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*Comments by Tom Ramsay*

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# TIP

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## *A Message From Your President*



### News From Lake Wobegon

Leætta Hough

It has been a very busy time in Lake Wobegon, where “all the women are strong, all the men are good looking and all the children are above average.” Indeed, I needed to be strong. I have been incredibly busy trying to keep up with the great work of our leaders—the talented Executive Committee, our dedicated SIOP members, and our superb Administrative Office. I haven’t even had time to make Jell-O® for the potluck dinner held in the basement of our church, Our Lady of Perpetual Responsibility. Here is what has kept me so very busy.

#### A Vision for the Future of SIOP

“Where there is no vision, the people perish.” Not to worry; we have a vision. We know where we are going.

The September 2005 strategic planning meeting has fundamentally changed SIOP governance and its focus. This, my last column as president of SIOP, describes the vision, values, and goals of SIOP that the Executive Committee has wholeheartedly adopted and embraced.

**SIOP Vision: To be recognized as the premier professional group committed to advancing the science and practice of the psychology of work.**

#### Core Values:

- Excellence in education, research, and practice of I-O psychology
- Intellectual integrity and the scientific method
- Maintaining a professional, collegial, and inclusive community through member involvement
- The importance of psychology to the world of work
- Improving the effectiveness of organizations and the well being of individuals in the work force
- The highest ethical standards in research, education, and practice

**SIOP Goals:** SIOP will become the...

**1. Visible and trusted authority on work-related psychology.** This includes:

- Greater outreach to the broader field of psychology and related disciplines and organizations (including organizations outside the United States), policy makers, the public, and the media.
- Heightened awareness within lay, business, scientific, and government communities of the role and value of I-O psychology in improving productivity and well-being in the workplace.

*Some Recent Accomplishments:*

- The KARE (Katrina Aid and Relief Effort) committee developed a superb and innovative proposal for the APA conference, so unusual APA initially did not know what to do with it. It has required APA Executive Management Group involvement, but we finally have APA support. **Vicki Vandaveer**, the author of the proposal, is leading the KARE volunteers in organizing a MASH-like effort to provide assistance to Katrina victims in the New Orleans area during the APA convention in August 2006. Please learn more about this remarkable effort on the SIOP Web site and join KARE in helping Katrina victims.
- I was invited and did join the FABBS (Foundation for the Advancement of Behavioral and Brain Sciences) board. Its mission is to (a) educate the public about the contributions of psychology to the well being of individuals and society; (b) educate Congressional staff and others in the federal government about our science; and (c) facilitate productive dialogue between scientists and relevant stakeholders in the public and private sectors. I volunteered for a book project, the development of a “companion” book to accompany introductory psychology books, and have persuaded the other members of the board to devote one or more chapters to I-O contributions. I also volunteered for the Museum and Science Café project.
- The Awards Committee, chaired by **Joyce Bono**, established an External Awards Subcommittee, chaired by **Annette Towler**. Their mission is to increase SIOP’s visibility through promotion and nomination of SIOP members for APA, APS, and APF (American Psychology Foundation) awards.
- The Executive Committee approved use of the SIOP logo and some SIOP intellectual property, with proper acknowledgement, in the *Encyclopedia of I-O Psychology*, edited by **Steven Rogelberg**.
- Dave Nershi (SIOP Executive Director), the Administrative Office (i.e., Larry Nader, Ahmad Awad, and Lori Peake), **James Beaty** (chair of the Electronic Communication Committee), the Visibility Committee (i.e., **Paul Mastrangelo** and **Chris Rotolo**), and the Executive Committee (i.e., **José Cortina**) have made significant progress on a complete overhaul of our Web site. The new site is scheduled to debut this month.
- While attending SIOP’s Leading Edge Consortium last October, George Watts, host of a new Chicago-area radio program, asked me to provide him with names of SIOP members, potential guests on his program. I gave him names of 40–50 of you.



As I write this, **Gary Latham** has already been a guest on the “The Business Doctor.” Be prepared; George may contact you!

- *The Journal of Applied Psychology, Personnel Psychology, Human Performance, and International Journal of Selection and Assessment* now require authors to submit a “media summary” that explains in lay language the purpose, findings, and meaning of their study. Thank you, **Shelly Zedeck, Ann Marie Ryan, Jim Farr, Wally Borman, Deniz Ones, and Jesús Salgado**. This was one of many ideas from the APA Science Leadership Conference that Shelly, Ann Marie, and I attended in December.
- Rhea Farberman, executive editor of the *APA Monitor*, provided media training to the Executive Committee prior to our January meeting in Washington, DC. It was excellent.
- Rhea will provide the same training to interested SIOP members at our spring conference in Dallas. Please take advantage of this training. It is a valuable skill.

## 2. Advocate and champion of I-O psychology to policy makers. This includes:

- Increased efforts to obtain federal funding for I-O research.
- Increased efforts to monitor and influence policy and legislation affecting human behavior at work.
- Heightened awareness among top managers in business about the value of I-O psychology and I-O professionals.

### *Some Recent Accomplishments:*

- We gained a fifth seat on the APA Council of Representatives, an important arena in which we can advocate for an I-O perspective. We are one of two APA divisions growing in number and influence. Thank you!
- We have been vigorously promoting the I-O perspective in several licensure issues. We contacted several APA officials and APA committee and task force members regarding proposed changes in APA licensure policies. Our APA Council Representatives, **Bill Macey, Bob Dipboye, Deirdre Knapp, Ed Salas, and Janet Barnes-Farrell**, have been actively educating our clinical colleagues of the different perspective of nonhealthcare providers. We have communicated with the California Board of Psychology and initiated a letter-writing campaign to inform them of the harsh impact their proposed changes will have on nonhealthcare providers in that state. **Judy Blanton** has been very active!
- The Executive Committee voted to join the Federation of Behavioral, Psychological, and Cognitive Sciences on a trial

basis for 1 year. Its mission focuses on (a) advocating and lobbying with legislative and regulatory bodies for Federation members; (b) fostering effective interactions between public and private funding agencies and Federation members; (c) linking expert resources (Federation members) with Congressional staffers and agency officials to educate and thereby influence legislation and policy; and (d) to create channels of communication with the media, the general public, educational groups, and other scientific groups. We expect our participation will result in greater awareness of I-O issues by various federal constituencies and increased visibility among our colleagues, many of whom are unaware of the science of I-O psychology.

- APA provided advocacy training for the Executive Committee at our January meeting.
- APA is providing advocacy training for SIOP members at the conference in Dallas. Deirdre Knapp, along with Eduardo Salas, are working with APA staffers to tailor the training for SIOP members.

### **3. Organization of choice of I-O professionals.** This includes:

- Increased enjoyment and satisfaction of members.
- More members in all categories, including regular, Student, International, Affiliate, and Associate Members.
- Higher annual retention rate.
- Increased support for SIOP members in their efforts to study, apply, and teach the principles, findings, and methods of I-O psychology.

#### *Some Recent Accomplishments:*

- The Executive Committee voted to have its governance activities open and transparent to all SIOP members. Executive Committee minutes, committee reports, cluster reports, and presidential reports are now on the SIOP Web site where all members can access them.
- The Executive Committee has proposed a bylaw change to the membership that would eliminate one of the many barriers our international colleagues face when they want to be a member of SIOP, namely they must belong to either APA, APS, or the Canadian Psychological Association (CPA) to be considered for membership in SIOP. The proposed bylaw change adds the European Association of Work and Organizational Psychology (EAWOP) as a qualifying membership organization for prospective SIOP members and updates the bylaws language concerning CPA. Please vote “yes” during the plenary session when the bylaw changes are presented for your vote.

- **Wendy Becker** initiated a Junior Faculty Workshop; its inauguration is May 4th, the day before our spring conference. It is a forum for discussing topics of mutual interest to junior faculty, especially those related to the tenure process and starting and maintaining an independent stream of research.
- The Administrative Office has put the SIOP directory of members online. It is fully operational and accessible to members. Try it; it works very well.
- The International Committee, at the time chaired by **Sharon Arad**, initiated an International Café for the spring conference. It is a 1-hour welcome forum for international members, developed in response to our international members expressed desire to have more opportunities to network informally in small groups with U.S. and other international members. It is scheduled May 5 prior to the plenary session.

#### **4. Model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas.**

- Increased collaboration and dialogue between academics and practitioners where science informs practice and practice informs science.
- Increased collaboration and exchange of ideas with non-North American I-O professionals.
- Decreased perception of fissure between academics and practitioners.
- Clear and rigorous means of evaluating the quality of graduate training programs.
- Clear and rigorous standards for practice.

##### *Some Recent Accomplishments:*

- SIOP’s first Leading Edge Consortium, “Leadership at the Top: Selection, Globalization, and Ethics of Executive Talent” was held in October 2005 and heralded as highly successful. Look for the “Leading Edge and Beyond” mini-track at the spring conference in Dallas.

**Fritz Drasgow**, SIOP Past President and General Chair of this year’s Leading Edge Consortium, along with **Cindy McCauley** and **Ben Dowell**, Science and Practice Chairs respectively, are well along in their planning for this year’s Consortium—“Talent Attraction, Development, and Retention: The Leading Edge”—scheduled October 27–28 at the Park Hotel in Charlotte, NC.

The mission of the Leading Edge Consortiums is to “bring leading-edge scientists and practitioners together in the quest for better individual and organizational outcomes.” The consortiums are relevant to three of our four goals—increased

visibility, increased membership and member satisfaction, and science–practice integration.

- The Executive Committee endorsed the creation of a SIOP journal in September 2005. We developed selection factors for the position of founding editor, solicited applications, evaluated the applicant statements, vita, and letters of recommendation, and named **Paul Sackett** founding editor of SIOP's new journal, tentatively titled *INTERACTION: An Exchange of Perspectives on the Science and Practice of I-O Psychology*. The mission of the new journal is to advance our science and practice and strengthen the interaction between science and practice. As one SIOP member said "If this journal were to ONLY: '(a) increase communication between scientist and practitioner communities'...it would be a huge benefit to the field. Great step forward, and thanks."
- Nik Chmiel, president of EAWOP, and I have been communicating about the desirability of strengthening the relationship between our two organizations. Nik will address SIOP members at the plenary session May 5 in Dallas.
- I met with SIOPSA (SIOP South Africa) chair, Aletta Oden-dall, at our conference last year in Los Angeles at which time Aletta expressed interest in strengthening the relationship between SIOP and SIOPSA. Recently, they invited me to be a keynote speaker at their June 2006 conference in Pretoria. Unfortunately, I have another speaking engagement at the same time as their conference. **Lois Tetric** has graciously volunteered to represent SIOP.

Society members and the Administrative Office accomplish many noteworthy activities on a routine basis, and other columns in this issue of *TIP* describe many activities SIOP and its members are vigorously undertaking and accomplishing. Virtually all of these activities relate to one or more of our strategic objectives. **Adrienne Colella**, Member-at-Large, and I are developing a complete list of the programs and activities, organized according to our strategic goals, that we as a Society undertake. This evolving list is available on the SIOP Web site.

### **New Processes, Procedures, and Programs to Accomplish our Goals This Year and in the Years Ahead**

- Our January Executive Committee agenda items were organized around our strategic goals. Future agendas will be organized similarly.
- Executive Committee's decision making now consciously takes into account how the subject at hand advances SIOP's strategic objectives.

- **John Cornwell**, SIOP Treasurer, and Dave Nershi, SIOP Executive Director, redesigned our Committee Report forms, including goal setting and progress report forms, to address explicitly how the activities support and further the strategic goals of the Society.
- We will have a new orientation for new committee chairs that focuses on SIOP's strategic goals.
- We have institutionalized the planning of the Leading Edge Consortium, including the (a) transition of the past president to the general chair of the consortium; (b) composition of the task force that identifies and selects the topic as well as the practice and science co-chairs; and (c) composition of the committee that identifies speakers and plans the consortium. The process and procedures now in place will help ensure continuation and continuity of the Leading Edge Consortium.
- The Administrative Office developed a Disaster Recovery Plan that includes recovery activities associated with a disaster in the greater Bowling Green, OH area, the SIOP office, the site of the spring conference, the site of the fall Leading Edge Consortium, and computer and Internet meltdowns. The plan is on the SIOP Web site.
- Candidates for SIOP elected office now prepare statements about their objectives for their tenure. These statements are posted on the SIOP Web site and, when appropriate, the APA Web site.

### **Strategic Planning—Your Input**

The member survey that was distributed in February 2006 contained questions asking about your opinions of the vision, values, and goals identified during the September 2005 strategic planning meeting. We will use your responses to refine our thinking and planning.

### **In Closing**

I've enjoyed the challenges and rewards of this past year. Thank you for the opportunity to serve this great organization. Farewell, my friends. We are thriving and growing. We do know where we are going! Now, I need to get back to making that Jell-O®.

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Structure	42	Scale	Score	Scale	VER

PERSONALITY		IQT II			
SCALE	Score	Scale	Total	Scale	VER
Impulsiveness	31	Scale	Score	Scale	VER
Emotionality	22	Scale	Score	Scale	VER
Extroversion	72	Scale	Score	Scale	VER
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## Science AND Practice

*If it isn't scientific, it's not good practice,  
and if it isn't practical, it's not good science.*

Morris Viteles<sup>1</sup>

**Laura L. Koppes**

A dichotomy of science and practice has characterized I-O psychology since its inception (see Zickar & Gibby, in press). In fact, the roots of this dichotomy can be traced to the founders of psychology in the late 1800s and early 1900s when tension existed between psychologists wanting psychology to be a pure science (basic) and those wanting to apply psychology (applied) for practical matters (Katzell & Austin, 1992; Koppes, 2003). One contributing factor to this tension was the reward structure of the American scientific community during 1906–1944 (Sokal, 1995). James McKeen Cattell used a star system, in which asterisks were attached to individuals identified as the preeminent American scientists of the day in his *American Men of Science*, first published in 1906, which created a high value for being a scientist rather than a practitioner. Another explanation for this tension was the perception that applied research funded by corporations was for legal and commercial gains, making the scientific integrity of these studies suspect. Thus, results from these studies were often discredited (Benjamin, Rogers, & Rosenbaum, 1991). Tension also resulted from incompatible values between a scientist who pursued the advancement of knowledge, and the practitioner who pursued the application of the knowledge for solving problems (Hergenhahn, 1997).

During the early years of I-O psychology, a tension between science and practice was not prevalent because most industrial psychologists consulted part time while working full time in university positions and conducted research in field settings for the purposes of solving problems. A more distinct dichotomy gradually emerged as the number of individuals employed in universities, research institutions, and applied positions proliferated. Hackman (1985) identified factors that contribute to a gap between I-O scientists and practitioners, such as corporate reward systems that compensate I-O psychologists for performing as professional practitioners than as scientists, differences in the conceptual and research paradigms of scientists and practitioners, and the failure of laboratory and field experiments to guide practice.

---

<sup>1</sup> Morris Viteles made this statement when he was 93 years old, as cited in Katzell & Austin, 1992, p. 826.

On several occasions, Bruce V. Moore, the first president of APA-Division 14 (now SIOP), espoused his belief that industrial psychology as an applied discipline values equally research and implementation (Farr & Tesluk, 1997). Moore stated

[The] pure scientist has no basis for intellectual snobbery or contempt for the applied scientist. What both should avoid is busy work without thinking, or activity without relating it to theory, or the quick answer without adequate facts or basic research....The extreme applied practitioner is in danger of narrow, myopic thinking, but the extremely pure scientist is in danger of being isolated from facts. (cited in Farr & Tesluk, 1997, p. 484)

In 1992, **J. P. Campbell** noted that the latent needs of the two parties are actually more similar than their surface dissimilarities (Campbell, 1992). More recently, Campbell observed, "Our history shows that we have benefited immensely from the scientist/practitioner model, even before it was given a name at the Boulder Conference in 1949" (Campbell, in press).

A scientist–practitioner dichotomy (and in some cases, a tension) prevails today as evident by the attention it continues to receive. As noted in President Hough's *TIP* column, SIOP will pursue the following strategic goal: Model of Integrated Scientist–Practitioner Effectiveness that values research, practice, and education equally and seeks higher standards in all three areas. I am delighted to introduce a new column in this issue as a means to foster communication between science and practice. The title of the column is **Good Science–Good Practice**. I am pleased that academic researcher **Marcus Dickson** and active practitioner **Jamie Madigan** have agreed to join the *TIP* Editorial Board to provide leadership for this column.

## Features

SIOP President **Leaetta Hough** provides a nice overview of SIOP's vision, values, goals, and related accomplishments. Thanks to Leaetta for her outstanding leadership this past year as SIOP's president! Other features include I-O psychology in the crime lab, the reporting of effect sizes, and an expression of concern about the reporting of validity data.

## From the Editorial Board

I invited **David Pollack** to join the *TIP* Editorial Board. David has been managing the listing of conferences and meetings since 1993 and provides valuable input when requested. Don't forget to send David information about your meetings.

The column editors have provided current information on a number of topics, such as, nontraditional educational programs in I-O psychology, the implications of Alito and Roberts, an oral history project, organization



design, leadership, I-O in The Netherlands, off-shoring of work, and recollections from two luminaries, **Herman Aguinis** and **Kevin Murphy**.

## News and Reports

This section keeps you up-to-date on the business of SIOP so please be sure to peruse it. You will read about the up-coming SIOP conference and the availability of several funding and award opportunities, as well as how SIOP has responded to Hurricane Katrina. Also, read how the SIOP conference will change in 2008.

## See You in Dallas!

Don't hesitate to say HELLO during the conference. As always, I welcome any suggestions and ideas for ways to improve *TIP* for you. If you are a student, please join **TIP-TOPics** column editors at our roundtable entitled "Facilitating Collaboration Among Graduate Students." Enjoy the conference!

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## *Letters to the Editor*

*Letter sent to the editor January 22, 2006*

Hi Laura,

I'm writing to share an observation made many years ago by Fritz J. Roethlisberger regarding the value of the interchange between science and practice (the idea for your exciting new column in *TIP*.) Please note that I'm NOT volunteering to edit the new column.

In one of his texts, FJR noted that in the academy there is a tension between those faculty who conduct research on elegant abstractions and those who conduct research with immediate practical application. The former disdain the latter, thinking they are mere technicians lacking conceptual sophistication, and the latter think little of those who would dedicate their lives to academic activities with no practical payoff.

FJR then noted that this situation is not entirely new. In the days of Aristotle there were those who practiced a trade but did not teach or research and those who did research and teaching but did not practice. Yet—and here is his neat observation—the fields that have shown the most progress over the years are precisely those where those who teach and conduct research in a field also practice. He noted that it may not be accidental that great strides have been made in medicine and engineering.

And the same might be said about I-O psychology.

Best,  
Richard

**Richard E. Kopelman**

Professor of Management and  
Academic Director, Executive MSILR Program  
Management Department, Baruch College

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# In the Crime Lab

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The field of forensic sciences has grown tremendously in the last decade. The transition from craft-based, labor-intensive work to automated, mobile systems makes for a fascinating study of work transformation. This growth has not come without attendant problems, especially in the nation's crime labs—problems that can be solved with the assistance of industrial-organizational psychology. I-O can have a major impact on the field in areas such as performance measurement and the development and retention of forensic lab professionals.

## Shared History

Forensic science is the study and practice of the application of science to the purposes of the law (Lucas, 1989). Technical specialties include pathology/biology, physical anthropology, questioned documents, toxicology, criminalistics, engineering, jurisprudence, odontology, general (which includes several smaller subdisciplines), psychiatry and the behavioral sciences. These 10 sections make up the American Academy of Forensic Sciences (AAFS), a nonprofit, professional society with 6,000 members (<http://www.aafs.org/>). Like our own Division 14, AAFS was organized during the postwar explosion of interest in the sciences. AAFS sponsors an annual conference and publishes the *Journal of Forensic Sciences*.

Interestingly, the forensic sciences and I-O psychology have common ancestors with links to shared history. For example, Francis Galton's 1892 book *Finger Prints* provided the first scientific method for using fingerprints to solve crimes. Galton expanded his extensive collection by asking friends at parties to contribute prints. The basic approach, Galton's Details, is still in use today and *Finger Prints* was reissued in 1965. Galton's research on facial features would foreshadow the first police identification kit.

Hugo Münsterberg developed one of the first lie detectors when he administered a battery of psychological tests at the 1907 trial of Harry Orchard, a self-confessed mass murderer, being tried for the murder of the ex-governor of Idaho. Münsterberg concluded that Orchard was innocent (Landy, 1992). Eyewitness accuracy, false confessions, and the prevention of crime were themes included in Münsterberg's behavioral research agenda at Harvard and the 1908 publication, *On the Witness Stand*. Münsterberg's work served as a forerunner to the field of forensic psychology in the United States (Spillman & Spillman, 1993).

As applied sciences, both I-O and the forensic sciences have followed a similar trajectory concerning scientific legitimacy and limitations of professional

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scope with respect to the court system. *Frye v. United States* ruled polygraph tests inadmissible in court in 1923 and established the concept of general acceptance for admission of forensic evidence. *Daubert et al., v. Merrell Dow Pharmaceuticals* in 1993 set new relevancy tests and gave judges a gatekeeping role for admission of evidence. Of note is the emergence of DNA profiling, which has survived extensive court challenges and is now considered “a robust, reliable, validated technology” (Jeffreys, 2005, p. 1037). DNA is more reliable than either eyewitness testimony or criminal confessions (Walsh, 2005).

On a more personal note, I wonder how many I-Os nurtured an early interest in science through reading Sherlock Holmes, Nancy Drew, the Hardy Boys, and other detective stories?

### **The Job of Forensic Scientist**

Forensic scientists manage and interpret data, reconstruct the events of crimes, and present results in court. In this technologically fluid environment, the trend is toward increased specialization; generalist training is declining, although not without criticism (see Rudin & Inman, 2001). Routine collection of evidence, such as human physiological fluids, ballistic cartridges, and latent prints, is shifting to police personnel in the field, often using mobile crime lab units. Crime scene evidence is submitted and analyzed through laboratory information management systems (LIMS) using electronic data; batch processing and robotics reduce cycle times.

*CSI* aside, forensic science jobs lack the glamour portrayed in the media. Chronic staff shortages and low wages are systemic. The field faces major staffing hurdles. The difficulty attracting and retaining competent forensic scientists within the constraints of the civil service system was noted a half century ago (O’Hara & Osterburg, 1949). Salaries are not competitive and public labs often serve as training grounds for the private sector. On-the-job apprenticeships of at least 1 year are required to develop forensic scientists. Senior scientists can experience productivity declines of up to 50% while training new employees. Surprisingly, the use of realistic job previews is limited, despite extensive preemployment testing (Becker & Dale, 2003).

Employee turnover is problematic (Hines, 2005; Perlman, 2004; Rondeaux, 2003; Rosetta, 2005). The case study of a large northeastern state crime lab is illustrative (Dale & Becker, 2004). A new staffing model created the support position of laboratory technician to perform routine duties in the lab so that data interpretation and more complex tasks could be reserved for forensic scientists. The proposal for the two-tiered structure estimated saving the organization \$1 million. After 1 year, 16 of 53 newly hired employees left the organization. Costs associated with the early departure of these employees exceeded the proposed savings and the experiment was considered a failure. Exit interviews revealed that laboratory technicians had anticipated a rapid move into forensic scientist positions. However, when technicians

learned that promotional opportunities were limited, many left the organization, often for private sector jobs.

Professional development opportunities are critical for retention yet the career motivations of technical workers are not well understood (Von Glinow, 1988). In crime labs, support for professional development may include tuition reimbursement, flexible work hours, support for professional meetings, seminars and conferences, and training in more than one discipline, such as a primary area like latent prints and a secondary area like footprints.

A relatively new strategy is to convene a special forensic advisory group for on-the-job professional development (Dale & Becker, in press). Forensic advisory groups consist of experienced and retired forensic professionals from various technical disciplines and the academic community; members are chosen for their ability to build trust and share knowledge with laboratory staff. Available through phone calls, e-mails, and review meetings, forensic advisory group members help to create a culture of mentoring and collaboration for staff, who may otherwise be isolated in their labs. The forensic advisory group resides in the lab for a specified period of time (for example, 1 week) providing developmental feedback to employees. Coaching is provided to testifying scientists for communicating expert opinions with integrity and confidence. The relationship between innovative management strategies, such as forensic advisory groups, and lab performance must be further explored.

### **Linking Management Practices to Lab Outcomes**

The consequences of performance errors in this industry are severe and state lab systems have been shut down for failures in work quality (Dao, 2005; Perlman, 2004; Preston, 2005). Highly publicized incidents have involved both individual employees and entire systems. For example, the Federal Bureau of Investigation (FBI) laboratory was cited in 1997 for scientifically flawed testimony, testimony beyond the competence of examiners, improper preparation of lab reports, insufficient documentation, inadequate record management, and failure of management to resolve allegations of incompetence (Giannelli, 2003). The need for laboratory standards was noted in the first serious challenge to DNA evidence in 1987 (*New York v. Castro*). In the U.S., the industry regulates itself through the American Society of Crime Laboratory Directors Laboratory Accreditation Board (ASCLDLAB). As a personal aside, participating in a preaccreditation audit is a worthwhile experience for an I-O.

Much work remains to be done establishing direct links between employee behaviors and lab outcomes. Table 1 provides proposed measures of employee performance that can be used uniformly across labs. In addition, crime labs need accurate measures of the value of the services that they provide to the community (Avery, 2000). One example is determining that the market value of a DNA profile is worth \$1,000 (Dale & Becker, 2004). In addition, staffing needs can be estimated based on a ratio of one forensic

Table 1  
*Examples of Performance Measures*

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1. Cases/items analyzed per scientist/per project team/per laboratory
  2. Ratio of local, state, and national ballistic hits in the National Integrated Ballistics Imaging Network per firearms examiner and per capita of service region
  3. Ratio of local, state, and national latent fingerprint hits in the Automated Fingerprint Identification System per fingerprint examiner and per capita of service region
  4. Ratio of local, state, and national DNA hits in the Combined DNA Index System per DNA scientist and per capita of service region
  5. Ratio of technical support personnel per capita of service region
  6. Total cost of analyses per case and per item
  7. Total cost of errors, for example, rework
  8. Employee turnover
  9. Quality system measures, including:
    - a. Number of corrective actions
    - b. Number of types and frequency of corrective actions per discipline over time
    - c. Number of errors per case, per item
    - d. Timeliness of analyses
    - e. Total backlog
- 

(Dale & Becker, in press)

scientist (defined as testifying scientist) for every 30,000 people in the community (Dale & Becker, 2003). Estimates based on geopolitical populations provide a common standard across disparate units and agencies and are useful to communicate resource needs. An alternative example is to estimate the ratio of forensic scientists to police officers that results in acceptable laboratory performance for the community (Fischer, 2003). Until standardized employee measures are implemented it will be difficult to demonstrate staffing needs to obtain needed resources.

