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**by Lynn M. Shore
 Georgia State University**

EXECUTIVE COMMITTEE:	Term Expires
Jose Cortina	2001
Diana Deadrick	2001
Joe Martocchio	2001
Kevin Williams	2001
Herman Aguinis	2002
Tayla Bauer	2002
Rodger Griffeth	2002
Cynthia Stevens	2002
Robert Cardy	2003
Adrienne Colella	2003
Susan Jackson	2003
Dianna Stone	2003

NEWSLETTER EDITORS
 David G. Allen
The University of Memphis

K. Michele (Micki) Kacmar
Florida State University

ACADEMY OF MANAGEMENT WEBSITE:
<http://www.aom.pace.edu/>

Greetings to all HR Division members! It is hard to believe that Spring is here. However, when I review all of the accomplishments of committees and volunteers, I realize that we have been so busy, that time has passed quickly. Most of the important work done in the division is accomplished by volunteers who serve on committees. I want to share with you some of the activities that have been going on in division committees, and also to thank the chairs of the committees for all that they have accomplished this year. Many thanks to the many volunteers who served on committees, reviewed papers for the program, and did a zillion other activities that make the HR Division function so well! Most committee chairs also have written articles for the newsletter, so I urge you to read the rest of the newsletter to find out more in-depth information about each committee's activities.

The biggest project each year is the division's program at the annual meeting of the Academy of Management. This year, Tim Judge developed the HR program that occurs from Monday through Wednesday. He processed all of the papers, coordinated reviewers, contacted all of the authors,

worked with the awards committees, and negotiated program time with Program Chairs from other divisions. On top of which, Tim developed a website for reviewers which was phenomenal! Pat Wright developed the pre-conference program that goes from Friday evening through Sunday afternoon. He was assisted by Mary Watson, chair of the Workshops Committee. Tim, Pat, and Mary can relax until we meet in Washington, DC, when they get to see their efforts unfold (hopefully, smoothly!).

Since each committee chair has a newsletter article describing the activities in their committees, I won't repeat the information here. However, I want to thank all of the chairs below for all of their time and effort: Dianna Stone, Information Technology, Diana Deadrick, Member Involvement and Relations; Mark Huselid, HR Div Net; Steve Werner, International; Luis Gomez-Mejia, Nominations; Rebecca Thacker, Teaching; John Delery, Doctoral Consortium; Jose Cortina, Junior Faculty Consortium; Joe Martocchio, Awards; Susan Jackson, Budget; Judy Tansky, Liaison; Mary Watson, Workshops; Ron Johnson, Sponsorship.

A number of other individuals serve significant roles for the division who do not have column space but who are important to thank. Rodger Griffeth who is our treasurer, is helping us in the budgeting process, and Caren Goldberg, our secretary, is assisting us in the documentation of division activities. I especially want to thank our two newsletter editors, Micki Kacmar and Chris Riordan, who work tirelessly on the newsletter to help the division communicate effectively with our members. Chris has stepped down from the editor position, and is replaced by David Allen. Welcome David! However, we haven't let Chris off the hook, she is joining our executive committee next year, along with Scott Snell and Dan Turban. Diana Deadrick is our incoming Program Chair, and Susan Taylor our incoming division representative to academic council (replacing Jim Breugh). As you can see, our division remains in good hands!

In the Fall newsletter, I discussed three areas in which I was planning some new initiatives, including the division's budget, information technology, and division membership. Below are updates in these three areas.

The Division's Budget: The HR Division has struggled with budgetary issues for a number of years, and so two goals for this year were to better understand the budgeting process, and to do some budgetary planning. The Budget Committee (Susan

Jackson and Rodger Griffeth) has been working on these issues. Current budget estimates suggest that the division's expenses are virtually the same as the budget that we receive from the Academy. In light of the increasing costs associated with our yearly meetings, this suggests the need to seek sponsorships. **Here's the good news!** We have received a number of sponsors for our division's events that will allow us to offer better support than in the past for many of our activities. Right now, we estimate our sponsorships for the year will total \$14,500. The Society for Human Resource Management and the SHRM Foundation have contributed \$10,000. Half of these funds will provide support for doctoral and junior faculty consortia and the pre-conference social, and the other half will support the HR Division Social Hour. Debbie Cohen created this sponsorship opportunity for the division, along with support from Pat Wright and Bruce Avolio - thanks! Additional support for the consortia is provided by the Center for Advanced HR Studies at Cornell University, due to Pat Wright's efforts, and Rutgers University, thanks to Susan Jackson's efforts. Ron Johnson once again obtained a generous contribution from Irwin/McGraw Hill for our Ice Cream Social. Thanks so much to all of you for helping the division!

Another budgetary challenge is to forecast future costs, and most importantly, to do some financial planning. Hotels continue to increase charges yearly, though some cities are more expensive than others. However, some of our costs may decline. We are exploring putting both the newsletter and division elections on the HR Division website. This would save the division quite a bit of money in mailing costs (\$7,400 last year), though there would be some new expenses associated with the website.

Information Technology: Dianna Stone and her subcommittees have made tremendous progress in addressing the division's information technology needs. Be sure to read her newsletter article for details. I also want to welcome **Tim DeGroot, our new HR Webmaster**. Tim brings extensive web experience to the task, and his university (McMaster University) has agreed to support our website for at least two years! At present, we are one of only two divisions in the Academy without a website, so I am really pleased to make progress in this area.

