research?

Form relationships with peers. While you're gathering information and finding mentors, don't forget your peers. During your first year, you should begin the process of developing a network. Good ways to develop your network include:

- Going to conferences! Even if you have nothing to present, you'll be able to meet new people and ask questions.
- Talking to people outside your area—some great research ideas can come from interdisciplinary conversations, AND it's a good idea to step outside and gather some perspective once in a while.

- Peers in your own program are your lifeline—we can't overstate this one. Chances are, when one of you is perplexed, someone else knows what to do. When one of you is frustrated, another one can help relieve that anxiety. Be a good friend to your cohorts. End of story.

The Middle Years: Transitioning Through Grad School

Ok, so you've made it through your 1st year of graduate school (!), now what? With the transition into upper-level status comes more responsibilities and challenges, but don't be disheartened. We asked several upper level grad students to fill us in on the major differences and challenges they experienced between their first and middle years of grad school. Here's what they told us:

- *Clearer roles:* "As a 1st year student, I felt kind of lost, but during my second and third years, I felt that I had gained insight into how to be a successful graduate student." By this point, you have developed a framework for how to be a successful graduate student, and you are experiencing less concern and ambiguity regarding faculty expectations and grad school logistics, including who or where to go for certain kinds of information.
- *Thesis/dissertation*: "Juggling class work, my social life, my family, and my internship has distracted me from really focusing on my thesis on several occasions." Although making good grades and building up your vita are valuable undertakings, completing your thesis and dissertation will be the ultimate factor that determines your success, so make these two endeavors a priority. One strategy for completing these two tasks is to start writing early and regularly (Hoffman & Vu, 2000; Potter, 2006). Although finding a topic and forcing yourself to sit down and start writing may seem daunting, remember that you don't have to write a masterpiece in one sitting. Instead, the students that we talked to advised that you take a half an hour to an hour a day to simply write, without worrying about the quality of that writing; this can be dealt with later during your revision process.
- *Publishable research results*: "Publishing became a more realistic goal because I started developing my own research projects and finding some really interesting results." Potter (2006) advises that you begin the publishing process as soon as you have your results. In addition, our interviewees urged that you should not put this off, as publications can take a long time, and these experiences can impact the kinds and prestige of job offers you get after graduation (Judge, Kammeyer-Mueller, & Bretz, 2004). For more advice on how to handle publications, please refer to our October 2007 column on publishing.
- *Specialization*: "As I progressed, I've gotten a better idea of the areas of I-O that I am interested in pursuing after graduation." Although you certainly don't have to decide yet, making a decision about specializa-

tion will help you determine what courses to take as well as the kinds of employment opportunities and publications you pursue. Hoffman and Vu (2000) suggest planning out your courses based on your decisions about specialization, as well as your strengths and weaknesses. In the process, you may want to consider how your course choices will affect those dreaded comprehensive exams. Although they may seem distant now, remember that they are inevitable, and now is the time to start preparing. With this in mind, organize your notes and be sure to take courses that will help you to succeed on these exams. Our next column will cover the topic of employment during grad school, so we won't dwell on the issue here. Just be aware that the decisions you make now can open important doors for postgraduation employment. If you choose to pursue an academic career, you should focus on a specific research area and place heavier emphasis on teaching and publications; whereas, if you think you will be more likely to pursue a practitioner career, internship opportunities outside of academia can help pave your way.

***TIP*s for Students at All Levels**

Having discussed the many challenges that you will surely face during your beginning and middle years of graduate school, we want to provide you with a few extra tips for navigating the sometimes tumultuous graduate school waters.

- *Find a mentor* (Fisher, 2003; Hoffman & Vu, 2000): A mentor can help you transition into graduate school, decide on an area of specialization, prepare for comprehensive exams, and provide information about how you are doing in your graduate program, as well as how to improve.
- *Ask lots of questions!* This is no time to be shy. Many rules are unwritten; many norms are ambiguous. The quickest way to figure it all out is to ask; your mentor will probably be flattered that you are coming to him/her for advice.
- *Balance your professional life with your social life*: This one is so important that we wrote a whole column about it; please see our January 2008 column for information about how to maintain balance.
- *Don't neglect either the scientist or the practitioner side of our field:* Although you will probably lean more toward one side, remember that as you grow and gather more experiences, your preferences can change; don't paint yourself into a corner.
- *Set manageable, short-term goals* (Hoffman & Vu, 2000): At times your long-term goals may seem unreachable. Use short-term goals to focus your efforts.
- *Avoid unnecessary activities* (Potter, 2006; Descutner & Thelan, 1989): Many students get sidetracked by outside activities, such as serving on student committees. These types of activities can provide stress relief, but don't allow them to come in the way of your major priorities and goals.

As grad students, we know that transitioning and adjusting to the changes that come with graduate school can be tough. We hope that the tips we've provided here can guide you through those adjustments and give you the courage to meet these challenges head on. After all, it is through this process that we mature into competent I-O psychologists.

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Secretary's Report

Lisa M. Finkelstein
Northern Illinois University

Due to a mysterious e-mail glitch, my report on the Executive Committee's Fall meeting never made it to *TIP*. The suspense is over – this report combines the news from the Fall meeting and the Winter meeting.

Fall Meeting News

The Executive Committee held its fall meeting on September 14–15, 2007, in Rosemont, Illinois. What follows are the highlights of major decisions/votes that occurred at the meeting; details of our discussions appear in the official meeting minutes, available for your reading pleasure on the SIOP Web site.

We kicked off the fall meeting by voting on the award recommendations brought forth by the awards committee. **Wendy Boswell** and her committee did a fabulous job with this challenging task, and the EC approved their recommendations. You will have to wait until the conference for the big announcement of all the awards.

Ken Pearlman, our Financial Officer, reviewed the details of the budget and once again reported a healthy financial situation for SIOP. The EC voted to approve the budget for next year. We also approved a change in our investment policy to allow SIOP more flexibility to invest in longer-term bonds.