### **Stressful Work Environment**

Crime labs are interesting organizations to study. There is a zero tolerance for mistakes, an unpredictable work flow, and constant backlogs (Sewell, 2000). Labs are hierarchical, quasi-military operations, typically housed within police departments. Police agency demands can divert attention from the needs of the lab in favor of patrol vehicles and police officers. Scientists report to sworn officers, who may not fully understand technical scientific issues. There are often no career paths provided for forensic scientists, other than traditional police ranks of lieutenant, captain, major, and so forth (Kanable, 2005).

Team structures offer advantages yet remain underutilized. As an example, DNA processing currently involves an inefficient boutique method of case work analysis: One scientist performs all the tasks needed to complete a



case. Implementing high-performance team models along with recent innovations in batch processing and computer expert systems would dramatically improve productivity (Dale & Becker, in press). For example, a multidiscipline case might involve ballistic, hair, fiber, and DNA evidence analyses. Use of project teams would ensure collaboration between the technical disciplines and facilitate communication with management.

### **Case Backlogs and Outsourcing**

Increased demand for crime lab services has resulted in a serious case backlog. In the U.S. only one-third of the cases submitted to crime laboratories are actually analyzed, due to the case backlog (Peterson & Hickman, 2005). Labs must prioritize cases as demand for services exceeds supply. Tests needed for prosecution take precedence over tests needed for investigation, so high-profile and violent crimes are processed, but crimes with no suspect are delayed. There are serious consequences and the Washington D.C. snipers in 2002 serve as an example. The two criminals could have been identified earlier in their cross-country crime spree because information from their previous crimes existed in national databases. But case backlogs delayed the processing of evidence, and the snipers remained free to commit more crimes (Halbfinger, 2002).

Because of backlogs 41% of public crime labs outsource cases to private labs (Peterson & Hickman, 2005). Government grants provide funding for outsourcing cases but not permanent hiring (Koussiafes, 2004). However labs are often reluctant to rely on outside help. Even though 79% of a national sample of U.S. labs did not have a sufficient number of scientists, the majority (71%) would not send more cases to private labs even if they had extra funding available (Becker, Dale, Lambert, & Magnus, 2005). Employees would rather work on their own to resolve case backlogs, as a matter of pride. One lab director stated that employee performance in his lab increased dramatically when the lab began outsourcing. Understanding employee pride of ownership in forensic work could be profitably explored.

### **Better Labs Can Mean Reduction in Crimes**

Labs have difficult and diverse external customers, such as district attorneys, detectives, crime victims, and the local community. High-profile crimes demand quick processing of evidence.

Increased lab productivity would help stop criminals earlier in their criminal careers. The implicit theory is that offenders identified as a result of minor criminal activity do not advance to more serious crimes (Simon, 1997; National Institute of Justice, 2003). Ninety-four percent of convicted offenders previously committed minor crimes (Haapanen, 1998). In one study, felons whose most serious prior convictions were for forgery or passing bad checks had DNA matches in 12 rape cases, 8 homicides, 1 rape-homicide, an assault, a robbery, and a car jacking (*Specialists want to expand state DNA database*, 2003). This

situation presents an opportunity for better understanding of relationships between employee measures and societal outcomes. The implication for well-staffed, quality-driven crime labs includes a reduction of crime nationwide.

### Implications for the Future

The 21st century is the century of DNA, promising profound change to all the sciences including psychology (Plomin & Crabbe, 2000). Technological innovations, such as accelerated testing and miniaturization of evidence samples, teleforensics, data mining, digital documentation, and expert system models are transforming the job of forensic scientist (Jeffreys, 2005; Kanable, 2005). The future will see expansion of internationally integrated databases, although not without heated discussions about the appropriate balance between privacy and public safety, and the potential for misuse of data.

In the U.S., analysis of DNA evidence post-conviction has exonerated 174 wrongly convicted individuals and is playing a significant role in restructuring the criminal justice system (see for example, FBI Combined DNA Index System; Innocence Project). In the UK, efforts are underway to overhaul forensic science into an independent scientific institute, making results of analyses available to those on both sides of a criminal case (Page, 2003).

The psychological factors are as important as technology to the future of the forensic sciences. Behavioral scientist perspectives must complement the impressive advances in crime lab technology. The future of this industry depends on overcoming case backlogs and increased demand for services, transitioning to automated systems, and making the best use of information databases and new technology. Well-educated, trained, and competent employees are critical to this vision. I-Os have much to offer for reinventing the crime lab.

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# **Effect Size Reporting in Applied Psychology: How Are We Doing?**

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I believe that the almost universal reliance on merely refuting the null hypothesis as a standard method for corroborating substantive theories in the soft areas is a terrible mistake, is basically unsound, poor scientific strategy, and one of the worst things that ever happened in the history of psychology. (Meehl, 1978)

Over the last decade, quantitative practices in psychological research have changed, with the role of null hypothesis significance testing (NHST) being questioned and more emphasis being placed on effect sizes. In fact, the American Psychological Association (APA) and quantitative scholars recommend that NHST always be accompanied by other indices, including relevant derived effect sizes and confidence intervals (Cohen, 1990; 1994; Falk & Greenbaum, 1995; Kirk, 1996). This prioritization of effect size affects academics and practitioners of I-O psychology in at least two ways. First, revisions to the *APA Publication Manual* and quantitative reporting guidelines for submission in top-tier journals affect the way I-O psychologists analyze and present their results in research articles. Similarly, professional standards also prioritize effect size reporting. For example, the 4th edition of the *Principles for the Validation and Use of Personnel Selection Procedures* (Society for Industrial and Organizational Psychology, 2003) requires the reporting of effect sizes in all applied research where effect sizes are available.

Second, effect size reporting ensures the availability of information for meta-analysis. This is important for academics and practitioners. For example, in the academic realm, meta-analytic work allows for a better understanding of relations between constructs and appropriate research design and sampling via a priori power analysis. Meta-analytic work is also valuable for practitioners because it provides a way to evaluate the (a) practical significance of an intervention, (b) viability of transporting validity, and (c) potential adverse impact associated with a selection procedure when conducting an actual study is not feasible.

Given the changes in quantitative practices presented above, we thought a *TIP* article describing effect size reporting would be useful. The purpose of this paper is to provide a snapshot of effect size reporting in applied psychology and other subdisciplines to determine whether effect sizes are reported and how applied journals compare to journals from other psychological subdisciplines. We also thought it would be useful to identify potential cases where effect sizes are commonly omitted.

### Statistical Significance Tests

Although NHST has been the dominant quantitative paradigm in psychology, researchers have long acknowledged its shortcomings. NHST has typically been criticized because (a) the null hypothesis is literally never true and (b) it violates a cardinal quantitative principle by arbitrarily dichotomizing a continuous variable (Cohen, 1994; Kirk, 1996). Drawing on these criticisms, the APA taskforce on statistical inference and quantitative scholars have concluded that NHST is not an informative method of answering many psychological research questions and recommended that psychologists consider reporting effect sizes (Wilkinson, 1999).

Despite this push toward effect size reporting, academics and practitioners alike have been somewhat reluctant to give up NHST, as evidence by the still common rejection of research that does not achieve the criterion of “ $p$  less than .05” (Cohen, 1990; Vacha-Haase, 2001) and a lack of effect size reporting in the psychological literature (Kirk, 1996). In a review of a subset of the psychological literature, including the *Journal of Applied Psychology (JAP)*, the *Journal of Educational Psychology (JEP)*, the *Journal of Personality and Social Psychology (JPSP)*, and the *Journal of Experimental Psychology, Learning, and Memory (JEPLM)*, Kirk (1996) demonstrated that effect size reporting was inadequate. Kirk noted that more studies from applied psychology (77%) reported at least one effect size as compared to educational (55%), social psychological (47%), and experimental (12%) journals.

Kirk reasoned that applied psychologists were more likely to report effect sizes because they typically utilize survey data and conduct correlation analyses. Kirk concluded that differences in effect size reporting by subdiscipline were a function of methodological and data-analytic norms rather than superior quantitative practices in applied psychology. Regardless of interpretation, Kirk’s article demonstrated the continued reliance on NHST in all four subdisciplines of psychology in the mid-1990s and concluded that best practices were not being followed by the field.

No studies have followed up on the Kirk article. This is a meaningful omission given the increased scrutiny that quantitative practices have received since 1996. For example, a new set of guidelines for statistical methods in psychology journals was reported in the *American Psychologist* (Wilkinson, 1999) and stated: “Always present effect sizes for primary out-

comes” (p. 599). The *APA Publication Manual* has also changed significantly since the Kirk article. Although the 1994 edition of the *APA Publication Manual* included “an encouragement” (p. 18) to report effect sizes (American Psychological Association, 1994), the newest *APA Publication Manual* (American Psychological Association, 2001) now lists a failure to report effect sizes as a defect in the reporting of research:

No approach to probability value directly reflects the magnitude of an effect or the strength of a relation. For the reader to fully understand the importance of your findings, it is almost always necessary to include some index of effect size or strength of relation in your Results section. (p. 25)

Likewise, specific journal standards have also changed since Kirk’s article. For example, *JAP* instructs authors to:

...indicate in the results section of the manuscript the complete outcome of statistical tests including significance levels, some index of effect size or strength of relation, and confidence intervals (Zedeck, 2003, p. 4).

*Personnel Psychology (PPSYCH)* also published an article review checklist (Campion, 1993) that discusses effect sizes and directs reviewers to evaluate whether research includes effect sizes (p. 13).

Given these changes in the requirements of quantitative practices, it is important to reassess current effect size reporting trends. The purpose of this study is to replicate and expand Kirk’s review by surveying quantitative practices and effect size reporting. It is expected that effect size reporting (2002–2003) has improved since the Kirk’s review due to formal changes to the APA publication manual and specific journal requirements. We also investigated effect size reporting across journals from different subdisciplines to determine how applied psychology journals compared to journals from other subdisciplines.

## Methodology

We examined all empirical articles from *JAP*, *PPSYCH*, *JPSP*, *JEP*, and *JEPLMC*<sup>1</sup> in 2002 and 2003. Four I-O graduate students were trained to code articles for research methodology, data analytic method, types of effect size reported, and effect size omissions. Note that coding effect size omissions is somewhat subjective. Thus, Kirk’s (1996) list of effect sizes was used as a framework for identifying effect size omission. Of the 921 studies coded, 736 were included in this study. One hundred and eighty-five studies were excluded because they used analyses that produce effect sizes as primary outcomes without inferential analyses (e.g., meta-analysis, classical test theory, generalizability theory, Bayesian methods, and item response theory).

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<sup>1</sup> *JEPLM* has recently become the *Journal of Experimental Psychology, Learning, Memory and Cognition (JEPLMC)*.

## Results

Table 1 displays percentages of article research methodology across journals. Overall, the majority of studies were experimental in nature (47.5% random assignment, 6.3% quasi-experimental); most other studies employed a survey design (35.1%). As expected, the percentage of research designs varied across journals: Applied journals published more survey designs and fewer experiments. For example, *JAP* published the lowest percentage of experimental studies (22.5% true experiments, 6.5% quasi experiments) and *JEPLMC* published the highest (87.2% true experiments, 4.9% quasi-experiments). *JAP* also published the most survey designs (50.5%), and *JEPLMC* published the fewest (.5%).

Table 2 shows data analytic methods across journals. Overall, univariate analyses were the predominant analysis, represented by regression (20.0%), nonregression univariate methods like ANOVA and *t*-tests (48.4%), and univariate combinations (10.0%). Structural equation models were the most frequent multivariate analysis across journals (10.2%).

Table 3 displays effect size reporting across journal. Overall, 62.5% of all articles reported effect sizes. As expected, effect size reporting varied by journal. *JAP* published the most studies reporting effect sizes (94.0%), and *JEPLMC* had the lowest (17.2%). *PPSYCH* published the second highest percentage of articles reporting effect sizes (86.7%).

Effect size omissions are presented in Table 4. We used a stringent operationalization of omission and considered cases where effect sizes could be computed by hand from other reported statistics to be omissions. Hence, if an article included means and standard deviations for two groups and reported a *t* statistic without a *d* statistic, we considered this an omission. Although a *d* statistic is simple to compute by hand, this additional burden may be too much to ask of the audience.

Univariate analyses testing mean differences had the greatest number of omitted effect sizes. For example, 240 ANOVA and 74 other mean difference omissions were identified. In these cases variance accounted for statistics for the overall model like  $\eta$ , partial  $\eta$ , and  $\eta^2$  were typically omitted. Likewise, mean difference analyses were often not accompanied by *d*, odds ratios, and other indices of effect. Common omissions related to regression analyses included no correlations among multiple predictor variables and omissions of either model statistics like *multiple R* and  $R^2$  or predictor-level coefficients like *b* or  $\beta$ .

We computed odds ratios to describe effect size reporting differences across journals (Table 5). A positive odds ratio indicates that studies from the journal listed first in the contrast were more likely to report effect sizes. *JAP* and *PPSYCH* reported more effect sizes than journals from other subdisciplines. For example, *JAP* articles were approximately five times more likely to report effect sizes and *PPSYCH* articles were approximately two times



Table 1  
*Research Methodology by Journal*

Methodology	Total	JAP	PPSYCH	JPSJ	JEP	JEPLMC
True Experiment	437 (47.5%)	45 (22.5%)	14 (29.8%)	142 (41.9%)	44 (33.3%)	192 (87.2%)
Quasi Experiment	58 (6.3%)	13 (6.5%)	9 (19.2%)	33 (9.7%)	3 (2.3%)	10 (4.9%)
Survey Design	323 (35.1%)	101 (50.5%)	14 (29.8%)	135 (39.8%)	72 (54.6%)	1 (0.5%)
Simulation	7 (0.8%)	5 (2.5%)	1 (2.1%)	1 (0.3%)	0	0
Policy Capturing	5 (0.5%)	4 (2.0%)	0	1 (0.3%)	0	0
Measurement	35 (3.8%)	10 (5.0%)	1 (2.1%)	16 (4.7%)	3 (2.3%)	5 (2.5%)
Meta Analysis	31 (3.4%)	19 (9.5%)	6 (12.8%)	5 (1.5%)	1 (0.8%)	0
Observation	7 (0.8%)	1 (0.5%)	0	1 (0.3%)	5 (3.8%)	5 (2.5%)
Review	17 (1.9%)	2 (1.0%)	2 (4.3%)	4 (1.2%)	4 (3.0%)	5 (2.5%)
Reaction	1 (0.1%)	0	0	1 (0.3%)	0	0
<b>Total</b>	<b>921</b>	<b>200</b>	<b>47</b>	<b>339</b>	<b>132</b>	<b>218</b>

*Note:* Coding represents the primary research design of the study. The percentage of total research designs is shown in parentheses. 185 studies were excluded from analyses because they used analyses that were inappropriate for effect size coding (e.g., meta-analysis, item response theory, etc.).

Table 2  
*Analysis Type by Journal*

Analysis Type	Total	JAP	PPSYCH	JPSP	JEP	JEPLMC
Univariate: Regression	172 (20.0%)	64 (36.6%)	16 (35.6%)	65 (19.9%)	23 (18.7%)	4 (2.1%)
Univariate: Nonregression	417 (48.4%)	43 (24.6%)	5 (11.1%)	144 (44.0%)	47 (38.2%)	178 (92.7%)
Multivariate (non-SEM)	47 (5.5%)	17 (9.7%)	1 (2.2%)	4 (1.2%)	22 (17.9%)	3 (1.6%)
SEM	88 (10.2%)	28 (16.0%)	9 (20.0%)	35 (10.7%)	16 (13.0%)	0
HLM	25 (2.9%)	10 (5.7%)	0	7 (2.1%)	8 (6.5%)	0
IRT	2 (0.2%)	1 (0.6%)	0	1 (0.3%)	0	0
Measurement	2 (0.2%)	0	0	2 (0.6%)	0	0
Univariate combination	86 (10.0%)	6 (3.4%)	12 (26.7%)	61 (18.7%)	3 (2.4%)	4 (2.8%)
Univariate/Multivariate Combination	19 (2.2%)	4 (2.3%)	2 (4.4%)	8 (2.5%)	2 (1.6%)	3 (1.6%)
Misc	4 (0.5%)	2 (1.1%)	0	0	2 (1.6%)	0
Total	736	134	30	279	101	192

*Note:* JAP is the *Journal of Applied Psychology*, PPSYCH is *Personnel Psychology*, JPSP is the *Journal of Personality and Social Psychology*, JEP is the *Journal of Educational Psychology*, and JEPLMC is the *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Coding represents the primary research design of the study. Nonregression univariate analysis such as ANOVA, *t*-test, and chi squared. Univariate combination includes regression analyses and nonregression analyses. Univariate/multivariate combination includes any univariate analysis paired with traditional multivariate analyses. Coding represents the primary analysis of interest. The percentage of total analysis type is shown in parentheses.

Table 3  
Effect Size Reporting by Journal

Effect Size Reporting	Total	JAP	PPSYCH	JPSP	JEP	JEPLMC
Reported Effect Sizes	460 (62.5%)	126 (94.0%)	26 (86.7%)	201 (72.0%)	74 (72.3%)	33 (17.2%)
No Effect Sizes	276 (37.5%)	8 (6.0%)	4 (13.3%)	78 (28.0%)	27 (26.7%)	159 (82.8%)
Total	736	134	30	279	101	192

Note: The percentage of total effect sizes reported across journals is shown in parentheses.

Table 4  
Common Effect Size Omissions by Journal

Omission Type	Total	JAP	PPSYCH	JPSP	JEP	JEPLMC
Regression	14 (4.0%)	1 (10.0%)	1 (25.0%)	8 (6.3%)	4 (10.5%)	0
ANOVA	240 (70.0%)	0	0	72 (57.1%)	23 (60.5%)	145 (87.3%)
Other GLM/Univariate	74 (21.5%)	7 (70.0%)	3 (75.0%)	45 (35.7%)	1 (2.6%)	18 (10.8%)
Multivariate	11 (3.2%)	1 (10.0%)	0	1 (<1%)	7 (18.4%)	2 (<1%)
HLM	2 (<1%)	1 (10.0%)	0	0	1 (2.6%)	0
Misc	3 (<1%)	0	0	0	2 (5.3%)	1 (<1%)
Total	344	10	4	126	38	166

Note: Omissions were dummy coded as present or absent. The percentage of total effect sizes omitted within each journal is shown in parentheses.

Table 5

*Odds Ratio Contrasts Across Psychological Journals*

Contrast	Odds Ratio	Upper Bound (95%)	Lower Bound (95%)
<i>JAP</i> vs. <i>JEP</i>	5.8	2.5	13.3
<i>JAP</i> vs. <i>JEPLMC</i>	78.7	35.1	176.8
<i>JAP</i> vs. <i>JPSP</i>	5.9	2.8	12.6
<i>JAP</i> vs. <i>PPSYCH</i>	2.4	0.7	8.7
<i>PPSYCH</i> vs. <i>JEP</i>	2.4	0.8	7.4
<i>PPSYCH</i> vs. <i>JEPLMC</i>	32.5	10.6	99.5
<i>PPSYCH</i> vs. <i>JPSP</i>	2.4	0.8	7.2
<i>JEP</i> vs. <i>JEPLMC</i>	13.7	7.7	24.5
<i>JEP</i> vs. <i>JPSP</i>	1.0	0.6	1.7
<i>JEPLMC</i> vs. <i>JPSP</i>	0.1	0.0	0.1
Regression vs. non- regression analysis	23.4	11.2	48.7

Note: A positive odds ratio indicates that studies from the journal listed first in the contrast were more likely to report effect sizes.

more likely to report effect sizes than articles from other subdisciplines. Note that *JEPLMC* was much less likely to report effect sizes than were *JAP* and *PPSYCH*. In addition, there was no meaningful difference in effect size reporting between *JAP* and *PPSYCH*. Odds ratios were also computed for articles using regression and nonregression analyses. Articles employing regression techniques were 23 times more likely to report effect sizes than articles employing nonregression univariate methods and non-SEM multivariate methods.

### Conclusion

It appears that effect size reporting has improved during the last decade. All four journals originally examined by Kirk in 1996 have a higher percentage of studies reporting effect sizes for the years 2002–2003. For example, *JAP* improved from 77.0% to 94.0%, *JEP* from 55.0% to 72.3%, *JEPLMC* from 12.0% to 17.2%, and *JPSP* from 47.0% to 72.3%. It appears that APA initiatives have positively influenced effect size reporting.

However, our results indicated that three of the five journals published at least one quarter of their articles without effect sizes. This lack of quantitative information may create an impediment for interpreting results and meaningful meta-analytic work and may also leave future studies without a benchmark for a priori power analyses. Thus, journals can improve their quantitative practices.

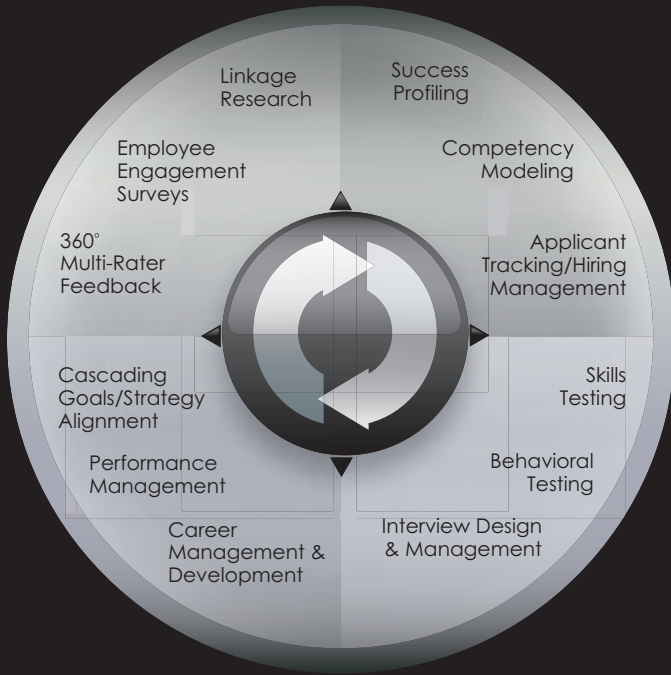
For example, journals should formally describe quantitative practices in their submission guidelines, require authors to consult APA sources, and require reviewers to take effect size reporting seriously. Another potential avenue for influencing quantitative practices is within the graduate curriculum. Although it may be difficult to change quantitative coursework, building effect size work into graduate statistics may ensure that the next generation of journal authors is ready and able to report effect sizes. For example, coding exercises similar to those conducted in this study would expose graduate students to various effect sizes and their appropriate use.

Results showed that more effect sizes are published in applied journals. It is difficult to determine whether superior quantitative practices are in place for applied journals or if this can be attributed to automated effect sizes produced by correlation analyses. However, some articles in applied journals used ANOVA/MANOVA frameworks, and most included relevant effect sizes. We think that the high rate of applied journal effect size reporting is a combination of both factors.

In conclusion, effect size reporting has improved since the work of Kirk in 1996, and applied psychology journals continue to report effect sizes more often than journals from other psychological subdisciplines. Given the importance of meta-analytic work and practical significance in psychological research, quantitative practices should provide the journal reader with as much pertinent information about the data of interest as possible. Effect sizes allow academics and practitioners alike to go beyond probabilistic criteria in answering our true question of interest: What do my data really mean?

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# Expression of Concern

Michael A. McDaniel  
Virginia Commonwealth University

On December 8, 2005, the *New England Journal of Medicine* issued an editorial documenting the editors “expression of concern” over the deletion of data from a Vioxx study that resulted in an “understatement” of the risks of Vioxx for heart attacks.

Although inaccurate data reporting by I-O psychologists is unlikely to have life-altering consequences, there are serious repercussions for both employers and employees. For example, incomplete or inaccurate representation of findings by I-O psychologists can result in employers rejecting a good test and accepting a poor test for use in personnel selection. Such inappropriate reporting practices by I-O psychologists can result in some applicants being inappropriately rejected and others inappropriately accepted for employment. The effects of poor selection have been well documented to have financial consequences for organizations and psychological effects on applicants and employees.

How pervasive are inappropriate reporting practices among employment test vendors? I recently received an e-mail advertisement from a well-known employment test vendor. The e-mail indicated that the vendor had helped thousands of organizations to reduce turnover and increase productivity by effectively identifying quality candidates.” The president told me (personal communication, November 1, 2005) that the company has not conducted a single criterion-related study on its testing products. In the absence of data, how does this organization know that their tests reduce turnover and increase productivity? In the absence of their own data, I would be happy to see the validity assertions supported by validity generalization or validity transportability studies. However, the vendor does not make these arguments.

Another well-known employment test vendor states on their Web site that they have built their company’s reputation on a scientific instrument for personality assessment that has been validated by more than 4 decades of research. I have written the company and asked for a technical manual on the test and they refuse to release it (personal communication, October 31, 2005). I have written the president of the company, a member of the American Psychological Association, and asked for the technical manual and he has not responded. If I had 4 decades of research on a test that I was selling, I would distribute the validity information.

Although many test vendors provide accurate representation of their validity data, some employment test vendors make claims unsupported by data, refuse to release alleged data, and inappropriately report the data that they have.

What is SIOP’s role in enforcing its own *Principles*? The *Principles for the Validation and Use of Selection Procedures* (SIOP, 1987, 2003) provides

clear guidance on reporting validity data. In a discussion of the presentation of statistics, both the 1987 and 2003 editions of the *Principles* state “Tables should present complete data, not just significant or positive results” (p. 52, 2003; p. 30, 1987). It is hoped that this expression of concern will encourage discussion among SIOP members and the SIOP leadership concerning the inappropriate behavior of some test vendors.

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## *Good Science—Good Practice*

**Marcus Dickson**  
Wayne State University



**Jamie Madigan**  
San Diego Gas & Electric

In attending the last several SIOP conferences and responding to the recent SIOP survey, we've been struck by the focus on trying to achieve balance between academic interests and practitioner interests. The implication is that those interests are usually separate, and there is a need for resources, program sessions, and other such things for each of the two groups. Consequently, rarely is there emphasis on identifying topics and producing resources that are of use and interest to both academics and practitioners.

That's the reason we were so pleased when *TIP* Editor **Laura Koppes** approached us about editing a new column for *TIP*. As Laura noted in her initial description of the column in the January 2006 issue, the purpose of the column is to "highlight research findings of interest to both scientists and practitioners." She saw the structure for the column as being "descriptions of 4–6 research studies, using approximately 300 words to describe each study." We've taken on that challenge and will share a first set of article summaries in the July issue.

In some cases, we will highlight recently published research, in order to promote the visibility of that research. In other cases, we will highlight research that is accepted for publication but not yet in print. We may even focus on papers presented at the SIOP conference because those fly under many people's radar. We intend to cast a broad net in order to identify a diverse range of studies that would be of interest to the widest range of SIOP members, but in general, we will seek out research that is rigorous enough to meet high scientific standards and advance a given body of knowledge, yet applicable and useful enough to be applied to the challenges most practitioners face every day.

We are particularly interested in getting recommendations from you, the readers of *TIP*, about research that you have conducted recently that would be of interest to both academic researchers and active practitioners in the field. We will also contact the editors of several journals to ask for suggestions, and we will scour the journals ourselves to identify the best pieces to highlight in the column.