HR Division Membership: As I mentioned in the Fall newsletter, we have speculated in the division about reasons our membership hasn't grown as quickly as some other divisions. Some potential reasons I discussed were (1) the "functional" orientation of the division's program, and (2)

you reviewed for the division and I am very grateful for your hard work. As program chair, I am totally dependent on you—and you delivered! We worked hard to assign reviewers papers that matched their interests and I was very impressed with the quality and timeliness of the reviews. Finally, a hundred thanks to Remus Ilies, Assistant Program Chair, for all of his help and hard work.

See you in DC!

Reviewers

Adkins, Cheryl L.
Aguinis, Herman
Allen, David G.
Allen, Tammy
Ash, Ronald A.
Avolio, Bruce
Barnes-Farrell, Janet
Barringer, Melissa W.
Baruch, Yehuda
Bauer, Talya N.
Beadles, II, N. A.
Beehr, Terry
Berkley, Robyn A.
Besseyre des horts, Charles H.
Bono, Joyce E.
Boswell, Wendy
Breugh, James
Brewster, Chris
Brown, Kenneth
Budhwar, Pawan S.
Burke, Mike
Caligiuri, Paula
Cardy, Robert L.
Carey, James
Carr, Jon C.
Casino, Scott
Chadwick, Clint
Clark, Mark
Colella, Adrienne
Crooker, Karen J.
DaSilva, Nancy
De Souza, Gita
Deadrick, Diana L.
DeFrank, Richard S.
DeGroot, Timothy
Delery, John E.
Dougherty, Thomas W.
Edwards, John C.
Erez, Amir
Fay, Charles H.
Feldman, Daniel
Flanagan, Michael F.
Fukami, Cindi
Gallagher, Daniel G.
Ganster, Daniel

Gardner, Tim
Gilson, Lucy
Glasgow, Kay M.
Goldberg, Caren
Gowan, Mary
Gupta, Nina
Guthrie, James
Havlovic, Stephen J.
Higgins, Chad
Hofmann, David
Huber, Vandra
Hyland, MaryAnne
Icenogle, Marjorie
Iverson, Roderick
Jansen, Karen
Johnson, Diane
Johnson, Nancy
Jones, Gwen
Jones, Robert G.
Karren, Ronald
Kennedy, David
Kidder, Deb
Klaas, Brian
Klein, Howard J.
Konopaske, Robert
Kraimer, Maria
Kravitz, David A.
Kristof-Brown, Amy
Landon, Timothy E.
Latham, Gary
Le, Huy
Lee, Barbara
Lepak, David P.
Levine, Edward
Loher, Brian
Lowe, Kevin
Lust, John A.
Marler, Janet
Martinko, Mark
Martocchio, Joe
Masterson, Suzanne
McClurg, Lucy
McNatt, Brian
Meglino, Bruce M.
Miceli, Marcia
Miceli, Nicholas S.
Mollica, Kelly
Monat, Jonathan S.
Montemayor Edilberto F. (Ed)
Morgeson, Frederick P.
Morishima, Motohiro
Mulvey, Paul W.
Ondrack, Dan
Ones, Deniz
Ostroff, Cheri
Parsons, Charles K.
Pearce, John

Perry-Smith, Jill
Phillips, Jean
Phillips, Jim
Ployhart, Robert
Raghuram, Sumita
Rau, Barbara
Ravlin, Elizabeth
Raymark, Pat
Richardson, Hettie
Rosse, Joe
Rothstein, Hannah
Rotundo, Maria
Saha, Sudhir K.
Salas, Eduardo
Sanchez, Juan
Sargent, John
Schalk, Rene
Schaubroeck, John M.
Schoenfeldt, Lyle
Scholz, Chris
Schriesheim, Chester A.
Scullen, Steve
Shore, Lynn
Sigler, Tracey
Singh, Gangaram
Sivasubramaniam, Nagaraj
Skarlicki, Daniel
Stamper, Christina
Stewart, Greg
Stone-Romero, Eugene F.
Street Marc
Tansky, Judy
Tekleab, Amanuel
Tesluk, Paul
Thacker, Rebecca A.
Thomas, Steven L.
Vandenberg, Robert
Varma, Arup
Viswesvaran, Chockalingam (Vish)
Wanous, John
Wayne, Sandy J.
Weatherly, Elizabeth
Werner, Jon
Werner, Megan
Werner, Steve
Wesson, Michael
Wheeler, Kenneth G.
Whitener, Ellen M.
Wiley, Carolyn
Williams, Margaret
Wright, Patrick
Wright, Robert Phillip
Yongqing, Fang

2000-2001 HR DIVISION AWARD WINNERS

By
Joe Martocchio
University of Illinois at Urbana-Champaign

Each year, the HR Division makes five awards at the annual national meeting of the Academy of Management. Four subcommittees implement rigorous evaluation processes in an effort to identify the best of the nominees in each category. The Herbert Heneman Jr. Award is given to the nominee that, throughout his or her career, has distinguished himself/herself in the field of human resource management. The Human Resources Scholarly Achievement Award is given to the author(s) of the most significant article published in HR. The Ralph Alexander Best Dissertation Award is given to the recent graduate with the most outstanding dissertation research on an HR-related topic. The Best Convention Paper Award is chosen from among the highest rated submissions to the annual conference and is given to the paper among these that is judged to be superior. Finally, the Best Student Convention Paper Award is chosen from among the highest rated student submissions to the annual conference and is given to the paper among these that is judged to be superior.

The Heneman Award is presented at the HR Division Ice Cream Social (on Monday), whereas all other awards are presented at the HR Division business meeting (on Tuesday). The subcommittee chairs will make the awards presentations. Make sure to check the Academy program for the times and locations of these two events. Please plan to attend to help us honor these individuals.