Kurt Kraiger attended the meeting to report on the work of the governance task force. Several changes to the positions on the EC and the clustering of committees were suggested and discussed. The purposes for the suggested changes are to better align governance with our strategic plan and allow for broader representation of the membership in governance. Kurt and the task force will be refining the details of the proposal based on the extensive discussion at this meeting and will present the final proposal for approval at the winter meeting. Stay tuned for more news of the potential exciting changes on the horizon, and thanks goes to Kurt and this task force for their hard work.

Several other issues of interest were brought up at the meeting. For example, plans are in the works, led by **Rob Silzer**, for a needs analysis survey for those members involved in the practice of I-O. I presented a draft of a SIOP master calendar; when this project is complete, it will allow SIOP members to have access of details of the "what and when" of all SIOP committees and to see the big picture of the rhythm of business of our society. I'd like to thank three of my wonderful graduate students, **Cindy Cerrentano, Jess Hartnett**, and **Kristina Matarazzo**, for kindly helping me get that together.

A motion was approved for SIOP to join the American National Standards Institute (ANSI) Technical Advisory Group (TAG). This will allow SIOP to have influence in the development of international testing standards in the workplace. We discussed the APA model licensure act and the potential benefit to getting SIOP members more involved in their state organizations. We also discussed the great work of the Teaching Institute over the last few years and tasked the Education and Training Committee to work on future plans for helping to prepare underrepresented groups for education and careers in I-O. We approved the recommendation by **Doug Reynolds** and the visibility committee to contract with the firm Marketing General to work on SIOP's brand development, marketing, and PR. President-Elect **Gary Latham** discussed plans in the works for expanding our relations with SHRM and EAWOP. All of these developments point toward the increased visibility and influence of SIOP and the profession of I-O psychology.

Winter Meeting News

The Executive Committee held its annual Winter Meeting on January 24–25 in Dallas, TX. Why Dallas, you ask? Well, we thought it would be a nice midpoint of the country with mild weather for flying. We thought wrong and flights were cancelled/delayed due to Dallas weather, but we managed to take care of business with everyone eventually arriving.

As usual the Winter meeting commenced with a vote on the approval of nominations for SIOP fellowship. **George Hollenbeck,** chair of the fellowship committee, presented an overview of the new online submission and review process, and presented the committee recommendations for EC approval. Fellows will be announced at the conference.

Kurt Kraiger attended the meeting to update the committee on the final recommendations of the Governance Task Force. The EC voted to approve the committee's work with minor adjustments. Detailed information on the proposed governance changes will appear in *TIP* and on the Web site, and SIOP members will be given the opportunity to have questions addressed before the suggested changes to the bylaws are put up for an electronic membership vote.

For the remainder of the meeting we reviewed progress on several strategic initiatives (many of which were introduced in the report above). For example, Rob Silzer has moved forward with the practice survey, and by the time this issue reaches you the data should be in. President **Lois Tetrick** discussed SIOP's response to the APA Model Licensure Act and the group continued its ongoing discussion regarding strategies for meeting the needs of I-O psychologists in regard to licensure. We joined the ANSI TAG, as approved at the fall meeting, and **Donald Truxillo** attended the meeting in Vienna on the development of international testing standards. He reported that the focus of the group is more on standards for administration of tests and feedback rather than on development and psychometric issues. **Nancy Tippins** will be attending the next meeting in March as SIOP's representative.

We have contracted with Marketing General in our visibility efforts, as approved in the fall, and they are in contact with the administrative office almost daily, working on promoting the conference and developing stories for the media.

SIOP has worked with the Federation for Behavioral, Psychological, and Cognitive Sciences to put together a Science Forum on Work and Aging, which will have taken place in D.C. by the time you read this. We discussed ways we can work more closely with both the Federation and APA to demonstrate to Congress, federal funding agencies, and the general public what SIOP members can contribute to important issues facing the world today.

If any or all of this interests you and you need to know more, please see the minutes of the meeting posted online, or e-mail me with any questions at lisaf@niu.edu. And as this is my LAST secretary report (how did that go by so fast?), I'd like to take a minute to thank Dave Nershi and the administrative office staff for being so incredibly efficient and wonderful to work with. And, I'd like to thank the, um, four or five of you who actually read these, and give a big warm welcome to the new secretary! I'm not sure I'm allowed to spill the beans yet on who it is, but she knows who she is, and I know she will be fantastic.

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Call for Nominations and Entries: 2009 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
S. Rains Wallace Dissertation Award
William A. Owens Scholarly Achievement Award
M. Scott Myers Award for Applied Research in the Workplace

DEADLINE FOR RECEIPT OF NOMINATIONS: **June 30, 2008**

All nominations must be made online. A portal for submission of online nominations and entries for the 2009 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 30, 2008**.

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 2009 award, nominees must have defended their dissertation no earlier than 2002. 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 2002.

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) 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.

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 30, 2008.**

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 (2007).

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 2007 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 30, 2008.**

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, 2008, 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 30, 2008.**

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.

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	1993	Award not presented
1978	Melvin Sorcher	1994	Patricia J. Dyer
1979	Award not presented	1995	Allen I. Kraut
1980	Award not presented	1996	Erich Prien
1981	Carl F. Frost	1997	John Hinrichs
1982	John Flanagan	1998	Gary P. Latham
1983	Edwin Fleishman	1999	Lowell Hellervik
1984	Mary L. Tenopyr	2000	Joseph L. Moses
1985	Delmar L. Landen	2001	David P. Campbell

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
2002	George C. Thornton III
2003	George P. Hollenbeck
2004	Frank Landy
2005	David A. Nadler & Frank W. Erwin
2006	Michael Beer
2007	W. Warner Burke

Distinguished Scientific Contributions Award

1983	William A. Owens
1984	Patricia C. Smith
1985	Marvin D. Dunnette
1986	Ernest J. McCormick
1987	Robert M. Guion
1988	Raymond A. Katzell
1989	Lyman W. Porter
1990	Edward J. Lawler III
1991	John P. Campbell
1992	J. Richard Hackman
1993	Edwin A. Locke
1994	Bernard M. Bass
1995	Frank Schmidt & John Hunter
1996	Fred Fiedler
1997	Charles L. Hulin
1998	Terence Mitchell & Victor H. Vroom
1999	Neal Schmitt
2000	Benjamin Schneider
2001	Daniel R. Ilgen
2002	Gary P. Latham & Robert D. Pritchard
2003	Walter C. Borman & Paul R. Sackett
2004	Kevin Murphy
2005	Robert G. Folger & Angelo DeNisi
2006	Jerald Greenberg
2007	Ruth Kanfer