Of course, we are most likely to be able to find articles that have been printed in our scientific journals. However, if SIOP members have been conducting research in house or as part of consulting projects, or if you are aware of research described in practitioner-oriented publications, and that research (a) fits the criterion of being of interest to both academic researchers and prac-

tioners and (b) can be described sufficiently without violating confidentiality concerns, then we would be very happy to hear about those projects as well.

We will close by telling you a bit about who we are, and how to reach us.

I am Marcus Dickson, and I am currently at Wayne State University in Detroit. Actually, I am currently somewhere else, as I have been on sabbatical for the 2005–2006 academic year and have spent the year traveling to several different universities in different countries. Most of my research focuses on the interrelationships of leadership, organizational culture, and societal culture. I worked with the GLOBE Project for about 10 years, including several years as one of three co-principal investigators on the project. Most of my consulting of late has been in the area of personnel selection. I received my PhD from the University of Maryland. I can always be reached at [marcus.dickson@wayne.edu](mailto:marcus.dickson@wayne.edu).

I am Jamie Madigan. I have a PhD in I-O psychology from the University of Missouri-St. Louis and currently work for San Diego Gas & Electric as a research advisor. My main responsibilities right now include managing most of the employment testing programs and research for the company, including things like job analyses, test validation studies, developing testing programs, and working with vendors/consultants. I also own and run a Web site called “Selection Matters” at <http://www.selectionmatters.com/>, which is a Web log covering personnel selection, assessment, and preemployment testing in the news. The best way to reach me is at [jamie@selectionmatters.com](mailto:jamie@selectionmatters.com).

Don’t hesitate to contact either one of us about your ideas, suggestions, and input for this column.

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## **Alito and Roberts: Best of Times or Worst of Times?**

**Arthur Gutman**

I was working on something else when I noticed a rapid influx of e-mails regarding Judge (now Justice) Alito, both pro and con. Also, the nightly news and Internet sites were teeming with lots of political stuff. Alito supporters claim he is misunderstood and is “business friendly,” and his detractors claim he is to civil rights what the devil is to religion, calling him “Justice Scalito.” Of course, much of this breaks down along political party and/or ideological lines. My “job” is not to take sides; never has been. So I have a more objective way of assessing these fears and hopes. I will attempt to infer what Alito’s appointment means for major EEO precedents using a three-pronged approach. First, I will review some history on key Supreme Court appointees relating to what the future was supposed to be at the time they were appointed. Second, because he is replacing O’Connor, I will assess Alito’s potential impact on past Supreme Court rulings by replacing O’Connor’s vote with Alito’s vote, with the assumption that Alito’s views match Scalia’s views. Third, I will sample prior 3rd Circuit rulings by Alito and try to infer what, if anything, O’Connor would have done differently, and how these rulings relate to existing EEO precedents at the time they were rendered. I cannot finish Task 3 here, but I will start it. Rather than speak in terms of political or ideological labels, I will use the terms “plaintiff friendly” (PF) and “defendant friendly” (DF).

Most of the topics discussed below have been discussed in this column in prior issues of *TIP*. Therefore, rather than writing an endless series of footnotes, there is an endnote breaking down the EEO topics by the month and year of appearance in *TIP*.

### **Prior Supreme Court Appointees**

Historically, many appointees lived up to their advanced billing. For example, Burger, Rehnquist, Thomas, and Scalia were expected to be DFs and Brennan, Marshall, Ginsburg, and Breyer were expected to be PFs. For the most part, these justices met their expectations. However, there are enough exceptions to general expectations to question how Roberts and Alito will impact EEO law. Recognize that Republican presidents made more appointments than Democratic presidents during the era spanning the emergence of EEO law. Therefore, the examples below are tilted toward DFs moving in the direction of being PFs.

Justice Blackmun was appointed by President Nixon. For his first 50 or so rulings, he voted with his fellow native from Minnesota, Justice Burger, in virtually every case. A famous picture in the *Minneapolis-St. Paul Star* depicts the two men with the caption “Minnesota Twins.” So Blackmun was a DF early on but, obviously, wound up a PF. Indeed, Blackmun forewarned of the dangers of O’Connor’s plurality opinion in *Watson v. Fort Worth Bank* (1988) in which O’Connor suggested changing the adverse impact rules and Blackmun argued against it (citing a brief by Donald Bersoff on behalf of the American Psychological Association to support his stance<sup>1</sup>). Ultimately, Blackmun’s concurrences were primarily with Brennan, Marshall, and Stevens.

Justice Kennedy was nominated by President Reagan after Judge Bork was defeated in the Senate. Up until 1992, Kennedy voted with Scalia almost as frequently as Blackmun voted with Burger in his early days. He was the newcomer whose added vote turned O’Connor’s plurality ruling in *Watson* into case law in *Wards Cove v. Atonio* (1989). Kennedy and Scalia even ran together (literally). Then, in 1992, he was one of five justices on record to overturn *Roe v. Wade* (1973) but did not pull the trigger (see *Planned Parenthood v. Casey*, 1992). He reasoned it was not his role to overturn settled precedent based on personal views. It would be a stretch to suggest this was an epiphany that reincarnated Kennedy into a major PF. However, he altered his views enough so that he was never again the easily predictable vote he was in his earlier days. For example, in his dissent in *Grutter v. Bollinger* (2003), Kennedy wrote separately to say he agreed with Justice Powell’s original ruling in *Regents v. Bakke* (1978), but believed the Michigan Law School plan at issue was not faithful to Powell’s “Harvard Plan” (where minority status is treated with a plus, as are many other factors).

Justice Stevens was appointed to the 7th Circuit by President Nixon and to the Supreme Court by President Ford. He had several early DF votes. For example, he was in the same plurality with Burger and Rehnquist in the 1978 *Bakke* ruling and dissented in *Fullilove v. Klutznik* (1980), a PF ruling supporting federal set asides. However, he was later in the dissent in *Adarand v. Pena* (1995), a ruling written by O’Connor that overturned both *Fullilove* and *Metro Broadcasting v. FCC*. Indeed, he was taken to task on this issue by O’Connor. Ultimately, he was solidly in the same camp as Brennan, Blackmun, and Marshall. Recently (January 27, 2006), Ann Coulter, a well-known constitutional lawyer and ideological DF, told an audience at Philander Smith College that “we need somebody to put rat poisoning in Justice Stevens’ crême brulee.” (See <http://www.cnn.com/2006/LAW/01/27/coulter.stevens.ap/index.html>.) Coulter was obviously joking, but “rat poison” jokes are now appearing in many Web sites.

Justice Souter had all the earmarks of a DF jurist. He was a prosecutor in New Hampshire who was tough on criminals. He helped prosecute 1,000 protesters who occupied the Seabrook nuclear power plant in 1977. A life-

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<sup>1</sup> See Bersoff, D. N. (1988). Should subjective employment devices be scrutinized? *American Psychologist*, 43(12), 1016–1018.

long Republican, he was appointed to a succession of high posts (from attorney general through the state supreme court) by Republican governors. Indeed, Governor John Sununu, upon swearing him in to the New Hampshire Supreme Court, noted that when he (Sununu) was “old and grey,” people would say Souter “is one of the greatest things you did as governor.” He was strongly considered for federal Supreme Court by President Reagan (who appointed Kennedy instead) and was then appointed by President Bush only 3 months after Bush appointed him to the 1st Circuit Court (shades of John Roberts?). He is also a favorite target of Ann Coulter, who has called him a “mistake.” Souter has voted consistently with Breyer, Ginsburg, and Stevens in EEO cases.

My final example is Justice White. Functionally, he was President Kennedy’s lone appointee<sup>2</sup>. Early on, he made several PF votes. For example, he was in the plurality of four (with Brennan, Blackmun, & Marshall) who voted to uphold the Davis Plan in *Bakke*, and in the majority in *United Steelworkers v. Weber* (1979), where a quota plan for assignment to training was upheld. He later switched his view in *Johnson v. Transportation* (1987), suggesting he would vote differently in a retrial of the *Weber* case. Subsequently, he wrote the majority rulings in *Wards Cove* and *Patterson v. McLean* (the latter a DF ruling overturned along with *Wards Cove* in the Civil Rights Act of 1991 [CRA-91]). Although never as firmly a DF as Rehnquist, Scalia, and Thomas, in his later years, he voted in their direction in most cases.

In summary, it’s not clear where the apple will fall for Supreme Court appointees. Often, it falls in the predicted direction. However, there are enough contrary examples so that it’s hardly a certainty. Another point to note is I did not include Justice O’Connor on the above list. The case could be made that as Reagan’s first appointee, she was expected to fit the Burger–Rehnquist mold. However, in the end, she turned out to be another of Ann Coulter’s “mistakes.”

### Retrospective Retrials

For opponents of Alito, the “worst case” scenario is that in place of O’Connor, he will reverse major EEO precedents. To illustrate, a Web site entitled “Alito’s America” features an imaginary ruling in which Alito adds a 5th vote that “viscerates the anti-discrimination protections of Title VII” (<http://alitosamerica.org/workplace.php>). This imaginary scenario requires five assumptions: (a) the original ruling was 5 to 4; (b) O’Connor was in the majority; (c) Rehnquist and Scalia were in the minority; (d) Roberts would vote the same way as Rehnquist; and (e) Alito’s would vote the same way as Scalia. If we reexamine rulings beginning in 1987 (the year Scalia joined the Supreme Court) up until 2005 assuming Roberts = Rehnquist and Alito = Scalia, it is clear that most, if not all prior EEO precedents would be unaltered.

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<sup>2</sup> President Kennedy also appointed Arthur Goldberg in 1962, but Goldberg resigned his post in 1965 to become ambassador to the United Nations.

## ***Sexual Harassment***

There are no endangered precedents relating to sexual harassment. In a 9 to 0 ruling predating Scalia (*Meritor v. Vinson*, 1986), the Supreme Court defined “hostile environment sexual harassment” as severe and pervasive abuse that interferes with one’s ability to perform work but with no resulting tangible employment consequences (e.g., no termination, no failure to promote, etc.). Subsequently, five rulings addressed issues that lingered from or developed after *Meritor*. These rulings had majorities of 9 to 0 (*Harris v. Forklift*, 1993 and *Oncale v. Sundowner*, 1998), 8 to 1 (*Pennsylvania State Police v. Suders*, 2004 with Thomas dissenting), and 7 to 2 (*Burlington v. Ellerth*, 1998 and *Faragher v. Boca Raton*, 1998 with Thomas and Scalia dissenting in both cases). The *Ellerth* and *Faragher* rulings are particularly critical because they clarify that sexual harassment violations with tangible employment consequences are indefensible. However, employers may escape liability for hostile harassment by supervisors if they have a viable harassment policy for victims to use and victims fail to take advantage of it. Thus, employers are encouraged to craft policies to prevent and quickly correct harassment, and victims are encouraged to complain.

## ***Americans With Disabilities Act (ADA)***

For similar reasons, there are no endangered ADA precedents. Among eight Supreme Court ADA rulings between 1999 and 2002, four were 9 to 0 and four were 7 to 2. Two of the 7 to 2 rulings would shift to 6 to 3 (because O’Connor was in the majority and Scalia was in the dissent), but no precedents would change. The three rulings with the greatest impact for plaintiffs were rendered in 1999 (*Sutton v. UAL*, *Murphy v. UPS*, and *Albertsons v. Kirkingburg*). These rulings clarify there is no such thing as a “disability as a matter of law.” Rather, plaintiffs must show how physical or mental impairments significantly restrict major life activities in their own lives. Though the plaintiffs in these three cases lost, these rulings provided clear instructions for plaintiffs to prove they are disabled, thereby teaching subsequent plaintiffs how to craft stronger ADA claims.<sup>3</sup>

## ***Disparate Treatment and Adverse Impact***

The Supreme Court rulings on disparate treatment and adverse impact share two characteristics. First, both arenas had strong early precedents that were altered by later rulings before reaching ultimate clarification. Second, the rulings altering the early precedents had 5–4 majorities in which O’Connor, Rehnquist, and Scalia were in the majority. The disparate treatment precedent was established in *McDonnell Douglas v. Green* (1973) and reiterated in *Texas v. Burdine* (1981; hence the name McDonnell-Burdine scenario). The adverse impact scenario was established in *Griggs v. Duke Power* (1971), *Albamarle v.*

<sup>3</sup> Relevant lower court ADA rulings include *EEOC v. Routh* (2001), *Lawson v. CSX* (2001), *Taylor v. Phoenixville* (1999), and *McAlindin v. San Diego* (1999).



*Moody* (1975), and other cases. The McDonnell-Burdine scenario was disturbed in *St. Mary's v. Hicks* (1993) and later clarified in *Reeves v. Sanderson Plumbing* (2000). Analogously, the Griggs-Albemarle precedent was disturbed in *Watson v. Fort Worth Bank* (1988) and *Wards Cove v. Atonio* (1989) and later clarified in CRA-91. Under the present assumptions, history would repeat itself.

The key ingredient in the McDonnell-Burdine scenario is the defendant's articulation (without proof) of a legitimate reason for a selection decision challenged by the plaintiff. The plaintiff must then prove with direct or indirect evidence that the defendant's articulation is false (i.e., a pretext for illegal discrimination). In *Hicks*, Melvin Hicks had strong indirect evidence of pretext, but the district court judge ruled for the defendant and the Supreme Court supported the district court 5 to 4 (with Rehnquist, O'Connor, and Scalia in the majority). However, in a 9 to 0 ruling in *Reeves*, an age discrimination case, O'Connor explained that the Supreme Court would support any ruling by a district court based on the facts of a case. O'Connor then overturned the 5th Circuit, which, for its part, previously overturned a district court ruling favoring a plaintiff who, like Melvin Hicks, provided strong indirect evidence of pretext.

The key ingredients in the Griggs-Albemarle tradition were (a) a plurality of four justices in *Watson* (O'Connor, Scalia, Rehnquist, & White) who offered that the defense to adverse impact should be the same as in McDonnell-Burdine, followed by (b) a majority of five in *Wards Cove* (with Kennedy added) turning this plurality opinion into case law. *Wards Cove* was then clarified in CRA-91 so that now, the plaintiff must identify and statistically support a cause of adverse impact (unless the defendant's data cannot be disaggregated) forcing the defendant to prove that the cited cause is job related and consistent with business necessity.

### **Mixed-Motive and After-Acquired Evidence**

The mixed motive scenario involves disparate treatment. For example, in *Price Waterhouse v. Hopkins* (1989), Ann Hopkins provided indisputable evidence that she suffered illegal gender-based abuse and claimed gender discrimination in promotion. The defense conceded it was guilty of the illegal conduct, but offered evidence that Hopkins was not promoted for other (legal) reasons. I don't have enough space here to explain this ruling entirely. Suffice it to say that three justices (Kennedy, Scalia, & Rehnquist) favored applying standard McDonnell-Burdine rules in such cases. Under present assumptions, there would be four votes for this position; not enough to make this interpretation a precedent. The other six justices were all over the place. The bottom line is that CRA-91 provides separate remedies for the illegal and legal motives.

Ann Hopkins had direct evidence of sex discrimination. More recently, in *Desert Palace v. Costa* (2003), a unanimous Supreme Court ruled that plaintiffs may also initiate a mixed-motive case with indirect (or circumstantial) evidence. Taken together with the prior ruling in *Reeves*, this means that direct and indirect evidence have the same footing in all disparate treatment claims.

The after-acquired evidence scenario is a variant of the mixed-motive scenario where the illegal motive is current and the illegal motive is past. This occurred in *McKennon v. Nashville Banner* (1995) where a plaintiff proved wrongful discharge but the defendant proved there was resume fraud at the time the plaintiff was hired. The Supreme Court supported the plaintiff in this case in a 9 to 0 ruling (although there were some other complicating factors relating to remedies).

### **Bona Fide Occupational Qualification (BFOQ)**

The BFOQ defense is sometimes confused with the adverse impact defense but should not be. The adverse impact defense requires proof of job relatedness. The BFOQ defense is much stiffer, requiring proof of legitimate reasons for excluding all or members of a class of people (usually based on gender or age, but never race or color). For example, in *Dothard v. Rawlinson* (1977), the BFOQ defense was successfully used to exclude women from being prison guards in an all-male maximum security prison. In the only Supreme Court ruling since *Dothard* (*Automobile Workers v. Johnson Controls*, 1991), the Supreme Court, in a 9 to 0 ruling, struck down a policy of excluding fertile women from jobs with exposure to lead. It also clarified the *Dothard* ruling. Several lower courts misread *Dothard* to imply that the key issue in *Dothard* was personal safety. In *Johnson Controls*, the Supreme Court clarified that the key ingredient in *Dothard* was prison safety, not personal safety.

### **The Age Discrimination in Employment Act (ADEA)**

The ADEA protects people who are 40 years of age or older. There are five substantive ADEA cases after 1987 (other than *Reeves v. Sanderson Plumbing*, 2000), and no precedents would be altered under present assumptions. In *O'Connor v. Consolidated* (1996), a unanimous Supreme Court affirmed that age difference constitutes viable evidence of discrimination in ADEA cases even when the older person is replaced by a younger person and both are in the protected age range. In *General Dynamics v. Cline* (2004), a 6 to 3 majority supported the company's right to limit retirement benefits to those who are 50 and older (so called "reverse age discrimination"). And in *Oubre v. Entergy* (1998), a 6 to 3 majority supported Title II of the OWBPA (Older Workers Benefit Protection Act of 1990) containing special rules employers must follow to enforce voluntary waivers in settlement agreements. The latter two rulings would shift to 5 to 4 under present assumptions because *O'Connor* was in the majority in both cases, but both precedents would remain the same.

This leaves the strange pairing of *Hazen v. Biggers* (1993) and *Smith v. City of Jackson* (2005). *Hazen* was a unanimous opinion that an ERISA violation (Employee Retirement Income Security Act of 1974) is insufficient by itself to imply age discrimination. However, most observers focused on the plurality of Kennedy, Rehnquist, and Thomas, who implied that adverse

impact was not a viable ADEA claim. In *Smith*, a 6–3 majority ruled that the ADEA can tolerate adverse impact claims but not in the same way as Title VII. Instead, defendants may appeal to the statutory RFOA (Reasonable Factors Other Than Age) defense to defeat the adverse impact claim. Eight justices agreed that the city of Jackson had a legitimate RFOA defense, but three justices (O’Connor, Kennedy & Thomas) wanted to preclude adverse impact from the ADEA altogether. Rehnquist took no part in this case. Therefore, since Scalia was in the majority, this ruling would be 6–2 instead of 5–3.

### **Idiosyncratic Rulings**

There are 5 to 4 rulings (other than *Wards Cove*) that had O’Connor, Rehnquist, and Scalia in the majority and were overturned by Congress in CRA-91. These include *Patterson v. McLean* (1989; incorporating McDonnell-Burdine rules into 13th Amendment claims) and *Martin v. Wilks* (1989; on the timeliness of challenging a consent decree in a so-called “reverse discrimination” claim). CRA-91 also overturned *Lorance v. AT&T* (1989; relating to Bona Fide Seniority Systems), a 5 to 3 ruling that O’Connor did not contribute to and Rehnquist and Scalia were in the majority.

There were two other important 5 to 4 rulings with O’Connor, Rehnquist, and Scalia in the majority. The Supreme Court ruled that Congress abused its 14th Amendment authority in applying ADEA to state entities in *Kimel v. Florida Bd. of Regents* (2000), and a year later, the Supreme Court applied the same exact ruling for the ADA in *Garrett v. Bd. of Trustees of Alabama* (2001).

Lastly, there are two idiosyncratic rulings relating to binding arbitration. In *Gilmore v. Interstate* (1991), the Supreme Court supported Interstate’s right to condition hiring upon agreement to binding arbitration of future labor disputes under the FAA (Federal Arbitration Act of 1925). Therefore, the plaintiff (Gilmer) lost his right to pursue an ADEA claim. The ruling here was 7–2 with Stevens and Marshall dissenting. As interesting, in a follow-up case (*EEOC v. Waffle House*, 2002), the majority ruled it was legal for the EEOC, on its own authority, to sue for remedies on the behalf of plaintiffs who are otherwise precluded from suing on their own behalf. This was a 6 to 3 ruling in which O’Connor was in the majority and Rehnquist and Scalia were in the minority. So, both precedents would likely stick, albeit with a slimmer 5 to 4 majority in *Waffle House*.

### **Affirmative Action (AA)**

I’ve saved the AA rulings for last. There are seven rulings (other than *Martin v. Wilks*, 1989) since 1987 on four major issues: (a) set asides (*City of Richmond v. Croson*, 1989, *Metro v. FCC*, 1990, and *Adarand v. Peña*, 1995), (b) voluntary AA (*Johnson v. Transportation*, 1987), (c) court-ordered quota remedies (*US v. Paradise*, 1987), and (d) diversity as a compelling government interest (*Grutter v. Bollinger*, 2003, and *Gratz v. Bollinger*, 2003).

Under present assumptions, only one of these rulings would change (*Grutter*). However, two rulings that would not change under present assumptions are suspect for other reasons.

The precedents for set asides are indisputable. *Croson* was a 6 to 3 ruling applying strict scrutiny to states and municipal set asides. *Metro* briefly permitted a lesser standard (moderate scrutiny) for federal set asides (with O'Connor, Rehnquist, and Scalia dissenting), but *Metro* was overturned in *Adarand* (written by O'Connor and including Rehnquist and Scalia). Although the set aside was struck down in *Croson* and remanded for further consideration in *Adarand*, *Croson* taught other municipalities how to satisfy strict scrutiny (see *Cone v. Hillsborough County*, 1991, and *Coral v. King County*, 1991), and *Adarand* taught the DOT (Department of Transportation) the same lesson as the lower courts toiled to address the remand issues.

*Johnson v. Transportation* was 6 to 3 (with O'Connor in the majority and Rehnquist and Scalia dissenting) and *US v. Paradise* was 5 to 4 (with all three dissenting). Based on present assumptions, both would be 5 to 4 and unaltered. However, there are other reasons for suspecting these rulings. *Johnson* supported a decision favoring a female plaintiff based on a "manifest imbalance" in the workforce but with no evidence of a discriminatory basis for the imbalance. *Paradise* featured racial discrimination against blacks (an "egregious" pattern or practice violation) and a quota (50–50) court-ordered remedy for 16 promotions. The key to both rulings was Powell, Kennedy's predecessor, who was in the majority in both rulings. The issues in *Johnson* and *Paradise* remain contentious in the lower courts, and Kennedy has never had a formal opportunity to weigh in on them. So it is unknown how such issues will be decided in future cases.

The last issue is diversity as a compelling interest in the strict scrutiny analysis. The key issues relate to Powell's ruling in *Regents v. Bakke* (1978), where a quota plan for admissions to medical school was struck down, but at the same time, Powell outlined a scenario (the "Harvard Plan") in which diversity as basis for school admissions could pass strict scrutiny rules. *Gratz* is an unassailable 7 to 2 ruling (with Ginsburg and Souter in the minority) that the University of Michigan's undergraduate admissions plan failed under Powell's criteria. However, *Grutter* is a 5 to 4 ruling (with O'Connor in the majority and Rehnquist and Scalia in the minority) in which the University of Michigan's law school admissions plan does meet Powell's criteria. Under present assumptions, *Grutter* would be reversed. However, this is hardly a given. As noted earlier, Kennedy wrote separately in *Grutter* stating he agreed with Powell's ruling in *Bakke* but dissented in *Grutter* because he believed the University of Michigan's law school plan did not satisfy Powell's criteria. At stake here are subsequent lower court rulings such as *Petit v. Chicago* (2003), where the 7th Circuit supported a race-based promotion for police as satisfying strict scrutiny based on *Grutter*.

In summary, under present assumptions, the vast majority of prior EEO Supreme Court precedents are safe. There are reasons to question some of the AA rulings, but this is hardly a new thought. AA rulings have always been contentious and in danger of reversal, even in prior Supreme Courts.

### **Prior 3rd Circuit Alito Rulings**

In the prior section, it was assumed that Roberts = Rehnquist and Alito = Scalia. Both assumptions are, of course, open to debate. For example, Ann Coulter wrote she is worried Roberts will turn out to be a “moderate, like Justice Souter or O’Connor instead of the more conservative Scalia and Thomas.” There is insufficient information to predict what Roberts will do because he was on the D.C. Circuit Court for a relatively short time. Alito, on the other hand, has written or contributed to many 3rd Circuit EEO rulings. However, it would take as many words as used thus far to finish this last section. Therefore, I will start it here and finish it at a later time.

The “Alito’s America” Web site discussed earlier cites cases such as such as *Bray v. Marriott* (1997), *Grant v. Shalala* (1993), *Riley v. Taylor* (2001), and *Sheridan v. E.I. Dupont* (1995) as examples of how Alito will threaten antidiscrimination laws. However, in my own search, I found cases where Alito made or contributed to PF rulings, including *Fraternal Order v. Newark Police* (1999), *Deane v. Pocono Medical Center* (1998), *Showalter v. University of Pittsburgh Medical Center* (1999), and *Shapiro v. Township of Lakewood* (2002). There are other rulings, both DF and PF, but these cases will suffice for present purposes.

I propose the following for readers interested in Alito’s potential future contributions to EEO precedents. Read the above cases, and search for additional cases. Ignore whether a given ruling is PF or DF and instead ask two questions of each case. First, based on her body of work, would O’Connor have voted differently than Alito in the specific case? Second, irrespective of O’Connor’s likely vote, how does each ruling stack up with legal precedents in place at the time it was issued? I am withholding my full opinion at this time. I predict, however, the reader will find that the likely truth lies somewhere between the hopes and prayers of commentators like Anne Coulter and DarmandoTheElder (a major contributor to the “Alito’s America” Web site).

### **Conclusions**

My purpose above was to seek objective ways to assess the implications for EEO precedents of Alito’s tenure on the Supreme Court. In general, I have two problems with one-sided ideological viewpoints, regardless of which extreme is represented. First, one-sided viewpoints are selective in the material cited and fail to test alternative hypotheses. Second, they focus too much on whether court rulings favor plaintiffs or defendants and not enough on

more practical matters. My review of the SIOP Consultant Locator reveals there are many SIOP members who offer consulting services on EEO-related issues. As a practical matter, it is unimportant in a given consultation whether existing precedents are PF or DF. Rather, the consultant needs to know that the relevant precedents for the case in question are solid and trustworthy, regardless of whether the client is a plaintiff or a defendant. I believe the vast majority of current EEO precedents are solid and trustworthy. Therefore, in answer to the question of whether Justice Alito will usher in the “best of times or worst of times” for EEO precedents (from Charles Dickens’ “A Tale of Two Cities”), despite the “Great Expectations” (another Dickens title) of Alito’s supporters and detractors, the best a priori prediction is probably business as usual.

### **Endnote**

The ADA is discussed in **Legal Front** columns in January 2001, April 2001, April 2002, and July 2002. It is also discussed by **Don L. Zink** in October 2002 and in a pre-**Legal Front** article by the author in January 2000. Sexual harassment is discussed in July and October 2004 and January and April 2005. *Reeves v. Sanderson Plumbing* (disparate treatment) is discussed in October 2000 and *Desert Palace v. Costa* (mixed-motive) is discussed in October 2003. Adverse impact is discussed in January 2003 and January 2004. Affirmative action is discussed in October 2002, April, July and October 2003, and April 2004. 11th Amendment immunity as relates to the ADEA and ADA is discussed in July 2001 and April 2002, and binding arbitration is also discussed in April 2002. Adverse impact in the ADEA is discussed in July 2005, Justice O’Connor’s legacy in EEO law is discussed in October 2005, and reverse age discrimination is discussed (by Zink) in January 2006.