For the 2000-2001 cycle, the four subcommittees were chaired by Robert Dipboye (Heneman Award), Dan Turban (Scholarly Achievement), Stanley Gully (Dissertation Award), and Talya Bauer (Best Convention Paper and Best Student Convention Paper). We are all indebted to these four individuals and the people that they chose to comprise their subcommittees.

Herbert Heneman Jr. Career Achievement Award

This year, the winner of the Herbert Heneman Jr. Career Achievement Award will be announced at the HR Division Ice Cream Social.

Subcommittee Members:

Robert Dipboye (Chair), Rice University
Richard Klimoski, George Mason University
Tom Kochan, MIT
George Milkovich, Cornell University
Frank Schmidt, University of Iowa
Neal Schmitt, Michigan State University

Scholarly Achievement Award

Of the 10 nominations received, the committee determined that the winner of the 2000-2001 Scholarly Achievement Award goes to two equally deserving works:

P. Christopher Earley, Indiana University and **Elaine Mosakowski**, Purdue University, "Creating Hybrid Team Cultures: An Empirical Test of Transnational Team Functioning," Academy of Management Journal, 43, 26-49.

Barry M. Staw and **Lisa D. Epstein**, University of California at Berkeley, "What Bandwagons Bring: Effects of Popular Management Techniques on Corporate Performance, Reputation, and CEO Pay," Administrative Science Quarterly, 45, 523-556.

Subcommittee Members:

Daniel Turban, U. Missouri at Columbia (Chair)
Tammy Allen, The University of South Florida
Ron Ash, University of Kansas
Rebecca Bennett, University of Toledo
John Cordery, University of Western Australia
J. Michael Crant, University of Notre Dame
Michelle Duffy, University of Kentucky
Miguel Quinones, Rice University
Joan Rentsch, The University of Tennessee
Chris Robert, University of Missouri
Dianna Stone, University of Central Florida
Peg Williams, Virginia Commonwealth University
Ian Williamson, University of Maryland

Ralph Alexander Best Dissertation Award

A winner of this award was withheld this year.

Subcommittee Members:

Stanley M. Gully (Chair)
Elizabeth Wolfe Morrison, New York University
Jean Phillips, Rutgers University
Mark A. Mone, University of Wisconsin-Milwaukee
Jose Cortina, George Mason University
Mark Huselid, Rutgers University

Best Convention Paper Awards

The winners of the Best Convention Paper Award are:

Chad H. Van Iddekinge, **Patrick H. Raymark**, Clemson University, and **Carl E. Eidson, Jr.**, Wilson Learning Corporation, "What Do Structured Employment Interviews Measure? Examining the Construct Validity of a Behavior Description Interview."

The winners of the Best Student Convention Paper Award are:

Benjamin B. Dunford, **John W. Boudreau**, Cornell University, and **Wendy R. Boswell**, Texas A&M University, "The Dark Side of Stock Options: Downside Risk and Employee Separation."

Subcommittee Members:

Talya Bauer (Chair of both subcommittees)

Best Student Paper Committee:

Dan Cable, University of North Carolina
Melissa Gruys, Washington State University, Vancouver
Fred Morgeson, Michigan State University
Stan Gully, Rutgers University
Robert Ployhart, University of Maryland
Christopher Porter, Michigan State University
Rudolph Sanchez, Portland State University
Sandy Wayne, University of Illinois, Chicago

Best Conference Paper Committee:

Jose Cortina, George Mason University
Robert Eder, Portland State University
Jeanne Phillips, Rutgers University
Donald Truxillo, Portland State University
Margaret Williams, Virginia Commonwealth University

HR Division Pre-Conference Workshops

Patrick M. Wright
Cornell University

I recently listened to Tim Baldwin teaching in one of our executive programs talk about his research with Chief Learning Officers. He emphasized that learning has become absolutely imperative to individuals and organizations given the increased competition and rate of change. In addition he noted how we, in academia, tend to be the least motivated to learn, in spite of the fact that our futures are now in peril.

This year's HR Division pre-conference program provides a number of opportunities for those of us in HR to avoid this trap, through sponsoring or co-sponsoring five workshops (in addition to the Doctoral and Junior Faculty Consortia noted elsewhere in this newsletter). Special thanks go to Mary Watson at New School University who led the effort to organize these sessions.

First, on Saturday morning from 8:30-12:00, the division will sponsor a workshop titled "**High Tech – High Touch: A Hands-on Workshop on Using Technology in the Classroom**" held offsite at George Washington University. This session will demonstrate how using whiteboards and discussion forums, conducting negotiations via the internet, and blending technology with global travel can be incorporated into traditional residential classes.

Second, on Saturday afternoon from 3:30-5:30 we will offer "**A Dialogue among International HRM Researchers: Overcoming Obstacles in Cross National Research.**" This session will feature the members of the HR Division's international committee in a workshop aimed at facilitating cross national research. These panelists are all actively publishing in the international HR research domain, and they will share the triumphs and tragedies they have experienced along the way.

For those who want to learn how to get both research funding and/or research data, the workshop "**Research Data and Funding Opportunities**" will be offered from 1:30-3:30 on Saturday. This workshop, co-sponsored with CAR will consist of a panel of agency representatives that either sponsor research, provide access to data, or offer other professional development opportunities related to research and data collection.

Another workshop some HR members might find of interest is "**European Perspectives on Gender and Diversity in the New Economy,**" which will be held from 1:00-3:00 on Saturday. This session includes presentations by leading European scholars regarding how the new economy is impacting women and minorities.

Finally, "**The Craft of Reviewing,**" co-sponsored with the BPS and OMT divisions, will be held Sunday morning from 10:00-12:00. This workshop will help new reviewers begin to develop their skills and judgment through interactions with a panel of experienced reviewers and editors.