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell
1990	Paul W. Thayer
1991	Mary L. Tenopyr
1992	Irwin L. Goldstein
1993	Robert M. Guion
1994	Ann Howard
1995	Milton D. Hakel
1996	Sheldon Zedeck
1997	Ronald Johnson
1998	Neal Schmitt
1999	Richard Klimoski & William Macey
2000	Paul Sackett
2001	James Farr
2002	Award not presented
2003	Award not presented
2004	Wayne Camara & Nancy Tippins
2005	P. Richard Jeanneret
2006	Janet Barnes-Farrell
2007	Laura K. Koppes

Distinguished Teaching Contributions Award

2004	Paul Muchinsky
2005	Marcus W. Dickson
2006	Roseanne J. Foti
2007	Charles L. Hulin

Distinguished Early Career Contributions Award*

1992	John R. Hollenbeck
1993	Raymond A. Noe
1994	Cheri Ostroff
1995	Timothy A. Judge
1996	Joseph Martocchio
1997	Stephen Gilliland
1998	Deniz S. Ones & Chockalingam Viswesvaran
1999	Richard DeShon
2000	Award not presented
2001	Daniel M. Cable & José Cortina
2002	Michele J. Gelfand
2003	David Chan
2004	Jeffrey LePine
2005	Jason A. Colquitt
2006	Filip Lievens
2007	Gilad Chen & Joyce Bono

*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, Kimberly A. Smith-Jentsch, Carol Paris
2002	Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, & Edwin A. Fleishman
2003	Award not presented
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. Dorfman, Vipin Gupta, Mary Sully de Luque
2006	Elizabeth Kolmstetter, Ann Quigley, Deborah Gebhardt, James Sharf, Todd Baker, & Joanna Lange
2007	David Baker, Eduardo Salas, Alexander Alonso, Rachel Day, Amy Holtzman, Laura Steighner, Catherine Porter, Heidi King, James Battles, & Paul Barach

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, & Nathan Podsakoff
2006	Ruth Kanfer & Philip Ackerman
2007	Joshua Sacco & Neil Schmitt

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 not presented
1989	Kathy Hanisch & Charles Hulin
1990	Award not presented
1991	Award not presented
1992	Julie Olson & Peter Carnevale
1993	Elizabeth Weldon & Karen Jehn
1994	Linda Simon & Thomas Lokar
1995	Award not presented
1996	Award not presented
1997	Kathy Hanisch, Charles Hulin, & Steven Seitz
1998	David Chan
1999	Award not presented
2000	Award not presented
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 not presented
1982	Kenneth Pearlman
1983	Michael Campion
1984	Jill Graham
1985	Loriann Roberson
1986	Award not presented
1990	Award not presented
1991	Rodney A. McCloy
1992	Elizabeth W. Morrison
1993	Deborah F. Crown
1994	Deniz S. Ones
1995	Chockalingam Viswesvaran
1996	Daniel Cable & Steffanie Wilk
1980	Marino S. Basadur
1997	Tammy Allen
1998	David W. Dorsey & Paul E. Tesluk
1999	Taly Dvir
2000	Steven E. Scullen
2001	Robert E. Ployhart
2002	Award not presented
2003	Mark G. Ehrhart
2004	John Hausknecht & Joshua Sacco

1987	Collette Frayne
1988	Sandra J. Wayne
1989	Leigh L. Thompson
2005	Lisa H. Nishii
2006	Remus Ilies
2007	J. Craig Wallace

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
2203	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, & Evan L. Weinberger
2007	Katherine Ely, Jordan M. Robbins, & Megan Noel Shaw

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 & Scott Morris
2005	Michael Woodward, Kenneth Randall, Bennett Price, & Andrea Saravia
2006	Aleksandra Luksyte

SIOP Gold Medal Award

2002	Lee Hakel

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

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

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

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer
1994	Cheri Ostroff
2005	Frederick Morgeson