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## *What I Learned Along the Way*

**Frank Landy**

**Landy Litigation Support Group**

The April column includes recollections from two luminaries, **Herman Aguinis** and **Kevin Murphy**. Herman describes the long path from childhood to “elite” status—and more importantly from Argentina to America. Kevin describes the equally daunting trip from faculty status to department head status. Each, in his own way, highlights the importance of tolerance as a personality characteristic and the role of I-O in his personal and professional life. Sometimes it is not clear whether an individual chooses a path or the path chooses the individual. Most of the time, it doesn’t matter.

### **From Río Cuarto to Denver**

**Herman Aguinis**

**University of Colorado at Denver**

I was born in 1966 in the town of Río Cuarto in the Province of Córdoba (Argentina). In Spanish, Río Cuarto means “Fourth River.” I recall how my parents used to tell me that the Spanish Conquistadors had lacked creativity and therefore had been unable to come up with more interesting names for the rivers in the Province. Instead, they used “first,” “second,” “third,” “fourth,” and “fifth” as labels as they progressed Southward in their conquest. The town where I was born happened to be on the banks of the fourth river, and hence its name.

During most of the 1960s and 1970s, Argentina was ruled by dictators who enjoyed imposing arbitrary regulations on businesses, education, and many other organizations and areas of life. For example, there was a list of names parents had to use to choose their children’s names. Parents were not allowed to use a name that was not included in the list. This resulted in my parents choosing “Herman” for me, a name included on the list, which was the closest to the intended name Hersh. Hersh was the name of my great-grandfather, a Jew who was killed together with his wife, two daughters, and entire extended family by the Nazis during the Holocaust. Hersh’s son, my grandfather José, was the only Aguinis who survived the Holocaust by fleeing Europe for Argentina.

In addition to the list of names, another such arbitrary policy in some provinces was that children were required to learn how to read and write using block letters and not cursive handwriting. When I was 10, my family moved to the city of Buenos Aires. Much to my surprise, I showed up at my new school and realized that cursive was used, I was unable to write, and I was able to read only with great difficulty! Not a good surprise when you are 10 to find out you can barely read and write. As a consequence of this, my handwriting still suffers and my students, and even myself, have a hard time reading what I write.

When I was 12, I took a 2-day exam including Spanish, Geography, History, and Mathematics. Results of this exam determined whether I would be able to attend a school including grades 8 to 13 that were part of the University of Buenos Aires system. The top 30% of scorers were accepted and, fortunately, I was one of them. Attending this prestigious high school, founded in 1772, was the most meaningful educational experience I had in Argentina.

It was also during my high school days that the military dictatorship kidnapped and murdered thousands of people, including some students in my school, for being “subversive.” I was part of an underground student movement that created a student association and a newsletter. A student from my school, who was about 17 years old, was kidnapped as he was picking up an issue of the newsletter from the printer and was never seen again. He became one of the notorious “desaparecidos” (missing people). The dictatorship lasted from 1976 to 1983, and my father, who is a physician and writer and was a vocal voice of opposition against the dictatorship and in favor of democracy and individual rights, risked becoming a desaparecido himself. One night, he and my mother returned from the movie theater to see a police car parked at the door of our apartment building. My three siblings and I were sleeping in the apartment and my parents did not dare to enter the building until several hours later when the police car left. They never knew whether the car was waiting to take them away as soon as they showed up. But, the head of the writers’ association of Río Cuarto was told by the local Chief of Police that they had been unable to arrest my father there because he had “fled to Buenos Aires.”

I came to the United States for the first time when I was 13. I spent 3 months living with my aunt, uncle, and three cousins in Staten Island (New York City). I played football on the street, played basketball at the local Jewish Community Center, ate cereal for breakfast, saw the *Rocky Horror Picture Show*, listened to The Grateful Dead, and watched *Happy Days* on TV. Most importantly, I developed a great admiration for the democratic system in the U.S. and the respect for human liberty. I knew the political and economic systems were not perfect, but I was convinced they were vastly superior to those of the majority of countries in the world. It was then that I decided I would eventually live in the U.S.

Back in high school in Argentina, at the Colegio Nacional de Buenos Aires, I was exposed to the usual courses, with the advantage that they were taught by University of Buenos Aires faculty using university textbooks, plus advanced Latin, Physics, Chemistry, Astronomy, History, and Calculus. When I graduated at age 18, I decided I would pursue a career in the social sciences and was ready to go to college in the U.S. However, I was unable to do so because it was too expensive. Thus, I decided to attend college in Argentina as quickly as possible so I could go to the U.S. for a graduate degree. I attended the University of Buenos Aires and graduated in 1988 with a BA and master’s in clinical psychology, the only psychology specialty

available at that time. By then, Argentina had regained a democratic system and, in addition to attending college, I was working full time for a federal organization in charge of helping democratize organizations ranging from labor unions to student clubs at universities. It was a monumental organizational change effort in the entire country.

Half way through my college years in Argentina, I contacted over 100 universities in the U.S. via mail and found out about I-O psychology. I remember being elated each time I received a new catalog in the mail. I spent a whole summer reading catalogs and program descriptions from back to back. I was surprised about how prompt and professional most universities were compared to universities in Argentina regarding their dealing with potential doctoral students. I-O psychology was very appealing to me because it seemed such a broad field. I could foresee studying many different and interesting topics ranging from leadership to job design.

I applied to universities near New York City (to be close to my aunt, uncle, and cousins) and decided to attend SUNY-Albany. This school was only a 3-hour drive from my relatives and it offered a tuition waiver and stipend. Coming from Argentina, the \$8,000/year stipend seemed like a fortune! I had never taken a course in I-O psychology until arriving in Albany because I-O psychology courses were not available in Argentina. But, I was up to speed very quickly thanks to the faculty members there at the time, **Eugene F. Stone-Romero**, **Kevin J. Williams**, and George M. Alliger. It was only after being in Albany for about 2 years that I realized that the presence of knowledgeable, experienced, and well-connected faculty is probably the most important factor in having a good graduate school experience.

I also had weekly research meetings with James T. Tedeschi, a renowned social psychologist interested in power and influence. I was interested in power because I had had so little of it growing up in a dictatorial political system. Jim, who passed away a couple of years ago, was an outstanding teacher and had an open door policy that made working with him a delightful experience. He also taught me to treat students with respect simply because this is the right thing to do. At SUNY-Albany, I had a great time talking about research with classmates such as **Chuck Pierce** over countless beers and playing flag football on weekends in the bitter Albany winter weather and tennis in the hot and sticky summer weather. I still count many of those classmates as close friends.

At SUNY-Albany, I became very interested in research methodology and, since taking my first-semester statistics course, I decided to learn as much methodology as possible because I concluded I would not become a good scientist without this knowledge. I still believe in the centrality of research methodology and try to learn as much about methods as possible, for example, by attending workshops and serving as a reviewer for the SIOP conference.

I completed my master's and PhD degrees in 4 years and went on the job market in the spring of 1993. I sent out over 70 applications but received

interview offers from only three or four universities. I decided to accept an offer from the Psychology Department at the University of Colorado at Denver, primarily because **Kurt Kraiger** was there at the time. The fact that he had been there for about a decade, and built his career there, gave me hope that I would be able to do the same despite the lack of a doctoral program. I spent 4 excellent years there but was about to leave for a psychology department in a university on the East Coast when I received a call from **Wayne Cascio** in the Business School at the University of Colorado at Denver telling me they had an opening and asking if I was interested. I love Colorado because of its weather, skiing, and mountain biking. So, I went through the interview process, received an offer, and decided to switch over to the Business School within the same university instead of returning to the East Coast. Wayne had been at the university since the early 1980s and spent the majority of his career there. His impressive career trajectory provided some reassurances vis-à-vis the advice of some colleagues that I should not move to a business school because of the supposed lack of research orientation and the warnings that moving to a business school would be a career killer.

The move from psychology to business was not smooth because the dean of the College of Arts and Sciences was not happy about the dean from the Business School “stealing” his faculty. Those were very stressful and sleepless nights. Although I knew the fight was not about me in particular, I was caught in the middle of a political battle. I knew the deans would have fought over a piece of furniture or any other thing perceived to be an asset (tangible or intangible). In the end things calmed down and the Arts and Sciences dean understood there was nothing he could do after the university chancellor spoke personally with him. Otherwise, the move was very easy and did not disrupt my work at all. I did not even have to change my phone number or e-mail address.

Topics traditionally researched by I-O psychologists have been part of my life since an early age. I experienced lack of justice due to the Argentine military dictatorship. I experienced discrimination and minority status in Argentina for being Jewish. I experienced the need to retrain myself when I was 10 and was unable to read and write well. I experienced selection issues when I took a rigorous entrance exam at age 12 that would dictate my next 10 years of schooling. I experienced organizational change by working on a massive organizational and country-wide change project. I am personally familiar with cross-cultural issues because I was not born in the U.S. and had to learn another language, and I have also experienced subtle (and sometimes not so subtle) discrimination in the U.S. for being Hispanic. I-O psychology is so broad that it gives me great choice in terms of research topics. In fact, I define myself more as a social scientist than as an I-O psychologist. I have conducted research in such diverse topics as conflict resolution tactics, perceptions of adopted children, personnel selection, nonverbal behaviors and power, meta-analysis, interaction effects, advancement of female executives, validity gen-

eralization, cross-cultural organizational behavior, virtual reality, ethics in research, workplace romance, and sexual harassment, among others. I-O psychology gives me the freedom to explore many topics from many different perspectives. Most importantly, as my former advisor Gene Stone-Romero used to say frequently, “In how many jobs do people get paid to learn?”

It’s been a long road from Río Cuarto to Denver. There were numerous unexpected turns such as receiving a doctoral degree in Albany and ending up in a business school. What’s next? It’s hard to tell. What I try to do is maximize the opportunities that open up after each career decision. This has worked well for me and has given me the flexibility and autonomy to do what I like to do and, amazingly, get paid for it!

## **It Does Work, After All**

**Kevin R. Murphy**

**The Pennsylvania State University**

In 1976, I was finishing my MS at Rensselaer Polytechnic Institute and looking for a good place to complete my PhD. I ended up with three choices, Iowa State (I still remember getting a call from **Paul Muchinsky**—it was the first time I had talked with a famous I-O psychologist), Maryland and Penn State. It was a true toss-up between Maryland and PSU. For years, I avoided **Irv Goldstein** because his reaction when I called to turn down an offer to work with him as an RA was “Are you crazy?”, but Penn State seemed like a good fit for me, and it worked out that way. I graduated in 1979 and left for a job at Rice. After stints at NYU (1981–84) and Colorado State (1984–2000) I ended up back at Penn State, this time as a senior faculty member.

My job interview at Penn State was an unusual experience, for many reasons. First, several of the faculty members I had gotten to know in the 1970s were still there, notably **Jim Farr**, who was my PhD advisor, and it was interesting to meet with them in a very different role. Second, several of my meetings were in the same room where all of our PhD students took (and still take) their oral comp exams and their dissertation defenses. My oral exams and defense were not particularly disastrous, but still, I can’t say that the room was a source of fond memories. I was glad to get out of that room.

I joined the faculty in 2000, and in 2003 became department head (how I ended up there is a story for another day). As the starting date for my job was approaching, I spent a lot of time wondering how I should approach different facets of the job. One day, it dawned on me that we teach this stuff and that I could probably get some useful insights from an I-O psychology text. After 3 years on the job, I have come to the conclusion that much of what we teach actually works! I have applied several things straight out of Muchinsky, Landy and Conte, and other leading texts, including:

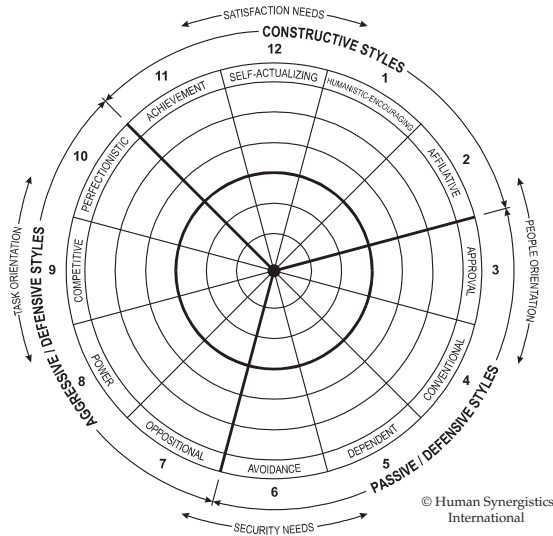
1. *Charismatic leadership does not require charisma*—Most I-O textbooks tell you that if a leader articulates a coherent vision and projects energy and confidence in that vision, people will follow. I think this turns out to be true. If you act like you know what you are doing and you are very confident it will work, people may think you are a jerk, but they will probably follow your lead. This is not a bad thing to know.

2. *A little voice goes a long way*—In my annual performance evaluations, I send everybody a draft of the evaluation letter and invite comments or clarification before I finalize the evaluation. I usually get feedback from a few faculty members (about half of it is valuable and accurate), but it is rare for major changes to occur. I do think, however, that the chance to have input makes the appraisal process work better than it otherwise might.

3. *Performance appraisal is a complex, paperwork-intensive process for making people angry*—Voice helps, but performance appraisal is like a root canal. It can be made relatively painless, but it is never really fun. Virtually everything I have read about attribution biases and inflated self-evaluations plays out in front of me each spring when I do performance appraisals. The performance appraisal literature has encouraged me to resist fooling around with things like scale formats and to accept that rater dissatisfaction is part of the process and is not necessarily an indication that the process should be changed.

4. *Temperament matters*—Actually, this one does not come from an I-O text, but I wish it did. Temperament is usually defined in terms of a variety of dimensions of behavioral style (e.g., activity, adaptability, distractibility, initial reaction, intensity, mood, persistence and attention span, regularity, and sensitivity), and temperaments can be reliably assessed in infants. They are fairly stable, and several aspects of temperament relate strongly to things like affectivity. Some people are negative, demanding, inflexible, and so on, and the likelihood that this will change if you make their circumstances better in the workplace is relatively low. Having some concepts and tools to help sort out why some colleagues will drive you crazy helps lower the likelihood that they actually *do* drive you crazy.

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## **Q&A With Sharon Kaivani on Organization Design**

**Scott L. Martin**  
**Payless ShoeSource**

Sharon Kaivani is a senior consultant with The Home Depot and focuses on organization design. Sharon earned her BA in psychology from North Carolina State University and MA in I-O psychology from the University of North Carolina at Charlotte. She began her career doing process redesign and reengineering work for First Union (now Wachovia) Bank. She then joined Pricewaterhouse Coopers and specialized in organization change. After about 4 years, IBM acquired the consulting arm of PwC, so Sharon worked for IBM's Business Consulting Services for a couple of years. She joined Home Depot's organization effectiveness department last year.

### ***How did you become interested in structure work?***

Organization design was often required as part of the change management work I was doing at PwC. And what I found was that organization design work required me to learn very specific work activities as well as broad organization strategies.

### ***It seems that graduate programs do not tend to focus on structure work, or at least not the type that practitioners are actually doing. Do you agree? How did you learn about organization design?***

I think that is true. Graduate school provided a conceptual foundation in terms of systems thinking, span of control, and different types of structures such as functional or matrix, but I didn't get the connection to real business challenges and strategies. I learned the ropes from my senior colleagues on consulting assignments.

### ***In general, how do you approach organization design projects?***

The first step is to understand the business drivers, such as changes in competition, market conditions, or supplier practices. Next, I understand the strategies and goals of the organization. I then look at all the possible alternatives. Finally, I evaluate each alternative against the business drivers and strategies.

### ***What role does benchmarking play?***

Benchmarking is important, but we need to be careful. It is common to look to businesses that have solid financial results and adopt their structures.

However, just because a business has strong financials doesn't necessarily guarantee it has an optimal structure. In addition, what's really important is to identify the structure that is aligned with the organization's specific competitive advantages. For instance, a company that wants to customize solutions on a geographical basis may need a decentralized structure, whereas a company that wants to be a low-cost provider may want a centralized structure.

***What is the most enjoyable aspect of your work?***

I particularly enjoy thinking about our high-level strategies and building an organization that is aligned with our priorities. I also relish the opportunities I get to work closely with our key leaders.

***What prompts customers to come to you?***

A change in top leadership often initiates design requests. New designs are sometimes required as businesses mature. For example, during early stages a business may organize by customers to better understand their needs. Over time, the business may migrate to a less costly functional structure because the business has developed more established processes.

***Who handles the implementation of new designs?***

The human resource generalist brokers this with the other centers of excellence, such as staffing, HRIS (human resource information systems) and legal.

***How do you evaluate new designs?***

We build in 30, 60 and 90 day evaluations. And businesses always have KPIs [key performance indicators], so these should provide ongoing feedback related to the organization design.

***Organizations are under increased pressure to focus on the customer.***

***Has this resulted in more customer-oriented structures?***

To some extent, but it's not that simple. It's obviously important to deliver value to the customer, but the appropriate structure will depend upon the organization's strategy. For instance, a customer-oriented structure may not be ideal for a customer that highly values low costs because customer-based structures tend to be more expensive.


***How might students learn more about applied organization design?***

Case studies allow you to connect general concepts to real business issues. They might intern with internal or external consultants that focus on organization design work. They can "pick the brains" of business leaders and ask questions such as why a specific structure was selected, and the pros and cons of alternatives.

***How about for those just starting applied work in the area of organization design...any common mistakes we tend to make?***

I think there is a tendency to view the new structure as an end in itself. It's important to recognize that an organization design is just one tactic to help the organization achieve its business strategy. As a result, we usually need to do a lot of change-management work following the identification and announcement of a new structure.

I thank Sharon for sharing her time and insights. As always, if you have thoughts on the above or other comments, please let me know at Scott\_L\_Martin@payless.com or 785-295-6801. Thanks very much!



*Spotlight on  
SIOP Committees*

***Society Conference Committee***

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*This committee is responsible for planning and organizing the annual meeting. The steering committee includes the Conference Committee chair, the current SIOP president, the past president, the Local Arrangements chair, the Workshops chair, the Job Placement chair, the Registration chair, and the Program chair.*

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**FYI**

**Paul M. Muchinsky\***

**The University of North Carolina at Greensboro**

Imagine you are sitting in an airport, waiting to board your flight. You are traveling alone. You have been assigned to seat E in Row 13. Also imagine you know nothing about I-O psychology. Along come two mature individuals who sit across from you in the lounge. The lounge area by the gate is packed with fellow travelers, and there are no vacant seats. It becomes evident that the two individuals sitting across from you share something in common. Based upon their conversation, it appears they have not seen each other for quite some time and they are catching up. Although it is neither your intent nor desire to eavesdrop on their conversation, you can't help but overhear what they are saying. These two individuals are I-O psychologists. Although unrelated to their actual professional orientation, we will call them I and O. Try as you might to ignore their conversation, this is what you overhear:

**I:** What ever became of Mike Phillips?

**O:** We lost track of each other. When we were grad students at NYU we took the IRT to MSG to watch the Knicks play. We discovered we had both pledged TKE as undergrads.

**I:** That was a strange time back in the late '60s.

**O:** I recall Mike had a part-time job with the local BBB. Someone there got him involved in the presidential campaign of HHH. They had him walking door-to-door passing out leaflets. Nowadays people get their information by dialing up WWW. He had these big feet—he wore EEE shoes. His feet got so sore from all that walking he would let loose some XXX-rated words. I told him he should never join the KKK, because even under a hood, people would recognize him by his big feet.

**I:** What about Bob Atwater?

**O:** Bright guy, but a little strange. He scored big on the SAT and GRE, but his GPA was never too good. He went on to get a MBA from USC, then got his PhD from MIT. I heard he got a job with IBM and proved the *SDY* from *OJT* gave a better ROI than from all their formal training programs. He worked himself out of a job.

**I:** Talking about strange guys—do you remember Floyd Fortnum?

**O:** Vaguely.

---

\*Unamused, indifferent, or entertained readers can contact the author at [pmmuchin@uncg.edu](mailto:pmmuchin@uncg.edu).

I: Get a load of this. He was supposed to be the golden child. He lands a job with the NSA. It turns out his OCBs were CWBs. He was into booze in a big way. One day he got picked up on a DUI. He was so out of it they had to call an EMT. They demanded he go to an EAP because he was a walking WMD. He claimed he was suffering from ADD and sought protection under ADA. The NSA said this might fly with the FBI or CIA, but not with them. They let him go.

O: Do you know the story behind Cindy Farmer?

I: I didn't know there was any story behind the queen of psychometrics.

O: She started out being a TA or RA for some professor working on OSHA. Then she took the 16PF and discovered her KSAOs pointed to a career in number crunching. They teased her about becoming an auditor for IRS. So she begins research on personality measurement. She does some SEM and discovers both DIF and DTF on the CPI, JPI, and MMPI. She also concludes the FFM is based on gender stereotypes. *JAP* is now begging for her stuff. So is *AMR* and *AMJ*, but she won't give them the time of day.

I: I bet ETS and ACT would love to have her.

O: The world has changed so much compared to when we were in school. Back then I recall students studying LPC scores, and theories like LMX, VIE, and MBO. I remember one guy's dissertation was a comparison of BES, BOS, and BARS.

I: But its not like all of that stuff is outdated. I recently read the LGD in a DAC is most helpful for a CEO.

O: Yes, but everything now is so high tech. They even applied CAT to DAT.

I: But some things don't change. If you don't have SMEs review the PAQ and PDQ for relevance you can still get in trouble with EEO.

O: Even the DOT has given way to the O\*NET.

I: What? They abolished the Department of Transportation? Since when?

O: No, by "DOT" I meant *Dictionary of Occupational Titles*.

I: HA HA HA HA HA. You had me worried there for a second.

O: HA HA HA HA HA. It's hard to keep things straight.

I: I even read in the MMY they might revise the MSQ and JDI.

O: I guess there is no stopping progress.

I: Well, as far as I'm concerned, it's SOS for our GNP. If SIOP or APA doesn't find a way for our workers to adjust to all this change, and I mean ASAP, it's RIP for the USA.

O: Speaking of RIP, how is your health holding up?

I: I've got chronic pain. They've run an EKG, EEG, and MRI. They recommended surgery. There is NFW I'm doing that.

**O:** I know what you mean. My biggest therapy is television. I love watching NCAA sports on ESPN. My son bought me a DVD and VCR, but I can't make them work.

**I:** I'm more into the NFL and NBA than college sports. I miss the NHL, and I couldn't live without MLB. My wife watches QVC. We both watch HBO.

Your overwhelming desire to ingest some mind-numbing PCP or LSD is interrupted by an announcement over the loud speaker. "Good afternoon, ladies and gentlemen, this is a preboarding announcement for Flight 123 from LAX to JFK in NYC. The flight is completely full and we have been advised that strong head winds will make the flight last 7 hours instead of the usual 5 hours. Children traveling alone and families with small children should proceed to the gate for immediate preboarding."

You feel the need to be a child again, or at least to convince the agent you are a tall, old child traveling alone. You start to gather your carry-on items. As you do, you hear:

**O:** I'd like to discuss with you that RFP by ONR for a SJT.

**I:** Well, it sounds like we will have plenty of time to talk about it.

**O:** I'm getting tired of all this traveling I do. I seem to be on the road all the time, or as the young generation says, "24-7." I hate it when people ruin the language with their expressions.

**I:** It's not just the spoken word. How about these idiots who end their e-mails by using various punctuation marks to create a face? It's like they are communicating in code.

**O:** You got that right. Never in our day. Where are we sitting?

**I:** Row 13, seats D and F.

In case you are wondering, there are exactly 100 abbreviations in the column. No, I did not reach that number by happenstance. And yes, it was disturbingly easy to come up with that many.

# AccuRater Inc. Seeking Validation Partners For Recently Upgraded Test Products

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

Welcome to the pre-SIOP conference edition of **TIP-TOPics** for students! Speaking of the SIOP meeting, we hope you plan on attending the first ever **TIP-TOPics** roundtable. Our objective is to create an event that gives students a chance to discuss relevant issues, network with individuals from other I-O programs, and contribute to the development of this column. The title for this year's session will be: *TIP-TOPics Roundtable Discussion—*



*Facilitating Collaboration Among Graduate Students.* This will be a unique opportunity for you to network with other students and contribute to the development of the **TIP-TOPics** column, so make sure to attend the session.

Before revealing the subject of this issue, I would like you to imagine the following....On a cold January night, while driving down a road somewhere in the countryside of Iowa, you see a bright light hovering over one of the cornfields up ahead. You pull over and courageously exit your car to explore the source of this illumination. Suddenly out of the gently swaying cornstalks appears what could only be an extraterrestrial! This other worldly entity turns to you and boldly states: "Take me to your leader!" Being an I-O psychologist, you realize that this is an incredibly intriguing and complex question. After a moment of contemplation, you ask, "Could you define leadership for me or at least be a little more specific? I mean do you want me to take you to a transactional leader or more of a transformational leader? Those guys live in opposite directions and I don't have time to introduce you to both of them." Looking what must be the alien equivalent of confused, the entity slowly backs into the cornfield, and you promptly see a bright streak rise into the star-filled night.

Well as you might have guessed the topic of this issue is leadership (although aliens was a good guess too). For this issue, we will provide you with the "low down" on leadership from our panel of experts; speak with **W. Warner Burke**, an expert in the areas of leadership and organizational development; and present findings from our Leadership in Graduate School survey.

### I-O 101

*How is leadership defined in organizational research?* Our experts suggested that defining the concept is an important issue in leadership research. However, **Cynthia McCauley** pointed out that few articles provide a definition or description of the leadership construct that guided the authors' research. Our experts agreed that a common theme in the operationalization of leadership is

the influence of people to attain a goal(s). Some additional examples include a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 1997) and the process of influencing an organized group toward accomplishing its goals (Rauch & Behling, 1984).

*What are some advantages and disadvantages of pursuing a career studying leadership?* According to **Ronald Riggio**, a disadvantage is that leadership is not yet recognized as a stand alone “discipline.” For example, in I-O psychology, it is considered a topic of specialization. In management, it is considered either a sub-area of organizational behavior or another core area. Furthermore, Cynthia McCauley stated that in recent years, there has been a sense that the leadership field has been in a rut (e.g., overly focused on a narrow range of theories, relying heavily on survey research, equating leadership with hierarchical authority or with heroism).

A strength of the leadership domain is that practitioners and academics are working together to remedy these issues. Our experts provided examples of the steps being taken by leadership researchers and practitioners to address the disadvantages previously mentioned. For instance, in response to the issue of not being seen as a discipline, a relatively new organization called the International Leadership Association has been created, which is made up of leadership scholars, practitioners, consultants, and educators. In addition, the field is beginning to incorporate frameworks and methods from other areas. Some of the areas include complexity science, social networks, organizational learning, and social-constructive development.