For more information on both the location of these sessions as well as how to pre-enroll (if necessary),

contact either the AOM web page or look in the upcoming program.

The Information Technology Committee

Dianna Stone
University of Central Florida

The Information Technology Committee has embarked on four key initiatives. First, a Policy Subcommittee chaired by Richard Klimoski, George Mason University (members John Boudreau, Cornell University and John Mathieu, University of Connecticut) is establishing guidelines for the use of technology in our Division. Rich and the members of this subcommittee have a wealth of knowledge and talent in the areas of Division policy and IT. As a result, we know that they will help us establish sound policies as we move the Division into the information arena.

Second, an e-Newsletter Subcommittee Chaired by Herman Aguinis, University of Colorado-Denver (members Howard Klein, Ohio State University, Fraya Wagner-Marsh, Eastern Michigan University, and Chockalingam Viswesvaran, Florida International University) is developing recommendations on the online distribution of the HR Division's newsletter. (Note that a separate report from Herman is included in this newsletter).

Third, an e-Elections Subcommittee, Chaired by James Dulebohn, Georgia State University (members Hanna Rothstein, Baruch, City University of New York, and John Werner, University of Wisconsin-Whitewater) is developing guidelines for conducting our HR elections online. We know that the use of an online distribution system for the newsletter and the handling of elections online will certainly save our Division a lot of time and money. As a result, we are anxiously awaiting their recommendations.

Fourth and finally, the IT Committee has formed an HR Webmaster Subcommittee, chaired by Dianna Stone (members Ramona Paetzold, Texas A & M University, Joan Brett, Arizona State University-West) to recruit and select a person for the position of HR Webmaster. We received nominations from a number of people with great web development skills. It was difficult to choose from so many outstanding candidates, but the HR Webmaster subcommittee is pleased to announce that **Timothy DeGroot, McMaster University**, has been selected to serve as **HR Webmaster** for the next two years. We certainly welcome Tim as the new webmaster, and look forward to helping him develop a new website

for the Division. Any suggestions or ideas for the website can be forwarded to Tim at degroott@mcmaster.ca.

All IT Subcommittees plan to make preliminary recommendations to the Executive Committee at the mid-year meeting in San Diego. They also plan to submit their final recommendations at the HR Division meeting in August. Our hope is that these four IT initiatives will help the division (a) facilitate communication and participation among Division members, (b) save scarce resources, and (c) enable the Executive Committee to better coordinate key Division activities (e.g., elections, committee activities). If you have any suggestions or comments about the IT Committee activities, please e-mail me at Dianna.Stone@bus.ucf.edu. I also want to take this time to say thank you to all of the people who have served on the IT Committee and subcommittees this year. We very much appreciate your hard work and support.

2001 Junior Faculty Consortium Announcement and Call for Applications

**By Jose M. Cortina
George Mason University**

The 2001 Junior Faculty Consortium will once again be an enjoyable and highly informative event. The consortium will run from 8 a.m. Saturday, August 4th through noon on Sunday, August 5th. The consortium is being coordinated by myself, Adrienne Colella (Texas A&M University), and Cindy Stevens (University of Maryland) and will feature some of the field's outstanding researchers and teachers offering their strategies for success in all aspects of academe. Special thanks to our sponsors (The Society for Human Resource Management Foundation, the Center for Advanced HR Studies at Cornell University, and Rutgers University) for helping us to make this a first-rate event.

Saturday morning will begin with some structured introductions that will allow us to get to know one another and how we perceive the expectations of our respective departments and universities. The participants and coordinators will then discuss the fears and challenges that the participants feel that they face as new faculty members. The group will then join the doctoral consortium for editor's roundtable sessions on strategies for publishing. The participants will be Maureen Ambrose (*Academy of Management Journal*), Edward Conlon (*Academy of Management Review*), Rodger Griffeth (*Human*

Resource Management Review), Micki Kacmar (*Journal of Management*), Kevin Murphy (*Journal of Applied Psychology*), John Hollenbeck (*Personnel Psychology*), Mark Huselid (*Human Resource Management Journal*), and Larry Williams (*Organizational Research Methods*).

Saturday afternoon will consist of three sessions. First, Don Schwab, (U of Wisconsin), Elaine Pulakos (Personnel Decisions Research Institute), Tim Judge (University of Iowa), and Jose Cortina (George Mason University) will lead the Strategies for Innovative and High-Impact Research session. Next, a session on Captivating and Effective Teaching will be led by Chuck Williams (Texas Christian University), Joyce Russell (University of Maryland), Cynthia Fukami (University of Denver), and Bruce Meglino (University of South Carolina). Finally, a session on Survival and Success will be led by Teresa Rothausen (University of St. Thomas), Micki Kacmar (Florida State University), Stan Gully (Rutgers University), and Dianna Stone (University of Central Florida).

Three more sessions will be held on Sunday morning. First, Strategies for Managing Service will be led by Lynn Shore (Georgia State University), Neal Schmitt (Michigan State University), Bob Gatewood (University of Georgia), and Adrienne Colella (Texas A&M University). Second, a new session titled Entrée into Organizations will be led by Eduardo Salas (University of Central Florida), Susan Taylor (University of Maryland), and Wayne Cascio (University of Colorado-Denver). Finally, a new session on Interesting Teaching Opportunities will be led by Herman Aguinis (University of Colorado-Denver), Angelo DeNisi (Texas A&M University), Jean Phillips (Rutgers University), and Paula Caligiuri (Rutgers University).

