

Practitioner Needs Survey

Final Survey Report

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SIOP Professional Practice Committee²

Society for Industrial and Organizational Psychology

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² All authors were active members of the SIOP Professional Practice Committee when the Practitioner Needs Survey was developed and administered, and the results were analyzed.

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SECTION A

1. EXECUTIVE SUMMARY

OBJECTIVE

- To identify and evaluate the needs and interests of I-O Practitioners
- To identify ways that SIOP can better support the professional needs of I-O Practitioners and promote I-O Psychology

SURVEY DESIGN / ADMINISTRATION

- Drafted by Professional Practice Committee
- Design & analysis help from Questar
- Sent to all SIOP members and fellows

RESPONDENTS

- 1005 respondents returned completed surveys for a 36% response rate
- Respondents were divided into four Practitioner groups based on *% of work time devoted to being a Practitioner* (as opposed to time being an Educator or Scientist / Researcher):
 - Full time Practitioners (70% or more as a Practitioner)
 - Part time Practitioners (21 – 69% as a Practitioner)
 - Occasional Practitioners (1 – 20% as a Practitioner)
 - Non Practitioners (0 % as a Practitioner)

RESULTS

- Results are reported by survey topic areas: Survey Participants, Satisfaction with SIOP, Practice Activities, Professional Development, Licensing Issues, Science - Practice Gaps, and Promoting I-O Psychology.
- Full results are reported in this Final Report (accessible on the SIOP website). Survey results have also been reported at the 2008 SIOP conference (Silzer & Cober, 2008) and in a series of TIP articles in the Practice Perspectives Column (beginning with Silzer, Cober, Erickson & Robinson, 2008; Silzer, Erickson, Robinson & Cober, 2008).

KEY CONCLUSIONS

- The professional needs and interests of I-O Practitioners are often different from those of I-O Researchers and Educators.
- Practitioners are dissatisfied with how well SIOP is meeting some of their needs.

- Practitioners support a range of SIOP activities and initiatives designed to better meet their Professional Needs and Interests and to better support and promote I-O Psychology.

(A full list of all conclusions can be found in Section 11 Conclusions.)

KEY RECOMMENDATIONS

- Identify specific priorities and develop specific goals in each of the areas of recommendation based on the survey results.
- Form a highly visible Strategic I-O Practice Group that will outline a clear, timely and actionable Strategic Plan for Practice to accomplish these goals.
- Identify specific Executive Board members and Committees that will take ownership and responsibility for each of the goals and action steps.
- Publish the Strategic Practice Plan for the SIOP membership to comment on, in order to create a psychological contract and commitment with the I-O Practitioner community.
- *Most importantly* - Take action on the Strategic Practice Plan and engage SIOP committees and Executive Board members in accomplishing the stated goals.
- Provide quarterly updates to keep the SIOP membership fully informed on SIOP progress against the Strategic Practice Plan.
- Take action on the Practitioner Career Study that has already been approved by the Executive Committee.

2. INTRODUCTION / OBJECTIVES

Over the years there has been a good deal of discussion within SIOP on “science versus practice” issues. There is a history in Industrial / Organizational Psychology of supporting Science-based Practice and Practice-based Science. In the past this has usually focused on the interaction between applied research in organizations (typically pursued by Personnel Research departments) and basic research in work psychology (pursued by academic researchers in university psychology departments).

There has been a growing presence of I-O Psychologists in organizations. In Human Resource departments, I-O Psychologists are taking line, staff and internal consulting roles and are typically responsible for designing and implementing a wide range of HR initiatives and programs. In general, Personnel Research departments have largely disappeared or diminished in size. There also has been significant growth in external consulting opportunities for I-O Psychologists. In both internal and external roles, many I-O Psychology Practitioners (outside of academic settings) have shifted from focusing on research activities to internal and external consulting, program development and line HR activities.

As a result of these changes in I-O Psychology careers, the science / practice balance in the field may have shifted from applied research vs. basic research to research vs. practice (non

research). Currently approximately 60% of SIOP members are “Practitioners” (supplied by the SIOP administrative office), some of whom may be involved in both research and practice activities, while the remaining 40 % are in academic positions (evenly split between psychology departments and business schools). These distinctions are based on employment setting rather than actual work activities.

CURRENT ISSUES

More recently some I-O Psychology Practitioners have suggested that their professional needs and interests are not being fully recognized or addressed by SIOP. Some signs of this are that there are currently few Full-time Practitioners on the SIOP Executive Committee and the overwhelming majority of SIOP awards and professional recognitions are now given to researchers and academics.

Several recent SIOP Presidents, Leaetta Hough, Jeff McHenry, Lois Tetrick, and Gary Latham, and the President-elect, Kurt Kraiger, have expressed interest in improving SIOP support of I-O Psychology Practice. Some steps to address Practitioner interests have been initiated, such as the SIOP Leading Edge Consortium. However, there has been little discussion about other steps that could be taken. Several officers of SIOP raised the question – “What are the needs and interests of Practitioners?” This survey was an effort to measure those Practitioner needs and interests.

PROFESSIONAL PRACTICE COMMITTEE PROPOSALS

Beginning in June of 2007, members of the Professional Practice Committee (chaired by Rob Silzer and including 18 committee members) began discussing this question and formulating plans to address it. The Professional Practice Committee³ then proposed two Practice studies to the SIOP Executive Committee:

- Practitioner Needs Survey -To identify and evaluate the needs and interests of SIOP Practitioners and what SIOP, as a professional association, can do to address them.
- Practitioner Career Study - To conduct a job / career analysis of I-O Practice in order to formally document the breadth of work engaged in by I-O Psychology Practitioners and the competencies and experiences needed to succeed in various Practitioner roles.

In the Fall of 2007, the Executive Committee approved both studies. The Professional Practice Committee decided to do the two studies sequentially and to start with the Practitioner Needs Survey. It is expected that the Practitioner Career Study will be initiated in the near future.

The Practitioner Needs Survey was designed and administered in First Quarter, 2008. Preliminary survey results were presented at the SIOP conference in San Francisco (Silzer & Cober, 2008).

³ Members of the Practice Committee involved in drafting the original proposals include Rob Silzer, Rich Cober, Maury Buster, Alana Cober, David Dickter, Anna Erickson, Van Latham, Greg Robinson, William Shepherd, Matt Smith, David Van Rooy, Tom Walk.

3. SURVEY DESIGN & ADMINISTRATION

A Core Survey Development team, led by Rob Silzer and Rich Cober and including Anna Erickson, Greg Robinson, David Dickter, William Shepherd, and Van Latham, worked on the development of items around a number of Practice-related topics that had been identified.

Survey development was an iterative process. Survey topics were distributed among the survey team for item generation. The original draft survey went through several rounds of item review and revision by both the Core Development team and Survey Reviewers⁴, who were asked to provide comments and suggestions on various survey drafts. An effort was made to develop a survey that adequately measured the key Practice topics but that was not so long that respondents would not complete it. The SIOP Executive Committee approved the final survey draft in January, 2008.

The final survey contained twenty-nine items (most items contain multiple components) that provided coverage of each of the key topics. (A complete survey can be found in the Addendum of this Final Survey Report.) The Executive Committee did request that a census approach be used for survey administration. That is, individuals in all SIOP membership categories, including Members, Fellows, Associate members, International affiliates, etc., (in all employment settings including academic settings) were sent the survey for completion (this included a total of 2,694 Members, Fellows and Associate members).

Survey instructions were written to clearly communicate that the intent of the survey was to measure the needs and interests of SIOP Practitioners in all employment settings and at all levels of Practice. All members were encouraged to complete the survey.

The SIOP Administrative office (in particular Larry Nader and Dave Nershi) provided the email address list for Members, Fellows, Retired members, Associate members and International affiliates to Questar, SIOP's survey partner. Questar⁵ provided extensive survey design, administrative, and data analytic support for the survey effort. The survey was administered by sending emails to all member categories asking them to log onto the Questar website to complete the survey. The administration window was open from February 5th through March 14th, 2008. During this period, an initial invitation email, two reminder emails and a final "survey closing" email from Rob Silzer and Lois Tetric were sent by the survey administrator.

4. SURVEY PARTICIPANTS

A total of 1,005 survey recipients responded to the survey, resulting in an overall response rate of 36% for Members, Fellows and Associate members (see Table 1 and Figure 1). Associate members were more likely to respond to the survey (44%) than were Members (35%) or Fellows (31%). This may be because a higher percentage of Associate members are likely to be Full-time Practitioners, and as a result more interested in the survey content. (Response rates were based on information provided by the SIOP Administrative office.)

⁴ The Survey Reviewers included 35 experienced SIOP Members and Fellows including seven SIOP Presidents.

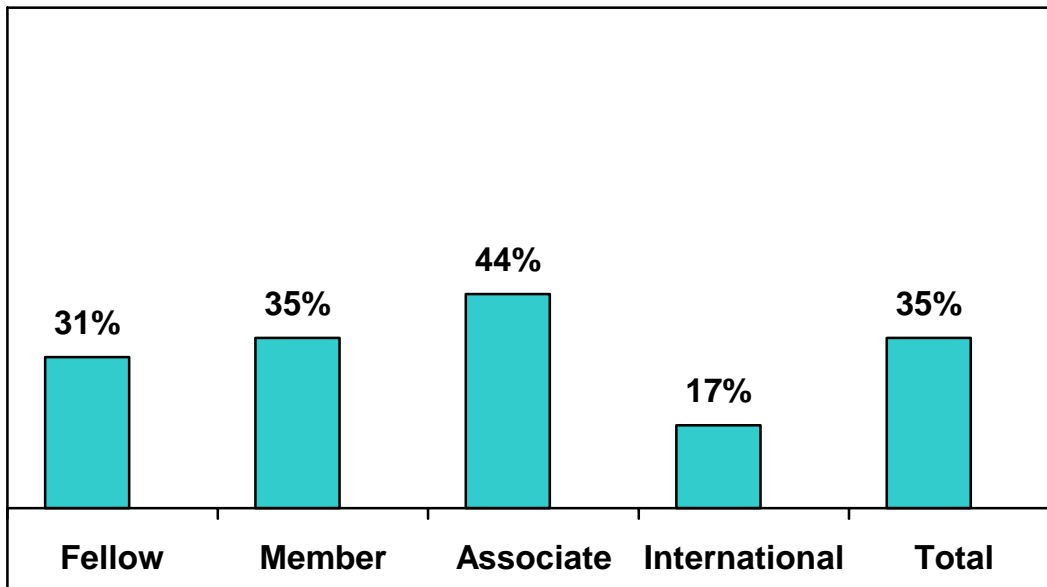
⁵ Questar made a significant contribution to this survey effort. Special thanks for their expert guidance and support go to Questar staff: Anna Erickson, John Venzke, Sally Blecha, Michael Durando and Jeff Buska.

In addition there are 80 pages of write-in responses to various survey questions. This is a good indicator of the energy and commitment that respondents bring to these issues.

Table 1. Responses rates by membership status

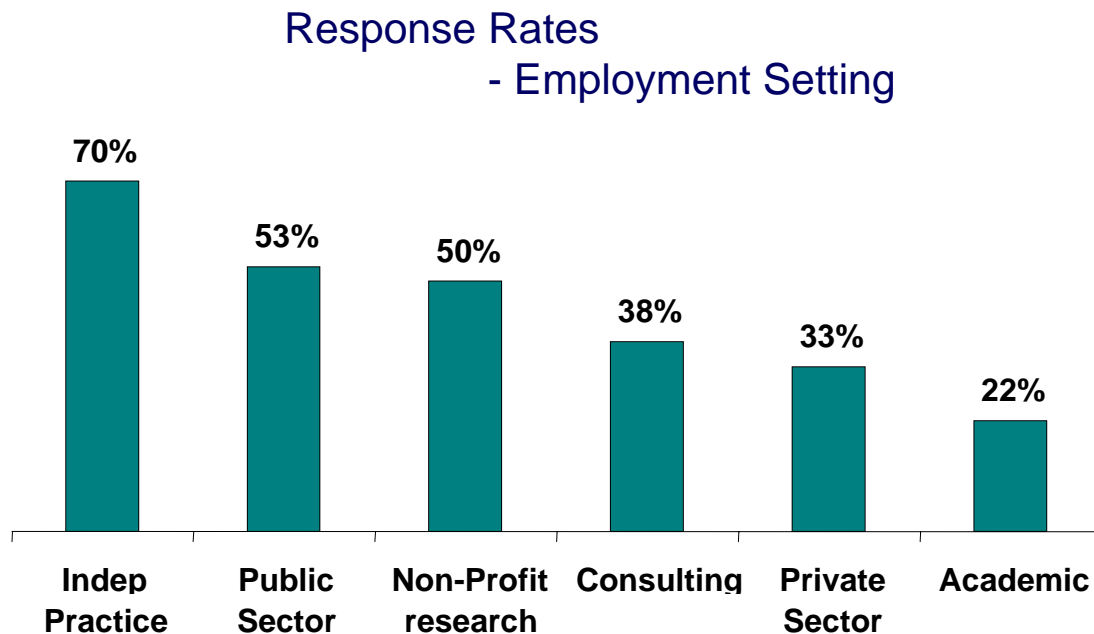
Membership status	# Responding	Response Rate
Fellow	73	31%
Member	764	35%
Associate Member	122	44%
International affiliates	30	17%
Retired	4	4%
Missing	12	--
Total	1005	--
Fellows, Members & Associate members	959	36%

Figure 1. Response rate by membership status



Not surprisingly, response rates differed by employment setting, with higher response rates for individuals employed in applied settings (33 - 70%) and the lowest response rate (22%) for those employed in an academic settings (See Figure 2).

Figure 2. Response rates by Employment setting



Across all respondents other interesting descriptive results include:

- The highest degree attained is:
 - A PhD for 84% of the respondents
 - A PsyD or EdD for 1% of respondents
 - An MA or MS for 14% of respondents
- The highest degree is in:
 - I-O Psychology for 78% of respondents
 - Other areas of Psychology for 12% of respondents
 - Organizational Behavior for 2% of respondents
- The year obtaining highest degree is:
 - Prior to 1985 for 27% of respondents
 - 1985 - 1989 for 10% of respondents
 - 1990 - 1994 for 13% of respondents
 - 1995 - 1999 for 18% of respondents
 - 2000 – 2007 for 33% of respondents
- Number of years practicing in an I-O related field is:
 - 20 years or more for 37% of respondents
 - 15 - 19 years for 16% of respondents
 - 10 - 14 years for 21% of respondents
 - 5 - 9 years for 16% of respondents
 - Less than 5 years for 10% of respondents

- Setting of primary employment is:
 - Consulting firm for 26% of respondents
 - Academic institution for 25% of respondents
 - Private Sector business for 19% of respondents
 - Independent Practice for 11% of respondents
 - Public Sector organization for 11% of respondents
 - Non-Profit organization for 4% of respondents

- The number of people employed by primary employer is:
 - Under 10 people for 19% of respondents
 - 11 -100 people for 10% of respondents
 - 101 - 1000 people for 19% of respondents
 - 1001 - 10,000 people for 26% of respondents
 - Over 10,000 people for 26% of respondents

- The number of I-O psychologists (PhDs) in primary organization employer is:
 - 1 psychologist for 26% of respondents
 - 2-5 psychologists for 32% of respondents
 - 6-20 psychologists for 22% of respondents
 - More than 20 psychologists for 14% of respondents

PRACTITIONER CATEGORIES

An effort was made to distinguish different categories of I-O Psychology Practitioners based on the amount of work time spent on Practice activities. Respondents were asked to identify the “*Proportion (%) of work time devoted to being a Practitioner versus Educator (academic setting) versus Scientist / Researcher.*” Respondents were free to define these categories of work activities within the broad framework that was provided. Based on their responses four Practitioner categories were identified:

- Full-time Practitioners
 - 70% or more of work time as a Practitioner
- Part-time Practitioners
 - 21 – 69% of work time as a Practitioner
- Occasional Practitioners
 - 1 – 20% of work time as a Practitioner (a day or less a week)
- Non-Practitioners
 - 0 % of work time as a Practitioner

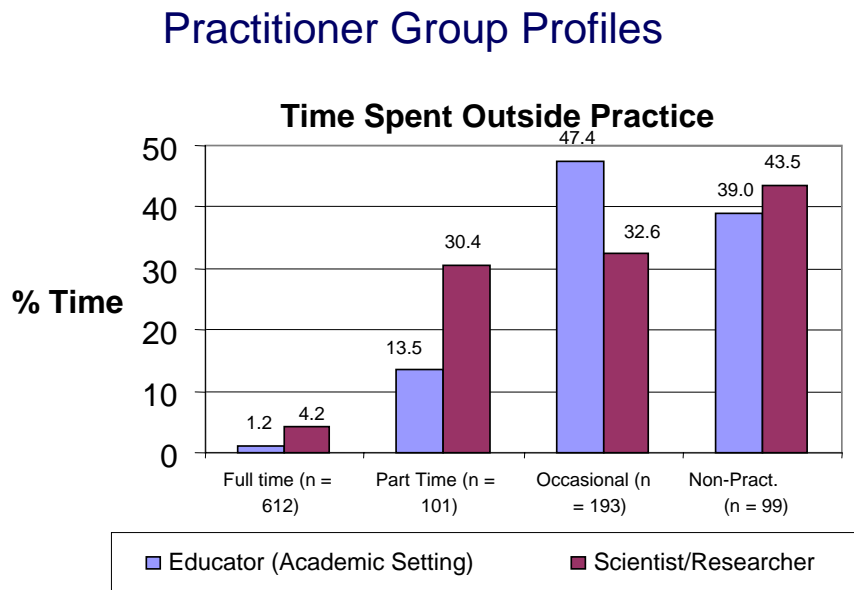
Most of the survey data analyses looked at response differences across these four Practitioner categories. The hypothesis was that Full-time Practitioners would respond differently to the survey than the other Practitioner categories, and in particular to the Non-Practitioners (primarily researchers and educators in academic settings). Table 2 shows how different member groups were distributed across the Practitioner categories.