*Based on your experience, how do organizations view and value the study of leadership in organizations and what methods are most often used to conduct the research?* Many organizations are interested in leadership research and applying it to the workplace. However, some of our experts feel it is important to realize that some organizations may not know what they are purchasing in terms of consulting and/or products because of their different levels of understanding. Many organizations also want to know what their return on investment will be and how long it will take to realize that return. So, if someone wants to study leadership in organizations, they need to be prepared to handle questions about the payoff. As for methods, it was unanimous that all methods apply to leadership research. **David Day** suggested that the focus should be on choosing the right tools to best answer the research question at hand. That requires a broad (and deep) understanding of methods that should be the hallmark of any well-trained I-O psychologist.

*What recommendations do you have for students who would like to pursue an applied career and use leadership in their work? What should students look for in an internship when pursuing an applied position with an emphasis in leadership?* First and foremost our experts felt that a strong understanding of the research is critical when pursuing an applied career in leadership. Cynthia McCauley stated that one should think about how he or she

may want to apply their leadership knowledge and expertise (i.e., through leader development initiatives, coaching leaders or leadership teams, designing leader assessment tools, crafting organizational processes that support an effective leadership system). An emphasis in leadership alone will likely not get you an applied position! Leadership expertise needs to be paired with expertise in other applied areas (e.g., training, coaching, management teams, assessment methodologies, and designing organizational systems). So look for opportunities—through internships, consulting projects with faculty, applied research projects, classes in other departments—to develop knowledge and skills in one or more of these applied areas. **Bruce Avolio** recommended taking on a variety of leadership roles and learning the language of business in order to interact with business leaders.

*Aside from the typical journals (i.e., JAP, AOMJ, etc.) what are other journals that leadership researchers should look to publish their work, and where can students find information about leadership and leadership-related topics?* Our experts suggested several leadership journals. Some of these include *Leadership Quarterly (LQ)*, *Organizational Dynamics*, *Leadership* (a new journal published by Sage), *Group and Organizational Management*, *Journal of Leadership and Organizational Studies*, *Group Dynamics*, and *Small Group Behavior*. It is important to note that even the premier journals in social psychology are publishing work on leadership. More importantly, Ronald Riggio stated that both *LQ* and *Leadership* are trying to appeal more broadly to scholars in a variety of disciplines—not just to the psychologists and management scholars who typically publish in *JAP* and *AOM* journals.

There are also conferences that focus on leadership: The Kravis Leadership Institute (<http://kli.claremontmckenna.edu/>) sponsors an annual conference, the Gallup Leadership Institute (<http://gli.unl.edu/>) has begun a Leadership Summit series, and the International Leadership Institute ([www.academy.umd.edu/ila](http://www.academy.umd.edu/ila)) holds an annual conference. There are also a variety of Web sites that contain information about leadership research and practice, leadership education, leadership academic programs, and related topics. For example, The Gallup Leadership Institute at the University of Nebraska has a comprehensive listing of these Web sites ([http://gli.unl.edu/search\\_centers.asp](http://gli.unl.edu/search_centers.asp)). Furthermore, our experts recommended that students interested in connecting with other people interested in leadership research can visit the Network on Leadership Scholars (<http://divisions.aomonline.org/LIG/>).

*Where do you see the field of leadership research going?* Our experts suggested that the field is beginning to integrate macro, systemic, and organizational-level perspectives on leadership with the current micro, person-centered, individual-level perspectives. Bruce Avolio stated that with the impetus of the GLOBE project, there will be more attention to spanning cultures. In addition, researchers will be addressing the issue of how to facilitate leadership via technology.

One aspect of leadership that all of our experts agree upon is that the field of leadership research is growing. Our experts feel that there are many challenges that lie ahead for researchers, and the opportunities to make contributions to the field are abundant. With a community of sophisticated scholars and practitioners from diverse disciplines, there is no doubt that the area of leadership research will flourish in the future.

## **BI-O**

As our experts have indicated, leadership is a broad, multidisciplinary field with many players. We chose to interview an individual that has had extensive experience with leadership in both the applied and academic realms. W. Warner Burke is a professor of psychology and education and the director for the graduate programs in social-organizational psychology in the Department of Organization and Leadership at Teachers College, Columbia University. He has also had a considerable amount of consulting experiences with a variety of organizations in business and industry, education, government, religion, and medical systems. Dr. Burke is a Diplomate in I-O psychology and the American Board of Professional Psychology; he is also a Fellow of SIOP, AOM, and APS. He has authored over 130 articles and book chapters in organizational psychology, organization change, and leadership.

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

My greatest doubts had to do with my poor training as an undergraduate. In particular, statistics did not come easy for me. In fact, I never really learned statistics until after I received my PhD. In other words, I memorized my way through. However, the summer after I completed my program was when I really began to understand statistics. One of the professors who had taught me statistics asked if I would teach introductory statistics that summer before I left for Richmond. I looked at him and said, "You got to be kidding!" He looked me straight in the eye and said, "You have a PhD now right?" I said, "Yes sir." He said, "You can teach anything!" But that didn't clinch the deal; the clincher was that he said, "It pays a thousand dollars." I said, "I'll do it." So, that summer when I taught statistics I really learned and internalized the material. The best way to learn anything is to teach it.

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

Yes, they prepared me very well. I was fortunate to go the University of Texas at Austin, in the early '60s, with a concentration in social psychology. My early career was a reflection of this training, as I spent a great deal of time in the social psychology area before gradually moving into organizational psychology. So, I am not traditionally trained in I-O psychology. However,

my graduate school days were excellent in preparing me for what I do today. For example, I had the opportunity to study under Blake and Mouton, which exposed me to application early on. It was the combination of scholarship and science mixed in with practice and applied experiences that have been a part of my life ever since graduate school.

***How did you go about developing your current research interests?***

I think it had to do with the practice world. What I mean by this is that when I was with the National Training Laboratories (NTL), we were constantly working with groups and sensitivity training. All of that training was about self-awareness and, as a result, I was introduced to its importance early in my career. So, my research interests came from practice and application rather than theory. Since that time I have been able to use practice to facilitate theory or research and vice versa. I feel very fortunate to have this perspective because it is helpful in both the applied and academic worlds.

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

There were two things as a graduate student that surprised me. First, there was the high degree of competitiveness among the doctoral students. For example, I would go to the library shelves and pull out bound journals and find out that the article I was trying to read had been cut out with a razor blade. Today you don't have that problem because you can do all that stuff online, and that's wonderful, but that is an example of what really just stunned me. The second thing that stunned me was that the faculty did not give much of a damn about the graduate students. That shocked me and is something I have tried not to emulate in my career.

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

Getting my first job was interesting. When I was still in graduate school, I thought that the person who really had it made was a professor. So, I had to be one. The first 3 years of my career I was an assistant professor of psychology at the University of Richmond, in Virginia. Now, I got that job primarily because my major professor did his undergraduate work at Richmond and thought it was an excellent institution. So through his assistance and encouragement, I was able to take an opening with their psychology department. However, after 2 years, I came to the conclusion that a professor was not necessarily the person who really had it made. I was getting fairly bored because Richmond had a strong undergraduate and master's program but no doctoral program. So it only took me about 2 years to realize this wasn't the place I was going to stay.

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

Yes and no. Yes from the standpoint of the applicability of social psychological thinking to practice, and that took the form, in the early days, of small groups. So my early consulting work was team building, which is the cornerstone of organizational development. All of that work came from my graduate training in social psychology. But, there were also a number of things that I did in my early career that I no longer do. For example, when I was at Richmond, I did part-time consulting work. The focus of the consulting company was on assessment. So, the firm used test batteries and interviews to make recommendations to clients about whether to select or promote an individual. While working there I learned a tremendous amount of information about psychological testing. So, even though I rarely use psychological testing today, I have a firm understanding of the area and can apply that knowledge to my teaching.

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

Not much to tell you the truth. A part of the reason why is because my graduate training was terrific in terms of giving me the grounding that I needed and wanted. As I have said, I thought that I would be a professor (and that ultimately is what has happened), but in the early stages of my career I got disenchanted with academia and went into the applied world. Having the ability to move into the applied world and then learning from it was a great experience.

***What is your typical day at work like?***

It depends on what day of course because I spend about a day a week doing consulting work. For example, I have two clients right now that require a good bit of my time. So it doesn't always work out to be a day per week, and the consulting often dictates how the week will be spent. The rest of my time is filled with three types of activities: teaching, research projects, and administration. Because our program is large (and I am the acting head of the program), there are a number of administrative tasks that need to be handled on a weekly basis.

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

I am fortunate that I did not have to make the choice between the applied or academic world. In fact, I got back into academia because the 10 years that I was in the field I wrote and published. If I had not done that, I would have had a difficult time getting back in. The most appealing part of doing both is that one always seems to spark my interest in the other. For example, when I do consulting work and I come across things that puzzle me, I become interested in studying and trying to understand the problem from a deeper level. So, then I go back to theory and the university to suggest a study that we can do to better understand the issue.

### ***What are the most satisfying and dissatisfying aspects of our field to you?***

I have always had a problem with traditional I-O because it is so focused on the “I” and so little focused on the “O.” For the most part, I-O psychology is about individual differences, which is fundamental. But the problem that I-O psychologists face most of the time is they lose sight of context. You cannot understand behavior unless you understand it from the point of view of the individual and the context within which the individual is behaving. Without the combination, you don’t understand anything, even though you think you do. I’m just amazed at how many studies have been published where the level of analysis is simply the individual.

### **Assessment Center**

For this issue we wanted to explore leadership in graduate schools. Naturally this brought faculty advisors to mind, but we also wanted to take a look at the leadership roles that students could play. Based on responses from a sample of 164 graduate students, it seems that students do engage in different activities that put them in a leadership role (see Table 1).

Table 1  
*Student Leadership Opportunities*

Survey Question	Endorsement*
Students conduct research outside of requirements (e.g., thesis, dissertation) that are independent of faculty in your program.	54%
Independent student research is completed and disseminated to others (e.g., conference presentations, publications).	62%
Many students in my program take an active leadership role in non-academic, school-related issues (e.g., brown-bags, new student orientations).	58%

*Note.* \*Percentage of sample whose response was a 4 = *agree* or 5 = *strongly agree* on a 5-point scale.

In order to gauge perceptions of leadership in graduate programs, we adapted Epitropaki and Martin’s (2004) short-form of the Scale of Implicit Leadership Theories (ILTs) developed by Offermann, Kennedy, & Wirtz (1994). Although a full review of ILT is well beyond the scope of this article, the gist is that over time individuals develop expectations about what characteristics a leader should or should not possess. The shortened scale developed by Epitropaki et al. (2004) taps six characteristics that are prototypical (i.e., sensitivity, intelligence, dedication, and dynamism) or antiprototypical (i.e., tyranny and masculinity) of a leader. Participants were asked to complete an ILT scale for both their faculty advisor and for students in their pro-

gram. According to our sample, graduate student perceptions of the leadership characteristics for both faculty and student leaders do not greatly differ and the perceptions are favorable (i.e., high scores on the prototypical characteristics and low scores on the antiprototypical characteristics, see Table 2).

Table 2.  
*Descriptive Statistics for Faculty Advisors and Student Leaders on ILT Scale (N=164)*

Questionnaire Items	Faculty Advisor		Student Leaders	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Leadership Prototype Subscales				
Sensitivity				
Understanding	5.61	1.34	5.46	1.27
Sincere	5.82	1.26	5.24	1.36
Helpful	5.37	1.44	5.53	1.28
Intelligence				
Intelligent	6.60	0.66	5.95	0.91
Knowledgeable	6.54	0.77	5.66	1.07
Educated	6.66	0.58	5.91	0.94
Clever	6.01	1.04	5.32	1.17
Dedication				
Motivated	6.02	1.24	5.65	1.10
Dedicated	6.13	1.10	5.63	1.02
Hard-working	6.28	1.03	5.81	1.04
Dynamism				
Energetic	5.80	1.28	5.46	1.02
Strong	5.55	1.25	4.99	1.07
Dynamic	5.23	1.42	5.02	1.24
Leadership Antiprototype Subscales				
Tyranny				
Domineering	3.41	1.95	3.09	1.49
Pushy	2.81	1.81	2.72	1.42
Manipulative	2.20	1.67	2.65	1.49
Loud	2.38	1.70	3.26	1.51
Conceited	2.29	1.72	2.90	1.58
Selfish	2.25	1.64	2.98	1.59
Masculinity				
Masculine	3.80	1.66	3.24	1.37

*Note.* Responses made on a 7-point scale: 1 = *not at all characteristic* to 7 = *extremely characteristic*.



## Conclusion

Thank you to each of our experts for providing us with exceptional information for this column. These respondents include Bruce J. Avolio (The Gallup Organization), W. Warner Burke (Teachers College, Columbia University), David V. Day (Pennsylvania State University), Cynthia D. McCauley (Center for Creative Leadership), and Ronald E. Riggio (Claremont McKenna College). If you would like additional information or extended commentary from our experts, feel free to contact us at [tipsontopics@yahoo.com](mailto:tipsontopics@yahoo.com). Make sure to check out our next issue where we will be focusing on counterproductive work behaviors.

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### **Leaving the Psychology Tower: Nontraditional Programs in I-O Psychology\***

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The need for programs that accommodate diverse types of students and adopt an interdisciplinary approach to the study of organizations has led universities with traditional I-O programs to also offer nontraditional programs. Nontraditional programs tend to attract highly heterogeneous sets of students in terms of age and academic and professional backgrounds or may be tailored for special types of students. Due to the mixed student population and high percentage of working adults, nontraditional programs tend to be more application and applied-research oriented than their traditional program counterparts.

Faculty, students, and administrators of nontraditional programs face a variety of challenges. In this column, we explore and address these challenges based on our experiences in running and teaching in such programs. We hope this column will provide the impetus for open dialogue among I-O psychologist educators regarding how to diversify educational opportunities in I-O psychology.



### **The Challenges of Nontraditional Programs**

Traditional and nontraditional programs differ in a variety of ways. Such differences can be grouped into three areas: student characteristics, demands on faculty, and organizational demands.

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\*Note: The authors of this column will be presenting information from this article at the 2006 SIOP Conference in Dallas, TX. This educational symposium will include some of the information herein along with additional details, challenges, and successes.

## ***Student Characteristics***

*Age and experience.* Nontraditional students differ significantly from traditional students with respect to age range and experience. Students represent a wide range of ages from those in their early 20s to those in their late 50s. Nontraditional students also enter programs with diverse academic (e.g., management, psychology, English, political science) and professional backgrounds (e.g., human resource professional, marketing analyst, teacher), and typically are from lower management to vice-presidential levels in their organizations.

*Extracurricular responsibilities.* The majority of students in nontraditional programs have responsibilities independent from their student life. Most students work full time and have family responsibilities including everything from raising children to caring for elderly parents. This array of nonacademic responsibilities reduces the amount and range of time nontraditional students can spend on campus.

*Expectations.* The professional background and work experiences of most students can be a great asset to students and instructors alike in that such experiences allow for a direct linkage of program content to the students' work. Older students are less willing to simply accept theoretical assumptions and instead want to be able to immediately apply what they have learned. They are less likely to be familiar with methodological and statistical concepts and thus tend to be less willing to accept a primarily research-oriented, theoretical style program.

## ***Demands on Faculty***

Faculty in nontraditional programs encounter very different demands than those in traditional programs. Prior experience in organizations, a focus on applied research, broader areas of interests, and a willingness to accept and acknowledge that students will often be more knowledgeable and experienced in certain areas are necessary to foster positive relationships with students. Students expect faculty to know organizational settings first hand and may not accept information instructors present without debate.

Faculty teaching in nontraditional programs also have to be more self-sustaining compared to their traditional program counterparts. Night and weekend teaching is typical, resulting in fewer technical, administrative, and social resources for faculty. Compressed class formats can be extremely demanding as an entire course's materials must be prepared prior to the first class session and faculty must be available to advise students in the evenings and on weekends.

During the implementation of new nontraditional programs, faculty must also promote the program and recruit students. Nontraditional education is a competitive market, and the geographic restraints of working adults further limit the radius from which to recruit students. Nontraditional programs have to demonstrate credibility quickly to garner a good reputation. Extensive community outreach is key to establishing credibility with local businesses and organizations whose employees are potential applicants. Lunch talks,

interviews, public lectures, and open-house informational meetings can be invaluable in promoting new programs. These time-consuming activities, however, are not typically rewarded highly in annual faculty evaluations, which are often based primarily on research activities.

### ***Organizational Demands***

*Focus of instruction.* The challenge for faculty in nontraditional programs is to strike a balance between the varying needs and interests of the students so that academically oriented students gain valuable practical experience and application-focused learners gain important conceptual and theoretical underpinnings for the best practices they see implemented daily.

*Student integration and cohesion.* In a typical full-time institution, students develop cohesiveness as a result of shared experiences, usually in their classes. Part-time students may have difficulty developing such relationships because they take classes with different student cohorts. Part-time students may have additional work and family commitments that prevent development of strong relationships with other students. Part-time students may also feel that they are treated differently or that faculty are not taking into account their unique situations. Students in nonthesis-option tracks often feel left out because the strong relationship formed between advisor and student in the conduct of a thesis does not typically develop for students in a nonthesis track. Furthermore, individuals returning to study after spending years away from school sometimes feel that they are in a different place than their younger counterparts.

*Integration of nontraditional into traditional I-O programs.* Given the distinct prerequisites and requirements of traditional and nontraditional programs, the integration of the two is not an easy task. Tailor-made solutions are essential. Each nontraditional program needs to be structured and organized according to the unique needs and resources of its student body and faculty.

## **Taking on the Challenges**

### ***Existing Nontraditional Programs***

Striking a balance between meeting the needs of nontraditional students and providing a rigorous, high-quality I-O program is a major balancing act. The authors of this paper developed and work in three distinct training programs, each of them facing challenges of nontraditional programs in a unique way.

*The University of Oklahoma in Tulsa.* The MA program in Organizational Dynamics (ODYN; <http://tulsagrad.ou.edu/odyn/>) at the University of Oklahoma (OU) in Tulsa is an interdisciplinary program designed to provide working professionals with the leadership skills needed to manage people, projects, and technology. The program started in spring 2003; currently 54 students are enrolled. Students are diverse in age, background, and organizational position and represent a variety of companies including old and new economies as well as product and service-oriented companies.

*The George Washington University.* The programs in the Department of Organizational Sciences and Communication (<http://www.gwu.edu/~orgsci/index.htm>) at the George Washington University (GWU) have evolved dramatically over the past 5 years. Once a program that offered only a part-time master's degree to adult learners, Organizational Sciences now offers a full range of undergraduate and master's programs to traditional and nontraditional students as well as the doctoral degree in I-O psychology in a fairly traditional format but in an interdisciplinary department. Currently, the program serves approximately 120 undergraduate majors, 20 minors, 175 master's, and 20 doctoral students.

*The University of Nebraska in Omaha.* The I-O psychology graduate program (<http://www.unomaha.edu/psych/industrialorg.php>) at the University of Nebraska in Omaha (UNO) has two programs. One program is a 2-year, non-thesis master's program designed for students who would like to earn a terminal master's degree and who intend to go to work immediately after completion of the program. The second program is a traditional MA/PhD program. The nonthesis option attracts both full-time, traditional students as well as nontraditional students.

### ***Practical Solutions***

*Selection of students.* Criteria important in the selection of students for nontraditional programs may vary from those used in traditional programs. The ODYN program at OU assesses students' potential for program success based not only on GPA, but also work experience, interview performance, and two letters of reference, including one from someone familiar with the applicant's potential in an organizational setting. Selection of students is not based only on intellectual abilities but also on ability to contribute to class diversity in terms of profession, organizational experience, organization type, and specialty interest. At GWU, Organizational Sciences varies its admissions practices as a function of the program. Doctoral admissions are based on GPA, GRE, research experience, and fit with faculty interests. Master's-level admissions are based on work experience and grades, as well as the fit with the program's orientation. Similarly, at UNO, doctoral admission is based on more traditional measures, with a strong emphasis on research experience, whereas admission considerations for the terminal master's program may include work experience, internships, and other extracurricular activities.

*Course scheduling.* Many students in nontraditional programs work full time and have family responsibilities, thus, scheduling classes can be difficult for students and administrators alike. Although classes are typically offered year round to facilitate student progress, faculty are traditionally on 9-month contracts necessitating reliance on overload teaching assignments and adjunct faculty. Also, although some programs offer classes in just one type of format to focus efforts and resources on a particular type of student, other programs offer a variety of formats and schedules to meet the needs of more students. Such multi-format schedules increase the demands on faculty and departmental resources.

One option utilized by the Organizational Dynamics program at OU is to use a compressed format with class sessions conducted over 3 weekends. Precourse preparation, including readings and assignments, is required so that class time can be devoted to exercises and discussions. Projects or papers are due several weeks after the last class session. The compressed format works well for content-oriented classes in which the prolonged class meetings facilitate topic immersion. The 3-weekend format is too demanding, however, for the statistics and research methodology classes, which instead are spread over 6 weeks.

At GWU's Organizational Sciences Department, the strategy has been to offer a variety of course calendars and schedules to accommodate different student needs. There is a traditional "open enrollment" master's program where students take two evening classes per semester, finishing the degree in about 2½ years. There is also an accelerated master's program for Air Force and Navy officers in which students complete the program in 16 months. GWU also offers a program for experienced working professionals in which compressed, 8-week semesters enable students to complete the program in just under 11 months. The doctoral program is a traditional 5–6 year program with a traditional research focus but augmented with applied internship experiences.

At UNO, because of the relatively small number of students, scheduling issues are addressed on a case-by-case basis. Night courses are offered and when a specific student needs a class offered during a specific time frame, faculty try to be accommodating or allow for a class substitution.

*Applied program focus.* Nontraditional programs tend to have a substantial practical application component. Especially for adult learners, learning is most effective if students are actively engaged in the process and if the course's concepts relate to students' lives and work experiences (Lave & Wenger, 1991). In many courses of the ODYN program, a team-based learning approach (Michaelson, Bauman Knight, & Fink, 2004) is employed. Faculty capitalize on students' experiences by designing stimulating and effective learning situations that allow for benchmarking and contribute real-life examples from the business community. In these exercises, students learn from each other, their experiences, or their study of relevant materials rather than from traditional lecture methods (Fink, 2003). At UNO, the applied focus for the terminal master's program is further demonstrated with a required internship.

*Student integration and cohesion.* Our experiences show that students in nontraditional programs like organizational dynamics and the organizational sciences military cohorts can be very cohesive. Students develop communities of practice (Wenger, 1999) and are proud to be alumni of the programs. Even though nontraditional students spend less time together and have more work and family obligations compared to traditional students, their shared experiences are intense, and they develop relationships that extend beyond the program, including hiring and giving professional advice to each other.

*Integration of programs.* At GWU, the OSC department was formed by the merger of an undergraduate major, a program offering several different mas-

ter's degrees, and the I-O psychology program, which left the Psychology Department to join the newly formed department. As this merger was just formalized earlier this year, the faculty is currently working on integrating programs and curricula across the undergraduate, master's, and doctoral level. In addition, the department is starting to offer combined master's and doctoral sections. These combined courses were developed to prepare master's students who later may pursue doctoral study and to capitalize on faculty expertise across programs.

At UNO, full-time students from both the PhD and terminal master's program take the same courses during the first year. Having common courses allows for better integration of the two programs. In addition, because the first 18 hours of the two programs are identical, students sometimes request to switch programs. Integration is also created by an I-O student organization that sponsors monthly get-togethers that support assimilation between programs and between generations of students.

One of the motivating factors for starting the Organizational Dynamics program at OU in Tulsa was to provide new research opportunities for students at OU's main campus in Norman. The distance between the two campuses and differences in curriculum, however, have hindered integration of the programs and the students so far.

### ***Program Evolution***

Programs evolve with time and adapt to students, faculty needs, and changes in external environments. The programs described in this paper have changed substantially since their inception. For instance, the I-O Psychology program at UNO has existed for over 30 years. Originally designed to attract working adults from the Omaha area, it has evolved into a more traditional program. Currently, the program at UNO has about 35 students, representing a combination of both full-time and part-time students, and returning adult learners. The unique blending is very challenging and presents some unique difficulties and opportunities.

Existing since April 2003, the Organizational Dynamics program recently admitted its first two full-time students out of the need for program faculty research support. Located on a satellite campus, the program did not have adequate research resources to meet faculty needs whose research productivity requirements for tenure are similar to those of traditional programs. Due to their full-time employment and lessened research requirements, the non-traditional students are less motivated to become involved in faculty research.

The I-O Psychology PhD program in the OSC Department at George Washington has been around for more than 60 years, being one of the oldest in the country. The Organizational Sciences master's program has a 20-plus year history. Bringing these programs together under a new, interdisciplinary departmental umbrella has proceeded relatively smoothly, thanks to the



shared research interests and existing relationships among the faculty. The result is a doctoral program that is benefiting from an infusion of interdisciplinary talent and focus while maintaining its psychology roots, and a master's program that is gaining additional research emphasis, academic orientation, and courses that it would not have been able to offer by itself.

### ***Program Evaluation***

All the programs described in this article follow the *SIOP Guidelines of Education and Training at the Master's Level in Industrial-Organizational Psychology* (<http://www.siop.org/guidelines.htm>). Despite the difficulties in assessing the success of academic programs, efforts should be made to find empirical evidence for positive learning effects. For example, the ODYN program, with its focus on developing students' leadership skills, plans to assess these skills with a standardized instrument (Leadership & Management Assessment System: LAMAS; Tett, Guterman, Bleier, & Murphy, 2000) on an annual basis. Collecting these data would add empirical and more objective evidence in addition to the more anecdotal and rather unsystematical gathering of positive effects such as promotions, changing jobs, or pursuing new careers. Exchanging and comparing these objective data with other programs would also allow comparing the effects between traditional and nontraditional programs.

### **Summary**

In this column, we identified characteristics of and solutions implemented in different nontraditional programs. The demand for these programs will continue to grow due to increasing competitive pressures on employees and the trend for lifelong learning. Nontraditional programs provide unique opportunities both for the faculty and for the students. Continued experimentation with mechanisms that best integrate nontraditional and traditional programs, as well as develop the students and faculty involved, is essential to their continued success.

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## I-O Psychology and the Offshoring of Work:

### A Debate Between Dr. Quo and Dr. Nu

Michael M. Harris  
University of Missouri-St. Louis

This hypothetical debate regarding research in the international context between two hypothetical scholars, Dr. Nu and Dr. Quo, highlights what I believe are somewhat inherent tensions in our field between more “basic” and more “applied” research. Enjoy the debate and let me know what you think (mharris@umsl.edu)!

*Dr. Nu:* You just cannot escape the presence of globalization in the workplace. Take the very first sentence in *Fortune*’s 2006 article about the 100 best companies to work for—“It had to happen: Globalization’s pressure is turning the screws on even the best U.S. companies...” (Colvin, 2006, p. 71).