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis
1999	Edwin A. Fleishman

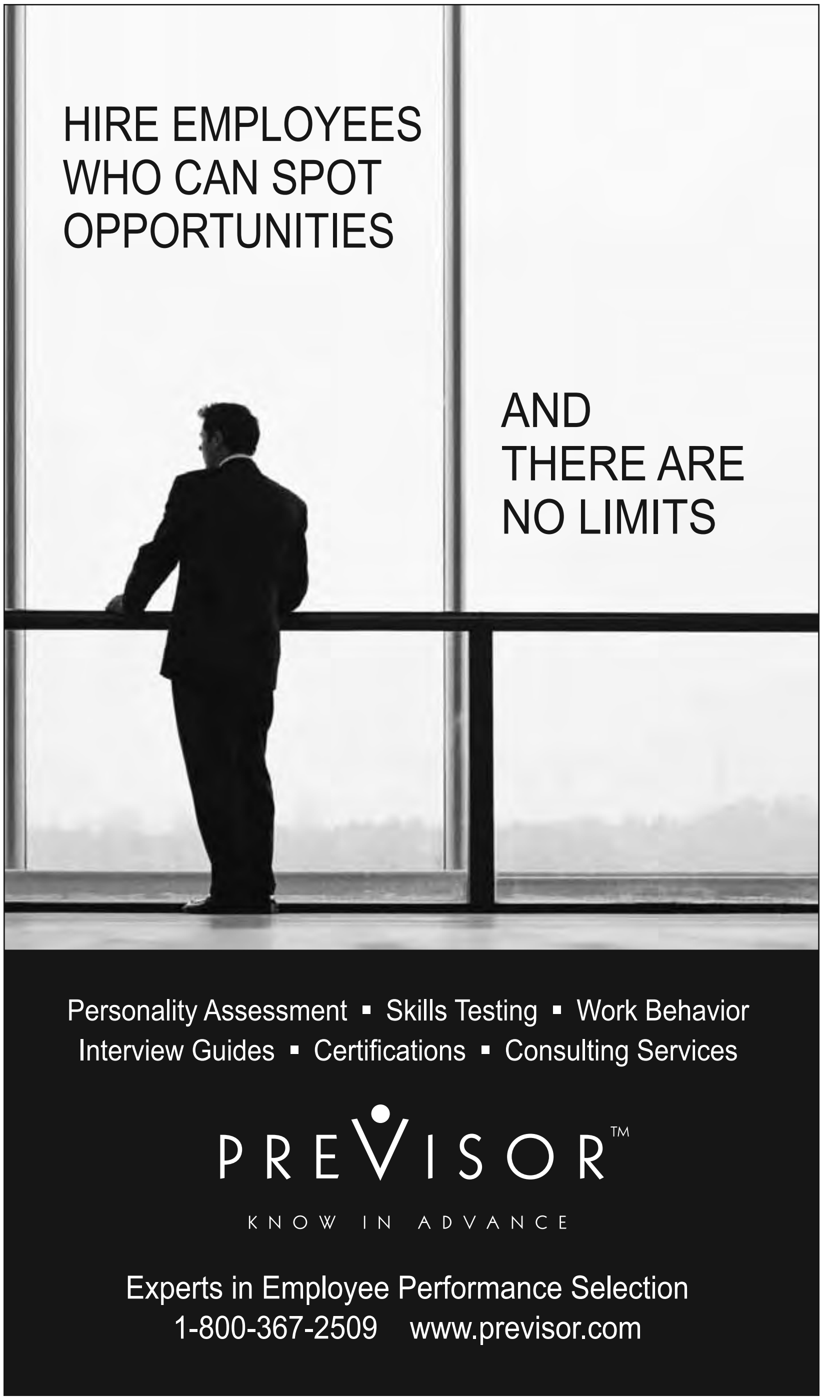
SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark
1988	Morris S. Viteles
1991	Douglas W. Bray
1993	John C. Flanagan
1994	Charles H. Lawshe
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
2007/2008	Frank L. Schmidt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Kirk Rogg

It is with great sadness that we report the death of Kirk Rogg. Kirk, age 42, died on Sunday, November 25, 2007, after a courageous battle with amyotrophic lateral sclerosis (ALS), often referred to as "Lou Gehrig's disease." During his final days in his Overland Park, KS home, Kirk was surrounded by his loving family. Kirk is survived by his wife Angie and three daughters.

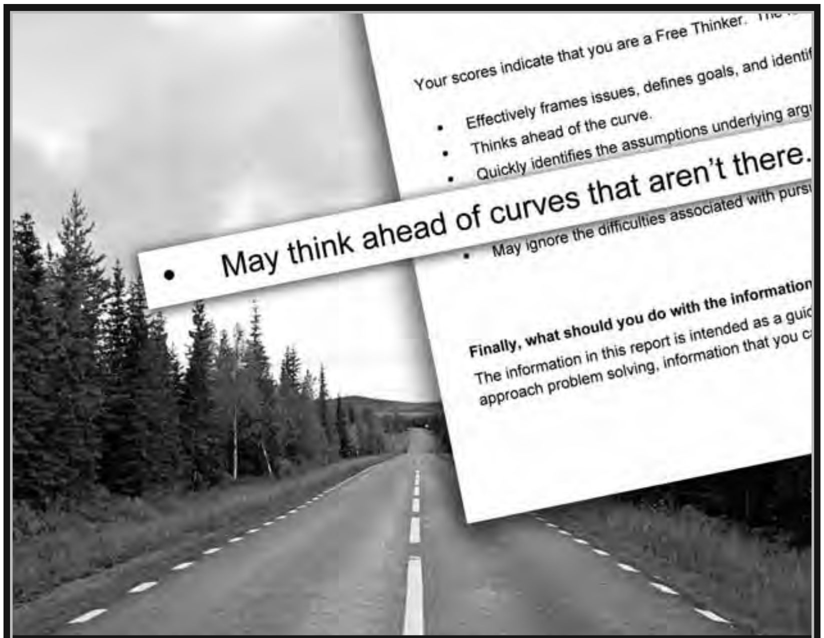
Kirk received his BS in 1987, MS in 1990, and PhD in industrial-organizational psychology in 1997 from Kansas State University where he continued to serve as a mentor, advisor, and friend throughout his professional career. At the time of his death, Kirk was a senior vice president at Aon Consulting where he worked with many *Fortune* 100 clients, including Dell, LOMA, Motorola, Sprint, McDonald's, Ford Motor Company, Sears, and Yum! Brands. Kirk implemented selection systems in more than 15 countries with well over 10 million candidates screened using programs he designed.

Kirk made a huge impact at Aon Consulting and was loved by his team. He provided them with strong growth opportunities and a supportive, high-performance work environment. Kirk served in numerous leadership positions at Aon and developed some of its most successful and innovative products and services, including an award-winning leadership assessment process. Kirk co-authored a leadership development book, *My Leadership Journey,* published by Aon. Kirk was a frequent speaker at many conferences including SIOP, APA, APS, Conference Board, and Linkage. His innovative work in talent management was featured in U.S., European, and Asian editions of the *Wall Street Journal,* and he has been published in journals such as the *Journal of Management, Organizational Behavior & Human Performance,* and *Educational & Psychological Measurement*.

Through his illness, Kirk and his family found a way to provide help to those in need for years to come through the Nehemiah Project Foundation Fund (www.nehemiahprojectkc.com). The Nehemiah Project promotes leadership, networking, collaboration, and services that are necessary for nonprofit organizations to be effective.

Kirk will be deeply missed by his family, friends, church, and the professional community he so loved. All of us who were touched by Kirk will miss his intellect, friendship, and insightful counsel.

Editor's Note: We gratefully acknowledge Amy Mills and Ron Downey for their assistance in preparing this obituary.



Your scores indicate that you are a Free Thinker.