Both days begin with a continental breakfast prior to the 8 am start, and a lunch will be served on Saturday. Participants are also invited to a joint Junior Faculty/Doctoral Student Consortium reception Saturday evening.

We are inviting all HR Division junior faculty members with less than 4 years of experience who have an interest in research and/or teaching in HR to attend. Those interested in attending should send (1) their contact information, (2) a brief bio, and (3) a \$35 check made out to the Academy of Management to:

Jose Cortina
Department of Psychology, MSN 3F5
George Mason University

Participants are encouraged to submit contact info and bios electronically, but they will not be considered registered until the check has been received.

**TEACHING COMMITTEE OF THE HRM
DIVISION**

Rebecca A. Thacker
Chair, Teaching Committee
Ohio University

The Teaching Committee has a new chair, Rebecca Thacker of Ohio University. Rebecca took over the reins from Mary Gowan, who had done an excellent job of moving the Committee forward. The members of the HRM Teaching Committee include: Cheryl Adkins, Mary Gowan, Howard J. Klein, Janice Miller, Carolyn Palmer, Denise Potosky, Ted Shore, Scott Snell, Judy Tansky, and Rebecca Thacker.

The Teaching Committee has a number of goals for the coming year, and will be meeting during this year's AOM meeting in Washington to work on their goals and future objectives. Goals are as follows:

1. Prepare a pre-conference session for the 2002 Academy meetings, the topic of which is, "Identifying HR Competencies: The Practitioner's Viewpoint and the Professor's Challenge." This workshop will be a launch pad for the following year's focus, which will be "Incorporating HR Competencies into the Curriculum of the HRM Student."

2. Develop criteria for an HRM Teaching Award, solicit nominations, and bestow that award at the 2002 conference.

3. Successfully complete the pre-conference workshop ("Using Technology in the Classroom") at this year's conference. Most of the work for this has already been completed by Mary Watson. Everyone is invited to attend our pre-conference workshop on Saturday morning, August 4. The location will be on the George Washington University campus.

The Teaching Committee looks forward to a productive year, and hopes to involve other Division members in its activities.

**HR DOCTORAL CONSORTIUM
ANNOUNCEMENT**

The HR Division once again will be hosting a Doctoral Student Consortium prior to this year's Academy Conference in Washington, DC. The doctoral consortium provides students with a chance to meet leaders in the field as well as other students, and to exchange research ideas and career advice. Students find this to be an invaluable experience.

This year's consortium will be in Washington, DC on August 3-5. The number of distinguished individuals who have volunteered their time to meet with the doctoral students is impressive. The program includes a keynote by Jeffrey Pfeffer, an editors' roundtable, numerous content and process small group discussions with leaders in various topic areas, and sessions on job search, teaching, and career issues.

Space is limited, so please complete and return the registration form on the following page or contact John Delery (jdelery@walton.uark.edu) as soon as possible. The registration/nomination form is to be completed by the student and signed by the head of the program nominating the student. It is the usual policy to allow participation by only one student from each program; however, if there are additional spaces after the nomination deadline, additional students from a program will be considered. The deadline for receipt of nominations is June 15, 2000.

If you have any questions regarding the consortium, please feel free to contact one of the three program coordinators: John Delery (jdelery@walton.uark.edu), Bob Cardy (robert.cardy@asu.edu), or Elissa Perry (ep248@columbia.edu).

Registration Form
Human Resource Division Doctoral Consortium
2001 National Academy of Management Meetings
Washington, DC, August 3-5

Nominee's Name _____

University and
Doctoral Program _____

Mailing Address _____

Phone _____

E-mail _____

Research Interests _____

Name and Signature of
Nominating Person _____

Address of Nominating Person _____

Phone of Nominating Person _____

Please return completed form by June 15 to:

John Delery
Sam M. Walton College of Business
Department of Management
Business Building, Room 402
1 University of Arkansas
Fayetteville, AR 72701-1201

PRACTICE AND THEORY IN THE HR CLASSROOM

Robert L. Cardy
Arizona State University

Janice S. Miller
University of Wisconsin-Milwaukee

Welcome to another column. The purpose of this section is to consider new, different, and innovative approaches to HRM. This month's topic is a pedagogical one, and as always any comments or

suggestions you may have are welcomed and encouraged. It is my pleasure to once again welcome Janice Miller as a co-author of this newsletter column. Thanks to Janice for her willingness to contribute to this topic and to HRNEWS.

There is a popular and growing movement on many college campuses to embrace problem-based learning in one of its many forms, and similarly to establish stronger links between universities and the communities they inhabit. Indeed, many believe that the principle of commitment to one's community is inherent in the mission of higher education. For example, Barber (1992: An aristocracy of everyone: The politics of education and the future of America, p. 15) observed that "...education is education for citizenship." There is an additional persuasive reason for adopting problem-based learning that applies to those who work in public, state supported institutions to consider. Specifically, taxpayers supporting faculty efforts and helping to underwrite students' education may have a right to expect in return some level of engagement by the university. As evidence, some business schools have revised their mission statements to include the goal of service to local communities.

An example of a pedagogy that combines the principles of problem-based learning and engagement is "Service Learning." Service Learning's mission is to integrate meaningful community service with the academic curriculum. Service Learning is different from volunteering, which primarily benefits an organization, and also from an internship in which a student gains the primary benefit by taking away important job skills. Instead, Service Learning is a partnership between an organization and a University in which both parties should gain. Students derive hands-on experience applying classroom concepts, and the organization benefits from direct aid and collaboration with the

University. We hope to explore in this essay some critical issues that we believe exist at the juncture of theory and classroom practice. We will use a Service Learning experience at a public, urban University as a framework, and then suggest some principles we believe individuals should keep in mind if they consider incorporating a practical experience into their teaching.