*Dr. Quo:* At the same time, this article goes on to observe that many of the 100 best companies to work for are less vulnerable to the pressures of globalization because the nature of their business requires that they be “place-based.” These industries include health care and child care, as well as financial services companies, which Colvin argues require a physical presence in order to succeed. In all, just over half of the 100 best companies to work for are deemed to be somewhat immune to globalization. So, globalization is not nearly as universal as you state!

*Dr. Nu:* That leads, however, to the conclusion that almost 50% of the companies in this list are *quite* vulnerable to global pressure! But, let’s stop quibbling about some of the details. I hardly think that you, Dr. Quo, can deny that globalization is a major force in the work today, particularly as it relates to business, industry, and organizations. And, as I recall, unless SIOP has tried another silly attempt to change the name of our field, we are called industrial-organizational (I-O) psychologists, correct?

*Dr. Quo:* Yes, yes, we are still I-O psychologists. But let us return to the fundamental issue that really brought us together today. And that question is whether we should be pursuing research to answer questions of interest to us as scholars and researchers or whether we should be letting business set our research agenda. As you know, I strongly believe that we should keep the business executives out of our circles. What do they know about the research

process? Do they understand what makes for good research versus bad research? If they had their way, we would probably just be doing highly simplistic case studies, chatting with CEOs, and tossing out words such as “strategizing” like 16-inch softballs. Most importantly, do business executives have any concept as to what it takes to get published in our top journals? Do they have any inkling as to what it takes to get respect from our colleagues, let alone tenure, in the university world?

*Dr. Nu:* Let me respond this way, Dr. Quo. I think we might frame the issue this way: Are we as I-O psychologists pursuing the right research agenda? That is, are we spending time on valuable questions? Now, I realize that one of the joys of research is studying what it is we wish to study and that “practical” considerations should by no means dictate what it is that we are studying. A research investigation is important if we (and our peers) find it interesting. Although I agree with that opinion in many ways, I think that as I-O psychologists, we should at least pay some attention to issues and topics of concern to our practitioner brethren. Perhaps some of the topics of interest to them will be found to be of interest to us as well.

*Dr. Quo:* (snorting with distaste): I don’t care if my research interests demonstrate researcher–practitioner fit (RPF). We have enough discussion of different kinds of fit (e.g., P–O fit) to worry about RPF. You know, I think we need to get a little more specific here. So, let’s talk about specific research topics. I have been working on a project for several years that examines work competencies in various parts of the world. The focus is on whether these competencies vary from region to region and why there may be differences.

*Dr. Nu:* Well, that project certainly has some major practical implications. I bet that there might be some executives who would be interested in knowing what regions of the world are strong in which competencies and which regions might be lacking in certain competencies. That way, in choosing where to locate operations, they might make better choices.

*Dr. Quo:* Well, sure one could take *some* of the research I’m conducting and apply it to some practical problems, but that is certainly not the driving force of my research endeavors. Let’s turn to what you think might have valuable practical implications. What are some research areas where you believe I-O psychologists might make a meaningful difference?

*Dr. Nu:* I think that global business represents a growing area where we, as I-O psychologists, could make a valuable contribution. Let’s take one example; in the most recent issue of *BusinessWeek* (January 30, 2006), an entire article was devoted to outsourcing....

*Dr. Quo:* There you go again. Rather than focusing on I-O psychology journals, you are always referring to business publications. You know, I think you would be far better off ignoring those other journals and focusing on our I-O journals, such as *Personnel Psychology*, *Journal of Applied Psychology*, and the *Journal of Organizational Behavior*.

*Dr. Nu:* I don't see the exclusive need to focus on our journals. Because the world is our laboratory, I think we can come up with ideas for research in many different places, not the least of which are business publications. But stop interrupting me, and let me share with you some of the ideas from this article. Briefly, outsourcing has made great changes in the U.S. (and elsewhere, of course) work world. Although most of us think of outsourcing as eliminating high-paying U.S. jobs and hiring cheaper replacements overseas, a new model called "transformational outsourcing" (TO) is evolving. Not to be confused with transformational leadership, the purpose is to completely transform an operation (e.g., manufacturing plant) by reconfiguring all of the business processes (e.g., manufacturing, engineering, etc.) and, where appropriate, outsourcing and offshoring those processes that are better performed elsewhere. Although cost savings is an aspect of TO, there are other important factors that are driving the TO model.

*Dr. Quo:* I remember reading something about that trend about 15 years ago. It was referred to as a "mod" organization, wasn't it? I imagined that executives would wear wide-lapelled jackets and platform shoes. No wonder "mod" organizations didn't catch on.

*Dr. Nu:* No, no. You mean "modular" organizations, not "mod" organizations. Yes, the idea of a modular organization has come into its own now. As this same article states, more and more organizations can start up, without having many of the functions that a traditional organization needs. As an example, an organization with a fleet of airplanes can contract out for reservations managements, crews, and route planning. Other names given to such organizations include "virtual" and "hollow" organizations.

One company named in this article, Crimson Consulting Group, conducts global marketing research on a variety of software and hardware products. The company has only 14 full-time employees, but with the use of thousands of independent contractors, it is able to compete with major consulting firms on a global basis and at a very low cost.

*Dr. Quo:* OK, interesting ideas. I understand how these things may become important. But, do they relate to I-O research in any way at all?

*Dr. Nu:* At the end of this article, a professor of management at a large university is quoted as saying that one of the tasks of the business school is to train managers to manage virtual, global organizations consisting of employees that one won't even see. If that isn't an interesting statement, I don't know what is. But my main point, of course, is that these trends lead to some interesting research questions as follows.

First, what kind of managerial skills are needed for managing a virtual organization? Do these skills vary by the culture of the workplace? In other words, is a manager who is effective in one part of the world (say, China) going to be equally effective in a culturally different environment, such as Switzerland? Similarly, how can we measure those skills? Will assessment centers, personality tests, or structured interviews be valid tools?

Second, how is change best introduced and managed to enable these virtual organizations to be successful? As the article notes, “[c]orporations can’t simply be snapped apart and reconfigured like LEGO sets, after all. They are complex, living organisms that can be thrown into convulsions if a transplant operation is botched” (pp. 56–57). What kinds of management approaches are most effective here? What are the kinds of communication processes and procedures that will enable these virtual organizations to operate effectively?

Third, how will these kinds of organizations affect our understanding of the workplace. In terms of hiring, for example, the notion that an organization has a job opening is becoming more obsolete. Rather than replacing a departing employee, the organization may choose to outsource the position, hire a contract worker, or perhaps offshore the functional area. What factors will determine this decision? And how will such decisions affect employee careers?

*Dr. Quo:* This has been enlightening, but I think I’ll stick to my favorite research journals. By the way, where did you say that article on outsourcing appeared? It might be a good article to assign for my PhD seminar to read on international HRM research.

*Dr. Nu:* No problem, I’ll be happy to get you the citation. And by the way, do you have any good citations for leadership in a global context? It might be helpful for me in developing a theory of leadership in modular organizations for an invited article I am writing.

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## Spotlight on I-O Organizations

**Lori Foster Thompson**  
North Carolina State University

Do you ever find yourself playing trivia with friends, only to notice that you're missing all of the questions in the "Dutch I-O Psychology" round? If so, this column is for you.

The Netherlands is home to some famously liberal attitudes on the one hand but highly conservative, traditional beliefs on the other. The culture for research and university-level education is impressively strong. Did you know that every Dutch school graduate has the right to attend university? This is one of the many things I learned from the sidelines while **Tara Shetye**, a doctoral student at North Carolina State University, worked with **Neil Anderson** and **Sonja Schinkel** (both from the University of Amsterdam) to prepare an overview of networking in The Netherlands for our *TIP* audience. Read on to see what Tara uncovered through her interviews and research on networking in The Netherlands.



### Networking in The Netherlands

**Tara Shetye**  
North Carolina State University

To find out how I-O psychologists network in The Netherlands, I spoke with Neil Anderson, head of Management at the University of Amsterdam, and Sonja Schinkel, one of Neil's PhD candidates.

The Netherlands has a population of around 18 million and can be traversed by car in under 3 hours. Neil emphasized that the small size and dense population of The Netherlands means that networking isn't too difficult—in fact, a greater problem is overnetworking! With only about 11 active I-O departments, a large part of the connection among professionals happens informally between people with similar research interests.

That's not to say that The Netherlands doesn't have formal networking organizations. Dutch I-Os have strong representation at conferences abroad, such as SIOP and the European Association for Work and Organizational Psychology (EAWOP; [www.eawop.org](http://www.eawop.org)). In addition, there are four major networking channels that exist to bring Dutch I-O psychologists together. Although the four are connected and have a great deal of shared membership, each takes a unique approach to the field of I-O psychology (or A&O—short for Arbeids & Organisatiepsychologie, as it is called in Dutch). Each of these four groups is described below.



### ***The Netherlands Institute of Psychology***

The Netherlands Institute of Psychology (NIP; [www.psynip.nl](http://www.psynip.nl)) consists primarily of “practicing” psychologists and addresses such issues as professional accreditation and continuing education. The NIP is divided into four sectors that correspond to different areas of psychological specialty. Most A&Os belong to the “Labour & Organization” (A&O) sector. The A&O sector hosts a variety of meetings and symposia throughout the year. A recent symposium at the University of Utrecht featured **Wouter Schoonman**, **Marise Born**, and Wim Bloemers, who discussed the contribution of A&O psychologists to organizations. A symposium like this one will typically last for an entire day, with a built-in time block at the end for socializing and networking. The NIP has also begun to host regional meetings, which typically last for several hours and contain small group discussions, a keynote speaker, and most importantly, free drinks!

Like I-O psychologists in the U.S., A&O psychologists in The Netherlands struggle with issues of accreditation and professional licensure. Because anyone who has qualified from a graduate program at master’s level can call themselves a psychologist, the NIP offers a professional trademark title of “Psychologist SIP.” This title is available to any practicing psychologist in The Netherlands who meets the professional standards of the NIP. In addition to this type of service, the NIP publishes a monthly magazine, offers its members legal advice, and acts as a point of connection between psychologists and potential clients. NIP even pairs up with WAOP (discussed next) to publish *A&O Items*, a quarterly digital newsletter detailing all the current events in A&O. Clearly, this is an organization with a broad range!

### ***The Association for Work and Organizational Psychology***

One organization that takes a more research-oriented approach to networking has a mouthful of a name: Werkgemeenschap van Onderzoekers in de Arbeids & Organisatiepsychologie (WAOP; [www.waop.nl](http://www.waop.nl)). Although WAOP is affiliated with the NIP, this group’s focus is shifted toward the more academic end of the spectrum. Their mission is to promote the cooperation of scientists and professionals working in The Netherlands. One of the exciting initiatives the WAOP has put forth is their Small Group Meetings. These meetings are like miniconferences for 20–25 participants each. If a small, intimate conference with like-minded scientists sounds like your dream come true, don’t despair if you’re not a WAOP member. In fact, the meetings require that at least 25% of the participants are from neither the UK nor The Netherlands. Any WAOP member who is interested in hosting a Small Group Meeting can submit a proposal for consideration.

### ***The Kurt Lewin Institute***

Doctoral students in The Netherlands have a unique opportunity to network with more seasoned professionals. The students have their own confer-

ence each year, during which they present their research and receive feedback and comments from faculty and practitioners in attendance. This conference is hosted by the Kurt Lewin Institute (KLI; [www.kurtlewininstitute.nl](http://www.kurtlewininstitute.nl)), a center for graduate training and research supported by five Dutch universities. The next KLI conference is June 8–9, 2006, and will feature keynote addresses by Arie Kruglanski, Gün Semin, and Joop van der Pligt. The typical KLI conference has from 70–80 students from KLI institutions in attendance, making this a great chance to hone presentation skills and improve relationships with colleagues at the same time.

### *The Dutch Human Resource Management Network*

One organization that bridges the gap between academics and practitioners is the Dutch Human Resource Management Network (DHRMN; <http://www.hrmnetwork.utwente.nl>). This group has had four successful internationally attended conferences since its creation in 1999. The DHRMN exists to bring together researchers from diverse disciplines and areas of specialization. They are also the point of contact for organizations that are looking for expert advice in the area of HRM.

A typical DHRMN conference is organized around several topic areas. Hot topics for the most recent conference included “HRM & Social Capital” and “HRM & New Forms of Work.” Keynote speakers, such as **Denise Rousseau** and Nick Bacon, address a broader audience. The most recent DHRMN conference took place in November 2005 at the University of Twente.

In general, it’s clear that there is no shortage of networking opportunities in The Netherlands! According to Neil, there are many benefits to this situation. First, The Netherlands enjoys excellent links between the academic and practitioner sides of A&O. This results in an outstanding corporate culture for research, which then leads to even better relationships between organizations and A&O researchers. Second, the extensive networking that goes on leads to unlikely pairings of researchers with diverse interests, which gives way to new insights in the field.

Of course, it’s not all positive when everybody knows everybody else, as anyone who has lived in a small town can tell you! Many A&Os would like to address issues of international concern. One problem that the Dutch A&O community faces is the predominantly Dutch focus of some of the more traditional programs. Still, it should be noted that a well-established trend is underway, and many programs now maintain a strong international focus and international faculty. In fact, Neil himself is a licensed I-O from the UK (as well as a SIOP Fellow).

Having moved to The Netherlands from the UK, Neil mentioned that his aim is to one day publish in a journal printed in the Dutch language. In fact, setting up and maintaining Dutch journals is a bit of a challenge for our counterparts in The Netherlands. Systemic pressures and rewards to publish in

international journals with the highest citation indices have resulted in many Dutch researchers focusing upon European and American journals. Dutch researchers are increasingly required to write in their second or even third language to publish in English (or “APA-ish,” as Neil calls it).

Neil also told me that Americans (especially SIOP members!) are always welcome to visit The Netherlands. Many have taken him up on this offer, including recent visitors such as **Michelle Gelfand, Michael Harris, Tim Judge, Steve Kozlowski, Deniz Ones, Frank Schmidt, and Shelly Zedeck**. The typical visitor will host a workshop, conduct a symposium, or even teach a course to graduate students. Similarly, many Dutch A&Os have held visiting appointments in the U.S. either as visiting professors or supported through a Fulbright award.

Interestingly, some people in the Dutch community say that Dutch A&Os are more closely tied to U.S. I-Os than to other European research groups or practitioners, despite the close geographical proximity of other European countries. In my opinion, though, it seems that whether their colleagues come from SIOP, EAWOP, or WAOP is a small point—overall, The Netherlands is home to some of the most well-connected psychologists around!

### **Concluding Editorial**

So there you have it—an informative overview of networking in The Netherlands, which is anything but “trivial.” Our Dutch counterparts have developed enviable mechanisms for connecting with like-minded others both within and outside of their country. The value of these networking channels is clear, and their success is evidenced by excellent research, outstanding practice, and the resulting top-tier publications, which our Dutch colleagues are producing with increasing frequency.



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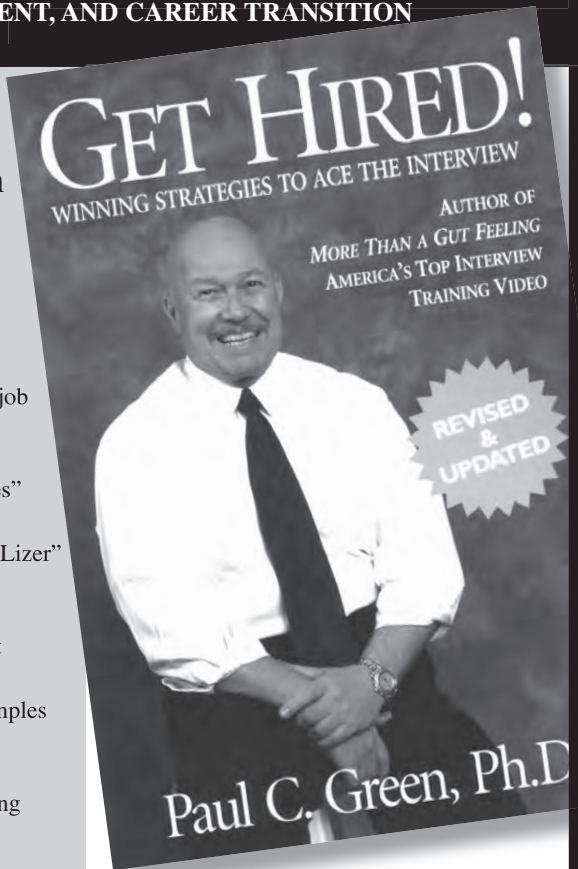
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**Stories Wanted:  
The Oral History Project**

**Mike Zickar  
Bowling Green State University**

There are lots of tasks for the SIOP historian; one of the most important and most pleasurable is the Oral History Project started by former historian **Andrew Vinchur**. The goal of this project is to conduct and record interviews of the aging members who have contributed to I-O psychology, capturing their thoughts and experiences in ways that might not be possible in traditional publication outlets.

The essence of oral history is providing an opportunity for people who took part in important historical events to document their thoughts and experiences in their everyday language and expressions. With oral histories, the only things needed to conduct them are a set of good questions, a tape recorder, and somebody willing to share their stories. The philosophy of oral histories has created significant headway in formal historical research. There now exists formal national and international organizations (Oral History Association and Oral History Society), a journal (*Oral History Review*), and many numerous regional and topical archives and centers dedicated to collecting oral histories in specific areas (e.g., the Rutgers Archives for World War II Oral Histories and the Walter B. Reuther Library Oral History Collection of United Auto Workers members).

Vinchur compiled a nice packet of information that makes it easy to conduct oral interviews. We have a protocol that can be used to guide the interview as well as sample questions that can be asked. Once oral histories have been completed, we take care of transcribing them. After transcribing them, the transcripts can be reviewed by the interviewer and interviewee for clarity and accuracy. Afterwards, the transcriptions of the completed interviews will be shipped to the Archives of the History of American Psychology at the University of Akron. Future researchers will be able to mine these interviews to better understand the functioning and nature of our field.

The history of I-O psychology has so far focused largely on the first generation of founding fathers (with some attention to the first female pioneers as well, see Koppes, 1997). There has been more historical research on articles on legendary figures such as Munsterberg, Bingham, and Scott (e.g., Landy, 1992, 1997) than other figures in the field. The second generation of applied psychologists has begun to receive some attention, with articles on

Kornhauser (Zickar, 2003), Moore (Farr & Tesluk, 1997), and Paterson (Baker, in press; see also, Koppes, in press). Clearly the history of I-O psychology transcends these few individuals. The goal of the Oral History Project is to collect raw material in the form of interviews so that future historians can better understand our field.

If you are interested in contributing to SIOP's Oral History Project, please let me know. If you are interested in being interviewed or interviewing someone, send me an e-mail (mzickar@bgsu.edu). In addition, if you have suggestions on people to interview, I'd appreciate that as well. I would like to make a special plea to our retired practitioners. The history of the academic side of our occupation is much better documented compared to the practitioner side. We need oral histories of consulting and corporate psychologists to rectify the imbalance in the historical record.

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# **How to Make the Most of the Placement Center at the SIOP Conference: Tips for Job Seekers**

**Liberty Munson**  
**The Boeing Company**

**Mindy Bergman**  
**Texas A&M University**

The SIOP Placement Center provides a unique opportunity for employers to screen many job seekers in a short period of time. Companies participate in the Placement Center, using our facility to conduct interviews with candidates from around the world. In 2005, 72 employers and 264 job seekers used the SIOP Placement Center, and we anticipate that more will participate in Dallas.

Each year, job seekers have questions about how to maximize their experience with the Placement Center. To address the most common concerns and questions, the Placement Committee has put together a few tips to help job seekers prepare for and make the most of the Placement Center during the conference.

These tips are intended to provide job seekers with an overall understanding of how the Placement Center works so that they can use the center in the most efficient and effective manner possible. Other resources and tips are available at [www.siop.org/Placement/Seeker.asp](http://www.siop.org/Placement/Seeker.asp). Tips for employers are available at [www.siop.org/Placement/Employer.asp](http://www.siop.org/Placement/Employer.asp).

## **Before the Conference**

- Employers spend more time searching for candidates prior to the conference than during it. If you want to be noticed, register early! During the registration process, you will be given a mailbox number. Mailboxes are the primary means that employers use to contact prospective job candidates during the conference.
- Create a two-page resumé that highlights your achievements, skills, and abilities. Upload your resumé into the resumé database as soon as possible after registering with the Placement Center. Every year, some job seekers do not upload their resúmes, virtually eliminating the possibility that they will be contacted by employers.
- If you receive a lot of e-mail or your e-mail address is difficult to access from remote locations, set up a Yahoo or Hotmail e-mail account for Placement Center communications. Not only does this give employers another avenue of communicating with you, these accounts are easy to monitor during the conference. Include this e-mail address on your resumé.
- Be sure to test the link to your resumé after it has been uploaded into the resumé database to ensure that everything is working properly. If

you include complicated graphics or formatting or nontraditional fonts (e.g., Monotype Corsiva), you may experience problems uploading your resumé and/or employers may experience problems opening it. We suggest that you keep it simple for online use.

- Read the Employer Concerns document on the Job Seeker home page ([www.siop.org/Placement\seeker.asp](http://www.siop.org/Placement\seeker.asp)).
- Conduct a search of jobs to see which ones match your qualifications. Although employers will contact you if they are interested in interviewing you, you should contact employers if you have an interest in their position and your qualifications match their requirements.
- Bring electronic and paper copies of your longer resumé to the conference as well as stationary to leave notes for employers. Stationary with your name on it (and mailbox number) looks much more professional than scrap paper and can be created on your home computer. Envelopes are also a nice touch. If you have a business card, don't forget to bring plenty of them with you. We strongly recommend that you include your Placement Center mailbox number on any resúmes that you plan to hand out during the conference.

### **During the Conference**

- Check your mailbox frequently throughout the conference. Respond to notes in a timely manner, and provide several alternative dates and times for interviews. Providing options will allow you to set up interviews more quickly.
- Include your mailbox number and other contact information (cell phone number, e-mail address) on all communications with employers. Forgetting to provide your mailbox number is the most common mistake that job seekers make. Don't make the employer find your mailbox number because some won't take the time to do so.
- If you are interested in a particular position or organization, you should place a resumé (with your mailbox number on it) and note in the employer's mailbox. Showing an active interest in a position or organization is viewed positively by employers. Keep in mind that resumé screening by employers may result in a short list of candidates that they can interview onsite. One way for employers to narrow this list down to a more manageable number is based on who has shown an active interest in them, but do NOT spam employers. If you are not qualified for the position, do not give them your resumé.
- The Placement Center computers are restricted to activities pertaining to finding a job. Job candidates can conduct searches, print position descriptions, upload revised resúmes from a disk, look at employer Web sites, and so on. There is a 20-minute limit when lines exist, and printing is limited to 10 job descriptions per use.

- The interview area is one open room with tables and chairs that employers can use if they choose. Some employers conduct interviews at their exhibit booth, hospitality suite, hotel lobby, restaurant, and so forth. Don't assume that the interview will be held in the Placement Center—always confirm the location of where you will meet.

### **The Help Desk**

- The Help Desk is available to answer general questions about the center and to assist with technical issues or problems with the Placement Center Web site functionality. The Help Desk is not affiliated with any employers and is not responsible for scheduling interviews. Contact the employer if you have questions about a job opening and/or an interview's content, time, or location.
- The Help Desk is staffed by student volunteers, convention bureau staff, and Placement Committee members (also volunteers). They are not part of SIOP's administrative staff.
- The Help Desk will maintain some commonly used office supplies, such as pens, staplers, paper clips, but don't assume that it will have everything that you need because occasionally we run out. The hotel business center is nearby if you need other materials or services not supplied by the Placement Center.

### **Frequently Asked Questions**

**Q:** Conference dress gets more casual each day of the conference. Does this mean that I should dress more casually for interviews as the conference progresses?

**A:** No. Your goal as a job candidate is to make as positive an impression as possible. Dress the part at all times.

**Q:** I want to contact an employer by leaving a note in their box, but I'm not sure what to say. Any tips?

**A:** Let the employer know that you are interested in the position/their organization. Go a step further and indicate why you are interested in the position and the specific skills/experiences that you would bring to the position. Indicate that you are interested in setting up an interview with them onsite and recommend some possible meeting times should their interest in you be mutual. Be sure to let them know your mailbox number so that they can easily contact you.

**Q:** Should I put my resumé in every employer's box to maximize my chances for an interview?

**A:** No. Save everyone's time and energy by targeting only those jobs that you are truly qualified for and interested in. Employers quickly learn which job seekers indiscriminately put their resumé in every employer's mailbox, and they are less likely to contact job seekers that do this. Remember that all employers have access to your resumé online.

**Q:** Can I put a longer/different version of my resumé in an employer's box?

**A:** Yes, you should feel free to use a different version of your resumé onsite than you submitted as part of the Placement Center registration. In fact, this is highly recommended if significant accomplishments have occurred since you submitted your resumé (e.g., you have successfully defended your thesis).

In some cases, you might want to expand your resumé to a longer length to better detail your skills and experiences. Keep in mind that a longer resumé isn't necessarily a stronger one; what is key is to present your skills and experiences in a way that best differentiates you from others, while striking a balance with resumé length—something that time-pressed employers will appreciate.

**Q:** I just checked my mailbox and found a note from an employer indicating an interview time an hour ago. I'd still like to meet with them. What should I do?

**A:** Leave a note for the employer indicating that you retrieved their note after their proposed meeting time but are interested in meeting with them. Recommend several times when you are available to make coordination easier.

**Q:** I'm really interested in a particular job, but the employer is not onsite. There is a note on their box saying not to leave resúms. What should I do?

**A:** First, follow directions; do not leave your resumé in their box. This sounds straightforward, but each year, resúms are left in a box like this. The note means that no one will be retrieving resúms on behalf of the employer. These resúms will be thrown away at the end of the conference by the Placement Center staff. Second, mail your resumé to the employer after the conference indicating your interest in the position. Be sure to write a formal cover letter; a note like you might use onsite at the conference would be inappropriate.

**Q:** Do I need to type notes that I leave in an employer's box or will a handwritten note suffice?

**A:** What's important is what you say, not whether the note is handwritten or typed. (This, of course, applies to the conference only. Although a

handwritten cover letter mailed to an employer might make a lasting impression, it's not the type of impression you want to make.) You're at the conference, and everyone knows that access to a computer is limited. Just be sure to print neatly if you write out a note by hand. You won't be contacted in response to a note if the employer can't read it. Also be sure to include your mailbox number on your note/resumé to facilitate them contacting you.

You can also type up some generic letters to use in employers' boxes before the conference with spaces to fill in information when you're onsite, such as your available interview times. This might create a more polished impression. You might prepare a letter for employers who contact you for an interview as well as one for employers who you contact "cold."

**Q:** What should I do if I need to leave the conference early?

**A:** Place a note over your mailbox slot and tape it shut with packaging tape supplied by the Help Desk.

**Q:** What should I do if I can't come to the conference due to an emergency?

**A:** If you have interviews scheduled, contact the employers and inform them of your emergency before the conference if possible. If you are unable to contact them before the conference, you should do so as soon as possible after the conference; in this situation, you may want to have a friend place a note in the mailbox of each employer that you had scheduled an interview with letting them know that you were unable to attend the conference.