- Effectively frames issues, defines goals, and identif
- Thinks ahead of the curve.
- Quickly identifies the assumptions underlying arg
- May think ahead of curves that aren't there.
- May ignore the difficulties associated with pursu

Finally, what should you do with the information

The information in this report is intended as a guid approach problem solving, information that you c

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SIOP MEMBERS IN THE NEWS

Clif Boutelle

The news media have found SIOP members to be rich sources of information for their stories about workplace-related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site (www.siop.org). There are more than 100 different workplace topics with more than 1,500 SIOP members who can serve as resources to the news media.

SIOP members who are willing to talk with reporters about their research interests are encouraged to list themselves in Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

It is suggested that listed SIOP members periodically check and update their information, if needed.

Every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology. It is often a slow process, but more and more reporters are learning about I-O and how SIOP members can contribute to their stories.

Following are some of the press mentions that have occurred in the past several months:

Tattoos and body piercings are not recommended attire in the workplace, according to research conducted by **Brian Miller** at Texas State University and Jack Eure and Kay Nichols. Their findings appeared in a February 7 *Washington Times* story and Reuters news service. “Body art can lead to stereotyping, stigmatization and prejudices in the workplace.” They surveyed 150 people, some with body art, some not, and the vast majority was put off by body art. Miller’s suggestion? “It’s wise to conceal body art when at work.”

A January 27 *Crain’s Cleveland Business* story on assessments designed for candidates for senior leadership roles quoted both **Jim Thomas** of Development Dimensions International and **Seymour Adler** of Aon Consulting. The use of such assessments is exploding, and as it becomes harder to find good employees, companies are spending more time training the ones they have and testing the people they are thinking of hiring. Thomas said that someone who does well in an assessment has about an 80% chance of doing well in similar settings in the business world. Adler noted that a growing number of businesses want leaders who are coaches and can nurture their employees, and assessments are a reliable way of determining those characteristics.

A survey about job interview questions conducted by Development Dimensions International and Monster.com was featured in a January 27 *MarketWatch* story and included comments by **Scott Erker** of DDI. The survey found that asking inappropriate questions during job interviews is “more prevalent than we think," Erker said. He added interviewers need to be prepared to ask appropriate questions and not "fall into the trap of trying to be familiar and build rapport when in fact they need to be a little more professional" when talking with prospective employees. Erker also discussed this topic on the November 5th edition of Fox Business Network's *Money for Breakfast*.

PowerPoint presentations are a popular presentation tool, but the information they offer is not always remembered, says a January 25 *Newsday* story. **Ben Dattner** of Dattner Communications in New York City agreed. He said that it is often the presenters or teachers with real-world experiences who make the greatest impression on the audience. He also teaches at New York University and says that students recall very little PowerPoint content—about 5%—but "students generally remember about half of the stories or anecdotes in a presentation."

Scott Highhouse of Bowling Green State University contributed to a January 21 *Washington Post* story on how voters make the choice for one political candidate from a field of several. It's called the "attraction effect" and explains how candidates' views on certain issues can shift the balance toward one candidate.

The January issue of *HR Executive* included an article about the use of online surveys to measure employee satisfaction and enhance employee engagement. **Allen Kraut** of Baruch College was one of the contributors. "The advantages of electronic surveys are enormous, in terms of time and cost savings," he said. They can also be tailored to a specific department and benchmarked both within and outside the company.

Ryan Zimmerman of Texas A&M University conducted a meta-analytic study on employee turnover that was featured in a December 31 Copley News Service story that appeared in several newspapers across the country. By closely looking at individual characteristics of prospective employees, "there is proven research that shows certain people are more likely to be habitual quitters, where others will tend to stay at a job no matter what."

A December 12 Reuters article about the use of personality tests focused on a *Personnel Psychology* article suggesting that employers reconsider the use of personality tests when hiring employees. **Fred Morgeson** of Michigan State University, one of the authors, said that these tests have the potential for faked answers. The story also appeared in the December 13 *Management Issues.*

In the December issue of *HR Executive*, **Dave Arnold** of Wonderlic Inc. responded to a previous story about employee screening. He took issue with a statement saying that "most" personality tests were not designed as pre-employment tools. He noted that in reality the vast majority is designed for employment purposes. Also, he said personality test critics often use Myers-Briggs Type Indicator (MBTI) and Minnesota Multiphasic Personality Inventory as examples. Their criticism is misguided said Arnold, pointing out that although these two tests are well-known personality instruments, most employers do use them to predict things like dependability, customer service skills, counterproductivity, and turnover. The MBTI, for example, was not developed as a hiring tool that predicts job performance, he added.

A story on telecommuting distributed to newspapers around the country on November 24 by Reuters News Service featured research by **Timothy Golden** of Rensselaer Polytechnic Institute. It may be good for the telecommuting employee but those who stay in the office are more likely to be dissatisfied with their job, he said. His study suggests that a telecommuter's coworkers tend to find the workplace less enjoyable and have fewer emotional ties to their fellow employees.

Insensitive women bosses are judged to be worse leaders than men who exhibit the same qualities was the conclusion of a study done by **Kristin Byron** of Syracuse University. Her findings were published in the *Journal of Occupational and Organizational Psychology*, as well as media outlets including the November 28 *Syracuse Post Standard* and *Management Issues*. She set out to discover whether being good at spotting emotions meant managers had more satisfied workers. She found that female managers who could not read unspoken emotions, such as facial expressions, posture, and tone of voice, were seen as less caring and thus received lower ratings of satisfaction from their staff. But men in similar positions who were unable to spot emotions were not viewed in the same negative light.

Stanley Gully of Rutgers University was included in a November 24 *New York Times* article about different ways of thinking about mistakes one makes. "In most personal and business contexts, if you avoid the error, you avoid the learning process," he said. His research has looked at ways of training people to do complex tasks and in some cases encouraging them to make mistakes so they can learn to avoid them later. Nobody wants a worker who keeps making the same mistake and "if we fail and don't learn from it, it is not an intelligent failure."

When people are often late to meetings it is frustrating to those who are there on time. One late person can throw off the schedules of co-workers, was the focus of a November 13 *Wall Street Journal* column. One of the sources was **Piers Steel** of the University of Calgary who noted that past research suggested that lateness had its roots in psychological issues of avoidance and anxiety. But recent research shows that late people also show up late to events they want to attend. There's not one comprehensive theory about why people are habitually late, but one primary cause is that late people "can't get motivated well before their deadlines," he said.