Table 2. Membership status compared to Practitioner Categories

Membership status	Number of respondents			
	Full-time 70% or more	Part-time 21-69%	Occas. 20% or less	Non-Pract. 0%
Fellow	20	12	28	13
Member	474	73	148	69
Associate Member	100	11	4	7
International Affil.	10	5	10	5
Retired			3	1
Missing	8			4
Total	612	101	193	99
Fellows, Members & Associate members	594	96	180	89

Figure 3 presents a summary of the average time spent as an Educator and as a Scientist / Researcher for each of the four Practitioner categories, in addition to time spent on Practice activities. The Occasional Practitioners (1 - 20% Practice activities) spend more of their additional time as an Educator than a Scientist / Research while Non-Practitioners had an opposite trend in how they spend their time.

Figure 3. Average Time Spent in non-Practice activities



The four Practitioner categories also varied on a number of other biographical variables. For example, Full-time Practitioners are found almost exclusively in applied settings, while Occasional Practitioners and Non-Practitioners are found primarily in Academic settings. Part-time Practitioners are more evenly spread across all employment settings (see Table 3).

Table 3. Percentage of respondents in each Employment Setting by Practitioner category

	% of respondents			
	Full-Time	Part-Time	Occasional	No Practice
Consulting firm	36 %	29 %	4 %	6 %
Independent Practice	16	12	1	2
Non-profit organization	4	10	3	6
Private sector business	27	11	2	10
Public sector organization	15	9	2	8
Academic institution	1	25	84	62
Other / Missing	1	4	4	6
Total	100%	100%	100%	100%

Similarly Occasional Practitioners and Non-Practitioners are most likely to be Professors / Faculty members (see Table 4). And over 50% of the Full-time Practitioners are either Managers or Executives.

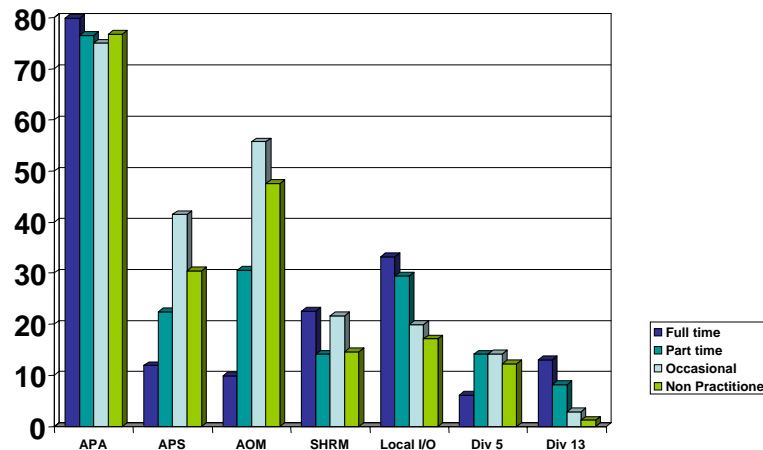
Table 4. Percentage of respondents in each Position By Practitioner category

	% of respondents			
	Full-Time	Part-Time	Occasional	No Practice
Individual contributor	41 %	33 %	12 %	27 %
Supervisor	5	8	3	3
Manager, director, department head	28	24	16	11
Executive, Officer	25	17	4	9
Professor/faculty	1	18	65	50
Total	100%	100%	100%	100%

ORGANIZATIONAL MEMBERSHIP AND BENEFITS

**Figure 4. Organizational Membership by Practitioner category
(% of respondents)**

Professional Organizations to which you currently belong



Most respondents reported belonging to one or more professional organizations in addition to SIOP. Nearly three quarters of respondents in all Practitioner categories said they belong to the American Psychological Association (APA). See Figure 4 for memberships in professional organizations by Practitioner category.

Differences between Practitioner categories (see Table 5) were examined using one-way ANOVA followed by post-hoc Tukey's HSD tests. Non-Practitioners and Occasional Practitioners were more likely to belong to the Academy of Management (AOM) and Association for Psychological Science (APS), while Full-time Practitioners and Part-time Practitioners were more likely to belong to APA Division 13 (Society of Consulting Psychology) and local I-O professional groups (e.g., New York Metropolitan Applied Psychology Association).

Table 5. Organizational Membership by Practitioner category.

	Practitioner Category				F-Value
	Full-time 70%+	Part-time 21-69%	Occas. 1-20%	No Practice 0%	
American Psychological Association (APA)	77.9%	75.2%	72.5%	74.7%	0.87
Local I-O Professional Groups (Metro, PTC, etc)	31.5%	28.7%	19.7%	15.2%	6.29**
Society for Human Resource Management (SHRM)	23.0%	13.9%	20.2%	14.1%	2.52
APA - Division 13, Consulting Psychology	11.3%	7.9%	2.6%	1.0%	7.61**
Association for Psychological Science (APS)	10.5%	19.8%	39.4%	26.3%	31.26**
American Society for Training and Development (ASTD)	10.3%	5.9%	5.7%	6.1%	2.02
Academy of Management (AOM)	8.7%	27.7%	51.8%	43.4%	77.81**
OD Network	8.2%	5.9%	3.6%	0.0%	4.27**
Other (please specify):	7.2%	15.8%	14.0%	13.1%	4.63**
Human Resource Planning Society (HRPS)	6.7%	5.0%	2.1%	1.0%	3.48*
APA - Division 5, Evaluation, Measurement, and Statistics	5.2%	12.9%	13.5%	10.1%	6.07**
International Public Mgmt Assoc.- HR Assessment Council (IPMAAC)	5.2%	5.0%	1.6%	2.0%	2.11
World at Work	2.3%	2.0%	2.1%	0.0%	0.76
International Association of Applied Psychology (IAAP)	2.0%	5.9%	7.8%	4.0%	5.30**
APA - Division 19, Military Psychology	1.8%	7.9%	4.7%	4.0%	4.30**
Society of Psychologists in Management (SPIM)	1.6%	1.0%	1.0%	0.0%	0.67
European Association of Work & Organizational Psychology (EAWOP)	0.8%	4.0%	3.6%	2.0%	3.26*
American Compensation Association	0.3%	0.0%	0.0%	0.0%	0.43

Differences between practice level groups were tested using one-way ANOVA and Tukey's HSD.
*p<.05, **p<.01.

Respondents were also asked to identify other professional organizations to which they belong. There is quite a long list of other organizations mentions by respondents – approximately 80+ different organizations and another 15 APA Divisions. However very few organizations were identified by more than one respondent, and none was identified by more than five respondents. This shows that beyond the list of organizations provided in the survey (see Table 5), SIOP members have wide-ranging professional interests.

Participants were also asked an open ended question: “*What are the primary benefits that you want from belonging to a professional organization?*” The most common response focused

on “professional networking and sharing best practices,” mentioned by nearly one-third of all respondents as a desired organizational benefit (see Table 6).

Table 6. Primary Benefits of Organizational Membership by Practitioner Category

	% of respondents		
	Full-time 70%+	Part-time 21-69%	Occas. / No Practice 20% or less
Networking, sharing	31.4%	33.3%	22.4%
Learning, education, professional development	23.9%	17.5%	20.9%
Access to information, best practices / research	21.5%	22.8%	26.9%
Reputation, influence of organization	4.3%	14.0%	10.4%
Professional personal Recognition, status	3.7%	5.3%	1.5%
Career support & job search	3.4%	1.8%	
Conferences	3.4%	5.3%	7.5%
Community	3.2%	--	1.5%
Opportunity to present and participate	2.6%	--	6.0%
Work, business development opportunity	2.2%	--	

Another commonly mentioned benefit was “learning, education and professional development,” followed by “access to information, such as journals, best practices, etc.” Full-time Practitioners were more likely to mention “learning, education and professional development” than other Practitioner categories, while Occasional Practitioners and Non-Practitioners were more likely to mention “access to information.” Actually these seem to be similar organizational benefits, just tailored somewhat to different professional and academic needs.

“Organizational reputation and influence of the organization” was most likely to be mentioned by Part-time Practitioners, and included responses such as “advocacy of the Profession,” “branding,” “central voice,” “quality standards,” “state-of-art I-O practice, credibility and respect,” and “public awareness of the field.” Occasional and Non-Practitioners were most likely to mention “conferences” and “opportunities to present and participate” as a primary benefit of belonging to a professional organization.

Clearly SIOP members and fellows are looking for some specific benefits from professional organizations. These are:

- Networking with professional colleagues, connecting with others and sharing information
- Access to advances in the field, staying current, access to practitioner knowledge and research findings
- Professional development, continuing education, learning opportunities
- Professional credibility and standing
- Conferences, journals, etc.

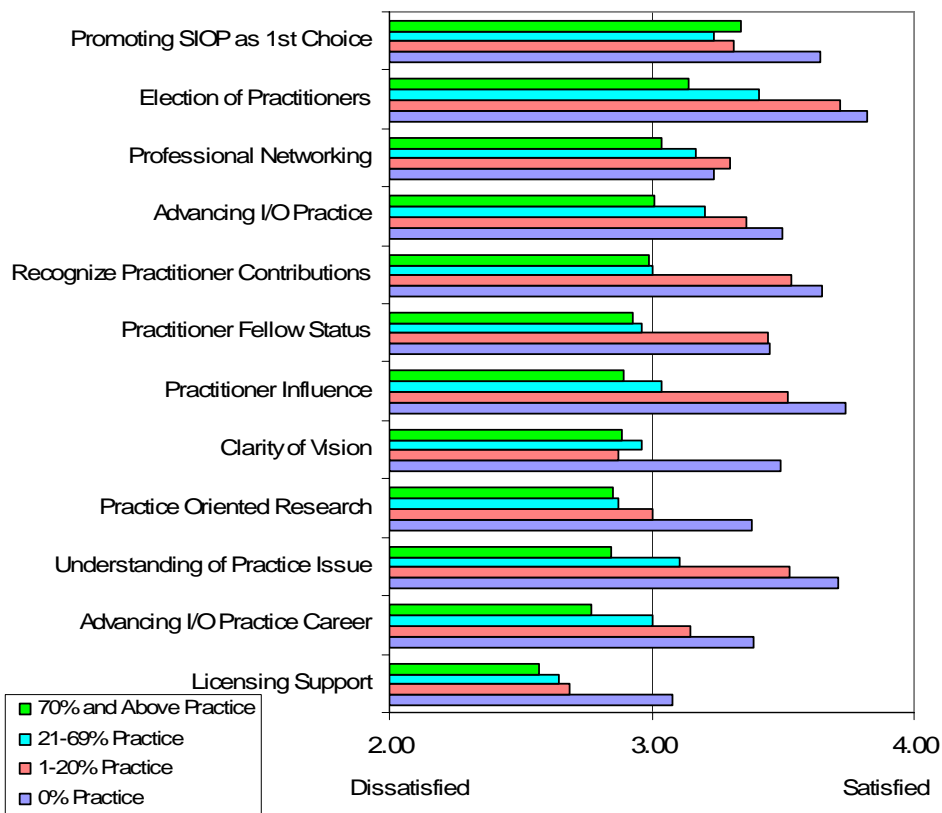
SECTION B

5. SATISFACTION WITH SIOP

Satisfaction with SIOP support for Practitioner-related concerns is an important issue with Practitioners and a key question in the survey. Specifically, respondents were asked, “*How satisfied are you with SIOP in these Practitioner areas?*” Twelve Practitioner topic items (see Table 7 for the twelve complete items) were developed based on input from numerous SIOP members who identify themselves as I-O Psychology Practitioners.

Figure 5 compares the satisfaction of the four Practitioner Categories. The response scale was a Likert scale (5-Strongly Satisfied, 4-Satisfied, 3-Neither Satisfied or Dissatisfied, 2-Dissatisfied, 1-Strongly Dissatisfied).

Figure 5. Average Satisfaction by Practitioner Category*



*ordered by level of satisfaction for Full-time Practitioners

Full-time Practitioners (70% + time) were more dissatisfied than other Practitioner groups in almost all areas (see Figure 3). For nine of the twelve items, Full-time Practitioners expressed more dissatisfaction than satisfaction. However, even in the remaining three areas (Promoting SIOP as first choice, Election of Practitioners and Opportunities for Professional Networking) 25-30% of Full-time Practitioners reported being dissatisfied or strongly dissatisfied.

In addition, Full-time Practitioners who were Members or Fellows expressed high levels of dissatisfaction (35 - 40 %) and low levels of satisfaction (12 - 30%) in five areas:

- SIOP leadership understanding of key Practice issues
- SIOP support for Practitioners who want to get licensed (test prep, etc.)
- SIOP support for advancing your I-O Practice career
- Opportunity for Practitioners to influence SIOP decisions and future direction
- Providing a clear vision of the future of I-O psychology and Practice

In one area, *SIOP efforts in advancing and promoting I-O Practice*, there was a more balanced split of views, with 37% of Full-time Practitioners (Members and Fellows) reporting being satisfied (or strongly satisfied) and another 37% reporting being dissatisfied (or strongly dissatisfied).

The one exception to these trends is that Full-time Practitioners (Members and Fellows) were more likely to be satisfied (48%) than dissatisfied (25%) with *Efforts to make SIOP the "first choice" organization for I-O Practitioners*.

To consider variance across Practitioner Category, one-way ANOVAs were conducted for each item (see Table 7). Across almost all areas, Full-time Practitioner and Part-time Practitioner satisfaction with SIOP was found to be significantly lower than Occasional Practitioners and Non-Practitioner satisfaction. For example the areas of greatest difference in satisfaction were:

- SIOP leadership understanding key Practitioner issues
 - Full-time Practitioner – % satisfied is 26%
 - Non-Practitioner – % satisfied is 66%
- Opportunity for Practitioners to influence SIOP decisions and future direction
 - Full-time Practitioner – % satisfied is 29%
 - Non-Practitioner – % satisfied is 63%

This suggests that Full-time Practitioners (almost entirely in Applied settings) think that SIOP leadership does not adequately understand key Practice issues and that SIOP does not provide them with enough opportunity to influence SIOP decisions and future direction. On the other hand, Non-Practitioners (largely in academic settings) are more satisfied that SIOP does understand and does provide opportunity for Practitioners. It seems to be a clear example of an in-group and out-group dynamic, but it is striking since the majority of SIOP members work in applied settings and not in academic environments.

Table 7. One-way ANOVA results for Satisfaction with SIOP across Practitioner Category

	ANOVA Results	
	F	η^2
Efforts to make SIOP the "first choice" organization for I-O Practitioners	1.78	N/A
Opportunity to elect I-O Practitioners to SIOP Executive Committee positions	18.79**	0.074
Recognition of Practitioners for contributions to I-O Practice	15.29**	0.063

SIOP efforts in advancing and promoting I-O Practice	7.78**	0.026
SIOP opportunities for professional networking (in-person or online)	4.06**	0.015
Opportunity for Practitioners to influence SIOP decisions and future direction	22.78**	0.085
Recognition of Practitioners for Fellow status	11.54**	0.053
SIOP leadership understanding of key Practice issues	26.01**	0.092
Providing a clear vision of the future of I-O psychology and Practice	6.61**	0.024
SIOP support for Practice-oriented research and projects	6.44**	0.027
SIOP support for advancing your I-O Practice career	10.29**	0.038
SIOP support for Practitioners who want to get licensed (test prep, etc.)	2.95*	0.015

Note: * = $p < .05$, ** = $p < .01$

Further analyses revealed that Practitioners working in applied settings tend to be noticeably more dissatisfied with SIOP than individuals working in academic settings. Specifically, Practitioners employed in "private sector business" tend to be the group least satisfied with opportunities for recognition and influence within the SIOP organization, while individuals employed in "academic institutions" tend to be the most satisfied in these areas. These group differences were most significant on the following items:

- Recognition of Practitioners for Fellow status
- Recognition of Practitioners for contributions to I-O Practice
- Opportunity for Practitioners to influence SIOP decisions and future direction
- Opportunity to elect I-O Practitioners to SIOP Executive Committee positions
- SIOP leadership understanding of key Practice issues

There were a range of write-in comments to the "Satisfaction with SIOP" question. Here are a few examples that give cause for concern:

- Efforts are still far too academic, which is why I participate very little. Most of SIOP has no relation to my job or career, or even interests
- (Little) Recognition of Practitioners as Scientists
- SIOP is run by academics and many of them don't have a clue about the real practice of I-O Psychology "in the trenches"
- SIOP should consider making criteria for Fellowship status more transparent
- What SIOP needs to do is provide a clear vision for the future of I-O psychology with respect to the blended nature of our discipline (science and practice)

These results suggest that those individuals who spend a larger share of their professional time in the practice of I-O psychology, as opposed to teaching it or in research activities, are consistently less satisfied with SIOP support than those who spend most of their time in other activities. The differences in satisfaction are very clear.