HR Students and a Community Experience

Our example experience was one in which undergraduate students focused on performance appraisal, specifically how a well-designed system could provide feedback for employees, inspire them to improve their performance, and help them develop future potential. This practical application of classroom concepts occurred when students in the course visited community non-profit agencies and interviewed employees about their experiences with appraisal. The students focused on factors that contributed to employee satisfaction with the appraisal processes. Following the interviews and armed with ideas about what promotes appraisal satisfaction, students combed library resources for published scales to include in a survey that might empirically link specific practices to overall appraisal satisfaction. The semester's activities culminated with survey data analysis and writing of feedback reports which the students delivered to the various agencies.

The project fulfilled Service Learning goals in that students and organizations both benefited from the experience. One agency made internship offers to some students, and another completely revamped its appraisal system after receiving feedback. Evidence of student benefits came from written comments including the following:

With other classes I feel like I'm just going through the motions and it's all going in one ear and out the other. This has really stuck in my head.

I will take with me the knowledge gained throughout college and a future career. Even when I am job hunting I will ask questions to future employers about their performance appraisal process. Just the other day at work I spent an hour discussing the importance of appraisals with my co-workers.

My college experience has taught me that the best way to learn is to do! This class exemplified this thought to the fullest. This experience is something I can carry with me in practical, real-life situations. And for me this is the best way I learn.

There was so much I learned that I didn't realize until now.

Clearly the HR field has a great deal to offer community entities in the form of expertise in interviewing and employee selection, appraisal, reward, motivation, and mentoring, to name only a few possible

topics. Indeed, a course could focus on any of a number of HR practices and help deliver them to non-profit agencies that lack the resources to seek paid consulting help. Students overwhelmingly respond positively to this kind of experience, and certainly comments like those above are gratifying for a professor. What then are the caveats or cautions that we believe deserve consideration? Is the traditional classroom format and approach to learning now outdated?

Caveats to Consider

Higher education is, or should be, something more or different than vocational skills training. What sets higher education apart? In a phrase, we contend that the fundamental distinction is in extent of conceptual understanding. A focus on practical skills can be an exciting opportunity for students and faculty. Students can be convinced of the relevance of the course experience and faculty can enjoy positive student evaluations as a result. What a wonderful win-win situation! Further, students can gain a sense of community involvement and leadership that may pay off in coming years. However, what broad-based understanding has resulted from the process? What theories have been learned and applied? It is our fear that the answer to these questions may occasionally be "none."

An applied project has the appeal of immediate relevancy, but without a theoretical context the students may have no breadth of understanding. An analogy may be that a focus on practical skills in an applied project can be like providing students with specific tools. A knowledge of and interaction with some specific tools can be great. However, what good will those specific skills be when the student faces a new situation? For example, perhaps the student used a figurative sledgehammer in the applied project, but their new work situation may call for a figurative ball peen hammer. Our fear is that without an overall understanding of, for example, woodworking, the student may not understand why the sledgehammer didn't work in the new situation and what else may be useful. Learning to use specific tools can be exciting, energizing, and action-based. However, without a theoretical understanding, there is a lack of knowledge of what tools may best apply and even of what tools may be possible. The specific tools learned may not fit a new situation and the student may lack the ability to understand why and to adapt to the new context.

Faculty still need to teach the theoretical context so students understand it. We are not arguing for the elimination of skill-based approaches. Applied projects can be outstanding vehicles for seeing theories in action. The projects can bring the theories to life and the theoretical context can make clear to students that the project is but a specific example from a broader set of possibilities. Applied experiences can bring with them real and meaningful goals and convey to students

a sense of urgency and relevance to their activities. On the other hand, developing a theoretical context can be boring and, seemingly, without applied value. Who wants to learn theories of motivation and understand differences between instrumentalities and valences, when there is a client organization that wants a new performance feedback system? However, as we all know, the usefulness of a new feedback system could be much greater if its design was informed by theory. The flurry of activity in an applied project can be exciting, but it is vacuous without the theory behind it.

It is incumbent upon faculty to provide a theoretical context for an applied project. To sidestep the development of conceptual understanding is an unethical shortchanging of the student. Unfortunately, as a customer the student may not appreciate the dose of theory with the skills. However, when effectively intertwined with an applied project, the relevance of the theory can be more clearly seen. Both theory and practical skills are important and as faculty we need to find an effective balance between them.

While including a balance in the context of a course is an easy prescription, it may not be so easy to make into operational reality. For example, it may require a two-semester sequence to effectively deliver the theory component and then do justice to the practical segment. Some of us may already be striking an effective balance, but there can be pressures to move toward an unbalanced classroom experience. For example, both informal student reaction and formal student evaluation can push faculty away from developing conceptual understanding and instead focus their efforts on applied exercises. If your university is typical, students are the principal means for evaluation of teaching effectiveness and, therefore, the principal driver of any merit dollars that may be available for rewarding teaching effectiveness. Certainly, it is possible to garner high student evaluations while providing in-depth coverage of the theoretical context. However, a surer way to positive evaluations can be emphasis on applied experience and skills and reduction of conceptual understanding. The pressure of evaluation is exacerbated in many university settings by administrative concern with student satisfaction. This concern is probably most clearly seen in MBA programs, where satisfying the student is seen as a key to achieving higher program ratings and recognition.

There is also pressure from business to increase immediate relevancy of the higher education experience. In addition, there has been growing emphasis on accountability and looking at what skills are learned in the classroom. Taken to the extreme, the skill emphasis could lead to graduates who have process skills such as getting along well with team members and making presentations, but who have a serious lack of theoretical content.