Belle Rose Ragins of the University of Wisconsin-Milwaukee was quoted in a November 13 *Milwaukee Journal Sentinel* story about high-achieving women. When the accounting firm Deloitte & Touche USA's Sharon Allen, the company's chairman, made an appearance in Milwaukee, Ragins said having a powerful businesswoman speak to groups can serve as a model and inspiration to women seeking to reach the upper echelons of the business world.

Mitchell Marks of San Francisco State University was quoted in a November 12 *Wall Street Journal* column about the potential problems that can occur when sales forces of competing companies merge. He noted that most corporate mergers involve rivals and "close to 75% of mergers fail to achieve their financial or strategic objective."

A November 12 *Chicago Tribune RedEye* edition story on multitasking in the workplace included comments by **Alice Stuhlmacher** of DePaul University. Interruptions at work via nonessential e-mailing, Internet surfing, and instant messaging can be distracting to the work that needs to be done. It can also affect relationships, said Stuhlmacher. When people text message while with others it signals that they are not as important as the text message. "People know when you are not giving them your attention," she said.

Employee turnover can be costly, perhaps as much as 1.5 times the departing worker's salary, and one of the keys for retaining employees is an effective manager, **Jack Wiley** of the Kenexa Research Institute said in a November 6 *MarketWatch* story and the November 11 *Wall Street Journal*. "A lot of it has to do with treating employees with dignity and respect. I don't know that that can be overestimated in terms of impact and value," he said. In the same story **Ann Howard** of Development Dimensions International cited a DDI study on worker retention in China, where keeping employees is a major problem. Despite the huge population, China "doesn't have nearly the kind of education system we have and they don't have the kind of talent in great supply that works well with multinational companies," she said. "There's a lot of poaching going on and employees are not staying very long at jobs," she added.

The October/December issue of *Staffing* included an article on how interviewers can determine whether interviewees are not being truthful, which quoted **Brian Cawley** of CorVitus in Colorado Springs and **Jeffrey Daum** of Competency Management Inc. in Las Vegas. Cawley said that effective interviewers should probe candidates to be as detailed as possible and not accept vague answers. It's more difficult to fake answers when asked three or four follow-up questions, he said. Daum suggested watching for nonverbal cues. Focus on nonverbals while the candidate is thinking responses. Watch for posture changes, especially after a question in which it seems that the candidate has not been completely candid, he said.

Constant pressure to increase efficiency and boost profitability is redefining the nature of work for millions of Americans. But far from improving performance, corporate America is in danger of creating a demoralized, disengaged and far less productive workers. That is the thesis of a research article published in the fall issue of *Journal of Applied Psychology* by **Stephen Humphrey** of Florida State University, Fred Morgeson and **Jennifer Nahrgang** of Michigan State University. They analyzed more than 40 years of research regarding the effect of work design on employee attitudes and productivity. What they found was that simplifying tasks generally led to lower performance ratings and decreased worker satisfaction. Their findings were run in a story by Gannett news service that appeared in several newspapers throughout the country.

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

Send copies of the article to SIOP at siop@siop.org, fax to 419-352-2645, or mail to SIOP at 440 E. Poe Rd., Suite 101, Bowling Green, OH 43402.

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Awards & Recognition

William C. Byham received the 2007 Honorary Degree, Doctor of Social Sciences from Purdue University.

Karin A. Orvis received the 2007 American Society for Training and Development (ASTD) dissertation award for her dissertation entitled, “Supervisory Performance Feedback as a Catalyst for High Quality Employee Self-Development.”

Eduardo Salas is the recipient of the Human Factors and Ergonomics Society’s 2007 Best Ergonomics in Design article for, “A Checklist for Crew Resource Management Training,” published in collaboration with Katherine Wilson, **C. Shawn Burke**, Dennis C. Wightman, and William R. Howse. In addition, Salas received the Human Factors and Ergonomics Society’s 2007 Jack A. Kraft innovator award.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Jared D. Lock has been named president of Carr and Associates, based in Overland Park, Kansas. Lock will lead efforts to combine objective/unbiased assessment recommendations with client-specific customized output. Previously, Lock was with Hogan Assessment Systems.

HumRRO announces the appointment of **Bill Strickland** as president. Previously, Strickland was vice president. Lauress Wise will step down as HumRRO president and move to a new position as principal scientist in HumRRO’s Monterey California office. **Deirdre Knapp** and **Suzanne Tsacoumis** will join **Bev Dugan** as vice presidents, directing HumRRO’s research divisions; **Cheryl Paullin** will replace Knapp as manager of the Assessment Research and Analysis Program.

SHL announces the appointment of **Hennie J. Kriek**, as president, SHL Americas. Kriek was most recently managing director of SHL South Africa.

Kenexa announces that **John McKee** has joined the assessment practice in the Dallas office.

Development Dimensions International (DDI) hired **Paul Boatman** as a consultant; Boatman will provide training and deliver new technologies and solutions to DDI clients.

Aon Consulting announces two new hires. **Lycia Carter** joins as senior project manager for federal and law enforcement clients. **Tara McClure** joins as associate consultant.

BEST OF LUCK!

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

SIOP Conference Theme Tracks:

Thursday, April 10
Individual-Organizational Health

Six unique sessions with the focus on cutting-edge research and practice aimed at optimizing well-being for organizations and employees *(no CE credit)*

Saturday, April 12
Preparing For the Future: A Critical and Constructive Look at I-O Education

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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 25, 2008.

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WELCOME!

CONFERENCES & MEETINGS

David Pollack
Sodexho, Inc.