6. PRACTICE ACTIVITIES

PROFESSIONAL PRACTICE ACTIVITIES

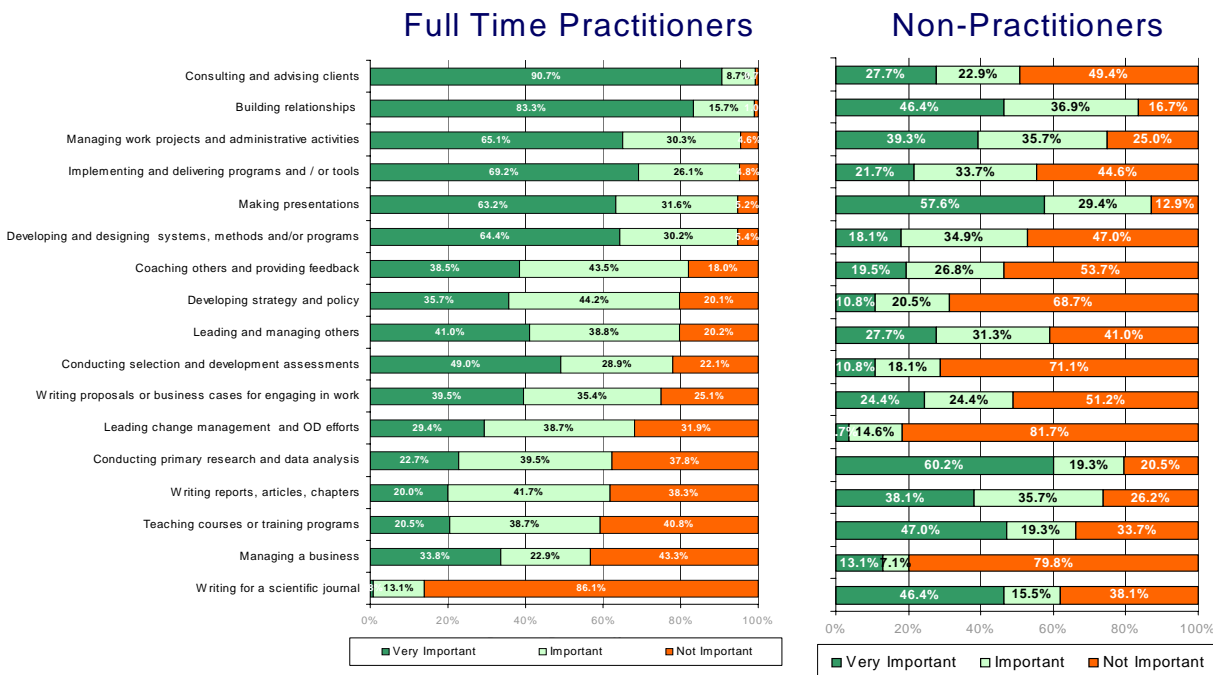
Practice activities form a significant part of the contributions that Industrial-Organizational Psychologists make to the field and to organizations. What I-O Psychologists do in their work is related to their professional development needs. Therefore it is useful to consider the importance that members place on various work activities, and how the importance might differ among SIOP members. The survey results can guide professional development activities by SIOP for Practitioners.

Specifically, respondents were asked, “How important are each of these activities to your current effectiveness as a Practitioner?” Seventeen Practice activities were listed for respondents to rate. The 17 Practice activities (items are listed in Figure 6 and Table 8) were developed by I-O Practitioners who were serving on the Professional Practice Committee at the time the survey was developed. The response scale options were: 1) Highly Important, 2) Important and 3) Not Important.

Figure 6 compares the relative importance that Full-Time Practitioners (70% + Practitioner time) and Non-Practitioners (<1% of Practitioner time) place on each of the seventeen Practice activities. Most activities were rated “Important” or “Very Important” by over half of the survey respondents across all four Practitioner categories.

Figure 6. Practice Activities: % Differences in Importance Ratings between Full-time Practitioners and Non-Practitioners

Importance of activities to effectiveness as a Practitioner?



Not surprisingly, Full-time Practitioners gave more importance to most of these activities (13 out of 17) than did Non-Practitioners. With the exception of *Writing for a scientific journal*, more than 50% of Full-time Practitioners rated every activity as either *Important* or *Highly Important* to their current effectiveness. And fourteen of the activities were rated “Highly Important” or “Important” by 60% of the Full-time Practitioners.

The six *most important* activities for Full-time Practitioners (rated as *Highly Important* by 60 % or more respondents) were:

- Consulting and advising clients
- Building relationships
- Managing work projects and administrative activities
- Implementing and delivering programs and / or tools
- Making presentations
- Developing and designing systems, methods and/or programs

The development activities that Full-time Practitioners viewed as *least important* were:

- Writing for a scientific journal
- Teaching courses or training programs
- Writing reports, articles, chapters
- Conducting primary research and data analysis

When comparing Full-time Practitioners and Non-Practitioners, post hoc Bonferroni analyses revealed statistically significant differences for every activity (see Table 8) except *Making Presentations*. Not surprisingly, the activities that Non-Practitioners saw as most important were those activities that the Full-time Practitioners viewed as least important. Variance across all four Practitioner Categories was also considered; one-way ANOVAs were conducted for each item. Statistically significant differences across the four categories existed for every activity, with the exception of *Making Presentations*.

Table 8. One-way ANOVA results for Importance of Practice activities between Full-time Practitioners (FTP) and Non-Practitioners (NP)

	ANOVA Results		
	η^2	F	Greater Importance FTP or NP
Consulting and advising clients (external & internal)	.31	146.2**	FTP
Building relationships (clients, colleagues, etc.)	.13	50.52**	FTP
Managing work projects and administrative activities	.10	35.95**	FTP
Implementing and delivering programs and / or tools	.19	78.33**	FTP
Making presentations	.01	2.25	---
Developing and designing systems, methods and/or programs	.16	62.94**	FTP
Coaching others and providing feedback	.07	23.98**	FTP
Developing strategy and policy	.12	43.97**	FTP

Leading and managing others	.11	39.38**	FTP
Conducting selection and development assessments	.10	34.86**	FTP
Writing proposals or business cases for engaging in work	.06	20.57**	FTP
Leading change management and OD efforts	.11	37.38**	FTP
Conducting primary research and data analysis	.12	42.55**	NP
Writing reports, articles, chapters	.05	16.60**	NP
Teaching courses or training programs	.03	11.60**	NP
Managing a business	.06	21.98**	FTP
Writing for a scientific journal	.30	139.43**	NP

Notes: *= p<.05, **=p<.01.

FTP=Full-time Practitioner, NP=Non-Practitioner.

SOURCE OF PROFESSIONAL KNOWLEDGE / SKILL PROFICIENCY

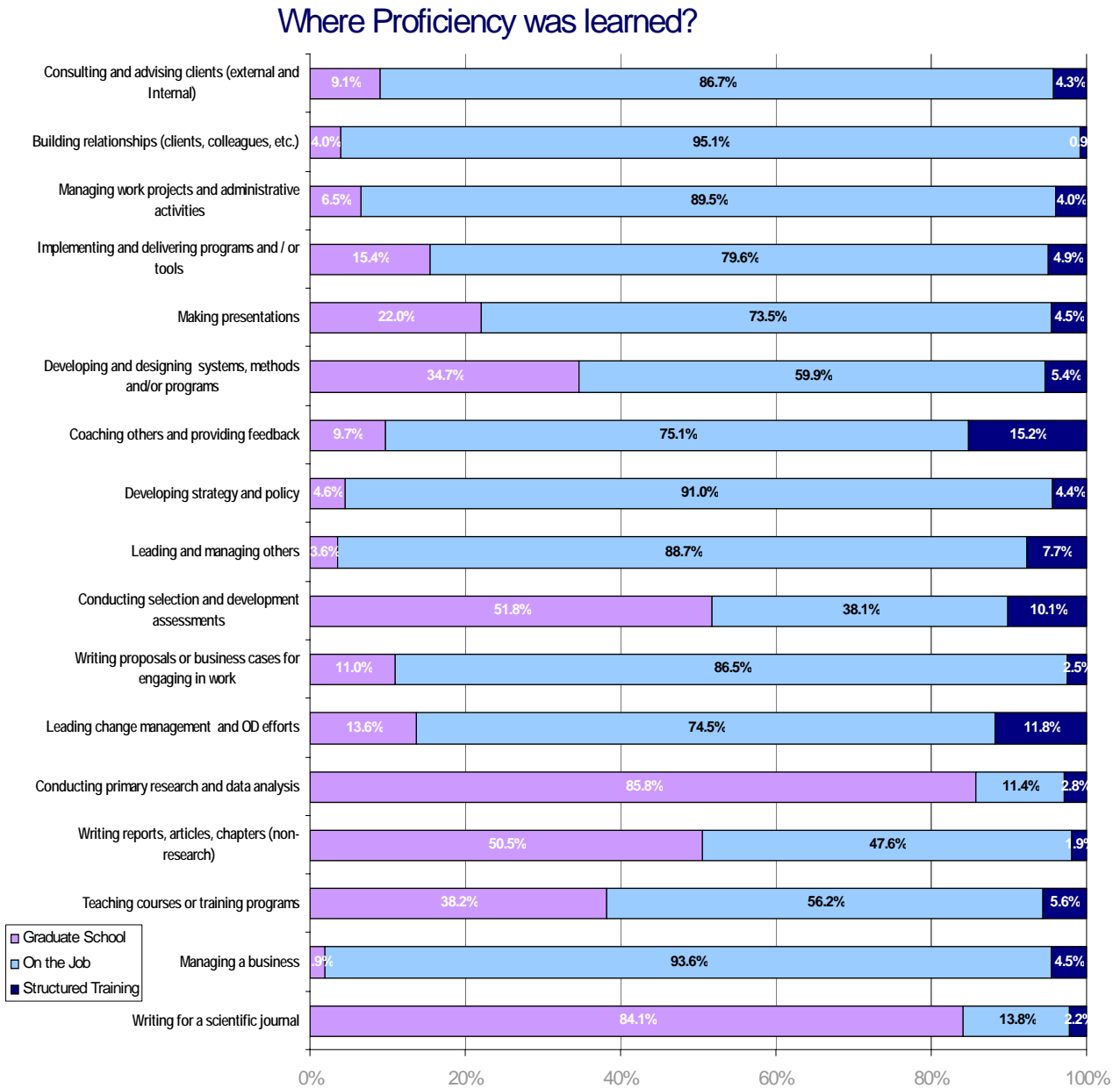
Respondents were also asked “*For the activities that are “highly important” or “important,” please indicate what your primary source has been for gaining proficiency (knowledge and skills) in each area.* Response options were 1) *graduate school*, 2) *on the job learning/self-learning*, and 3) *structured training/development (post graduate)*).

Respondents overwhelmingly indicated they learned the knowledge and skills for the activities *On the Job*, rather than in *Graduate School* or through *Structured Training / Development (post graduate)*. Notable exceptions to this were *Conducting Primary Research and Data Analysis*, and *Writing in Scientific Journals*; each of these activities was more likely to have been learned in Graduate School. See Figure 7 for total sample results.

Generally, there was little variance across the different Practitioner categories groups with respect to where they learned each activity. The exceptions are:

- Three Practitioner groups – Full-time, Part-time & Occasional – (as opposed to Non-Practitioners), were slightly more likely to have learned *Implementing and delivering programs* on the job.
- Full-time and Part-time Practitioners were slightly more likely to have learned *Making presentations* and *Conducting selection and development assessments* on the job than Occasional and Non-Practitioners.
- Non-Practitioners were more likely to have learned *Writing for a scientific journal* on the job.

Figure 7. Primary Source for gaining Proficiency in Practice activities



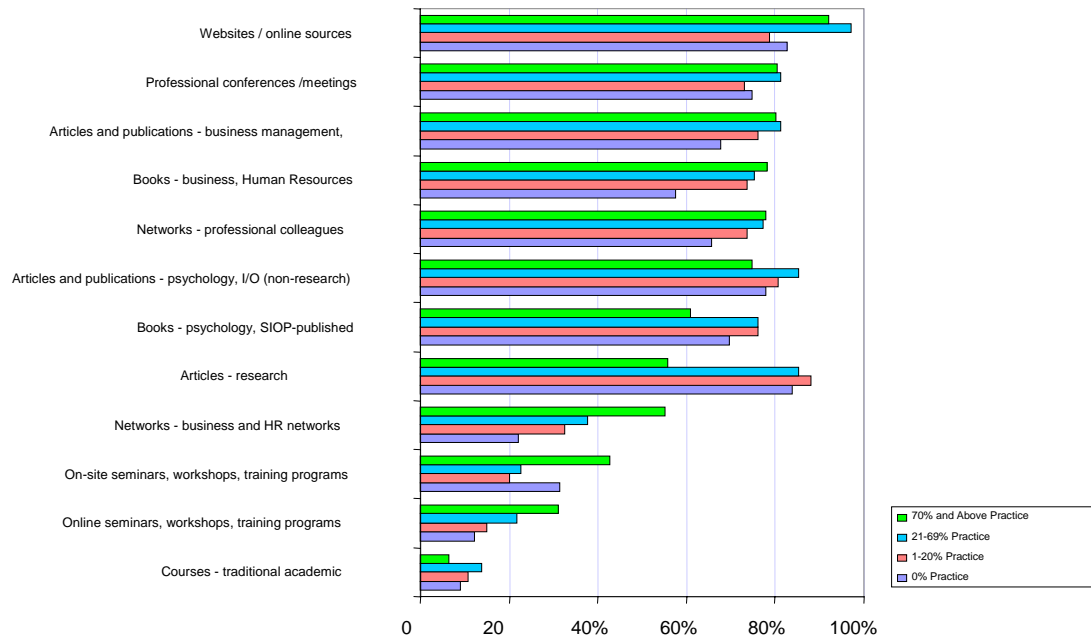
PROFESSIONAL RESOURCES THAT ARE USED

We were also interested in finding out what resources SIOP members use to gain professional knowledge and skills. Respondents were asked, *Which of these resources did you actually use in the last 12 months to gain professional knowledge and skills?* Twelve resources were listed and respondents were asked to *Check all that apply*.

Clearly many professional resources are used by members in all Practitioner categories (See Figure 8). Those activities that were used less by respondents in all Practitioner categories were *Seminars, workshops, training programs and courses*.

Figure 8. Resources Used in Last 12 Months by Practitioner Category

What resources were used in last 12 months to gain Professional knowledge / skills?



Over 50 % of the respondents in every Practitioner category indicated they had utilized the following resources over the last 12 months:

- Websites / online sources
- Professional conferences / meetings
- Articles and publications – business management, HR
- Books – business, Human Resources
- Networks – professional colleagues
- Articles and publications – psychology, I-O (non-research)
- Books – psychology, SIOP-published
- Articles – research literature

Among these resources, only *Books published by SIOP* and *Research literature* demonstrated marked differences between Full-time Practitioners and other groups, with Full-time Practitioners using these resources to a lesser extent. On the other hand, Full-time Practitioners tend to use *Business and HR networks* and *On-site seminars, workshops, and training programs* slightly more than the other Practitioner categories.

7. PROFESSIONAL DEVELOPMENT

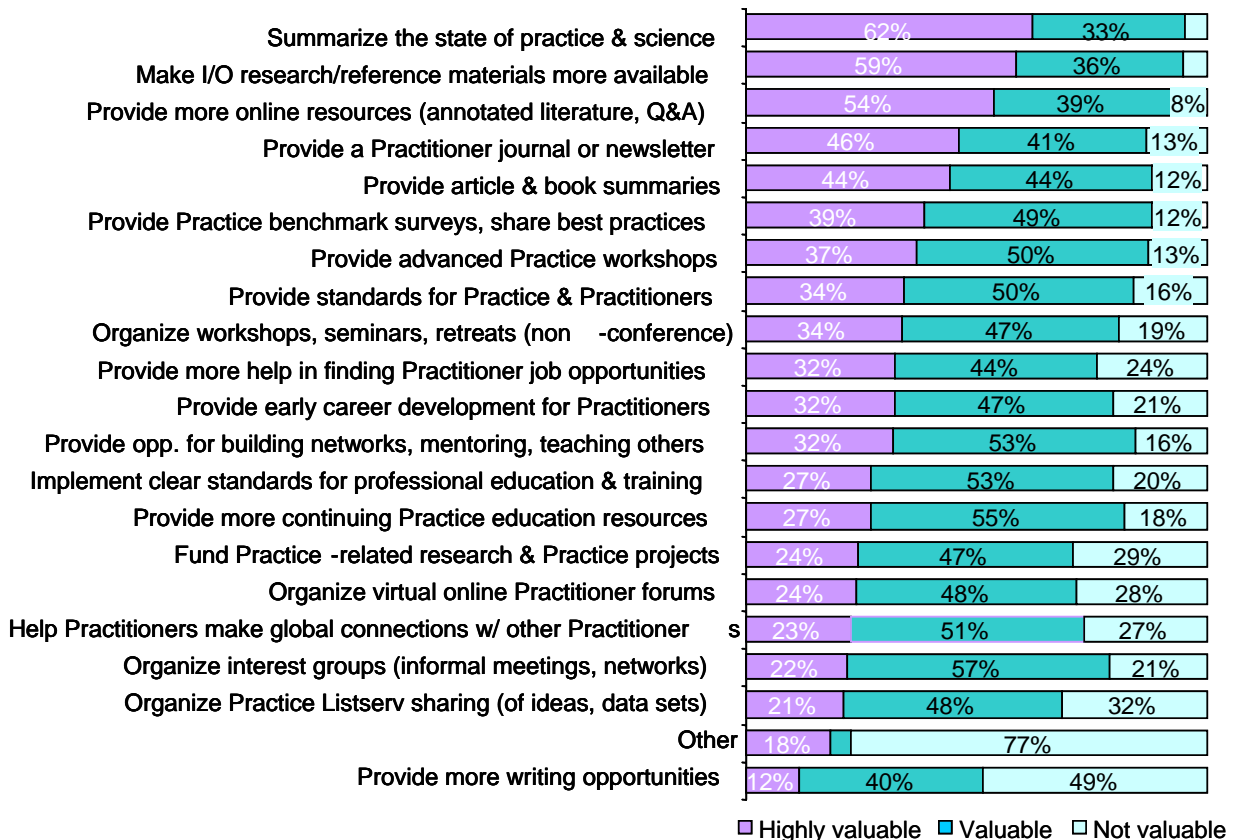
PROFESSIONAL DEVELOPMENT ACTIVITIES AND SERVICES

In order to directly address Practitioner Professional Development, we asked survey participants how much they valued various professional development activities, services, and training. Three specific questions were asked about development activities and services, training needs and what else SIOP could do for their professional development.