Given the old adage that what gets measured gets done, a balance between skill and theoretical understanding requires a balanced set of criteria. As faculty, we should be responsible for both facets. Or, perhaps some classes could focus on conceptual understanding while others focus on an applied project. At a program level, the end result could still be balance. How should conceptual understanding be assessed? Perhaps common knowledge tests could be given to students as a means for assessing faculty performance in that criterion domain. Maybe student evaluation could differentiate between theoretical understanding and skill development, and students could be asked to make assessments of both domains. Maybe such student assessments could be constructed to be reliable and valid? Maybe skill assessments could be made by peer observation done with assessment centers?

In addition to some of the criteria research issues suggested by the above, development of effective curriculum and how to most effectively deliver the curriculum are interesting and important topics for study. Managing people in organizations is a critical domain and our students can learn a lot from applied projects. However, it is important that students receive a balance of conceptual understanding with practical skills.

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ELECTION RESULTS

**Luis R, Gomez-Mejia
 Chair of Nominations Committee**

This year we were able to assemble an impressive list of candidates for Division chair, Executive Committee, and Division Representative to Academic Council. We received a total of 19 nominations from the HR Division's membership. These were then submitted to the members of the Nominations Committee, which evaluated and ranked all nominations. Committee members included Luis R. Gomez-Mejia (Chair), David B. Balkin, Jan Cleveland, and Peter Hom.

From the initial slate of candidates two were chosen to run for election for future Division Chair, six for Executive Committee replacements, and two for Division Representative to Academic Council. Ballots were then sent by mail to all HR Division members. A total of 330 completed ballots were returned. The results of the election indicate that the following candidates received majority vote:

PROGRAM CHAIR ELECT

Diana Deadrick, Old Dominion University

EXECUTIVE COMMITTEE

Chris Riordan, University of Georgia
 Scott A. Snell, Penn State University
 Daniel Turban, University of Missouri

DIVISION REPRESENTATIVE TO ACADEMIC COUNCIL

Susan Taylor, University of Maryland

Congratulations to all the winners!!

HRDIV_NET Up and Running!

Mark Huselid

huselid@rci.rutgers.edu

The HR Division's new members-only listserv, HRDIV_NET, is up and running! HRDIV_NET is dedicated to research, teaching, and the practice of human resource management. You can send and exchange questions, answers, pearls of wisdom, frustrations, and ideas with all HRDIV_NET members who have access to BITNET, INTERNET, or another compatible electronic mail system. Topics can include almost anything, including research ideas, statistical methods, research methodology, teaching methods, requests about member activity in particular areas, etc.

If you are interested in participating in HRDIV_NET, please send an email to:

hrdivmgr@rci.rutgers.edu

The body of the message should contain only the following one-line command:

ADD HRDIV_NET email Firstname Lastname

(*Insert your own email address, first name and last name in the command, where shown)

Please join us - the success of HRDIV_NET depends on you!

INTERNATIONAL HUMAN RESOURCES MANAGEMENT COMMITTEE

By Steve Werner
University of Houston

The International HRM Committee (IHRMC) is very excited about our upcoming pre-conference workshop in Washington, DC. The workshop, "A Dialogue Among International HRM Researchers: Overcoming Obstacles in Cross-National Research", will be held on August 4th, 2001, from 3:30-5:30, at the Marriot Wardman Park Hotel in Room Maryland C. Our goal in the workshop is to engage the audience in an exciting dialogue about trials, errors, successes, and failures in doing international HRM research. Bring your questions and stories, and be ready to explore establishing new international research partnerships. This workshop features faculty facilitators from Europe, Asia, and the Americas, all of whom have hands-on international research experience. The facilitators are the IHRMC members, Herman Aguinis (University of Colorado at Denver) Elizabeth F. Cabrera (Universidad Carlos III), Paula Caligiuri (Rutgers University), Jason Heh Huang (National Sun Yat-sen University), Henrik H. Larsen (Copenhagen Business School), Mabel Miguel (University of North Carolina at Chapel Hill), Kathy Monks (Dublin City University Business School), Randall S. Schuler (Rutgers University), Mary Ann Von Glinow (Florida International University), Mary Watson (Vanderbilt), and Carolyn Wiley (CARWIL Management Consulting). There is no charge for the workshop, but pre-registration is recommended (although not required). Contact Mary Watson at watsonm@newschool.edu to register. Refreshments will be provided by Taylor and Francis, Ltd, publisher of the *International Journal of Human Resource Management*.

The website of the IHRMC is now in its second year (<http://www.cba.uh.edu/ihrmc>). The website is designed to provide academics interested in International Human Resource Management a forum to gather ideas from other people's IHRM syllabi, to welcome comments on working papers, and to provide and receive information about faculty development programs, conferences, journals, and research opportunities. If you teach IHRM we would appreciate getting a copy of your IHRM syllabus and working papers you would like to have interested others comment on. (See www.cba.uh.edu/ihrmc/submissions/index.htm for submission procedures). Also please let all your colleagues interested in IHRM know about the site, and encourage them to also submit their syllabi and

working papers. Further, if you have any ideas as to how the site can be improved please let me or someone else on the committee know. Please be aware that this committee exists to provide needed services to Academy members interested in International HRM. If you have any suggestion of other services this committee could provide please do not hesitate to let me know.