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

2008

April 10–12	Annual Conference of the Society for Industrial and Organizational Psychology. San Francisco, CA. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
May 11–16	38th Annual Information Exchange on “What is New in Organization Development and Human Resource Development.” Fairhope, AL. Contact: www.odinstitute.org.
May 22–25	Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
June 1–4	Annual Conference of the American Society for Training and Development. San Diego, CA. Contact: ASTD, (703) 683-8100 or www.astd.org.
June 8–11	Annual Conference of the International Public Management Association Assessment Council. Oakland, CA. Contact: IPMA, www.ipmaac.org.
June 8–14	28th O.D. World Congress. Sardinia, Italy. Contact: www.odinstitute.org.
June 12–14	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia. Contact: www.ssc.uwo.ca/psychology/csiop/conferences.html.
June 22–25	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).
Aug 2–7	Annual Convention of the American Statistical Association. Denver, CO. Contact: ASA, www.amstat.org (CE credit offered).

Aug 8–13	Annual Meeting of the Academy of Management. Anaheim, CA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Aug 14–17	Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
August 14–17	Biennial Conference of the International Society for Justice Research. Adelaide, Australia. Contact: www.isjr.org/2008.
Sept 22–24	2008 International Congress on Assessment Center Methods. Washington, DC. Contact: www.assessmentcenters.org.
Sept 22–26	Annual Conference of the Human Factors and Ergonomics Society. New York, NY. Contact: The Human Factors and Ergonomics Society, www.hfes.org (CE credit offered).
Sept 29–Oct 3	Annual Conference of the International Military Testing Association. Amsterdam, Netherlands. Contact: www.internationalmta.org.
Oct 17–18	SIOP Fall Consortium. Cincinnati, OH. Contact: SIOP, www.siop.org (CE credit offered).
Nov 3–8	Annual Conference of the American Evaluation Association. Denver, CO. Contact: AEA, (888) 232-2275 or www.eval.org.

2009

Feb. 4–7	Annual Conference of the Society of Psychologists in Management (SPIM). San Diego, CA. Contact: www.spim.org (CE credit offered).
March 21–24	Annual Conference of the American Society for Public Administration. Miami, FL. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
April 13–17	Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
April 13–15	Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (608) 443-2487 or www.ncme.org.

APA CEMA Seeks Two New Members

The Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin 3-year terms on January 1, 2009. The committee functions as a catalyst for action on ethnic-minority issues and concerns by interacting with and making recommendations to the various components of APA's governing structure, membership, and other groups. Committee members plan, develop, and coordinate activities related to advocacy and promoting an understanding of the cultures and psychological well-being of ethnic-minority populations, monitoring and assessing institutional barriers to equal access to psychological services and research, and ensuring equitable ethnic/racial representation in the psychology profession. To fulfill its mandate for ethnic representation and its commitment to gender equity, the two vacant slates are for an African-American male and a Latino male psychologist. CEMA also welcomes nominations from candidates who possess knowledge and expertise of other diverse populations (such as, disability, early career, national origin, sexual orientation, etc.).

CEMA members must participate in no less than two committee meetings a year. No more than two meetings will be convened at APA headquarters in Washington, DC. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members attend the APA Annual Convention at their own expense to participate in CEMA convention programming. Nomination materials should include the nominee's qualifications (including a statement of relevant experience), a curriculum vita and a letter of interest. Self-nominations are encouraged. Nominations and supporting materials should be sent no later than **September 5** to the APA Office of Ethnic Minority Affairs at the APA address.

FCAP Conference, June 26-27 2008, Fordham University, Bronx, New York, USA

The Fordham Council on Applied Psychometrics (FCAP) Conference will focus on defining psychometrics and its applications, the lack of adequate training, and the need for expertise. There will be a mixture of paper and poster sessions that aim to expose the many facets of psychometrics and its applications. Keynote speakers include Paul Holland, PhD (ETS, retired) and David Rindskopf, PhD (CUNY), and invited speakers include Charles Lewis, PhD (Fordham/ETS) and Michael Edwards, PhD (Ohio State University). The conference will be preceded by a day of technical workshops on R, SAS, and Winbugs. For more information and to register in advance for the conference and workshops please visit **www.fordham.edu/fcap/conference.**

Positive Organizational Scholarship

Deadline for Submission: **October 1, 2008**

Guest co-Editor: E. Kevin Kelloway; Email: Kevin.kelloway@smu.ca

Department of Management, Sobey School of Business, Saint Mary's University, Halifax, NS, B3H 3C3

The Canadian Journal of Administrative Sciences is pleased to announce a special issue on positive organizational scholarship. Although not ignoring the substantial methodological challenges inherent to the field (e.g., Nelson & Cooper, 2007), the aim of the special issue is to examine the impact of adopting a positive lens on organizations and organizational behaviour. Articles on a diverse array of topics are invited. Examples of such topics would include but are not limited to organizational perspectives on :

- Psychological capital and its constituent elements (Hope, Optimism, Resiliency, and Self-Efficacy)
- Gratitude and forgiveness
- Positive relationships in the workplace
- Moral and Ethical behavior
- Empathy, altruism, and compassion
- Character strengths and virtues
- Creativity
- Well-being
- "Flow"

Consideration will be given to both theoretical and empirical papers for this special issue and is not restricted to Canadian content or data. The format of papers should not exceed 40 pages including references, tables, and figures. Shorter research notes will be also be considered for this special issue. All papers should conform to American Psychological Association (APA format) guidelines.

Please e-mail submissions to **cjas@mcmaster.ca** to the attention of the guest editor and indicate in the subject heading that the submission is intended for the special issue on positive organizational scholarship.

Nelson, D. & Cooper, C.L. (2007). *Positive organizational behavior.* Thousand Oaks,CA: SAGE Publications.

CJAS is celebrating its 25th anniversary in 2008, is an ISI listed journal (search ISSN - 0825-0383), and is published by Wiley-Blackwell. Papers accepted for publication will be accessible electronically from the Wiley-InterScience Platform, as well as appear in the hard print of the journal.

Request For Proposals—Get Your Research Published, and Win Cash!

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- How learning and training can be assessed effectively

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For a full list of topic areas or to download the entry form and brochure with the competition requirements, visit www.cognisco.com or join our Get Published discussion group on Facebook.

Competition Closes: May 31, 2008

Winners Announced: June 9, 2008

Grand Prize Winner Announced: July 30, 2008

Cash Prize: $1,500 to ten first prize winners; an additional $3,000 to the person who has the highest number of downloads.