The first question was: *How valuable would each of these activities be to I-O Practitioner Development if SIOP provided them (assume that they would be high quality and low cost)?* Participants were asked to indicate whether each of 20 potential SIOP activities would be *highly valuable*, *valuable* or *not valuable*. The 20 activities / services were identified based on discussions within the SIOP Professional Practice Committee.

Overall results for all respondents can be found in Figure 9. Almost all the activities listed were seen as *highly valuable* or *valuable* by most survey respondents. Respondents assigned the greatest value to information-related resources which could be provided by SIOP. These included resources such as summaries, books, reports, reference materials and various online resources. Activities not rated as highly were additional writing opportunities and Practice listserv sharing.

Figure 9. Value of Professional Development Activities (total sample)



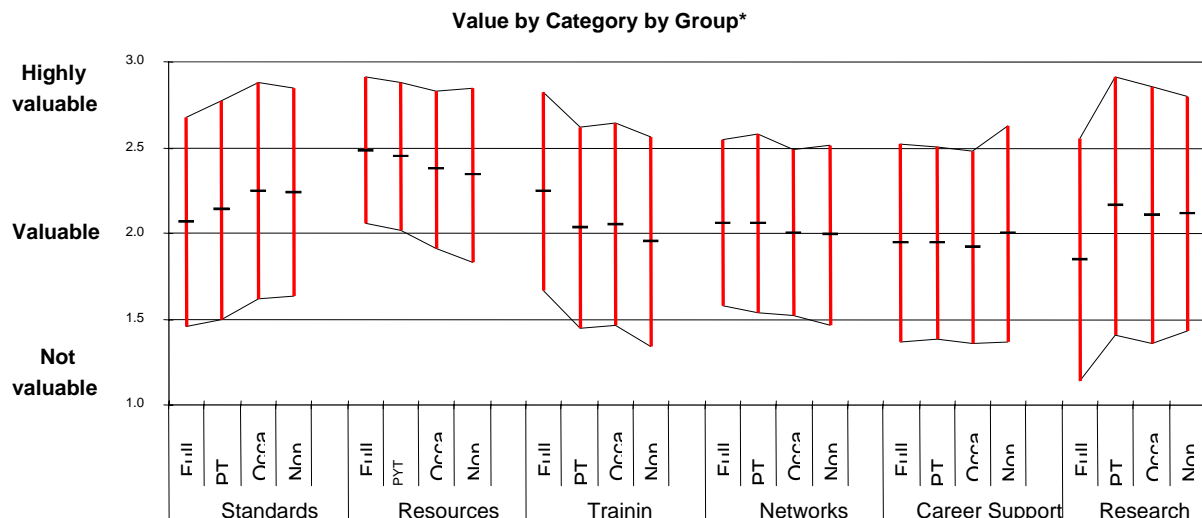
On the actual survey, the 20 activity items were grouped into 6 clusters so that respondents could more easily understand and rate each item (see Table 9 for the items in each cluster). The average importance ratings on each cluster (the average importance rating, plus and minus one standard deviation) for each of the four Practitioner Categories are plotted on Figure 10.

It becomes apparent on which clusters the four Practitioner categories have similar and different Importance ratings

- “Resources” are highly valued by all four Practitioner categories
- Full-time Practitioners value “additional education and training” more and “funding research projects” less as developmental activities than the other Practitioner categories

Figure 10. Average Importance Ratings on Professional Development Activity Clusters across Practitioner Categories (plus and minus one standard)

How valuable would these SIOP activities be to I-O Practitioner Development? (by Practitioner Level)



* Dashes represent response averages by participant group.
Bands represent one standard deviation around the average score

Results were tested using a one-way ANOVA followed by Tukey’s HSD post-hoc tests to determine if respondents from different Practitioner categories responded differently to these survey items (see Table 9). Differences between groups were statistically significant for 50% of the items and were consistent with what one might expect from these different Practitioner groups. For example:

- Full-time Practitioners were more likely to find Practice specific information valuable (e.g., a “Practitioner journal,” “on-line resources on Practice areas,” and “Practice-related educational opportunities”), and less likely to find Practice-related research funding valuable.
- Non-Practitioners were more likely to value the “implementation of standards for professional education and training.”

Table 9. One-Way ANOVA for Value Ratings of Professional Development Activities across Practitioner Categories

ANOVA					
	Practitioner Category				
	Full-time (70%+)	Part-time (21-69%)	Occasional (1-20%)	Non (0%)	F
	Mean Score (where 1 = highly valuable, 2 = valuable, 3 = not valuable)				
➤ Standards					
Provide standards for Practice and Practitioners	1.86	1.82	1.71	1.76	2.44
Implement clear standards for professional education and training	2.01	1.90	1.79	1.77	7.08**
➤ Resources					
Make I-O research and reference materials more readily available	1.46	1.45	1.49	1.41	0.41
Summarize the state of Practice and science on specific Practice topics (reports, summaries, books, meetings, videos)	1.44	1.33	1.38	1.54	2.57
Provide article and book summaries (research and professional press)	1.65	1.72	1.73	1.74	1.17
Provide a Practitioner journal or newsletter	1.56	1.73	1.85	1.94	14.62**
Provide more online resources (annotated literature, Q&A on Practice areas)	1.47	1.53	1.66	1.70	6.68**
➤ Training					
Provide more continuing Practice education resources	1.85	2.09	1.96	2.07	6.45**
Provide advanced Practice workshops	1.66	1.85	1.87	2.06	12.91**
Organize more workshops, seminars, retreats (not conference-based) on specific topics	1.75	1.97	2.03	2.03	10.73**
➤ Networks					
Provide more opportunities for building professional networks, mentoring others and teaching others	1.81	1.83	1.92	1.87	1.31
Help Practitioners make global connections with other Practitioners	2.04	1.99	2.03	2.08	0.28
Organize virtual online Practitioner forums	2.00	1.97	2.16	2.19	4.04
Organize Practice Listserv sharing (of ideas or data sets to researchers)	2.15	2.08	2.00	2.02	2.70*
Provide Practice benchmark surveys and opportunities to share best Practices	1.66	1.73	1.86	1.93	7.38**
Organize interest groups (informal meetings, networks, etc.)	1.97	2.05	2.03	1.99	0.68
➤ Career support					
Provide early career development for Practitioners	1.89	1.86	1.90	1.81	0.42
Provide more help in finding Practitioner job opportunities	1.86	2.00	2.02	1.93	2.64*
Provide more writing opportunities	2.41	2.33	2.32	2.24	2.07
➤ Research					
Fund Practice-related research and Practice projects	2.15	1.84	1.89	1.89	11.53**

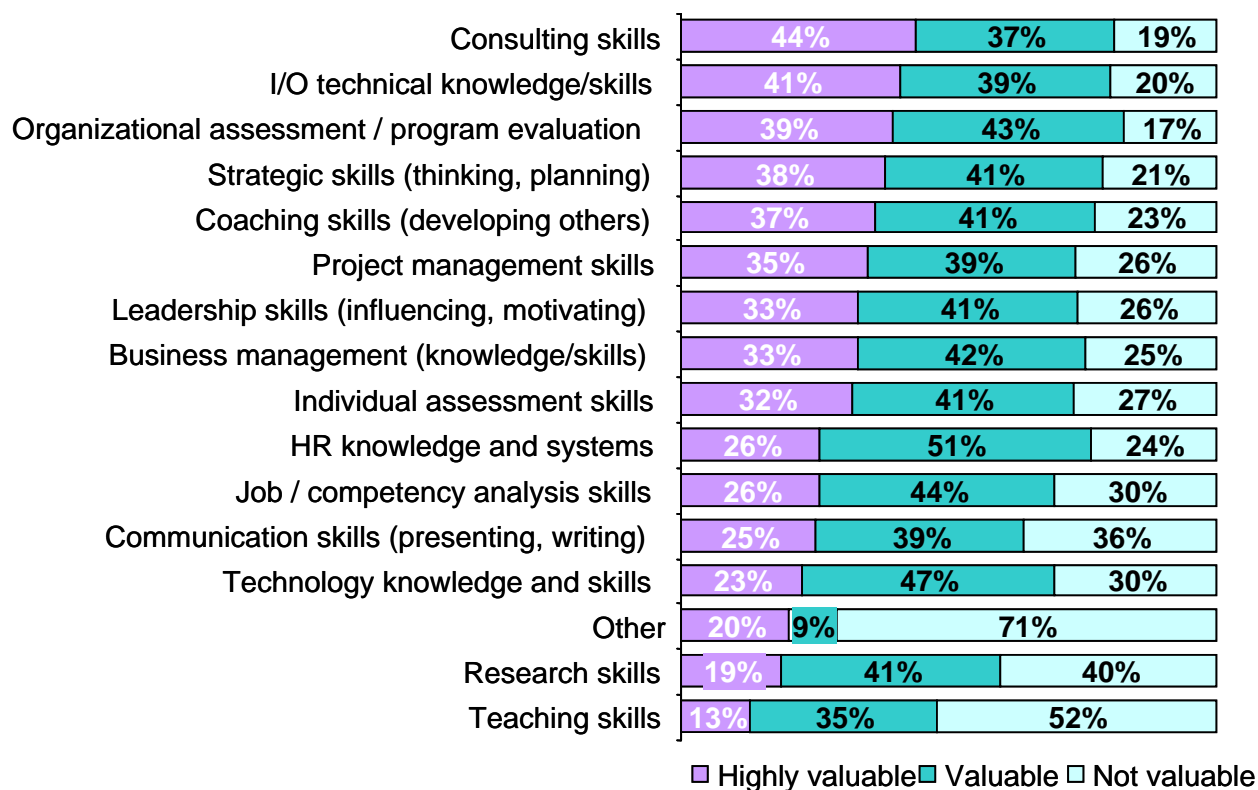
Differences between Practice level categories were tested using one-way ANOVA and Tukey's HSD.
*p<.05, **p<.01.

PROFESSIONAL KNOWLEDGE AND SKILLS TRAINING NEEDS

A separate but related question asked survey respondents: *How valuable would knowledge or skills training in these areas be to your professional development if SIOP provided them?* Fifteen content area options were provided, and participants were asked again to indicate whether each would be *highly valuable, valuable* or *not valuable* if provided by SIOP.

Overall these knowledge / skill training options received slightly lower ratings of value when compared with the activities and services included in the previous question. However, almost all were seen as highly valuable or valuable by at least 60% of all respondents. Results are displayed in Figure 11.

Figure 11. Value of Professional Knowledge and Skill Training (total sample)



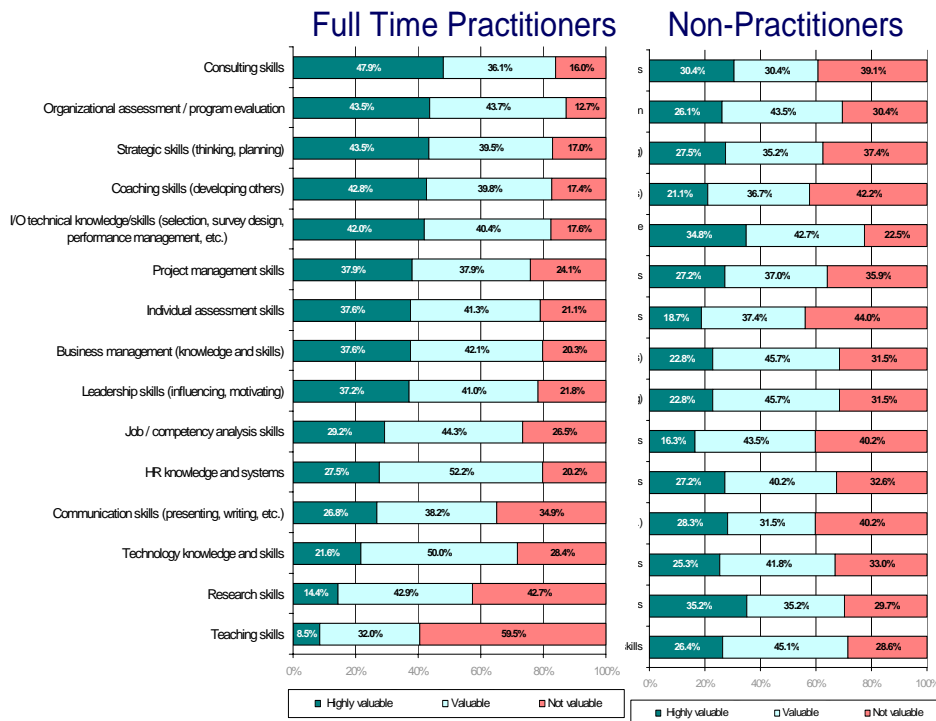
It is interesting to note the parallels between value ratings of Knowledge / Skill training areas and the Practice activities that were rated as “highly important” and “learned on the job” (see Figure 6 and Figure 7) and discussed in the preceding section. For example, the skill reported to have the most value if SIOP offered training was *Consulting Skills*. *Consulting and advising clients*” was rated as highly important by 78% of all respondents *and* 87% of respondents indicated that this skill is one they learned on the job. This did not hold true for all important / learned on the job skills. For example, *Making presentations* was reported to be highly important by 62% of all respondents, and 74% said they learned this skill on the job. Yet training in *communication skills* was rated as highly valuable by only 25% of the respondents.

The differences in value ratings for knowledge / skill training areas between Full-time Practitioners and Non-Practitioners can be found in Figure 12. While there are some differences

between these two Practitioner categories, at least 60 % of each group rates the majority of training areas as valuable or highly valuable.

Figure 12. Differences in value ratings for knowledge / skill training areas between Full-time Practitioners and Non-Practitioners

How valuable would training be in these areas to your professional development?



Differences in responses to this question across the Practitioner categories were explored using one-way ANOVA, followed by Tukey’s HSD. Results are found in Table 10.

Table 10. One-Way ANOVA of Value Ratings of Professional Knowledge and Skill Training across Practitioner Categories

	ANOVA				
	Practitioner Category				
	Full-time (70%+)	Part-time (21-69%)	Occasional (1-20%)	Non (0%)	F
	Mean Score (where 1 = highly valuable, 2 = valuable, 3 = not valuable)				
Consulting skills	1.68	1.78	1.80	2.09	8.34**
Individual assessment skills	1.83	2.10	2.08	2.25	13.10**
Organizational assessment / program evaluation	1.69	1.85	1.89	2.04	9.24**
Coaching skills (developing others)	1.75	1.99	1.99	2.21	14.55**
Job / competency analysis skills	1.97	2.05	2.17	2.24	5.62**
Leadership skills (influencing, motivating)	1.85	2.04	2.05	2.09	5.99**
Strategic skills (thinking, planning)	1.74	1.86	1.99	2.10	10.41**
Project management skills	1.86	1.90	2.00	2.09	3.23*

Communication skills (presenting, writing, etc.)	2.08	2.13	2.18	2.12	0.75
Technology knowledge and skills	2.07	1.97	2.16	2.08	1.57
Research skills	2.28	2.11	2.18	1.95	6.67**
Teaching skills	2.51	2.34	2.22	2.02	18.91**
I-O technical knowledge/skills (selection, survey design, performance management, etc.)	1.76	1.79	1.86	1.88	1.36
HR knowledge and systems	1.93	2.03	2.06	2.05	2.42
Business management (knowledge and skills)	1.83	1.91	2.12	2.09	9.03**
Differences between Practice level categories were tested using one-way ANOVA and Tukey's HSD. *p<.05, **p<.01.					

Statistically significant differences in the value ratings across Practitioner categories were observed for 73% of the skill training options. Full-time Practitioners were more likely to rate almost all the skills listed as highly valuable. This is not surprising since most of the knowledge / skills areas were very relevant to Practice. The exception was for *research skills* and *teaching skills*, which were more likely to be rated as valuable or highly valuable by Non-Practitioners. No statistical difference was seen in ratings for knowledge / skill training related to *project management, communication, technology, and I-O technical knowledge*.

It is interesting to look at the difference in rank orders for knowledge / skill training for the four Practitioner categories (see Table 11). There are some understandable differences in the training priorities for each of the Practitioner categories. The Full-time Practitioners and the Non-Practitioners each give high rank orders to topics that are closely associated with their own work. It is surprising, however, that all four Practitioner categories rank *Organizational assessment / Program evaluation* among their top five training needs.