In addition, you could have a friend check your mailbox, respond to notes, and distribute your resúmes during the conference. We can give access to the area to your friend with your written permission and your mailbox number.

Or, if you prefer, you can contact the Placement Committee or SIOP Administrative Office, and we'll place a note on your mailbox informing employers that you were unable to attend the conference.

**Q:** What should I do if I find a job before the conference?

**A:** Congratulations on your success! Please contact the SIOP Administrative Office or Placement Committee immediately, let them know of your good fortune, and we'll remove your resumé from the Web site. If you get the job after the conference begins, the Help Desk staff can place a note on your mailbox and tape the opening shut, in addition to removing your resumé from the Web site.

**Q:** What happens to the mail in the mailboxes after the conference?

**A:** All the mailboxes and their contents are thrown out.

**Q:** Can I have a friend check my mailbox for me during the conference?

**A:** Because the Placement Center area is restricted to registered job seekers and employers, we cannot allow friends to enter the area. If you leave the conference early, we can give access to the area to your friend with your written permission and your mailbox number.

We hope that these tips and suggestions will help job seekers get the most out of the Placement Center during the conference. See you in Dallas, and good luck with your job search!

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## **21st Annual Lee Hakel Industrial-Organizational Psychology Doctoral Consortium**

**Harold Goldstein**  
**Baruch College, City University of New York**

**John Hunthausen**  
**Microsoft Corporation**

The 21st Annual Lee Hakel Industrial-Organizational Psychology Doctoral Consortium (and first one to be named in honor of Lee Hakel) will be held Thursday, May 4, 2006 in Dallas at the Adam's Mark Hotel.

The consortium will focus on career issues and professional development from both an academic and practitioner perspective. The theme for this year is "Development Planning for a Career in Industrial-Organizational Psychology." The program will include an impressive lineup of speakers chosen for their outstanding contributions to the field including **Eric Braverman, José Cortina, Irwin Goldstein, Seth Hayes, Leaetta Hough, Frank Landy, Charles Scherbaum,** and Ken Yusko. We want to thank the speakers for volunteering their time and for helping to make the consortium a success.

Registration materials for the consortium were sent in January to program chairs listed in SIOP's database. Enrollment was limited to one student per program up to a maximum of 40 participants. The consortium is designed for upper-level students nearing the completion of their doctorates.

If you need additional information, please contact Harold Goldstein at [harold\\_goldstein@baruch.cuny.edu](mailto:harold_goldstein@baruch.cuny.edu) or (646) 312-3820.

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# SIOP's First Annual Junior Faculty Consortium

Adam's Mark Hotel, Dallas, Texas

Thursday, May 4, 2006

Wendy S. Becker  
University at Albany

Joyce E. Bono  
University of Minnesota

Jim L. Farr  
Pennsylvania State University

The Society for Industrial and Organizational Psychology will present the First Annual Junior Faculty Consortium on Thursday, May 4, 2006 at the Adam's Mark Hotel in Dallas. The consortium will provide a forum for discussion of topics of mutual interest to junior faculty, especially related to the tenure process and starting and maintaining an independent stream of research. Panel sessions will encourage lively discussion; the half-day schedule will allow time for informal interaction among participants.

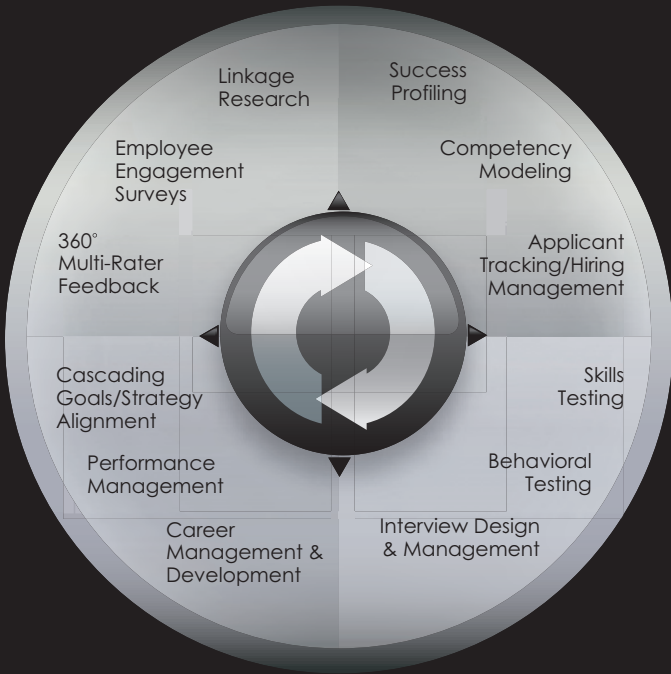
We have assembled a group of renowned academicians who will discuss issues of interest to junior faculty. This year's program is provided below.

Time	Location	Session Event	Speaker/Panel
12:00– 12:15 p.m.	Majestic 1	<b>Welcome &amp; Introductions</b>	Wendy Becker Joyce Bono Jim Farr
12:15– 1:30 p.m.	Majestic 1	<b>The Publication Process/ Editorial Panel</b> <ul style="list-style-type: none"><li>• Success strategies for new researchers</li><li>• Critical mistakes to avoid</li><li>• Generating innovative research</li><li>• Tips for new reviewers</li></ul>	Wally Borman Jerald Greenberg Brad Kirkman Ann Marie Ryan Shelly Zedeck
1:30– 2:30 p.m.	Majestic 5	Buffet Lunch	Frank Landy
2:30– 3:30 p.m.	Majestic 1	<b>Beyond the Publication Process</b> <ul style="list-style-type: none"><li>• Getting started</li><li>• Balancing life in academia</li><li>• Words of advice, words of wisdom</li><li>• Surviving the trifecta: Research, teaching, service</li></ul>	Rich Arvey Jim Farr Jan Cleveland Rich Klimoski

Time	Location	Session Event	Speaker/Panel
3:30– 3:45 p.m.		Break	
3:45– 4:45 p.m.	Majestic 1	<b>Teaching &amp; Mentoring Students</b> <ul style="list-style-type: none"> <li>• Approaches to mentoring</li> <li>• The next generation: Assessing strengths, assessing needs</li> <li>• Developing a passion for research</li> </ul>	Jose Cortina Fritz Drasgow Milt Hakel Deniz Ones Gary Yukl
4:45– 5:45 p.m.	Majestic 1	<b>Resources &amp; Strategies for Getting Research Done</b>	
	Majestic 1	<b>Obtaining Federal Funding</b>	Steve Kozlowski Ed Salas Lois Tetrick
	Majestic 3	<b>Collaborating With Organizations</b>	Jerald Greenberg Neal Schmitt Connie Wanberg
5:45– 6:00 p.m.	Majestic 1	Closing Remarks	Wendy Becker Joyce Bono Jim Farr
6:00 p.m.		Informal Happy Hour	

Our vision for this new session is to create a social network for junior industrial and organizational psychologists in academic settings during the early career years. The consortium is designed for pre-tenure faculty. Faculty from psychology departments, business schools, research, and teaching institutions are invited to attend. Those just starting in new positions are welcome.

Please sign up for the 2006 Junior Faculty Consortium using the online SIOP conference registration process: <http://www.siop.org/Conferences/>. Seating is limited to the first 40 to register. There is a \$50.00 charge for each participant; this fee will help defray costs for the luncheon, snacks, and beverages. For more information about program content, please contact Wendy Becker at [w.becker@albany.edu](mailto:w.becker@albany.edu), Jim Farr at [j5f@psu.edu](mailto:j5f@psu.edu), or Joyce Bono at [jbono@umn.edu](mailto:jbono@umn.edu).



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## **Katrina Aid and Relief Effort (KARE)**

**Steven G. Rogelberg**  
**University of North Carolina Charlotte**

August 29, 2005 is a day that residents of Louisiana, Mississippi, the region, and the nation will long remember. The monster Katrina stormed ashore, claiming more than 1,380 lives and wreaking unfathomable destruction. It was our “tsunami.”

On September 3, 2005 SIOP formed a committee called KARE (Katrina Aid and Relief Effort). The goals of the committee were to support and assist (a) SIOP members and affiliates (e.g., graduate students) who have been directly affected by Katrina, (b) first responders, and (c) businesses, workers, and workplaces damaged or devastated by this disaster.

The committee is chaired by Steven Rogelberg and composed of a group of kind, caring, and very competent individuals: **Alan Davidson** (Davidson Training and Consulting), **Jim Diefendorff** (University of Colorado Denver), **John Fennig** (DRI Consulting), **Leaetta Hough** (The Dunnette Group, Ltd.), **Donald Truxillo** (Portland State University), and **Vicki Vandaveer** (Vandaveer Group). The group has been very ably supported by the SIOP office. Most notably, Dave Nershi has worked well beyond the call of duty to facilitate our efforts.

This is a report of our efforts to date—and a reminder to all that we are here and remain ready to help in whatever ways we can as people seek to rebuild their businesses, practices, careers, and/or research.

The first task of the committee was to figure out exactly how to address our helping goals in the face of not having any proactive disaster response plan. Our initial plan was created on the fly and was fluid—zigging and zagging on a weekly basis. I will outline below the actions completed by the committee to date (not necessarily in order of their implementation).

1. Informed the SIOP membership about the committee.
2. Started assembling a dataset of e-mail addressees of those SIOP members and affiliates in the affected regions. Given that a number of university servers were out, many affected members created new e-mail addresses (e.g., hotmail). Tracking these down was laborious and in a number of cases unsuccessful.
3. Sent an e-mail message to our affected members and affiliates communicating a message of support and a desire to assist them in their personal and professional needs.
4. Received a large number of e-mails from our affected members and affiliates. Most just thanked us for taking an interest and expressed appreciation that their society cared. For a number of people we were able to provide some level of help—primarily providing information regarding critical resources and information on the whereabouts of others. In a few cases we worked with Blackwell and Sage Publishing to help rebuild destroyed personal libraries.

5. Contacted other organizations and groups (e.g., APA, APA divisions, APS), attempting to coordinate efforts. We then (and continue to do so) teamed up with APA Division 13 (Society of Consulting Psychology, SCP) to further develop and expand the outreach efforts.

6. Created a Web site presence, with the following functions:
  - a. Information—important resources and contact numbers
  - b. Help resources—a “help and response center” that serves to match individuals offering help with those in need.
  - c. Communications center—where people can post messages to affected individuals and vice versa.
  - d. Outreach center—which identifies helping opportunities I-O psychologists could lend their services to. (For example, we made our members aware of an opportunity to assist with career guidance effort in Texas, which at least one member helped with). The Web site has had over 2,000 hits.

7. After informing the SIOP membership about the Web site, we received nearly a hundred e-mails offering pro bono consulting help, internship opportunities, housing assistance, and office space.

8. Created a national press release to make displaced workers and affected organizations aware of SIOP and SCP and the volunteers who are willing to assist them.

A number of actions are currently underway. They include:

1. Communicating with the SPCA (Society for the Prevention of the Cruelty to Animals) of New Orleans regarding how we might help them.
2. Staying in close contact with our ground contacts, City of New Orleans, and so on, ready to respond as needs are identified.
3. Submitted a proposal to APA to have a presence at the convention in New Orleans—a “MASH”-type KARE tent, where we’ll provide triage, on-site, and referral connections.

As you can see, our Society is actively involved in meaningful efforts to help Katrina victims. Furthermore, more potential helping efforts are on the horizon. This is where we need your help. We are still looking for volunteers who are willing to assist in some way to help organizations get back on their feet (e.g., selection, training, OD, etc.). If interested please visit our Web site (<http://www.siop.org/KAREOnline/main.htm>) and post your offer of help.

Now that we have the infrastructure in place, and 6 months of experience in how to do this, we feel more prepared to quickly respond to future disasters that may affect our members and/or businesses and institutions.

# Paul Sackett to Edit SIOP Interactive Exchange Journal: Article Proposals Sought

Leaetta Hough  
The Dunnette Group, Ltd.

In September 2005, the Executive Committee endorsed the creation of a SIOP journal with an interactive exchange format and sent out an announcement to the membership calling for nominations for an individual to serve as the founding editor of the journal. A selection committee developed selection criteria and evaluated the nominees; Paul Sackett has accepted the invitation to serve as the journal's founding editor.

Paul brings much useful experience to the position, including serving as SIOP president, serving as editor of *Personnel Psychology* from 1984 to 1990, an extensive record of research accomplishment, a long history of involvement in the practice of I-O psychology, extensive work on public policy issues related to I-O psychology, and strong connections to the international I-O community. He is currently a professor of psychology at the University of Minnesota.

## *What will the journal look like?*

The journal focuses on interactive exchanges on topics of importance to science and practice in our field. The journal will take a focal article–peer commentary–response format. A focal article is a position paper on an important issue for the field (or potentially a pair of papers taking opposite sides in a debate). Such a focal article might summarize evidence on an issue and take a position as to implications for science, for practice, or for public policy. The paper might focus on a basic science issue, an applied science issue, a practice issue, or a public policy issue; many would be a blend. For example, a focal paper “On the Temporal Stability of Personality” might treat the basic research base on this issue, applied research issues in terms of implications for validation of personality measures for selection purposes, and practice issues in terms of implications for firms' retesting and score retention policies.

The focal article will be followed by a series of peer commentaries. These could challenge or critique the original article, expand on issues not addressed in the focal article, or draw out implications not developed in the focal article. The goal is to include commentaries from various perspectives, including science, practice, and international perspectives. These commentaries will be followed by a response from the original author of the focal paper.

## *What's the journal's title?*

This has yet to be determined. Paul is using the following as a working title:  
**INTERACTION: An Exchange of Perspectives on the Science and Practice of I-O Psychology**



The journal will join *TIP* as a benefit that goes to all U.S., international, and student members. Members will have access to both paper and electronic versions.

Journal planning is just underway. Issues at hand include the appointment of an editorial board, the decision whether to self-publish or contract with an existing journal publisher, and the date for the inaugural issue of the journal.

### ***Why is SIOP publishing such a journal?***

Such a format can aid our science, our practice, and the interaction between science and practice. If done well, the journal will (a) increase communication between scientist and practitioner communities; (b) help identify gaps in our knowledge, both in terms of basic research and translating research to practice; and (c) give students coming into the field a richer appreciation for the range of issues and perspectives in the field.

None of the primary journals in applied psychology currently provides an outlet that is exclusively devoted to interactive exchanges. Thus, the journal brings something new to its readers rather than competing with existing journals for manuscripts that might be published elsewhere.

### ***What is the editorial process?***

Focal articles can be commissioned by the editor as well as submitted. Prior to submitting a paper as a potential focal article, authors are encouraged to submit a brief prospectus describing the proposed submission. All commissioned and submitted focal papers will be peer reviewed. Once accepted, a focal article will be placed on a Web site and SIOP members, subscribers, and members of other related fields and organizations (e.g., international I-O groups) will be invited to submit commentaries. As with focal articles, submitting a prospectus outlining the key points of the proposed commentary is encouraged; this will permit the editor to avoid redundancies in the commentaries. Editorial judgment will be used in determining which commentaries to publish. In addition, the editor will have discretionary authority to request commentaries on accepted articles. Once commentaries are determined, the author of the focal article will have the opportunity to write an integrative reply/rebuttal. The focal article and all commentaries will be published in the same issue of the journal.

### ***I have an idea for a submission. What do I do next?***

Individuals with ideas for a potential focal article that they would like to write or with ideas about topics that they would like to see addressed in the journal can contact Paul Sackett at [psackett@umn.edu](mailto:psackett@umn.edu), or by phone at 612-624-9842.

The adventure continues.

## SIOP's Second Leading Edge Consortium Set for Charlotte in October

Clif Boutelle

By all accounts last year's inaugural Leading Edge Consortium was a huge success.

The mission for the 2006 consortium is "to build upon all the good things that occurred last year," said **Fritz Drasgow**, who will serve as general chair.

And he is off to a good start, having recruited **Ben Dowell**, vice-president for talent management at Bristol-Myers Squibb in Princeton, NJ, to be the practice chair and **Cindy McCauley** of the Center for Creative Leadership in Greensboro, NC as the science chair.

The second annual consortium will be Oct. 27–28 at the Park Hotel in Charlotte, NC.

The topic of the 2-day event will be "Talent Attraction, Development, and Retention: The Leading Edge." "Recruiting and keeping talented workers are a great concern for organizations and businesses. This is a timely subject that merits the attention of some of the country's top practitioners and researchers," Drasgow said.

The consortium will highlight current scientific studies as well as winning business strategies and practices in attracting and retaining employees.

"The evaluations from the St. Louis consortium indicated that many in attendance, and these are people who have been in the work force for many years, felt what they learned was both useful and relevant to their work. Our goal is for those who participate in this year's consortium to say the proceedings were extremely worthwhile," Drasgow said.

Also, the consortium's strengths, in addition to top-level speakers, include the opportunity to focus on a single topic with plenty of interaction between speakers and attendees.

More information will be available soon on the SIOP Web site at [www.siop.org](http://www.siop.org).

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# SIOP to Implement Three-Day Conference Format in 2008

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

**Donald Truxillo**  
**Portland State University**

The SIOP conference will implement the full 3-day format beginning with the 2008 conference in San Francisco. The conference will run from Thursday to Saturday, with Wednesday reserved for workshops. This is an exciting change, suggesting the degree to which the SIOP has grown over past the 20 years.

The 3-day format was prompted by a number of issues, most notably the growth in conference attendance and submissions. The expanded format will allow us to avoid increasing rejection rates and will also allow for greater flexibility in scheduling. Further, the new format will eliminate the “Sunday morning problem”—with Saturday as the “last day,” a full schedule of events during the day and social events in the evening should reduce attrition near the end of the conference.

Prior to initiating the format shift, **Julie Olson-Buchanan** and her subcommittee surveyed SIOP membership to assess support for the change. Approximately 1,900 members responded, and a clear majority supported the change—68% reported that they would stay the full 3 days if the change were made, approximately the same number that currently stay Friday through Sunday afternoon. The SIOP Executive Committee approved the change to a 3-day conference at the April 2005 meeting.

Stay tuned for more information about this and our New York conference in 2007.

**Coming Soon...**  
**Leslie W. Joyce and Paul W. Thayer Graduate Fellowship  
in Industrial and Organizational Psychology**

**Joyce Bono**  
**University of Minnesota**

The SIOP Foundation is pleased to announce a new Graduate Student Fellowship for the benefit of doctoral students in I-O psychology. This unique annual fellowship will provide \$10,000 in support to a graduate student who is specializing in training and development and/or selection and placement. The award is intended for doctoral students who have some applied experience and who are committed to a career in the practice of I-O psychology.

This fellowship is made available through Leslie's great generosity in recognition of the mentoring relationship that she had with Paul in graduate school and continuing throughout her career.

Please look for details of this award, including eligibility criteria and application procedures in the October issue of *TIP*. The application deadline for this award will be in February 2007, with the inaugural fellowship being awarded to a student for the 2007–2008 academic year.

# **Raymond A. Katzell Media Award in I-O Psychology**

**Paul W. Thayer**  
**President, SIOP Foundation**

Just a reminder that the first Raymond A. Katzell Media Award, to be given in New York in 2007, will recognize members of the media, such as science writers, reporters, television writers, directors, and producers, who have publicized good I-O science and practice in public media.

SIOP members are urged to watch for publications, movies, or TV shows and to nominate them for consideration for the award.

Nominations procedures for this award will be published in the October issue of *TIP*.

# **Look for These Research Funding Opportunities in the October *TIP***

**Joyce Bono  
University of Minnesota**

The SIOP Foundation announces two research funding opportunities for 2007.

## **1. Funding to Support Research on Assessment Center Methods and Leader/Manager Development**

The Douglas W. Bray and Ann Howard Award is designed to support research aimed at advancing understanding of assessment center techniques, managerial or leadership development, or, preferably, both.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award winning research proposals will show innovation and excellence, will use a longitudinal design where appropriate, and will have a sound technical/scientific base.

The maximum award for 2007 is \$10,000.

## **2. Funding to Support Research on Analytic Strategies to Study Jobs**

The Sidney A. Fine Award is designed to support research aimed at furthering the usefulness of analytic strategies to study jobs, especially as the nature of job content and the organizational structures in which work is performed evolves. Research proposed for this award may take many forms including, but not limited to, bibliographic, empirical, methodological, model development, and theoretical investigations.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award winning research proposals will have a sound technical/scientific base, will demonstrate innovation and excellence, and will be feasible and possible to complete within 2 years of the award date.

The maximum award for 2007 is \$10,000.

Formal calls for these two research awards, including proposal format and detailed eligibility criteria, will appear in the October issue of *TIP*.

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## Notice of External Awards: A Call to Nominate SIOP Members

Annette Towler  
Illinois Institute of Technology  
Chair of the External Awards Subcommittee

One of SIOP's current objectives is to increase the visibility of the society within the wider community. One way in which this can be achieved is through nominating SIOP members for external awards. We are pleased to announce that within the last 12 months both **John Campbell** and **Ed Locke** gained recognition for their work. APS presented Ed Locke with the James McKeen Cattell Fellow Award (2005–2006), which recognizes APS Members for a lifetime of outstanding contributions to the area of applied psychological research. John Campbell received the 2006 APA Distinguished Scientific Award for the Application of Psychology, which honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding of important practical problems. We are very proud to have our distinguished I-O psychologists win these prestigious awards. (Previous award winners are listed below.)

We encourage all SIOP members to consider nominating a SIOP member for forthcoming APA and APS awards.

The *Decade of Behavior Research Award* recognizes high-caliber research that has had a demonstrated impact on policy or society at large, has contributed to the use of social and behavioral science knowledge in policy settings, or has enhanced public understanding of behavioral or social science principles.

The focus of the Decade of Behavior Research award last year was safety and two SIOP members were nominated. The topic of this year's award has not yet been announced, but we encourage you to monitor the APA Web site ([www.decadeofbehavior.org](http://www.decadeofbehavior.org)) as we expect the topic of this award to be available by the time this issue of *TIP* is printed. We will also announce the topic of this award in the July issue of *TIP*.

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance! For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler ([towler@iit.edu](mailto:towler@iit.edu)).

### SIOP Members Who Have Received APA Awards

#### *Award for Distinguished Professional Contributions*

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



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## Secretary's Report

**Lisa M. Finkelstein**  
**Northern Illinois University**

The Executive Committee held its winter meeting on January 28 and 29 in Washington, D. C., following a day of training in both advocacy and media relations at APA. Versions of these training programs will be available for members at the SIOP conference in April, and we strongly encourage attendance.

One main focus of the winter EC meeting was the approval of the nominations for Fellowship in SIOP. **Gary Latham** presented the recommendations of the Fellowship committee and the Executive Committee approved these recommendations. Fellows will be announced during the plenary session at the SIOP conference.

Readers of the January Secretary's report may recall that **Leaetta Hough** was in the process of deciding whether to accept an invitation to join FABBS, the Foundation for the Advancement of Behavioral and Brain Sciences, and that the EC was investigating the merits of joining the Federation of Behavioral, Psychological, & Cognitive Sciences, an advocacy group. Leaetta did join FABBS and was pleased to report on some innovative ideas they have on the horizon. **José Cortina** and **Lois Tetrick** attended a Federation meeting and José reported back to the EC that members of the Federation are quite pleased with their membership. At the time of my writing this report, the EC is making the final decision on whether to join this organization.

A change was made to this meeting's agenda format such that all EC business was organized around the main categories that emerged from the September Strategic Planning meeting. Thus, we focused on current business and initiatives that contribute to advocacy, visibility, membership, and the synergy of science and practice. Plans were made to put together new committee annual report forms to require committees to think about how their annual work contributes to our goals in these categories. Time throughout the meeting was devoted to the consideration of ways to align SIOP with our strategic goals and initiatives. Items on the recent membership survey were devoted to assessing the general membership's reactions to and input on the strategic plan. The EC is devoted to keeping strategic planning at the forefront of our activities throughout the year. This will constitute a large portion of new committee chair training at the spring EC meeting.

Dave Nershi updated the group on the status of the many great changes that the Administrative Office has been putting into action. The new online membership directory is now available and will be replacing the paper version next year. A Web site design company has been contracted, and by the time you are reading this, work should be well underway toward vast improvements to our Web site.

EC approved several action items throughout the meeting. A proposal for an International Café at SIOP was approved. This will be an event early in the conference to orient our international members to the conference and provide networking opportunities. The committee also voted to approve bylaws changes that will be presented for vote to the general membership at the plenary session. A proposal for an LBGT-focused research award is approved to be passed on to the Awards Committee for further consideration. A motion to grant limited in-state tuition assistance to employees of SIOP was also approved.

One important change to the SIOP governance process was approved that should be of great interest to anyone reading this right now who is eager to know more specifics about what the EC, as well as the myriad committees that comprise SIOP governance, are doing with their time. In an effort to initiate greater transparency to the members, committee reports and EC minutes will soon be available to all members on the Web site. Until now, many reports have been password protected for EC members only. Coming soon, any paid member of SIOP interested in learning more about what is happening will soon have easy access to increased information. As always, though, if you have any questions or comments about this report of current EC activities, or any other issue regarding the workings of our organization, feel free to send me an e-mail at [lisaf@niu.edu](mailto:lisaf@niu.edu).

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## Attention SIOP Members!

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### Mary L. Tenopyr (1929–2005)

by Nancy Tippins



Mary L. Tenopyr, a giant in the field of industrial and organizational psychology, died November 30, 2005.

Mary received her undergraduate and master's degree from Ohio University in 1951 and her PhD from the University of Southern California in 1966. Her long career included employment at Wright-Patterson Air Force Base, North American Aviation, Inc. (later Rockwell International), the U.S. Civil Service Commission, and AT&T.

Mary was active in professional affairs throughout her career. She served in many roles in Division 14 (the Society for Industrial and Organizational Psychology) and Division 5 (Evaluation Measurement and Statistics) including the president of SIOP in 1979–1980.

Mary's expertise was in the area of employment testing. A small sample of her many contributions include the development of a selection testing program for AT&T that addressed race and sex discrimination and satisfied the requirements of a Consent Decree in the late 1970s. She served on all four of the committees that developed SIOP's *Principles for the Use and Validation of Personnel Selection Procedures* and revised them. She actively participated in the revision to the *Standards for Educational and Psychological Tests* and wrote numerous sets of comments on the 1999 revision. She worked extensively with the Equal Employment Advisory Council to influence the revisions to the 1970 *Uniform Guidelines on Employee Selection Procedures*.

SIOP and APA recognized Mary's many contributions and elected her a Fellow in 1972. SIOP recognized Mary with two of its highest awards, the Distinguished Professional Contributions Award in 1984 and the Distinguished Service Contributions Award in 1991.

The details of Mary's career and contributions to the field of industrial and organizational psychology are impressive. Yet, the most impressive aspect of Mary was Mary the person. She was brilliant, perceptive, and devastatingly funny. She was hard working and dependable. She read deeply and broadly. Even in her sickest days, she was reading journals and writing commentary. She adored dogs and adopted many a stray. Most of all she was generous with her time and wisdom. She cared deeply about people and nurtured the careers of many industrial and organizational psychologists. Many of us have Mary to thank for our own successes.