Contact: Stephanie Rubino/Liz Swenton, (617) 475-1574/(617) 475-1572, cognisco@marchpr.com

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Special Issue: Call for Papers
Counterproductive Behaviors in Organizations

The journal, *Human Resource Management Review*, will devote an issue to expanding our knowledge of what have been variously referred to as “counterproductive work behaviors, “workplace deviance,” and even “bad behaviors.” Although many behaviors have been included under these rubrics, including withdrawal and theft, other counterproductive behaviors, such as sexual harassment and computer abuse, have been left out. The purpose of this issue is to develop a more inclusive construct for guiding theory and research on counterproductive behaviors in organizations (or CBOs). This more inclusive construct will allow us to more fully understand the role of such behaviors in terms of:

- Task as well as social functions of organizations
- Multiple levels (i.e., micro, macro, and meso) of theory, research, and analysis
- Antecedents (such as fairness and justice issues) as well as consequences (whistleblowing)
- The relationship between organizational citizenship behaviors (a more well-established meta-construct concerning productive behaviors in organizations) and CBOs
- Underlying characteristics, such as the role of power in organizations

If you have ideas for a paper for this issue, please contact the special issue editor: Paula M. Popovich, PhD, Associate Professor of Industrial-Organizational Psychology, Department of Psychology, Porter Hall, Ohio University, Athens, OH 45701. Telephone/voice mail: 740-593-1072; E-mail: popovich@ohio.edu.

Call for Papers for a Special Issue of the *Journal of Managerial Psychology*: Employment Discrimination against Immigrants

Guest Editor:
Joerg Dietz, University of Western Ontario

In many countries, immigrants make up a sizeable proportion of the population. For example, in Australia, foreign born people made up 23.4% of the population in 2005, 22% in Switzerland, 19.5% in New Zealand, 19.3% in Canada, 12.5% in Austria and Germany, and 12.3% in the United States. Due to an aging demographic structure and shortages of skilled workers, Western nations “need to mobilize all available human resources” (OECD, 2004, p. 68), including immigrants, for maintaining their global competitiveness.

Psychological research on the treatment of immigrants in the workplace is sparse. To fill this gap, this special issue of the *Journal of Managerial Psychology* seeks conceptual papers, empirical papers, and critical commentaries that include, but are not limited to, the following topics:

- Factors that influence the recruitment and selection of immigrant applicants, including the evaluation of immigrants' credentials and skills
- Antecedents and outcomes of the experiences and the treatment of immigrants in the workplace
- Joint and interactive effects of immigrant status and other demographic criteria (e.g., ethnicity, sex, and religion) on organizational outcomes
- Cultural diversity and organizational effectiveness
- Factors that influence the retention of immigrant employees
- Evaluation of practices for the integration of immigrants at work
- Cross-cultural perspectives on the treatment of immigrant employees

Submission requirements: Submissions should be between 3,000 and 6,000 words. The deadline for submissions is **July 31, 2008.** Submissions are requested by e-mail attachment to **Kay Sutcliffe, JMP Editorial Administrator at ksutcliffe@emeraldinsight.com.**

References

OECD (2004). *Trends in international migration* (2004). Annual report, Organization for Economic Cooperation and Development.

Human Resource Management
Special Issue Call for Papers:
Human Resource Management and the Supply Chain

The goal of this special issue is to examine ways in which human resource management relates to supply chain functioning. Papers may examine the application of current HRM theories and practices within firms as they manage their supply chains or the use of HRM activities across firms in a supply chain. We welcome theoretical and empirical submissions, as well as studies utilizing a variety of qualitative and/or quantitative methodologies. Both conventional and critical perspectives on the intersection of HRM and supply chain management are encouraged. Finally, we encourage joint submissions from HR scholars working with researchers in operations management and other supply-chain-related disciplines to maximize cross-functional insights on this topic.

Research topics appropriate for this special issue include:

- Using strategic HRM to support supply chain activities
- Change management and the supply chain
- Selection and retention of supply chain management professionals
- Effects of organizational culture on supply chain collaboration

- Cross-cultural and diversity challenges in the supply chain
- The training and development of supply chain professionals
- The use of incentive pay in the supply chain
- Health and safety issues in the supply chain
- Management of co-located employees from multiple organizations
- Outsourcing as a staffing strategy in supply chains

Researchers are encouraged to contribute papers on these topics as well as other topics consistent with the special issue theme. Papers must address implications for the practice of HRM. A complete description of the special issue and requirements for submission is available on the SIOP Web site.

The deadline for submitting papers is **November 30, 2008.** Questions about content and ideas should be directed to special issue co-editor Dr. Sandra Fisher, Clarkson University, sfisher@clarkson.edu or 315-268-6430.

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ALIGNMARK, a Central Florida-based I-O consulting firm with a 30-year history, seeks to expand its consulting staff of **PROJECT DIRECTORS** and **SENIOR CONSULTANTS**. Successful candidates will have (a) advanced degrees in industrial-organizational psychology; (b) significant experience consulting with clients on diverse and large-scale OD initiatives, with special emphasis on assessment, hiring, and promotional processes; (c) experience managing large-scale projects; (d) solid SPSS and quantitative analysis skills; and (e) experience in design and creation of materials to support OD-related consulting engagements (assessments, surveys, interviews, etc.). Preference given to local candidates. E-mail letter of interest, resumé, and expected salary range to **AlignMarkJobs@AlignMark.com.**

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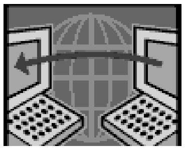
For further information, visit our Web site www.cognisco.com or contact Andrew Davidson:(+44) 1234 757520, production@cognisco.com.

Cognisco is conducting interviews at the SIOP annual conference, April 10–12. **Visit us at our booth or the Job Placement Center onsite, or submit your resumé here: www.siop.org/Placement.**



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Information for Contributors

Please read carefully before sending a submission.

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

Preparation and Submission of Manuscripts, Articles, and News Items

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

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

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

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

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

Review and Selection

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

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TIP

The Industrial-Organizational Psychologist

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