Table 11. Rank Order of Professional Training Needs across Practitioner Categories

Value of Training for Professional Development

RANK	Full-time	Part-time	Occasional	Non-Practitioner
1	Organizational assessment / program evaluat.	Strategic skills (thinking, planning)	Consulting skills	I/O technical knowledge/ skills
2	Consulting skills	Consulting skills	Organizational assessment / program evaluat.	Teaching skills
3	Strategic skills (thinking, planning)	I/O technical knowledge/skills	I/O technical knowledge/skills	Research skills
4	Coaching skills (developing others)	Organizational assessment / program evaluat.	HR knowledge and systems	Organizational assessment / program evaluat.
5	I/O technical knowledge/skills	Coaching skills (developing others)	Project management skills	Leadership skills (influencing, motivating)

RESPONDENT SUGGESTIONS FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

Respondents were also asked, *What else could SIOP do to better support or provide for Practitioner professional development? (open-ended question)*. There were 228 suggestions, primarily from Full-time Practitioners (n = 163 suggestions) rather than from Part-time Practitioners (n = 32) and Occasional Practitioners / Non-Practitioners (n = 33)

The suggestions were rationally clustered. Nine clusters capture most of the suggestions. Below are some of the most frequent suggestions in each cluster.

1. Research summaries, Practice benchmarks

- Provide summaries, digests or abstracts of I-O psychology Research and Practice
- Provide professional “endorsement” of research findings and research grounded tools; Provide standards to evaluate services and practices
- Present summaries through a variety of channels - conferences, online, books, tapes webcasts, forums, and email links
- Actively manage the I-O Research and Practice knowledge base, with a central portal; Provide website to access SIOP conference papers
- Start a Practice Journal

2. Specific development topics

- Provide clear Practice standards, especially in selection
- Provide training on Ethics, Leadership coaching, Licensure or certification areas, Consulting skills, Legal issues, Employment law, Process and influencing skills, HR and Business knowledge
- Link to organizations that provide skill development -project management, etc.

3. Graduate training and new Practitioner development

- Train consulting skills and business understanding in masters and doctoral curricula
- Add a practicum for all graduate students; Take a lead in reporting on and establishing internships
- Better prepare graduate students for Practitioner careers, teach them how to write, think and speak with clients
- Develop guidelines for a PsyD program with an I-O focus
- Organize early career sessions for new doctorates in Practice, provide practical consulting training

4. Workshops, seminars, forums

- Provide local, state or regional events and seminars, coordinate with local I-O psychology groups; Provide year around workshops and follow up sessions
- Organize a junior Practitioner consortium
- Expand pre-conference training opportunities, provide CEUs
- Organize small working conferences to discuss strategic Practice issues; Organize senior consultant retreats; Expand on the ideas from the new fall conference, which has been great

5. Practice orientation

- Recognize the Practice and not just the science in I-O psychology, SIOP hierarchy seems to reward just academic experience; Stop treating Practitioners like second class citizens; Get rid of the hostile attitude that the old guard has toward Practice,
- Gear more events towards the Practitioner, recognize Practice as a legitimate I-O activity; Reach out more to Full Time Practitioners and not look down on them
- Recognize the different reward contingencies between Academics and Practitioners; Recognize the incredible work being done by Practitioners and not just the academic stars; Offer more opportunities for Practitioners to be formally recognized for their contributions, give early career awards to Practitioners
- Highlight the importance and need of good Practice in facilitating good science

6. Networking, mentoring

- Coordinate more network opportunities with other Practitioners; Organize structured formal mentoring support for Practitioners
- Create support relationships and partnerships between Practitioners and theorists / academics, look for ways to reduce this gap
- Facilitate more local and state networking meetings

7. Not for SIOP

- Stay focused on I-O expertise, SIOP cannot and should not do all these things, Does not make sense to pursue some training (i.e. project management) that is better provided by other vendors

8. SIOP Conference

- Focus more on Practice related issues and practical value to the organization, and less on academic presentations
- Actively solicit conference program nominations to convince organizations of the value of presenting, market directly to the organizations
- Better organize the conference, have less time overlap of sessions on the same topic
- Include more networking, it is tough for outsiders to break in; Develop a discussion forum where Practitioners can share lessons and tips

9. Online development programs

- Provide online education programs like an ethics program with CE credits; Provide online video short courses; Add web casts
- Offer a general online list serve
- Organize online professional network – discussion boards

The remaining suggestions focus on:

- Positive reactions to the development ideas in the Practitioner Needs Survey
- Concerns about competing with other professionals (MBAs, clinical psychologists) who are working in our field, Better differentiate our profession
- Better connect with Human Resources / Business field
- Provide more research skills and support for Practice oriented research

- Importance for SIOP to focus on client education, Promote I-O Psychology to business clients and provide them with better information on I-O Psychology

Given the small number of suggestions for Part-time, Occasional and Non-Practitioners, it was difficult to discern any differences between the four Practitioner categories.

8. LICENSING ISSUES

Licensing for I-O Psychologists generates a range of strongly held opinions, both pro and con, among SIOP members. Currently the American Psychological Association has proposed a Model Licensing Act that will require licensing for anyone that uses the title psychologist. While the details and possible exemptions are still being worked out, the APA effort does again raise the issue of whether I-O psychologists should be licensed or not as psychologists.

Several questions related to licensing issues were included in the survey to gauge the current views of SIOP members. These survey results should serve to inform SIOP decision makers on current membership licensure views and status.

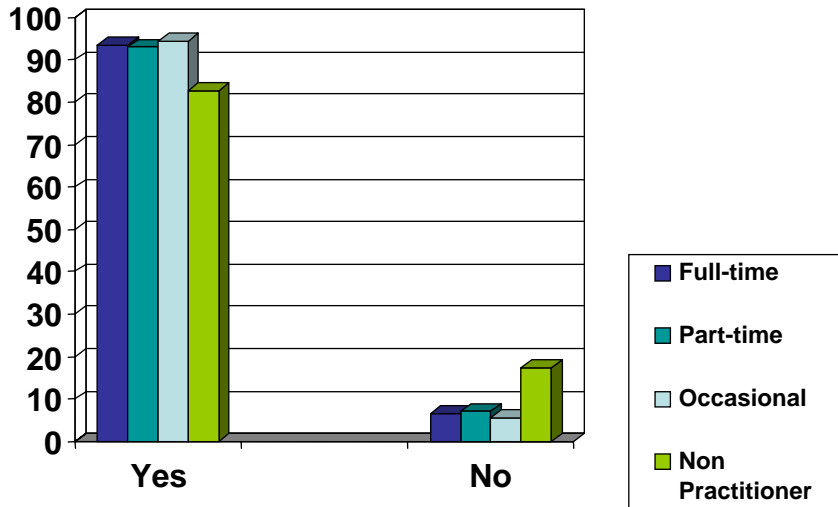
An important related question asked, *Do you consider yourself to be a psychologist?* A large percentage of respondents in all groups responded *Yes*, although the percentage was slightly lower for Non-Practitioners:

	% responding yes (Consider self a Psychologist)
Full-time practitioners	87%
Part-time practitioners	92%
Occasional practitioners	94%
Non-practitioners	77%

This suggests that an overwhelming percentage of respondents see themselves as Psychologists (see Figure 13). SIOP decision makers should keep this in mind as they negotiate with APA for Psychologist status for SIOP Members and Fellows.

Figure 13. Self identification as a Psychologist

Do you consider yourself to be a Psychologist?

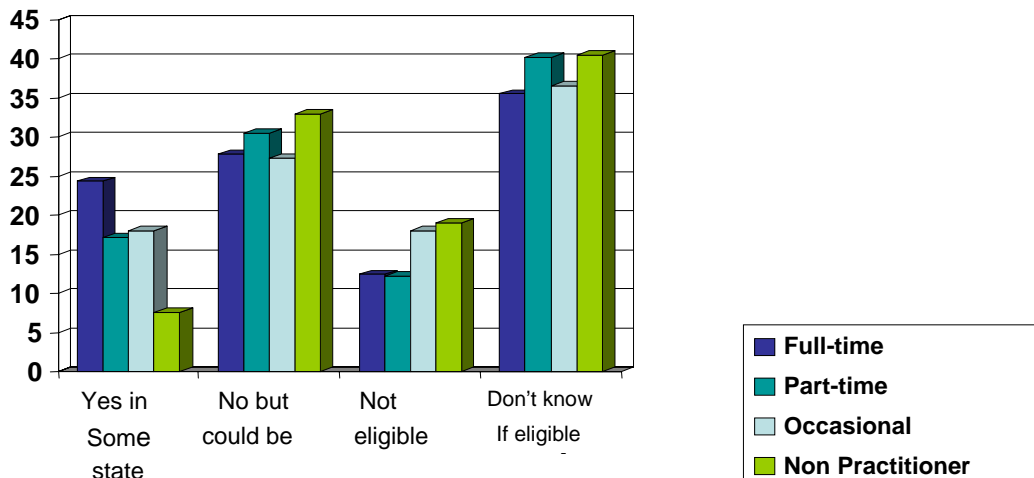


The key licensure question asked, *Are you a licensed Psychologist?* The responses are presented in Figure 14. Approximately 21% of the Full-time Practitioners who responded to the survey are licensed, while only 8% of Non-Practitioners are licensed. Non-Practitioners are educators and researchers who may see little need to be licensed in their professional work, while Full-time Practitioners may have a greater need to get licensed because of the nature of their Practitioner work in organizations and in consulting with clients. Another 24 - 30% of respondents in each category indicate that, while they are not licensed, they could be in their state. This suggests that they have made a choice not to get licensed.

Figure 14. Licensure Status among the four Practice categories.

Are you a licensed Psychologist?

Fellows & Members



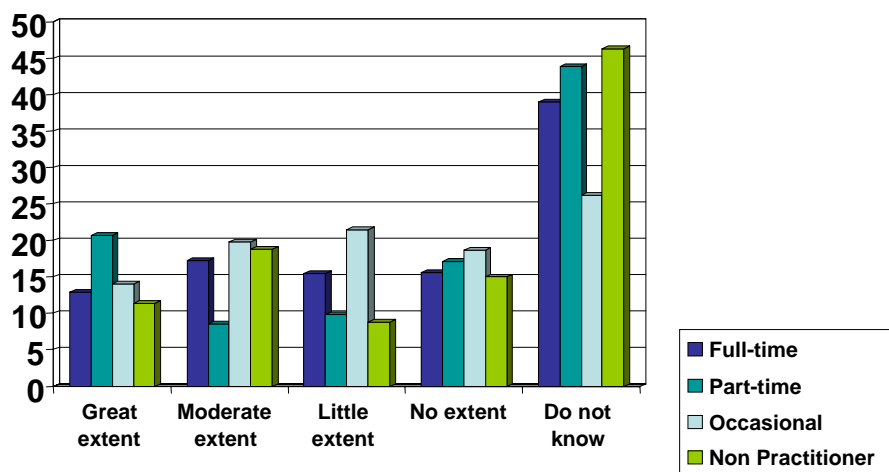
It is surprising to see the large numbers of respondents in all categories who are not sure whether they are eligible or not for licensure in their state, typically 36 - 43 % in each category. Only a relatively small percentage of respondents in each category indicate that they are not eligible to be licensed in their state.

Approximately 80% of the total respondent sample are not licensed in any state, while 17% are licensed in one state and 3% are licensed in two or more states.

There is a wide range of responses to the question: *To what extent did your graduate program adequately prepare you to meet licensure requirements?* A relatively small percentage of respondents in each category (24 - 31%) thought their graduate program adequately prepared them “to a great extent” or “to a moderate extent” to meet licensure requirements (See Figure 15). A comparable percentage in each category (24 - 39%) thought their graduate program prepared them “to no extent” or “to little extent.” This may reflect varying licensure requirements across states and / or varying levels of preparation by different graduate programs. There was little response variance across the Practitioner categories, although Occasional Practitioners were somewhat more likely to report lower levels of preparation.

Figure 15. Extent Graduate Program prepared you for Licensure

Extent Graduate Program adequately prepared you to meet Licensure Requirements?



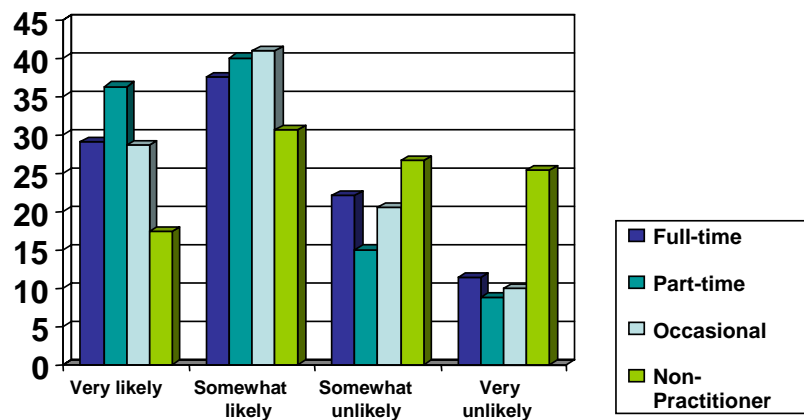
By far, the most respondents (ranging from 27 - 47% across the Practitioner categories) indicated that they “Did not know.” It is likely that these respondents are not licensed and have not investigated what the requirements are for being licensed in their state. These responses mimic the responses of “Not sure eligible” in the previous question.

Respondents were asked, *Could individuals or their employer organizations potentially be harmed (i.e., experience financial or emotional distress) if someone without advanced training in behavioral science tried to do your work?* Responses from Full-time, Part-time and Occasional Practitioners differ somewhat from Non-Practitioners for this question (See Figure 16). Practitioners in the first three categories see a greater potential for harm (“Very likely” or “Somewhat likely” = 71 - 77%) than Non-Practitioners (51%). This suggests two conclusions:

- SIOP Members and Fellows that are involved in some level of Practice activities (the first three Practice categories) see a relatively high likelihood for potential harm to individuals and organizations.
- Non-Practitioners see slightly less potential for harm but may not be good judges of this since they are not involved in Practice activities.

Figure 16. Potential for Harm to Individuals or Organizations

Could individuals or organizations be harmed if someone without advanced behavioral training tried to do your work?



LICENSURE IN OTHER STATES

Several licensure questions were also asked regarding getting licensed in states other than the respondents' home state. Generally the response rate to these questions was low. The first of these questions was *Over the last 12 months, in how many states - other than your home state - have you practiced for more than 60 days?* Across all Practitioner categories, the strong majority of respondents (76 - 93%) selected *Zero*, with Occasional and Non-Practitioners choosing this at a higher rate than the other categories. Far fewer respondents selected *one state* (2 - 13%), *two states* (2 - 5%), *three states* (0 - 2%) or *four or more states* (1 - 4%). It is interesting to note that 20% of Full-time Practitioners and 24% of Part-time Practitioners (and 18% of the total sample) are licensed in one or more states *other than their home state*.

The other question in this area was *In how many states have you applied for a license and been rejected?* For the total sample, 99% of the respondents indicated there were *zero* states to which they applied and were rejected. Only twelve respondents indicated they were rejected in another state and six said the reason was that they did not meet the supervised experience requirement (the other responses were varied).

WOULD YOU APPLY FOR LICENSURE?

Finally respondents were asked, *If licensing requirements were more appropriate for I-O psychologists, would you apply to be licensed?* The majority of respondents in each Practitioner category responded “yes”:

	% responding - Yes would apply (<u>if appropriate requirements</u>)
Full-time practitioners	64%
Part-time practitioners	68%
Occasional practitioners	59%
Non-practitioners	47%

These results suggest that many SIOP Members and Fellows would apply to get licensed if SIOP could negotiate appropriate licensure requirements for I-O Psychologists.

SECTION C

9. SCIENCE - PRACTICE GAPS

The gap between I-O Science and I-O Practice has long been discussed as a significant issue in I-O Psychology. Over the past decade SIOP has given some attention to trying to bridge the science-practice gaps by encouraging conference forums that bring scientists and practitioners together.

Respondents were asked to indicate *In which areas do you find the biggest gap between the available Science / research on a topic and actual organizational Practice in your work?* Considering the attention paid to Science / Practice gaps, but the little focus on exactly where gaps may exist within Industrial - Organizational Psychology, this question sought to provide a more tangible perspective on the issue and to identify where such gaps do indeed exist. Table 12 and Figure 17 summarize the responses to this question.