Everyone who knew Mary has a story. I first met Mary when I was employed at Exxon, and she visited Paul Sparks. Of course I knew of Mary, but I had never met her. I was quite excited about meeting a luminary of my profession, and I was pleased that she even noticed me and took time to chat.

I suppose I thought someone so important could not possibly be human because I was stunned that she picked up a picture of our secretary's child and discussed for some time how beautiful this child was and how such a beautiful child must also be smart and obedient.

My next encounter with Mary was when I joined Bell Atlantic shortly after AT&T divested itself of the Regional Bell Operating Companies (i.e., the phone companies). I often think how she must have felt being forced to give away her carefully crafted selection program to the likes of me. A less kind and generous person might have advised the new psychologists at the RBOCs that they were on their own—sink or swim. Not Mary. She made sure we all knew we could rely on her for advice, and that we did. Mary always came to our rescue.

I once had the nerve to call Mary the “Phyllis Diller of I-O Psychology” at our conference. She preceded me in one of those programs in which you are supposed to talk about your career and how you got to where you are now. Mary's talk was absolutely hilarious. Her sense of humor about the obstacles she had confronted was obvious. After the audience quit laughing, I had to get up and talk about my rather mundane life. The only thing I could think to do was to chastise the chair of the session for making me follow the Phyllis Diller of I-O psychology.

I will never know how many opportunities I've received in my career that originated with Mary. She had a big Rolodex and used it often. I'm grateful for Mary's kindness and her friendship.

Mary's last contribution to SIOP and our profession was a donation to the SIOP Foundation for scholarships. With Mary's generous gift and those of her many friends, the Foundation has established the Mary L. Tenopyr Scholarship Fund.



### 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](http://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:

**Joan Brannick** of Brannick HR Connections in Tampa was cited in a February 20 *Orlando Sentinel* article about how organizations, especially in the hospitality industry, are increasingly offering family-friendly benefits, including child care, flex work hours, and even college tuition, in order to remain competitive. Brannick noted that companies that succeed in integrating people's lives into their work are much more likely to retain employees, even if competitors offer more money. "By offering non-financial benefits that are unique, you can differentiate your business from others. And these benefits also create a culture that says to employees, we care about you," she said.

Two stories in the February 12 *Daily Oklahoman* cited **Jenifer Greene** of Maryville College in Maryville, TN and **Ted Hayes** of The Gallup Organization. Greene contributed to an article that noted most workers continue to work during their treatments after they have been diagnosed with cancer. Work is a therapy in itself and "research shows that the more a worker shares with co-workers, the better. We're cognitive beings who thrive on information and being able to understand," she said.

Recent court rulings protecting workers under the "regarded as disabled" status of the American With Disabilities Act seem to be headed for further court dates and may even be heard by the Supreme Court. The issue has to do with providing reasonable accommodations to disabled workers and defining the obligations of employers. Hayes predicted the nation's courts will rule on

the side of workers in the “regarded as” issue. “The best defense for a company is to be defensive,” he said. To accommodate people with vision impairments, for example, employers should use large print for training materials and other printed matter needed by workers.

Research on meetings by **Steve Rogelberg** of the University of North Carolina at Charlotte and Alexandra Luong of the University of Minnesota has been published on Web sites and in the print media, including the *Philadelphia Inquirer* and *London Guardian*. Rogelberg was also interviewed January 31 on CBC 1, which is heard throughout Canada and more than 100 NPR stations in the U.S. The study found “a general relationship between meeting load and the employee’s level of fatigue.” Meetings, they said, “are one more type of hassle and interruption that can occur for individuals.” Also taking part in the study were **Peter Warr**, Des Leach, and **Jennifer Burnfield**.

**Ben Dattner** of Dattner Consulting in New York City and **Henry P. Sims, Jr.** of the University of Maryland added their thoughts to a January 25 *Baltimore Sun* story on negative leaders. “If leaders set the tone of being negative and pessimistic, they set an example that trickles down the organization,” said Dattner. However, leaders who empower their workers are able to create conditions where employees have a high degree of initiative, creativity and innovation and they perform better, Sims said. Respect and positive feedback help ward off the “attitude disease” that costs companies billions in performance and poor outcomes.

The January 17 *Wall Street Journal* noted the increasing practice of employers putting top-level candidates through a series of mock assignments, stressful simulations, and role-playing exercises. **Scott Erker** of Development Dimensions International in Bridgeville, PA said “with a job tryout, you’re actually seeing a person perform part of the job. Everybody is looking for a crystal ball to predict what a person will actually be like on the job,” he said. Those who survive the job simulation exercises feel validated by the rigorous selection process.

Ron James of the Center for Ethical Business in Minneapolis participated in a five-part series in mid-January on St. Louis radio station KMOX. The series dealt with executive ethics and James’ contributed to three of the five segments. James was one of the speakers at SIOP’s “Leadership at the Top” Consortium in St. Louis.

**Mitchell Marks** of JoiningForces.org in San Francisco was called upon for a January 8 *New York Times* story about how employees can deal with the transition when their company has been acquired by a competitor. It pays to be patient through the transition and act only on facts, he said. “Acquisitions truly are communication vacuums. Employees need to stop and collect data before they think about making a decision that could change their careers forever,” he said.

A study released in January and conducted by the University of Buffalo’s Institute on Addictions found that about 15% of the U.S. workforce or 19.2 million workers were affected by alcohol use, which resulted in impaired per-

performances in the workplace. The study's principal investigator was **Michael Frone**, a senior research scientist with the Institute. The findings, which were widely reported in newspapers and wire services, noted that 7% or nearly 9 million workers drank during the workday, mostly on lunch or other breaks. Frone estimated that more than 2% or 2 million workers worked under the influence of alcohol and about 12 million workers worked with a hangover.

A study by **Tim Judge** and **Jeffrey LePine**, management professors at the University of Florida, was widely reported in the *Sun Herald* newspapers and other Florida media. The study on narcissism in the workplace found that people with high opinions of themselves are unlikely to have coworkers with the same view. "Conceited, vain and self-absorbed employees tend to have an inflated opinion about their job skills but actually are sub-par performers in the view of their supervisors and colleagues," Judge said.

The January issue of *New England Psychologist* featured a story on I-O psychology in which **John Haas** of Management Strategies Group in West Newton, MA, **Margaret Palmer** of HealthCare Management Consulting Group and **Stuart Sidle**, coordinator of I-O graduate programs at the University of New Haven, were major contributors. Defining I-O as relating to "people, culture, and climate," with industrial focusing on the individual within the workplace and organizational referring to the larger company structure, Haas said, in his work, he tries to help a company shape its culture by creating conditions where employees are assigned, empowered, and encouraged to help organizations achieve its mission.

Palmer, who is in the healthcare field because of its "rich complexity," said the successful practice of I-O involves intimate knowledge of human behavior, social psychology, group processes, organizational cultures, and how they work. "We are not changing the person but the culture," she said. Sidle added that I-O offers a wide variety of career possibilities. "You can tailor the niche to your personality and interests. Some people like computers and some like to be in the front of the room," he said. I-O can accommodate them all.

A January 6 story on *CareerBuilder.com* about the good and the bad of workaholic and compulsive working included comments from Ben Dattner of Dattner Consulting in New York City. He warned that the compulsion to be in the office all the time can make an employee seem inefficient. "Workers putting in constant face time may seem like they're more focused on effort rather than results and overworked managers could look like they can't delegate efficiently," he noted.

A December 28 story in the *Minneapolis Star Tribune* about the selection of top executives quoted Robert Muschewske of Personnel Decisions International. Noting that the standard tenure of a CEO has fallen to 4 or 5 years from 10-plus years, Muschewske said the hiring process should start with an assessment of the company's needs at that time. "We try to squeeze the hunch and emotion out of the process and pump in as much information as possible," he said. The best pre-

dictor of success is how the CEO candidate handles situations similar to what he or she will face in the new job. In addition to carefully reviewing past performance, boards often set up a series of simulations using a hypothetical company and information to determine how well the candidates perform. Muschewske was one of the speakers at SIOP's "Leadership at the Top" Consortium in St. Louis.

**Jennifer George**, a professor of management and psychology at Rice University, offered suggestions on how workers can avoid making the start of a new work week less daunting in a December 18 *Pittsburgh Tribune-Review* article. For those who fret about the arrival of Monday morning, she suggests that people try to schedule some of their more enjoyable tasks early in the week so they have something to look forward to on Sunday night.

**David Harrison** of Pennsylvania State University contributed to a December 18 article in the *Baltimore Sun* and other news media outlets about ways in which workers can deal with stress. He said one way managers can help their employees is to provide better job training. "Workers who are better trained for their jobs are likely to be more confident and experience less job stress," he said.

The December issue of *HR Magazine* printed a letter from **David Arnold** of Wonderlic, Inc. correcting misinformation in a previous HR article, which indicated that employers can only justify a selection tool, which exhibits disparate impact, under Title VII by showing there is no less discriminatory selection measure available. Arnold pointed out that once an employer is able to demonstrate that a measure is job related and consistent with business necessity, the burden is on the plaintiff (not the employer) to show than an equally effective and economically feasible alternative tool exhibits less disparate impact.

A November 29 *Wall Street Journal* column about detecting bad bosses-to-be when considering a new job quoted **Dory Hollander** of WiseWorkplaces in Arlington, VA. She said if job seekers "were a little more attentive, they could save themselves a lot of grief." She suggested preparing a list of traits you want in your next supervisor and a second list of what bothers you most about your current one. Keep both in mind when quizzing present and past staffers about your future boss. Ask direct questions about the boss's leadership style and philosophy. Trust your gut feelings, being careful to separate bad-boss anxiety from routine job jitters.

**Mark Frame**, director of the I-O program at the University of Texas at Arlington, contributed to a story about the lack of women in corporate officer positions in the October-November 2005 issue of *Pink Magazine*. Often it's a pipeline issue, he noted. "The higher up you get, the more your boss thinks you are promotable and women just tend to be lower" on the corporate ladder.

**David Nadler** of Mercer Delta Consulting in New York contributed to a November 14 *Wall Street Journal* story on CEO succession. Noting that replacing CEOs has been difficult for a number of business firms, he said a major reason is that boards don't take the succession-planning process seriously enough. In fact, the process is often "alarmingly casual." He noted that

CEO succession tends to go awry when boards “don’t start long enough in advance. They don’t think about building the pipeline,” he added.

The November 14 *Bloomberg News* quoted **Alec Levenson** of the University of Southern California in a story about efforts to save a Boeing aircraft factory in Long Beach, which was losing its defense contract to build C-17 transport jets. Levenson noted that although the loss of the Boeing plant would “be very difficult for the people who go through it. From a macro perspective for the local economy, it wouldn’t be a huge blow.” One reason is that the tourist and trade industries are booming in Long Beach.

The September 2005 issue of *American Way* magazine carried a story on team-building exercises that included comments from **Eduardo Salas** of the University of Central Florida. “They’re fun and they’re motivating...but research doesn’t show any conclusive improvement in actual job performance,” he said. Often, the good feelings don’t last and after a few weeks back on the job, people are doing the same things they did before the event because there’s little or no support for people to practice what they learned. “Organizations get the behaviors that they measure and reinforce. So if you want teamwork, collaboration and better interpersonal skills, you have to measure and reinforce them,” he added.

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**.

E-mail a copy of the article to [siop@siop.org](mailto:siop@siop.org) or send it to SIOP at PO Box 87, Bowling Green, OH 43402 or fax it to (419) 352-2645.

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## **Announcing New SIOP Members**

**Talya N. Bauer**  
**Portland State University**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of February 15, 2006.

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## *IOTAS*

**Adrienne M. Bauer**  
Eastern Kentucky University



**Laura L. Koppes**  
LK Associates

### **Transitions, Appointments, and New Affiliations**

After 8 years working for other people, **Frank Landy** has launched a new practice known as Landy Litigation Support Group ([www.LandyLSG.com](http://www.LandyLSG.com)). His practice will be much like his earlier expert-witness work in employment discrimination and human factors.

**Jared Lock** has been promoted from manager of business development to director of consulting services at Hogan Assessment Systems, a Tulsa-based consulting firm that specializes in employee selection and development. Lock, a SIOP member who holds a doctorate in psychology from the University of Tulsa, has been with the firm for 7 years.

CorVirtus™, the corporate culture and human resources consultancy out of Colorado Springs, Colorado, has announced the promotion of **David Hyatt** to president of the firm. Hyatt, formerly vice-president of CorVirtus, has been with the company for 8 years and has been charged with implementing aggressive growth plans for the business, including expansion into new industries such as healthcare and homebuilding. Hyatt earned his PhD in I-O psychology from Bowling Green State University in 1990.

**Dr. Laura Galarza**, assistant professor of I-O psychology at the University of Puerto Rico has been appointed special assistant to the chancellor.

**BEST WISHES!!**

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Laura Koppes at [LKoppes@siop.org](mailto:LKoppes@siop.org).

## Conferences & Meetings



**David Pollack**  
**Sodexho, Inc.**

Please submit additional entries to [David.Pollack@Sodexhousa.com](mailto:David.Pollack@Sodexhousa.com).

### 2006

- April 1–4      Annual Conference of the American Society for Public Administration. Denver, CO. Contact: ASPA, (202) 393-7878 or [www.aspanet.org](http://www.aspanet.org).
- April 8–12     Annual Convention, American Educational Research Association. San Francisco, CA. Contact: AERA, (202) 223-9485 or [www.aera.net](http://www.aera.net).
- April 9–11     Annual Convention, National Council on Measurement in Education. San Francisco, CA. Contact: NCME, (202) 223-9318 or [www.ncme.org](http://www.ncme.org).
- April 26–28    Organization Design Forum 2006 Conference “Designing for Sustainable Growth”. Charleston, SC. Contact: [www.organizationdesignforum.org](http://www.organizationdesignforum.org) or [info@organizationdesignforum.org](mailto:info@organizationdesignforum.org).
- May 5–7        Annual Conference of the Society for Industrial and Organizational Psychology. Dallas, TX. Contact: SIOP, (419) 353-0032 or [www.siop.org](http://www.siop.org). (CE credit offered.)
- May 15–19     6th Annual Information Exchange on “What is New in Organization Development and Human Resource Development.” Chicago, IL. Contact: [www.odinstitute.org](http://www.odinstitute.org).
- May 25–28     Annual Convention of the American Psychological Society. New York, NY. Contact: APS, (202) 783-2077 or [www.psychologicalscience.org](http://www.psychologicalscience.org). (CE credit offered.)
- June 4–8       Annual Conference of the American Society for Training and Development. New Orleans, LA. Contact: ASTD, (703) 683-8100 or [www.astd.org](http://www.astd.org).

- June 25–28 Annual Conference of the Society for Human Resource Management. Washington, DC. Contact: SHRM, (703) 548-3440 or [www.shrm.org](http://www.shrm.org). (CE credit offered.)
- June 25–28 Annual Conference of the International Personnel Management Association Assessment Council. Las Vegas, NV. Contact: IPMA, (703) 549-7100 or [www.ipmaac.org](http://www.ipmaac.org).
- July 9–15 26th O.D. World Congress. Algarve, Portugal. Contact: [www.odinstitute.org](http://www.odinstitute.org).
- July 16–21 International Congress of Applied Psychology. Athens, Greece. Contact: [www.iaapsy.org](http://www.iaapsy.org).
- Aug 6–10 Annual Convention of the American Statistical Association. Seattle, WA. Contact: ASA, (703) 684-1221 or [www.amstat.org](http://www.amstat.org) (CE credit offered.)
- Aug 10–13 Annual Convention of the American Psychological Association. New Orleans, LA. Contact: APA, (202) 336-6020 or [www.apa.org](http://www.apa.org). (CE credit offered.)
- Aug 11–16 Annual Meeting of the Academy of Management. Atlanta, GA. Contact: Academy of Management, (914) 923-2607 or [www.aomonline.org](http://www.aomonline.org).
- Sept 26–28 2006 International Congress on Assessment Center Methods. London, England. Contact: [www.assessmentcenters.org](http://www.assessmentcenters.org).
- Oct 3–5 Annual Conference of the International Military Testing Association. Kingston, Ontario, Canada. Contact: [www.internationalmta.org](http://www.internationalmta.org).
- Oct 16–20 Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or <http://hfes.org>. (CE credit offered.)
- Oct 30–  
Nov 4 Annual Conference of the American Evaluation Association. Portland, OR. Contact: AEA, (888) 232-2275 or [www.eval.org](http://www.eval.org).

2007

- March 2–3      Annual Conference of the Society of Psychologists in Management (SPIM). Washington, DC. Contact: [www.spim.org](http://www.spim.org). (CE credit offered.)
- April 27–29    Annual Conference of the Society for Industrial and Organizational Psychology. New York, NY. Contact: SIOP, (419) 353-0032 or [www.siop.org](http://www.siop.org). (CE credit offered.)

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### **Call for Papers**

IPAT, Inc., publisher of the 16PF Questionnaire, has a call for papers on 16PF Fifth Edition research conducted from 1995 through 2005. Research studies, both published and unpublished, are being sought in these areas:

- \* Industrial-Organizational
- \* Clinical-Counseling
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- \* Forensic-Protective Services

IPAT will publish a collection of readings on select articles. \$250 awards will be given to the “Best Paper” in each category. Submittals due by **12/31/06** for award consideration. For additional information and submission guidelines, visit **[www.IPAT.com/16PF5research](http://www.IPAT.com/16PF5research)** or call **800.225.4728**.

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### **Call for Papers**

#### **Special Issue on Bridging Disciplinary Divides in Mentoring Research Expected Publication Date, June 2008 Lillian T. Eby and Tammy D. Allen, Guest Editors**

The *Journal of Vocational Behavior* invites submissions to a special issue focusing on interdisciplinary perspectives on mentoring research. Researchers from a wide range of disciplines (e.g., education, counseling, social work, psychology, management) have a mutual interest in mentoring relationships, yet researchers within disciplines rarely integrate theories or perspectives from other areas of mentoring scholarship to their own work. This special issue encourages interdisciplinary thinking among mentoring scholars working in the areas of youth mentoring, student–faculty (undergraduate and graduate) mentoring, and workplace mentoring. The objective of the special issue is to break down disciplinary and contextual silos, thereby providing researchers with new perspectives, theories, and approaches to the study of mentoring relationships at the individual and dyadic level. In line with the journal’s mission, submissions should focus on the role of mentoring in vocational behavior and career development. Research focusing exclusively on organizational benefits of mentoring will not be considered.

Empirical papers reporting original, systematic, innovative, and integrative research are targeted for this special issue. Submissions using both quantitative and qualitative analyses are welcome. Narrative reviews and conceptual articles are not included in this call for papers. Research regarding any

aspect of mentoring is welcome, but all studies must be interdisciplinary in scope or have clearly delineated interdisciplinary implications for the future study of mentoring.

Submission topics might include, but are not limited to the following:

- The initiation of mentoring relationships
- Relationship development and change
- Mentoring and individual differences
- Outcomes of mentoring

Authors are invited to submit their manuscripts, following the instructions found at the *Journal of Vocational Behavior* Web site ([www.elsevier.com/locate/jvb](http://www.elsevier.com/locate/jvb)), no later than **April 1, 2007**.

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### **Raymond A. Katzell Media Award in I-O Psychology**

Just a reminder that the first Raymond A. Katzell Media Award, to be given in New York in 2007, will recognize members of the media, such as science writers, reporters, television writers, directors, and producers, who have publicized good I-O science and practice in public media.

SIOP members are urged to watch for publications, movies, or TV shows and to nominate them for consideration for the award.

Nominations procedures for this award will be published in the October *TIP*.

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### **Look for these Research Funding Opportunities in the October *TIP***

The SIOP Foundation announces two research funding opportunities for 2007.

#### **1. Funding to Support Research on Assessment Center Methods and Leader/Manager Development**

The Douglas W. Bray and Ann Howard Award is designed to support research aimed at advancing understanding of assessment center techniques, managerial or leadership development, or preferably both.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award winning research proposals will show innovation and excellence, will use a longitudinal design where appropriate, and will have a sound technical/scientific base.

The maximum award for 2007 is \$10,000.

#### **2. Funding to Support Research on Analytic Strategies to Study Jobs**

The Sidney A. Fine Award is designed to support research aimed at furthering the usefulness of analytic strategies to study jobs, especially as the nature of job content and the organizational structures in which work is performed evolves. Research proposed for this award may take many forms

including, but not limited to, bibliographic, empirical, methodological, model development, and theoretical investigations.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award winning research proposals will have a sound technical/scientific base, will demonstrate innovation and excellence, and will be feasible and possible to complete within 2 years of the award date.

The maximum award for 2007 is \$10,000.

Formal calls for these two research awards, including proposal format and detailed eligibility criteria will appear in the October issue of *TIP*.

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### **Coming Soon...Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in Industrial and Organizational Psychology**

The SIOP Foundation is pleased to announce a new Graduate Student Fellowship for the benefit of doctoral students in I-O psychology. This unique annual fellowship will provide \$10,000 in support to a graduate student who is specializing in training and development and/or selection and placement. The award is intended for doctoral students who have some applied experience and who are committed to a career in the practice of I-O psychology.

This fellowship is made available through Leslie's great generosity in recognition of the mentoring relationship that she had with Paul in graduate school and continuing throughout her career.

Please look for details of this award, including eligibility criteria and application procedures, in the October issue of *TIP*. The application deadline for this award will be in February 2007, with the inaugural fellowship being awarded to a student for the 2007/2008 academic year.

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### **Erasmus Mundus Master on Work, Organizational and Personnel Psychology (WOP-P)**

A consortium of five European universities, Universitat de València (Spain) as the coordinating institution, Universitat de Barcelona (Spain), Université René Descartes Paris 5 (France), Alma Mater Studiorum-Università di Bologna (Italy), and Universidade de Coimbra (Portugal), offers the Master on Work, Organizational, and Personnel Psychology (WOP-P) within the Erasmus Mundus Programme.

The Master on WOP-P has four main objectives: (a) to prepare the students as competent practitioners in work, organizational, and personnel psychology; (b) to offer a European referent of training in WOP-P to the students of other regions of the world; (c) to promote mobility of European and third-country students and staff across Europe; and (d) to contribute towards university excellence and competitiveness within the European Higher Education system.



The master qualifies students for the professional practice of WOP-P. As it is based on national laws regulating the psychologist profession, the titles awarded make it possible to practice the profession of psychologist in the field of WOP psychology. Moreover, the master facilitates access to doctoral studies in this and related disciplines. Teaching staff consists of well-recognized researchers and professionals from member universities and from other European and third country universities.

The programme is based on the “scientist–practitioner” model, which assumes that a good preparation as practitioner implies the acquisition of professional and research competences. The master implements the main guidelines developed by the Euro-Psych model for the European Diploma of Psychology (EDP) supported by the European Federation of Psychology Association (EFPA). It also follows the Reference Model and Minimal Standards of the European Curriculum in WOP Psychology established by the European Network of Work and Organizational Psychology Professors (ENOP). A rigorous system of quality assurance is also implemented.

For more information, contact the coordinator: **Prof. Jose M. Peiró-Silla (Jose.M.Peiro@uv.es), Department of Social Psychology, Universitat de València, Avda. Blasco Ibáñez, 13, E-46010 Valencia.**

More information can be found: <http://www.uv.es>, [www.uv.es/erasmuswop/](http://www.uv.es/erasmuswop/), [http://europa.eu.int/comm/education/programmes/mundus/index\\_es.html](http://europa.eu.int/comm/education/programmes/mundus/index_es.html).

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## *Positions Available*

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

**INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AT ILLINOIS INSTITUTE OF TECHNOLOGY.** The I-O program is seeking candidates to fill a **TENURED/TENURE TRACK FACULTY POSITION** (rank is **open**) beginning fall 2006. Candidates should complement and strengthen the current areas of research in the program. Preference will be given to candidates specializing in methodology and psychometric theory. The candidates are expected to have a well-established program of research and an exceptional scholarly record. In addition to research and graduate supervision (MS & PhD), candidates will be expected to teach graduate and undergraduate courses. Located in the great city of Chicago, the I-O program is housed within the Institute of Psychology, which offers graduate training in I-O, Clinical, and Rehabilitation Psychology within a scientist/practitioner model. The I-O program stresses a balance of industrial and organizational psychology topics. Current areas of strength among I-O faculty include methodology, psychometric theory, leadership, selection, assessment, and training. The Center for Research and Service is an on-site consulting center that supports training, funding, and research efforts of students and faculty and draws on our close affiliations with industry within the city and suburbs. Applicants should send a letter of application, vita, three letters of recommendation, and selected publications to **Dr. Roya Ayman Chair, I-O Search Committee, Institute of Psychology, Illinois Institute of Technology, Chicago, IL 60616-3793, E-mail: [ayman@iit.edu](mailto:ayman@iit.edu)**. Our Web site is <http://www.iit.edu/colleges/psych/current/progs/io/io.html>. Review of applicants will begin January 1, 2006, and continue until the position is filled. IIT is an Equal Opportunity/Affirmative Action Employer, M/F/H/V.

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**NAVAL AEROSPACE EXPERIMENTAL PSYCHOLOGY.** The U.S. Navy is seeking qualified candidates holding doctorates in industrial-organizational, experimental, or cognitive psychology who are interested in shaping the future of Naval aviation through applied research and program management.

If selected, a candidate will be commissioned as a **NAVY LIEUTENANT** with an initial obligation of 4 years active service. Following 2 months of officer indoctrination and 6 months of aviation psychology and flight training, a 3-year tour of duty will be served in **ORLANDO, FL, PATUXENT RIVER, MD, OR PENSACOLA, FL**. Depending on location and research interests, responsibilities will fall into one or more of the following areas:

- Personnel selection and classification
- Training systems and simulator design
- Human factors engineering
- Human performance assessment
- Program management and consultation

Due to the small number of personnel in this career field, entrance into the program is highly competitive. Good physical condition is a must, as the flight and survival training courses are physically demanding. Swimming ability should exceed basic staying afloat skills. Applicants must be in good overall health with a benign medical history and with eyesight correctable to 20/20 in both eyes.

U.S. citizenship is required, and the applicant will be subject to a security investigation and flight physical prior to acceptance in the program. Approximate starting salary is at least \$53K, depending on location. Additional benefits include 30 days leave per year, no-cost retirement plan, free medical and dental care, and exchange and commissary privileges. For more information, visit [www.navyaep.net](http://www.navyaep.net) or contact **LT Brent Olde, PhD at 850-452-2257x1091 or [baolde@nomi.med.navy.mil](mailto:baolde@nomi.med.navy.mil)**.

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## **Information for Contributors**

*Please read carefully before sending a submission.*

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

### ***Preparation and Submission of Manuscripts, Articles, and News Items***

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

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

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

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

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

### ***Review and Selection***

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

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

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# TIP

## *The Industrial-Organizational Psychologist*

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A graphic of a sunburst with several rays emanating from a central point, set against a light gray background. The rays are white and extend downwards towards the text.

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