P.S. Those of you interested in International HRM may want to join our list-server (maintained by Herman Aguinis). To join just send the following one-line message to listproc@lists.cudenver.edu:

Subscribe INTHR {your name}

For example: Subscribe INTHR Steve Werner

e-NEWSLETTER

Herman Aguinis
University of Colorado at Denver and
Universidad de Santiago de Compostela (Spain)

An additional task of the Information Technology Committee chaired by Dianna Stone (U. of Central Florida) is to gather information that will lead to recommendations on how to best implement the e-distribution of the HR Division's Newsletter. The **e-Newsletter Subcommittee** (Herman Aguinis, U. of Colorado at Denver, Chair; Howard Klein, Ohio State U.; Fraya Wagner-Marsh, Eastern Michigan U.; and Chockalingam Viswesvaran, Florida International U.) is working on this task. Herman, Howard, Fraya, and Vish are in the process of contacting 22 Academy of Management Divisions that have e-Newsletters, and 5 additional professional organizations that also have e-Newsletters. They are learning about the following issues:

- Technical issues:
 - Which server they use
 - What software package(s) they use to design and upload the newsletter
- Distribution issues
 - How the e-newsletter is distributed? (e.g., email, Web, combination)
 - Is it advantageous to use push technology to "deliver" the e-newsletter rather than just posting the newsletter?
- Implementation/Conversion issues
 - How they go about making the switch to an e-newsletter?

- Did they encounter any resistance to switching to an e-newsletter? What did they do to address those concerns? How successful were those efforts?
- Did they encounter any unanticipated problems switching to an e-newsletter? How could they have been avoided, How were they resolved?
- What kinds of complaints, if any have they received?
- With the benefit of hindsight, what would they have done differently in making the switch to an e-newsletter?
- Staffing issues
 - Who is the e-Newsletter Editor(s)?
 - How is the editor selected?
 - What are the functions/responsibilities of the Editor(s)?
- Financial issues
 - What are the cost reduction implications of having an e-newsletter?

So far, we have received very helpful information from over five organizations. The **e-Newsletter Subcommittee** will produce a report that will be distributed at the business meeting of the HR Division in August in Washington, DC. The report will include detailed recommendations on how to implement the e-distribution of the division's Newsletter. For more information on the activities of this Subcommittee, or if you would like to become involved, please contact me at Herman.Aguinis@cudenver.edu.

BUDGET COMMITTEE REPORT

Susan E. Jackson and Rodger Griffeth

The overarching goal of the Budget Committee is to help the HR Division improve its budgeting process and develop a more effective approach to financial planning.

With this objective in mind, the budget committee is analyzing how money has been spent in recent years and projecting future expenses. At the beginning of the year, our most pressing task was to assess whether the Division would have adequate funds for regularly planned events. We are happy to report that this is not a problem--the show will go on! In fact, due to the generosity of several sponsors (including publishers, universities and the Society for Human Resource Management), we can look forward to having a nice cushion next year.

The committee's next tasks are projecting the costs of likely Division activities for the next three years and considering the implications of these for the long-term financial picture. Given our healthy situation, it may be possible to introduce some new Division activities. If you have any ideas for new activities that the Division might sponsor, please send them to Susan Jackson at sjacksox@rci.rutgers.edu. The budget committee is also interested in your opinions regarding (a) which activities should be our top priorities, (b) whether to discontinue any of our current activities, and (c) opportunities for increasing revenues (e.g., suggestions for sponsorships, new fees, bake sales, etc.). We look forward to hearing from the members regarding any of these issues.

MEMBER RELATIONS & INVOLVEMENT

**Diana L. Deadrick
Old Dominion University**

I've been wondering . . . Do you feel that you're "involved" with the HR Division? If so, in what sense? Is that enough? If not, why not? Do you feel excluded? Do you even want to be involved? I also wonder . . . What motivates you to maintain your membership in the HR Division? Alternatively, what motivates you to join other (secondary) Divisions? Or to consider dropping your membership in this Division?

Pretty big questions, huh? Well, we've had a lot of people wrestling with these questions for a lot of years – most recently, the Member Relations & Involvement Committee: Scott Casino, Mark Roehling, Eduardo Salas, Dianna Stone, and myself. And quite frankly, we need your help in trying to come up with some valid answers to these kinds of questions. Basically, we want to know: What do you want from the HR Division? Why do you feel excluded, alienated, and/or apathetic? What do you think is "missing" from the Division?

I assume that because you're even reading this column, these kinds of issues are of interest (or concern) to you. So, why not take a few minutes **RIGHT NOW** and send me an e-mail conveying your thoughts, sentiments, and/or ideas about any or all of the above-mentioned questions?!! My e-mail address is: ddeadric@odu.edu. The Committee and I look forward to hearing from you!

NEW DOCTORAL STUDENT CONSORTIUM

August 4, 2001 – Washington, DC

First and second year doctoral students, an opportunity to learn more about your chosen profession and the Academy of Management is extended to each of you by the New Doctoral Student Consortium (NDSC). The NDSC exemplifies the Academy's interest and commitment to the professional development of doctoral students.

Learn about succeeding in your doctoral program, entering the academic profession, and participating in the Academy of Management by attending the NDSC 2001. This one-day interactive session includes presentations and discussions by leading management scholars, and active panel discussions by both senior doctoral candidates and practicing academics. This year's agenda includes:

- ❑ Strategies for launching successful publication records
- ❑ How to do exemplary research
- ❑ Employment opportunities for ABDs and PhDs
- ❑ Capitalizing on national and international networking and mentoring opportunities
- ❑ Marketing yourself with a professional vita

Attendance is limited to 125 participants so advance registration is required. Information on NDSC registration will appear in the March issue of *The Academy of Management News*. Registration will be made available on the Academy's website - www.aom.pace.edu/ndsc/ in March 2001. For more information, please contact Grant Fenner at rdodea@usit.net.

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