Table 12. Science / Practice Gap Responses*

Area	Response Percent (All Respondents, n= 1005)			
	Practice Ahead	Little or No Gap	Science Ahead	No Opinion
Consulting and Advising	80	13	6	22
Employment Branding	74	17	9	43
HR Technology	73	17	11	30
Executive/Management Coaching	70	18	12	27
Strategic Planning	68	17	14	30
Succession/Workforce Planning	67	16	16	26
Talent Management	66	16	17	27
Labor Relations	65	24	11	50
HR General Practices	64	21	14	30
Compensation	62	25	12	49
Employee Relations	59	28	12	45
Employee Recruitment	56	28	15	27
Organizational Development	55	24	21	26
Litigation Support	51	31	18	46
Leadership and Management Development	49	27	23	20
Management/Executive Selection	47	24	29	20
Organizational Culture	37	27	35	24
Performance Management	37	27	35	20
Competency Modeling	36	29	34	21
Training and Development	35	38	27	21
Cross Cultural Issues	34	21	44	36
Employee Engagement and Attitudes	30	35	34	22
Individual Assessment/Assessment Centers	29	33	37	18
Selection/Staffing	26	32	41	15
Job and Work Analysis	14	34	52	17
Measurement and Statistics	3	27	80	12

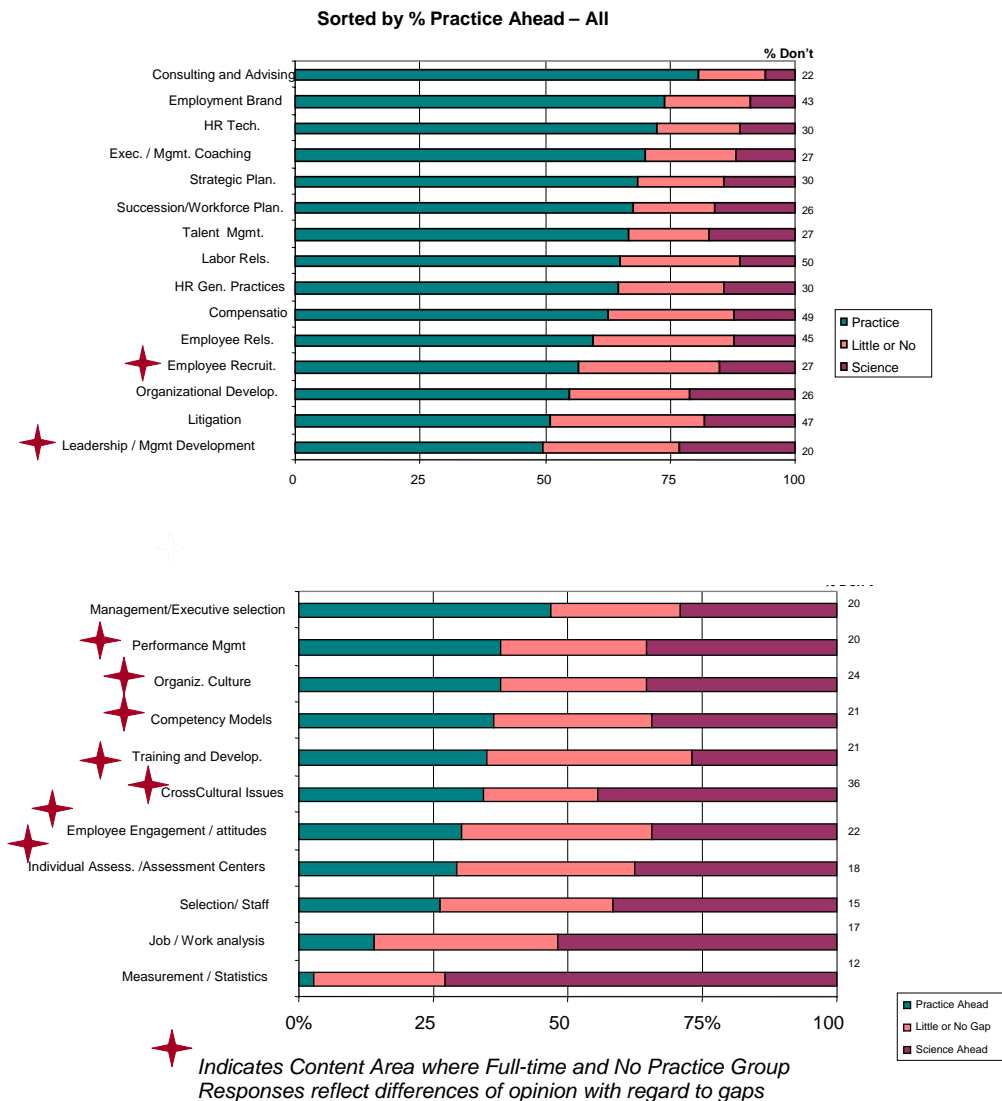
*Response percentages are based on total number of respondents answering the question and do not include the *Do Not Know* respondents. **Bold font** indicates highest percentage for a content area.

Respondents evaluated the gap between Science and Practice in 26 content areas identified during the survey development process. Respondents were asked to indicate whether they felt that a gap existed in the area by identifying whether “Practice was ahead of Science /Research,” “Science / Research was ahead of Practice,” or “Little or No Gap” exists. Respondents were also allowed to indicate “Do Not Know” if they did not have the knowledge or experience for answering in a particular area. The percent of total survey respondents that selected the “Do Not Know” provides some insight into which content areas are more or less relevant to the SIOP membership (e.g., *Measurement and Statistics*, *Job and Work Analysis* areas had the fewest “Do Not Know” responses).

Interestingly, in no content area did the majority of respondents to the question (e.g. more than 50% of respondents providing an opinion) suggest that “Little or No gap” exists between the science and practice of an area. So in every area measured in this survey, respondents were able to “choose a side” on whether science or practice is ahead.

Figure 17. Science – Practice Gaps

In which areas are the biggest Gaps between Research and Practice?



Alternatively, as seen in Table 12 and Figure 17 (where areas are ordered by % respondents indicating that Practice was ahead), more than 50% of respondents indicated that Practice was ahead in fourteen areas, and Science was ahead in just two areas (*Measurement and Statistics, Job / Work Analysis*). A majority of respondents having an opinion indicated that Practice was ahead of Research in a range of content areas including *Coaching, Succession / Workforce Planning, Talent Management, Employee Relations* and *Organizational Development*. Those content areas receiving the highest percentage of “Practice ahead” responses (toward the top of the list) tended to be:

- Practice oriented (such as *Consulting, Coaching*)
- Organization side of I-O Psychology (such as *Strategic Planning, Organizational Development*)
- Human Resource core areas (such as *Succession / Workforce Planning, Talent Management, Employment Branding*)

Some areas had a high percentage of “Do Not Know” responses (e.g., *Labor Relations, Compensation, Employment Branding* and *Litigation Support*), suggesting that they may be less of a core area of practice or research.

Table 13. Science / Practice Gap Responses across Practitioner categories

Area	Response Option	Response Percent By Practitioner Category			
		Full Time	Part Time	Occasional	Non Practice
Succession / workforce planning	Practice ahead	70.2	65.6	65.5	38.2
	Science/ research ahead	15.3	14.1	16.4	35.3
	Little or No Gap	14.5	20.3	18.2	26.5
Employee relations	Practice ahead	66.9	45.2	51.2	35.3
	Science/ research ahead	6.2	16.7	23.8	26.5
	Little or No Gap	26.8	38.1	25.0	38.2
Employee recruitment	Practice ahead	60.7	53.6	50.4	31.0
	Science/ research ahead	11.6	18.8	20.2	33.3
	Little or No Gap	27.7	27.5	29.4	35.7
Performance management	Practice ahead	39.4	38.2	35.7	15.6
	Science/ research ahead	32.8	34.2	38.9	55.6
	Little or No Gap	27.8	27.6	25.4	28.9
Organizational culture	Practice ahead	41.0	43.5	22.3	22.7
	Science/ research ahead	32.8	26.1	51.2	45.5
	Little or No Gap	26.3	30.4	26.4	31.8
Competency modeling	Practice ahead	36.3	37.0	33.6	36.4
	Science/ research ahead	33.3	30.1	42.9	42.4
	Little or No Gap	30.4	32.9	23.5	21.2
Training and development	Practice ahead	37.0	34.2	30.8	29.5
	Science/ research ahead	20.0	35.5	38.5	43.2
	Little or No Gap	43.0	30.3	30.8	27.3
Employee engagement, attitudes and motivation	Practice ahead	33.6	38.9	18.7	22.7
	Science/ research ahead	29.4	30.6	47.0	45.5
	Little or No Gap	37.0	30.6	34.3	31.8
Selection / staffing	Practice ahead	29.2	24.1	14.6	21.3
	Science/ research ahead	36.9	39.8	56.3	48.9
	Little or No Gap	33.9	36.1	29.2	29.8

Table 13 provides an analysis of differences across Practitioner categories (e.g., Full-time Practitioners, Part-time Practitioners, Occasional Practitioners, and Non-Practitioners). Not surprisingly, given the interest in Scientist-Practitioner issues, differences did exist in nine of the 26 content areas. The response percentages for each Practitioner group are presented in the nine content areas where there are some differences across categories.

Response patterns reflected differing views across Practitioner groups. In five areas the Full-time Practitioners thought Practice was ahead, while Non-Practitioners thought Science / research was ahead:

- Recruitment
- Performance Management
- Organizational Culture
- Training and Development
- Employee Engagement

In other areas, such as *Selection/Staffing*, there are trend differences across the Practitioner categories.

As noted by some respondents, Scientists and Practitioners are “not in a race” with each other. However, these response patterns suggest a disconnect in some content areas between how Practitioners and Non-Practitioners view the Science-Practice gap. There are some very real issues with the synchrony between the research and practice in I-O Psychology. Not surprisingly, responses to other items in this survey and many of the open-ended responses suggest that one of the most important things that SIOP can do for its professional community is to facilitate the exchange of ideas and information between Practitioners and Researchers. The response differences underscore the importance of engaging in activities that help accomplish better information transfer. Such activities might include:

- Encouraging forums and events that help the Science and Practice sides of our field have discussions and exchange current ideas on topical issues related to core I-O discipline areas
- Making the body of I-O research more accessible and digestible for Practitioners
- Endorsing and reinforcing examples of quality contributions to our field that bridge the Science - Practice gap
- Encouraging more work projects that help build relationships and knowledge across this gap

Researchers at times seem out of touch with the key challenges and issues faced by I-O Practitioners in working with individuals and organizations. This results in esoteric research and grad courses that are either out of date or have limited relevance to I-O Practice. One open ended response suggests:

...we are often provided with examples in grad school that look nothing like the realities of data we must deal with in practice. The result is too often application of methods which may appear cutting edge to "science" but are quite insensitive to the situations dealt with in practice

Practitioners, on the other hand, are often unaware of the relevant research that does exist. They may be more likely to read Business and Human Resources publications than psychology research journals and need to make more of an effort to stay aware of research findings.

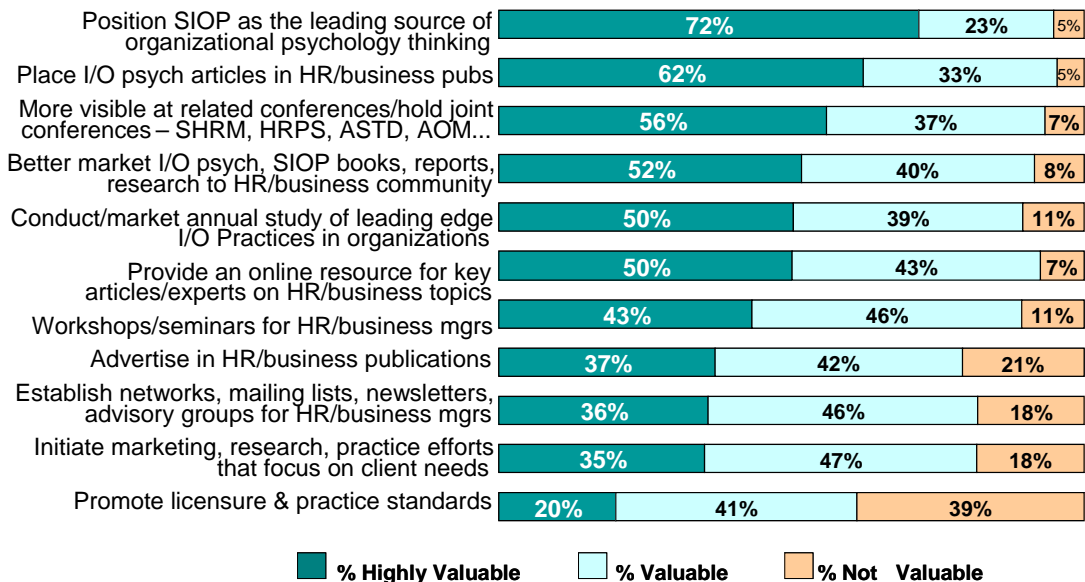
In I-O Psychology there seems to be a growing divergence between research efforts and the challenges faced by Practitioners. Both Scientists and Practitioners need to take some responsibility for reaching out to the other side. What is critical is a feedback loop between research studies and the key issues in practice so that the research provides the intellectual capital that can further practice applications and the relevance of our field, while Practice can provide direction and focus to ensure that research remains relevant and useful to individual and organizational issues. The experiences of practice should inform and advance the ideas and methodologies used in research. The risk if we do not do this is that the I-O Researchers and Practitioners will continue to drift apart and ultimately move in very different directions.

10. PROMOTING I-O PSYCHOLOGY

Inside SIOP there has been a good deal of discussion on what SIOP can do to better support, market and promote I-O Psychology. In the survey respondents were asked two questions to gauge their support and solicit their suggestions in this area.

For eleven listed activities, respondents were asked, *How valuable would each of these activities be to better promote I-O Psychology and Science by SIOP?*. Almost all respondents found value in various publicity and public relations functions (See Figure 18). *Positioning SIOP as a leading source of organizational work and thinking to the business community* was the activity most likely to be rated as highly valuable, followed closely by *placing I-O articles in Human Resource and business publications*.

Figure 18. Respondent ratings of the value of selected activities for promoting I-O Psychology



These results were fairly consistent across Practice categories, with only four of the eleven activities receiving different value ratings across Practice groups (see Table 14). It should be noted that Full-time Practitioners were more likely to find value in the placement of articles in

HR and business publications, increased visibility at conferences, and marketing activities related to I/O practice than other activities. Specifically, Full-time Practitioners and Part-time Practitioners saw more value than Occasional Practitioners and Non-Practitioners in the following areas:

- Conduct & market an annual study of leading edge I/O Practices in organizations (p<.01)
- Initiate marketing, Research, and Practice efforts that focus on client needs. (p <.01)
- Place I/O psychology articles in HR and business publications. (p < .05)
- Be more visible at related conferences or hold joint conferences – SHRM, HRPS, ASTD, AOM, EAWOP, IAAP, etc. (p < .05).

Table 14. Value ratings on activities to promote I-O Psychology across Practitioner categories

	Full-time practitioners (70% or more)			Part-time practitioners (21-69%)			Occasional practitioner (20% or less)			Non-practitioner		
	Highly valuable	Valuable	Not valuable	Highly valuable	Valuable	Not valuable	Highly valuable	Valuable	Not valuable	Highly valuable	Valuable	Not valuable
Position SIOP as the leading source of organizational psychology work and thinking to business community	71%	24%	5%	75%	22%	3%	75%	19%	5%	67%	25%	8%
Place I/O psychology articles in HR and business publications *	66%	31%	4%	59%	34%	6%	55%	40%	5%	56%	34%	10%
Be more visible at related conferences or hold joint conferences - SHRM, HRPS, ASTD, AOM, EAWOP, IAAP, etc. *	60%	35%	6%	57%	39%	4%	49%	44%	7%	46%	41%	13%
Better market I/O psychology, SIOP books, reports and research to HR and business community	50%	41%	9%	59%	38%	3%	55%	37%	8%	48%	40%	12%
Provide an online research / Practice resource for key articles and experts on particular HR and business topics	51%	41%	8%	54%	44%	2%	49%	44%	7%	42%	48%	10%
Conduct and market an annual study of leading edge I/O Practices in organizations **	54%	37%	8%	51%	36%	13%	45%	42%	13%	34%	49%	17%
Hold workshops and seminars for HR professionals and business managers	46%	45%	9%	43%	48%	10%	39%	48%	13%	38%	46%	17%
Advertise in HR and business publications	38%	43%	19%	37%	40%	23%	37%	41%	22%	29%	45%	26%
Establish networks, mailing lists, newsletters, advisory groups for HR and business managers	36%	46%	18%	31%	47%	22%	38%	46%	17%	33%	47%	20%
Initiate marketing, research and Practice efforts that focus on client needs **	42%	44%	14%	33%	45%	22%	21%	53%	26%	24%	50%	26%
Promote licensure and Practice standards	20%	40%	40%	19%	39%	41%	22%	42%	35%	18%	48%	34%

Differences between practice levels are noted: * p < .05 and ** p < .01, based on Pearson Chi-Square

Based on these responses, it seems that SIOP membership is expressing a clear desire to see increased support from SIOP in helping the general public, as well as business and human resource leaders, understand what I-O psychologists do and the benefits we bring to the workplace and to improving business decisions. We would recommend that SIOP continue efforts in the area of branding, publicity and marketing of I/O practice and research going forward.

SUGGESTIONS ON HOW TO SUPPORT AND PROMOTE I-O PSYCHOLOGY

In addition to asking respondents to identify the extent to which several listed practitioner-related activities would be valuable, respondents were also asked, “*What else can SIOP do to support and promote I-O Psychology Practice & Science?*” Out of 1005 completed surveys, 123 respondents provided write in comments to this item – a response rate of 12.3%. Individual responses were content coded by a single reviewer into categories developed by that reviewer. A second reviewer⁶ content coded the comments into these same categories. Initial agreement was 79%. Discrepancies were then discussed and a consensus was reached on the appropriate category for each comment. The resulting comment categories and the percentage of comments in each category can be found in Table 15.

Table 15. Content Categories and Frequency of Response

Content Category	# Comments	% Comments
Clarify Standards for I-O Practice and / or More Aggressively Defend I-O Content Area	17	13.8%
Educate the Public on I-O Areas	15	12.2%
Place Greater Emphasis on Practice and Practical Application of Research	15	12.2%
Bridge the Science/Practice Gap	15	12.2%
Raise the Profile of I-O Psychology through Marketing Activities	12	9.8%
Place Greater Emphasis on Business-Related Issues and Language	9	7.3%
Address Licensure Issues	8	6.5%
Define the Domain of I-O Psychology	6	4.9%
Encourage SIOP to Maintain Academic Focus	6	4.9%
Miscellaneous	20	16.3%
Total	123	100%

The nine content categories seem to rationally cluster into a three domains (they are listed here in a logical order of progression):

- I-O Psychology Domain and Focus - 42 responses (34%)
 - Define the Domain of I-O Psychology (5%)
 - Place greater Emphasis on Practice and Practical Application of Research (12%)
 - Bridge the Science/Practice Gap (12%)
 - Encourage SIOP to Maintain Academic Focus (5%)
- Professional Issues - 25 responses (21%)
 - Clarify Standards for I-O Practice and/or More Aggressively Defend I-O Content Area (14%)
 - Address Licensure Issues (7%)

⁶ Special Thanks to Katrina Mongeon for her help in content coding.

- External Education / Marketing - 36 responses (29%)
 - Educate the Public on I-O Areas (12%)
 - Raise the Profile of I-O Psychology through Marketing Activities (10%)
 - Place Greater Emphasis on Business-Related Issues and Language (7%)

I-O Psychology Domain and Focus Issues. The suggestions in this cluster focus on what I-O Psychology could do within the field to better support and promote I-O Psychology. One area mentioned by several respondents (5%) is to better *Define the Domain of I-O Psychology*. Suggestions here include:

- Decide what we want to be
- Perhaps a "what is IO psychology" series to start would be helpful

Some respondents want a *Greater Emphasis on Practice and Practical Application of Research* (12%). There are a number of very strongly held opinions that SIOP needs to do more for I-O Practice. In addition there is an interest in making sure that research is practical and relevant to the workplace. Examples include:

- SIOP is so technical in its focus that the research really has little impact on organizations. The purpose of research should be to address issues in the workplace, but most research is so esoteric or impractical that it has little impact on organizations
- Promote practical research on issues that are really relevant in organizations today
- SIOP seems to be less and less relevant. So something must be off. My sense is SIOP is WAY too academic for practitioners
- Cannot let academics, who have never worked in government or industry, take over SIOP activities to advance practice
- I-O research is generally 15-20 years out of date, and I-O programs focus almost exclusively on obsolete ideas, paradigms, and faculty
- Frankly, the bias for academia is so strong within the SIOP hierarchy that I don't even think about SIOP support, other than participating in SIOP conference

There is a clear interest by respondents in *Bridging the Science / Practice Gap* (12%). Typical suggestions are:

- There needs to be a more integrated approach to science and practice
- Support collaboration amongst practice and science. Find ways to encourage integration amongst the two
- SIOP as a society continues to pay only lip-service to bridging the gap between science and practice, and making I-O more integral to business and organizational effectiveness

A smaller set of the write-in responses (5%) wanted to *Encourage SIOP to Maintain an Academic Focus*. One respondent suggested that:

- SIOP is coming too late to the game. SHRM, HRPS and other organizations better fulfill the needs of the practitioner. Since SIOP is so academic, consider spinning off all of the practice related activities and set up mergers with SHRM & HRPS instead of trying to compete as yet another source that will always be far too academic in thought, practice and relationships to benefit practitioners

Professional Issues. The most frequently cited activity was for SIOP to *Clarify Standards for I-O Practice / More Aggressively Defend I-O Content Area* (14%). This domain focused on defining and defending the I-O Psychology field against competitors in the marketplace. Examples of these comments include:

- There needs to be clarity around what we do and how that is differentiated in the marketplace from what others are offering
- Need to clearly define our practice and skills domain
- Be more assertive in protecting I-O's "turf", e.g., clinical psychologists practicing in I-O areas without having adequately retrained
- Help to set standards so that anyone who wants to practice I-O does not need to simply put up a shingle and do so
- We need to prevent "professionals" in other areas marketing themselves as I-O psychologists and engaging in I-O psychology-related work

While *Licensure Issues* were cited in 7% of comments, respondents' views were mixed with some views in favor of it and others opposed. Examples include:

- Encourage practitioners to comply with licensing requirements
- Promote practice standards without licensure as an issue
- The licensure issue needs to be addressed. I don't like breaking laws nor do I like treading carefully around use of terms like "psychologist"

External Education / Marketing. Quite a few of the write-in suggestions emphasized steps that SIOP could take to better educate the public and promote I-O Psychology in the marketplace. Some comments (12%) focused on advocating for SIOP to *Educate the Public on I-O Areas*. Suggestions included speaking in organizations, with undergraduates and even with high school students, to get them to understand what the field is and the services we can provide. These views suggest:

- An emphasis should be placed on engaging organizations and educating them on I-O practices
- Communicate the benefits of hiring I-O practitioners
- SIOP could do something about improving and expanding the number of practitioner-oriented journals

Numerous suggestions (19%) dealt specifically with *Raising the Profile of I-O Psychology Through Marketing Activities*. These respondents advocated a much more proactive effort to market the I-O field. Suggestions include:

- TV ads during business programming
- Radio ads on National Public Radio
- Actively involve in national humanitarian efforts . . . to generate greater positive publicity and awareness for SIOP and the profession [of] I-O
- Hire a PR firm that would place articles / practitioner spotlights in the written & TV media.
- We would be best off marketing our services directly to HR professionals. Make key I-O research findings easily accessible to HR practitioners, by providing executive summaries with key findings and implications

- Position SIOP as the leading source of organizational and HR work and thinking to the business community

Related to this is an interest in putting *Greater Emphasis on Business-Related Issues and Language* (8%). These respondents emphasized becoming more business oriented in our Practice and Research. Typical suggestions include:

- I-O insists on publishing things that are written only for the I-O insiders. Most of the materials --branded I-O -- the average HR professional or business leader would throw out as not to the point and awkward to read
- I-O does not connect well to the business community. Never has. Need executive committee members with business experience, not only academics
- Adapt to be more business focused... (meet) the need for fast, flexible information on topics of ..use to persons working in the real world
- Apply a business mindset - talk more about what our practice does for our clients, not HOW we do it
- Change the language. Academic speak goes nowhere in business

Miscellaneous. Finally, approximately 16% of comments were not classifiable into common categories. Some examples include:

- Pay attention to the results of this survey!!!
- Take the information and do something NOW! Don't discuss it to death
- Practitioners have to deliver results, and SIOP is becoming increasingly irrelevant to us
- Might consider having a practitioner segment of the SIOP executive committee. This has always appeared to be primarily the domain of academics
- These questions ...are great. You are reading my mind
- Change the name! Just go with Organizational Psychology already
- Create on-line journal similar to that done by McKinsey that showcases SIOP member applied work and applied research
- Conduct and market an annual study of leading edge I-O Practices in organizations
- Reserve some space at SIOP for "hot topics" to be proposed within 60 days of the conference. The problem with SIOP is that most work is at least 1 - 2 years old by the time it is presented at SIOP

11. CONCLUSIONS

The Practitioner Needs Survey covered a range of Practitioner topics. Here are the primary conclusions based on survey responses.

GENERAL CONCLUSIONS

- The professional needs and interests of I-O Practitioner are often different from the views of Researchers and Educators.
- Practitioners are dissatisfied with how well SIOP is meeting some of their needs.
- Practitioners support a range of SIOP activities and initiatives to better meet their Professional Needs and Interests and to better support and promote I-O Psychology.

SURVEY PARTICIPANTS

- There was a 36 % response rate for all SIOP Members and Fellows (n =1005). The response rate was higher for respondents in independent practice (70%), public sector (50%) and non-profit research (50%) and lower for those in academic positions (22%).
- Full-time Practitioners, when compared to Occasional Practitioners and Non-Practitioners, are more likely to be members of local I-O professional groups and APA Division 13 (Society of Consulting Psychology) and much less likely to be members of Academy of Management (AOM) and Association for Psychological Science (APS).
- SIOP Members and Fellows are looking for specific benefits from a professional organization with a emphasis on:
 - Networking with professional colleagues and sharing information and experiences
 - Having opportunities for professional learning, education and development
 - Getting access to advances in the field, best practices and relevant research

SATISFACTION WITH SIOP

- I-O Psychology Practitioners are dissatisfied with how well SIOP is meeting many of their professional needs, particularly in the areas of:
 - SIOP leadership's understanding of key Practice issues
 - Opportunity for Practitioners to influence SIOP decisions and future direction
 - Providing a clear vision of the future of I-O Psychology and Practice
 - SIOP support for Practitioners who want to get licensed
 - SIOP support for advancing your I-O Practice career

- Full-time Practitioner views on how well SIOP is meeting their needs differ significantly from the views of Non-Practitioners and Occasional Practitioners.

PRACTICE ACTIVITIES

- Full-time Practitioners rate a large majority of the work activities as highly important or important to their current effectiveness as a Practitioner. The activities rated as most important are:
 - Consulting and advising clients
 - Building relationships
 - Managing work projects and administrative activities
 - Implementing and delivering programs and / or tools
 - Developing and designing systems, methods and/or programs

The activities rated least important by Full-time Practitioners are:

- Writing for a scientific journal
- Teaching courses or training programs
- Writing reports, articles, chapters
- Conducting primary research and data analysis

PROFESSIONAL DEVELOPMENT

Source of Professional Knowledge / Skill Proficiency

- Practitioners primarily gain professional proficiency (knowledge and skills) through *On the job learning / self learning* rather than from *Graduate school* or *Structured training*.
- Proficiency in only a few activities was primarily gained through *Graduate school – Conducting Primary Research and Data Analysis* and *Writing in Scientific Journal*.

Professional Resources that are used

- Practitioners in all four Practitioner categories use a range of professional resources, particularly online resources, conferences, articles, books and networks.

Professional Knowledge and Skills Training Needs

- Almost all training areas listed in the survey are seen as “Highly valuable” or “Valuable” by at least 60% of all respondents.
- Full-time Practitioners are more likely than other groups to rate all the training topics as highly valuable with the exception of *research skills* and *teaching skills*, which are more likely to be rated as valuable or highly valuable by Non-Practitioners.

- Full-time Practitioners and Non-Practitioners rank highly those training areas that are closely associated with their own work. All Practitioner categories rank Organizational Assessment / Program Evaluation among their top five training needs.

Professional Development Activities

- All development activities are highly valued by all four Practitioner categories.
- Full-time Practitioners value additional education and training more and funding research projects less than the other Practitioner categories.
- Full-time Practitioners are more likely to find Practice specific information valuable (e.g., Practice-related publications, on-line resources, and educational opportunities), and less likely to find research funding valuable for professional development.
- Non-Practitioners are more likely to value the implementation of standards for professional education and training.

Suggestions for Professional Development activities (themes from open ended question)

- SIOP should act as a central point for providing summaries and updates on both Practice and Research. Members want to be able to easily access the current state of Research and Practice in the field.
- SIOP should broaden the channels that are used for professional development activities, and include local events, Practitioner journal, networking opportunities and online training.
- SIOP should increase the focus on Practice-related issues and provide more recognition and rewards for the outstanding Practice work that is being accomplished in organizations.
- SIOP should support efforts to give graduate students and early career Practitioners the opportunities to learn and develop the Practice-related knowledge and skills that they will need to be successful in their careers.

LICENSING ISSUES

- The strong majority of all respondents (90%) consider themselves to be Psychologists.
- A minority of Full-time Practitioners (21%) are licensed Psychologists and only 8% of Non-Practitioners are licensed. Across all respondents 25% indicate they are *Not licensed but could be in my state*. Another 37% of respondents indicate that they are *Not licensed but don't know whether I'm eligible*.

- Only 29% of all respondents thought their graduate program prepared them *To a moderate extent* or *To a great extent* to meet licensure requirements, while 32% indicated *To no extent* or *To a little extent*.
- Across all respondents, 66% indicated that individuals or their employer organizations could *potentially be harmed* (i.e., *experience financial or emotional distress*) if someone without advanced training in behavioral science tried to do your work.
- Across all respondents, 62% indicated that they would apply to be licensed if *licensing requirements were more appropriate for I-O psychologists*.

SCIENCE - PRACTICE GAPS

- A majority of respondents having an opinion indicated that Practice was ahead of Research in fourteen content areas including Coaching, Succession / Workforce Planning, Talent Management and Employee Relations. Science was ahead in just two areas (Measurement and Statistics, Job / Work Analysis).
- Response patterns, to some degree, reflected differing views across Practitioner groups. In the five areas listed below, Full-time Practitioners thought *Practice was ahead*, while Non-Practitioners thought *Science / research was ahead*:
 - Recruitment
 - Performance Management
 - Organizational Culture
 - Training and Development
 - Employee Engagement

PROMOTING I-O PSYCHOLOGY

- SIOP membership places a great deal of value on efforts to support and promote I/O psychology. Of primary importance is the role the society plays in promoting the profession among business leaders. Practitioners and non-practitioners agree on the importance of this role.
- The activity rated as most valuable is probably the most difficult to achieve: that of positioning SIOP as the leading source of organizational psychology work and thinking to the business community.
- Other highly valued activities include:
 - Place I-O psychology articles in HR and business publications
 - Be more visible at related conferences or hold joint conferences with organizations such as HRPS, EAWOP, IAAP, SHRM, etc.
 - Better market I/O psych, SIOP books, reports and research to HR and business community

- SIOP membership would value an increase in the external focus on the society. Branding of the profession, promoting our expertise within the business community, and increasing publicity for the work that we do are functions that members would like to see SIOP do more.
- Write-in suggestions (n =123) can be grouped into several clusters
 - Psychology Domain and Focus
 - Define the Domain of I-O Psychology (5%)
 - Put Greater Emphasis on Practice & Practical Research Applications (12%)
 - Bridge the Science / Practice Gap (12%)
 - Encourage SIOP to Maintain Academic Focus (5%)
 - Professional Issues
 - Clarify Standards for I-O Practice & Aggressively Defend I-O Areas (14%)
 - Address Licensure Issues (7%)
 - External Education / Marketing
 - Educate the Public on I-O Areas (12%)
 - Raise the Profile of I-O Psychology through Marketing Activities (10%)
 - Emphasize Business-Related Issues and Language (7%)

12. RECOMMENDATIONS

The survey results present a strong case for SIOP to give more attention to the Professional needs and interests of Practitioner members. We hope that SIOP will see this as a critical concern and a central objective for SIOP as a professional organization.

Based on these results we, the Core Survey Development Team, are making the following recommendations to SIOP, the SIOP Executive Committee and SIOP Committee chairs.

A. Representation

- Ensure that Practitioners are fully represented in all aspects of SIOP

- 1) Create several Executive Committee seats exclusively for Practitioner representatives to ensure that Practice views are always fully represented. Work toward making the SIOP Leadership and Executive Committee membership fully reflective of Practitioner membership in SIOP.
- 2) Promote and solicit Practitioner representation on all SIOP committees, EC task forces, SIOP Foundation Board, etc.

B. Understanding and valuing Practice contributions

- Identify and recognize the contributions of I-O Practice and Practitioners to the field of I-O Psychology

- 1) Develop standards and guidelines for valuing the professional contributions of I-O Practitioners.

- 2) Take steps to communicate these standards and guidelines to SIOP membership and encourage SIOP leadership to better understand Practice issues.
- 3) Identify outstanding professional contributions by I-O practitioners to the profession and outstanding I-O Practitioners. Consider their contributions in advancements in programs, organizational initiatives, implementation efforts, contributions to business, leadership on HR issues, etc.
- 4) Promote the contributions of I-O Practice and Practitioners for awards and professional recognitions given by SIOP and the SIOP Foundation and consider adding new awards and recognitions that fully recognize these achievements.
- 5) Make the SIOP Fellow requirements transparent to SIOP membership and develop a set of professional contribution standards appropriate to Practice that allow full opportunity for Practitioners to gain Fellow recognition.

C. Engagement

– Involve Practitioners more fully in SIOP and address their professional satisfaction and engagement needs

- 1) Involve I-O Practitioners as reference points and advisors on all SIOP issues. Set up advisory groups of different Practitioner groups who represent external consultants, internal HR staff and consultants, applied researchers in organizations and HR managers / executives.
- 2) Leverage I-O Practitioners who are seen as “strategic leaders” in their own organizations and fields to get their advice on what SIOP can do to increase SIOP relevance and to further engage I-O Practitioners, and then act on their advice.
- 3) Improve Practitioner focused communications. Provide a Practitioner newsletter or journal that might include summaries of advancements in Practice and relevant research.
- 4) Take steps to improve the organizational benefits that members value in the areas of professional networking, professional development and access to best practices and relevant research.
- 5) Actively pursue, engage and recruit I-O psychologists who are not SIOP members.
- 6) Encourage and solicit I-O Psychology Practitioners to get more involved in SIOP and volunteer more of their time to professional activities.

D. Influence

- Give Practitioners opportunities to influence SIOP decisions and future direction

- 1) Allow Practitioners to have equal voice and influence in SIOP on key decisions and on the future direction of SIOP.
- 2) Implement a Future Vision Initiative in SIOP that conceptualizes the desired future for I-O Psychology and Practice, and then execute an action plan to achieve that future with the full involvement of Practitioners.

E. Professional Development and Training

- Provide more Practice-related Professional development and training opportunities

- 1) Address professional Practice training needs such as organizational assessment, consulting and process skills, strategic skills, coaching skills, I-O Technical skills / knowledge, ethics, legal issues, etc.
- 2) State the organizational role of SIOP in the professional development of all members.

- 3) Expand the delivery modes for professional development, such as online resources, a Practice-focused publication, digests, articles, webcasts, networking, regional / local events, year-round workshops, retreats, forums, and email links.
- 4) Further develop SIOP as the central portal for the knowledge base on I-O Practice and Research.

F. Focus on Practice

- Give more attention in SIOP to Practice related issues.
 - 1) Organize and deliver Practice and Science digests, summaries & abstracts.
 - 2) Provide more support for Practice in SIOP activities, including conferences, SIOP Foundation support, etc.
 - 3) Provide recognition for outstanding Practice and Practitioners, including SIOP awards, early career awards, outstanding Practice initiatives, etc.

G. Career Education

- Consider establishing training and development guidelines that better prepare graduate students and early career professionals for careers in Practice
 - 1) Provide guidance for graduate programs to teach Practice-related knowledge and skills. This may involve encouraging the addition of Practitioners as adjunct faculty.
 - 2) Support, organize and promote practicums and internships for graduate students, perhaps SIOP sponsored internships.
 - 3) Provide Practice and consulting training and consortiums to help Early Career Professionals get a strong start in Practice careers

H. Further research

- Better understand Practice jobs and careers
 - 1) Complete the Practitioner Career Study that was approved by the SIOP Executive Committee to study the KSA requirements for Practice jobs.
 - 2) Build a Practice Career Model that outlines the career steps and transitions for Practitioners.

I. Licensing Issues

- Provide greater support to SIOP Members and Fellows who want to become licensed
 - 1) Initiate an educational effort to inform SIOP Members and Fellows of the Psychologist licensure requirements in their home state.
 - 2) Work to support those members who want to become licensed. Establish organizational contacts / liaisons with all state regulatory boards. Advocate for members who want to get licensed. Work to influence state regulatory boards.
 - 3) Work closely with APA to shape the Model Licensing Act so that the licensure guidelines and requirements allow / encourage I-O psychologists to become licensed Psychologists.
 - 4) Initiate an effort to influence I-O Graduate Programs to modify graduate studies to better prepare I-O graduates to meet state licensure requirements for Psychologist.

J. Science - Practice Gaps

- Initiate concrete efforts to bridge the Science - Practice Gap

- 1) Establish permanent forums and events that bring Researchers and Practitioners together for discussions and exchanges of ideas on topical I-O issues
- 2) Make the body of I-O research more accessible and digestible for Practitioners. Provide regular updates on the current state of science and practice in core I-O content areas.
- 3) Endorse and reinforce examples of quality contributions to our field that bridge the Science - Practice gap.
- 4) Fund work projects that help build relationships and bridge knowledge across this gap.

K. Supporting and Promoting I-O Psychology

- Take immediate steps to actively promote I-O expertise within the business community

- 1) Continue to formulate SIOP branding – extending that work beyond SIOP and into the Practice and Science of I/O psychology.
- 2) Actively communicate and promote I-O Psychology to the business community as the thought leader in organizational psychology.
- 3) Allocate additional budget for branding and promotional activities.
- 4) Communicate to membership specific steps that SIOP and members can take to promote visibility of the I-O profession.
- 5) Organize an task force of Practitioners and Researchers with clear goals for placing I-O psychology content articles in HR and business publications.
- 6) Initiate an effort for SIOP to be highly visible at related professional conferences or hold joint conferences with organizations such as HRPS, EAWOP, IAAP, Div 13 (Consulting), SHRM.
- 7) Take specific actions to pursue member suggestions to:
 - Define the Domain of I-O Psychology
 - Clarify Standards for I-O Practice
 - Defend I-O Content Areas in the marketplace
 - Educate the Public on I-O Areas
 - Raise the Profile of I-O Psychology through Marketing Activities
 - Emphasize Business-Related Issues and Language

NEXT STEPS

There are a number of trends in our profession that could significantly change the profession of I-O Psychology in the future, such as:

- I-O Practitioner dissatisfaction with SIOP support and the perception that SIOP leadership does not support I-O Practice
- The movement of I-O Psychology professors to Business Schools and the emergence of PsyD and Applied Practice programs in I-O Psychology
- The proliferation of Master's Degree programs in I-O Psychology
- The proliferation of other professions and consultants who are doing work in the area of I-O Psychology
- The move by APA to license and control the profession of Psychology

These trends, if ignored, have the potential to significantly change the I-O Psychology profession and, in some views, seriously damage the profession. It is important that SIOP and the Executive Committee step up to these challenges, formulate a comprehensive plan and take action to define the future of I-O Psychology and to proactively address and influence these trends. If we do not shape our own future then someone else will.

In an effort to address these concerns and the recommendations outlined above the SIOP Executive Board should take the following actions:

1. Identify specific priorities and develop specific goals in each of the areas of recommendations based on the survey results.
2. Form a highly visible Strategic I-O Practice Group that will outline a clear, timely and actionable Strategic Plan for Practice to accomplish these goals.
3. Identify specific Executive Board members and Committees that will take ownership and responsibility for each of the goals and action steps.
4. Publish the Strategic Practice Plan for the SIOP membership to comment on, in order to create a psychological contract and commitment with the I-O Practitioner community.
5. *Most importantly* – Take action on the Strategic Practice Plan and engage SIOP committees and Executive Board members in accomplishing the stated goals.
6. Provide quarterly updates to keep the SIOP membership fully informed on SIOP progress against the Strategic Practice Plan.
7. Take action on the Practitioner Career Study which has already been approved the Executive Committee.

We encourage SIOP Members and Fellows to write to the SIOP President and Executive Board members with their thoughts and suggestions on these SIOP issues. This is an area that should involve all SIOP members in order for SIOP to achieve greater organizational success in the future and for the profession, both the Science and the Practice, of Industrial / Organizational Psychology to gain increasing influence in the world.

And one final thought. We hope that the SIOP Leadership will take these I-O Psychology Practice recommendations seriously. We strongly suggest that the SIOP Executive Board follow the advice of one of the survey respondents:

“Pay attention to the results of this survey!!!
Take the information and do something NOW!
Don't discuss it to death.”

REFERENCES

- Silzer, R.F. & Cober, R.T. (2008) *Practitioner Needs Survey: 2008 Results Overview*. Executive Committee Invited Presentation at the Annual Conference of the Society of Industrial and Organizational Psychology. San Francisco
- Silzer, R.F., Cober, R.T., Erickson, A. & Robinson, G. (July, 2008). Practitioner satisfaction with SIOP. *The Industrial – Organizational Psychologist*, 46 (1), 43 - 58.
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ADDENDUM

SIOP Practitioner Needs Survey 1-29-08

Introduction

- Thank you for participating in the 2008 SIOP Practitioner Needs Survey.
- We appreciate your time and thoughtfulness in response.
- We hope to present the results of this survey at the upcoming SIOP conference.

Objective

- To help SIOP identify ways to better support the professional needs of our practitioners.

Survey Participants

- All SIOP members and associates (including all part-time and full-time Practitioners)

Survey Consultant

- **Questar**

Thank you for your cooperation.

Lois Tetrick, SIOP President
Rob Silzer, Chair, Professional Practice Committee.

1. What proportion (%) of your work time is devoted to being a:

- | | | |
|--------------------------------|-------|---|
| 1. Practitioner | _____ | % |
| 2. Educator (academic setting) | _____ | % |
| 3. Scientist/researcher | _____ | % |
| 4. Other (please specify) | _____ | % |

Practice Activities

2. A) How important are each of these activities to your current effectiveness as a Practitioner?

B) For activities that are “highly important” or ”important,” please indicate what your primary source has been for gaining proficiency (knowledge and skills) in each area.

	A			B		
	Highly important	Important	Not important	Graduate School	On the job learning / self-learning	Structured training / development (post graduate)
1. Consulting and advising clients (external and Internal)						
2. Developing strategy and policy						
3. Developing and designing systems, methods and/or programs						
4. Implementing and delivering programs and/or tools						
5. Conducting selection and development assessments						
6. Coaching others and providing feedback						
7. Leading change management and OD efforts						
8. Conducting primary research and data analysis						
9. Writing proposals or business cases for engaging in work						
10. Writing for a scientific journal						
11. Writing reports, articles, chapters (non-research)						
12. Making presentations						
13. Teaching courses or training programs						
14. Leading and managing others						
15. Managing work projects and administrative activities						
16. Building relationships (clients, colleagues, etc.)						
17. Managing a business						
18. Other (please specify):						

Professional Resources

3. Which of these resources did you actually use in the last 12 months to gain professional knowledge and skills? (Please check all that apply).

	Check all that apply
1. Books – psychology, SIOP-published	
2. Books – business, Human Resources	
3. Articles and publications – psychology, I-O (non- research)	
4. Articles and publications - business management, HR	
5. Articles – research literature	
6. Websites/online sources	
7. Courses – traditional academic	
8. <u>On-site</u> seminars, workshops, training programs	
9. <u>Online</u> seminars, workshops, training programs	
10. Professional conferences/meetings	
11. Networks – professional colleagues	
12. Networks – business and HR networks	
13. Other (please specify):	

4. How valuable would each of these activities be to I-O Practitioner development if SIOP provided them? (assume that they would be high quality and low cost)

Activities	Highly valuable	Valuable	Not valuable
Standards			
1. Provide standards for Practice and Practitioners			
2. Implement clear standards for professional education and training			
Resources			
3. Make I-O research and reference materials more readily available			
4. Summarize the state of Practice and science on specific Practice topics (reports, summaries, books, meetings, videos)			
5. Provide article and book summaries (research and professional press)			
6. Provide a Practitioner journal or newsletter			
7. Provide more online resources (annotated literature, Q&A on Practice areas)			
Training			
8. Provide more continuing Practice education resources			
9. Provide advanced Practice workshops			
10. Organize more workshops, seminars, retreats (not conference-based) on specific topics			
Networks			
11. Provide more opportunities for building professional networks, mentoring others and teaching others			
12. Help Practitioners make global connections with other Practitioners			
13. Organize virtual online Practitioner forums			
14. Organize Practice Listserv sharing (of ideas or data sets to researchers)			
15. Provide Practice benchmark surveys and opportunities to share best Practices			
16. Organize interest groups (informal meetings, networks, etc.)			
Career support			
17. Provide early career development for Practitioners			
18. Provide more help in finding Practitioner job opportunities			
19. Provide more writing opportunities			
Research			
20. Fund Practice-related research and Practice projects			
21. Other (please specify):			

5. How valuable would knowledge or skills training in these areas be to your professional development if SIOP provided them?

Training in:	Highly valuable	Valuable	Not valuable
1. Consulting skills			
2. Individual assessment skills			
3. Organizational assessment/program evaluation			
4. Coaching skills (developing others)			
5. Job/competency analysis skills			
6. Leadership skills (influencing, motivating)			
7. Strategic skills (thinking, planning)			
8. Project management skills			
9. Communication skills (presenting, writing, etc.)			
10. Technology knowledge and skills			
11. Research skills			
12. Teaching skills			
13. I-O technical knowledge/skills (selection, survey design, performance management, etc.)			
14. HR knowledge and systems			
15. Business management (knowledge and skills)			
16. Other (please specify):			

6. What else could SIOP do to better support or provide for Practitioner professional development?

(Open-ended)

SIOP Support

7. How satisfied are you with SIOP in these Practitioner areas?

	Strongly dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Strongly satisfied	No Opinion
1. Recognition of Practitioners for Fellow status						
2. Recognition of Practitioners for contributions to I-O Practice						
3. Opportunity for Practitioners to influence SIOP decisions and future direction						
4. Opportunity to elect I-O Practitioners to SIOP Executive Committee positions						
5. SIOP leadership understanding of key Practice issues						
6. SIOP efforts in advancing and promoting I-O Practice						
7. Efforts to make SIOP the "first choice" organization for I-O Practitioners						
8. SIOP support for advancing your I-O Practice career						
9. SIOP support for Practitioners who want to get licensed (test prep, etc.)						
10. SIOP support for Practice-oriented research and projects						
11. SIOP opportunities for professional networking (in-person or online)						
12. Providing a clear vision of the future of I-O psychology and Practice						
13. Other (please specify):						

8. In which areas do you find the biggest gap between the available Science/research on a topic and actual organizational Practice in your work? (Please check one column for each area)

	Large gap		Little or No gap	Do Not know
	Practice ahead	Science/research ahead		
1. Compensation				
2. Employee engagement, attitudes and motivation				
3. Employee recruitment				
4. Selection/staffing				
5. Management/executive selection				
6. Individual assessment, assessment centers				
7. Employee relations				
8. Employment branding				
9. HR technology				
10. Human resources general practices				
11. Job and work analysis				
12. Labor relations				
13. Litigation support				
14. Measurement and statistics				
15. Organizational development				
16. Organizational culture				
17. Leadership and management development				
18. Training and development				
19. Performance management				
20. Succession/workforce planning				
21. Talent management				
22. Strategic planning				
23. Competency modeling				
24. Executive/management coaching				
25. Consulting and advising				
26. Cross-cultural issues in I-O Practice				
27. Other (please specify):				

9. How valuable would each of these activities be to better promote I-O psychology Practice and Science by SIOP?

	Highly valuable	Valuable	Not valuable
1. Place I-O psychology articles in HR and business publications			
2. Advertise in HR and business publications			
3. Better market I-O psychology, SIOP books, reports and research to HR and business community			
4. Establish networks, mailing lists, newsletters, advisory groups for HR and business managers			
5. Hold workshops and seminars for HR professionals and business managers			
6. Be more visible at related conferences or hold joint conferences – SHRM, HRPS, ASTD, AOM, EWOP, IAAP, etc.			
7. Position SIOP as the leading source of organizational psychology work and thinking to business community			
8. Provide an online research / Practice resource for key articles and experts on particular HR and business topics			
9. Conduct and market an annual study of leading edge I-O Practices in organizations			
10. Promote licensure and Practice standards			
11. Initiate marketing, research and Practice efforts that focus on client needs			

10. What else can SIOP do to support and promote I-O psychology Practice and science?

(open-ended question)

Licensure

11. If your highest education degree is in Psychology, are you a licensed psychologist?

1. Yes, in some state
2. No, but could be in my state
3. No, not eligible for licensure in my state
Why are you not eligible? (open-ended) _____
4. No, don't know whether I'm eligible

12. In how many states are you licensed? ___Zero ___1 ___2 ___3 ___4 or more

13. To what extent did your graduate program adequately prepare you to meet licensure requirements?

___Do not know ___To no extent ___To a little extent ___To a moderate extent ___To a great extent

14. Could individuals or their employer organizations potentially be harmed (i.e., experience financial or emotional distress) if someone without advanced training in behavioral science tried to do your work?

___Very Unlikely ___ Somewhat Unlikely ___ Somewhat Likely ___ Very Likely

15. Over the last 12 months, in how many states – other than your home state – have you practiced for more than 60 days?

___ Zero ___ 1 ___ 2 ___ 3 ___ 4 or more

16. A) In how many states have you applied for a license and been rejected?

___ Zero ___ 1 ___ 2 ___ 3 ___ 4 or more

B) (If you answered "1" or more) **What were the reasons you were rejected?**
(Check all that apply)

1. Graduate program was not accredited
2. Did not have one or more required courses (e.g., biological bases of behavior)
3. Did not meet supervised experience requirement
4. Did not pass EPPP (Examination for Professional Practice of Psychology)
5. Did not pass my state's jurisprudence exam
6. Did not pass my state's oral exam
7. I don't know why my application was rejected

17. If licensing requirements were more appropriate for I-O psychologists, would you apply to be licensed?

___ Yes ___ No

Participant Background

18. What is your membership status in SIOP?

1. Fellow
2. Member
3. Associate member
4. International affiliate
5. Student

19. What is your highest educational degree attained?

1. PhD
2. PsyD
3. EdD
4. DBA
5. MA/MS
6. BA/BS
7. Other (please specify): _____

20. In what area is your highest educational degree?

1. I-O Psychology
2. Other Psychology
3. Business/Management
4. Human Resources Management
5. Organizational Behavior
6. Organizational Development
7. Education
8. Other (please specify): _____

21. In what year did you obtain you highest degree? _____

22. Please indicate the number of years you have practiced in an I-O Psychology-related field.

Open ended question (1 – 99 years)

23. In what setting are you primarily employed?

1. Consulting firm
2. Independent Practice
3. Non-profit organization
4. Private sector business
5. Public sector organization
6. Academic institution
7. Other (please specify): _____

24. How many people are employed by your primary employer?

1. 1 – 10 employees
2. 11 – 100 employees
3. 101-500 employees
4. 501-1,000 employees
5. 1,001-5,000 employees
6. 5,001-10,000 employees
7. More than 10,000

25. Which best describes your position in your primary employer organization?

1. Individual contributor
2. Supervisor
3. Manager, director, department head
4. Executive, officer
5. Professor/faculty

26. Approximately how many I-O psychologists (PhDs) are in your primary organization?

1. 1
2. 2-5
3. 6-10
4. 11-20
5. More than 20
6. Don't know

27. Do you consider yourself to be a psychologist?

1. Yes
2. No

28. Please identify the professional organizations to which you currently belong.

(Check all that apply)

1. American Psychological Association (APA)
2. Association for Psychological Science (APS)
3. Academy of Management (AOM)
4. Society for Human Resource Management (SHRM)
5. International Public Management Association – HR Assessment Council (IPMAAC)
6. Human Resource Planning Society (HRPS)
7. American Society for Training and Development (ASTD)
8. Local I-O Professional Groups (Metro, PTC, etc)
9. International Association of Applied Psychology (IAAP)
10. European Association of Work and Organizational Psychology (EAWOP)
11. OD Network
12. World at Work
13. Society of Psychologists in Management (SPIM)
14. American Compensation Association
15. APA – Division 5, Evaluation, Measurement, and Statistics
16. APA – Division 13, Consulting Psychology
17. APA – Division 19, Military Psychology
18. Other: please specify _____

29. What are the primary benefits that you want from belonging to a professional organization?

Open ended question with space for up to 5 responses