

Feedback About Your Feedback on the SIOP Conference

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Upon reflecting on the 25 years of SIOP conferences, it is clear that the conference has grown and changed substantially since the first conference in 1986. For example, in just the past few years, the SIOP conference has undergone a number of significant changes such as the shift from a 2½-day format to a 3-day format and the addition of theme tracks within the conference program. Accordingly, we have increased our emphasis on conference evaluation.

Although there have been a number of well-crafted conference surveys over the years, it wasn't a formalized part of the conference planning process until 2008 when Eric became the chair of the newly formed Conference Evaluation Committee. It took us some time to pull together a conference evaluation questionnaire, and, as some of you may recall, the 2008 Postconference Survey was conducted in August of 2008, many months after that year's conference. In 2009, we were ready to roll, and the survey was initiated the week after the SIOP conference in New Orleans.

The fundamental goal in conducting these evaluations is to assess your satisfaction with the conference, including anything from the content of the conference program to the conference facilities to the location. By building a comprehensive database of this information collected each year, we will be able to see how the growth, development, and changes to the conference impact attendee satisfaction. In addition to simply looking backwards (i.e., how satisfied were you with the conference you just attended), we have also attempted to be forward looking. That is, we have asked for your thoughts and ideas about future SIOP conferences and issues that might improve the overall experience of attending the conference.

In this article, we would like to do a couple of things. First, we want to provide you with some information about your general level of satisfaction with the conference. Second, we would like to focus on some of the things that we have learned through the postconference survey, highlighting how these data have shaped decisions about the conference. Third, we would like to address some things that seem, at least from our perspective, to be persistent questions about the conference. Here, we would like to address why we do things the way we do.

Before we get into the issues, however, some very special thank yous are necessary. Questar has been conducting the survey, and our contact person there over the last year, Jessica Stransky, has been very helpful (and responsive to Eric's requests for more and different information). In addition, the efforts of **Dan Beal** and **Lynn McFarland**, who serve on the Conference Evaluation Committee, are very much appreciated as is the input from the Conference Planning Committee.

Satisfaction With the Conference

For the 2009 Postconference Survey we had 949 respondents, a response rate of 28%. Three hundred and eighty-nine respondents (41%) were Student Affiliates. Of the 560 non-student respondents, 306 individuals indicated that they would describe themselves as primarily a practitioner, and 239 indicated that they would describe themselves as primarily an academic (some individuals did not respond to this item).

Conference Satisfaction. Without a doubt, we can say that conference goers are generally quite satisfied with the conference. Ninety percent of conference attendees indicated that they agreed or strongly agreed with the item “Overall, I am satisfied with the conference.” The results differed very little between those non-student attendees who indicated they were primarily practitioners and those who indicated that they were primarily academics. Specifically, 87% of practitioners and 92% of academics indicated that they agreed or strongly agreed with this item.

Three-Day Conference Format. One issue that we have been particularly focused on is people’s reactions to the change to a 3-day conference format. It would seem that attendees are positive about the change. Only 8% of respondents in both 2008 and 2009 indicated that they disagreed or strongly disagreed that “Changing to a full 3-day format was a positive change for the SIOP conference.” Seventy-five percent and 68% of all respondents provided responses of strongly agree or agree to this item in 2008 and 2009, respectively. There have been no differences in the responses to this item between those identifying themselves as academics and those identifying themselves as practitioners.

Invited Presentations. Recently, SIOP began including more invited presentations on the program. The idea behind adding these sessions was to bring in external, well-known scholars or people influential in the world of business to share their thoughts with us. To get a sense of your comfort with the inclusion of these talks to the conference program, we asked whether having invited presentations by people who were not I-O psychologists should continue to be part of the conference program. Seventy-four percent of respondents in 2009 indicated that they agreed or strongly agreed that these presentations should continue to be part of the conference (76% so responded in 2008). There was, however, a notable difference in terms of academics and practitioners on this question, with practitioners being more supportive (81% providing responses of agree or strongly agree) than academics (64%). A similar difference was also observed in the 2008 Postconference Survey.

Changes Made in Response to Feedback

Given the overall positive ratings, we have primarily used feedback to fine-tune the conference. Fortunately, conference goers have provided us with a wealth of suggestions in the open-ended questions that we have included as part the evaluation. Although it can be daunting to read the comments

(in 2009 we received almost 250 pages), we enjoy reading your suggestions. Below we describe just a few of the modifications we have made to the conference in response to the feedback. We appreciate that these aren't particularly earth shattering, but they represent improvements nonetheless.

- **Sharing Materials.** A number of respondents raised concerns about presenters being unwilling to share PowerPoint slides or conference papers with attendees. In response to this concern, the Program Chair, **Sara Weiner**, modified the Call for Proposals and presenter guidelines so that the expectation of disseminating knowledge by sharing materials is made more salient and explicit.
- **No Shows.** A number of respondents raised concerns about sessions in which presenters did not show up to present. These concerns were raised in person to the SIOP staff and SIOP Conference and Program chairs as well. Upon further investigation, it was revealed that these "no shows" occurred for two primary reasons: (a) elimination of funding for conference travel for presenters and (b) legal departments determining the material was proprietary and could not be presented. These concerns generated a considerable amount of discussion as to the expectations of individuals who submit proposals to SIOP. In response to this concern, Sara Weiner and her Call for Proposals Subcommittee (chaired by **Eden King**) made a modification to the proposal process. Specifically, proposers must agree to two stipulations before submitting proposals for review: (a) that they have already verified that they have the legal right to present the material at SIOP and (b) that all presenters submitting proposals are committed to presenting at SIOP, regardless of changes in funding.
- **Quantity and Type of Food.** Other comments raised about the 2008 and 2009 conference relate to the type and quantity of food offered at the coffee breaks. In particular, a number of respondents indicated they would appreciate healthier options. Accordingly, we have sought out healthier choices such as fruit and yogurt when available and economically feasible. Similarly, others raised concerns about the break food and drink being exhausted before breaks began. Hotel staff often set up the food and drinks 15–30 minutes prior to the scheduled break to ensure it is in place. As a result, conference goers who were not in sessions were reaching the food and drink first. To address this issue, we've been working with hotel staff to set up the food and drink just prior to the beginning of the break so that everyone will have access to the food and drinks.

Why Do We Do the Things We Do?

We appreciate the questions and comments raised on the conference survey as well as in person because it has provided us the opportunity to re-examine why we do the things the way we do them! In this last section we would like to address some of the questions that have been raised by a num-

ber of conference goers that ultimately did not result in a change per se but are very good questions that merit an explanation.

Why don't we have a lunch break? This question has been raised by several conference attendees. With 20 concurrent sessions, a 1-hour lunch break on each of the 3 days of the conference would result in 60 fewer hours of programming time. We thought we couldn't afford to lose that much programming time, but perhaps we could manage a lunch break if we eliminated the two ½ hour breaks. Accordingly, we included a question on the 2008 Post-conference Survey that asked conference goers if they would prefer to keep our two ½ hour breaks or have a 1-hour lunch break instead. Fifty-two percent of respondents indicated that they preferred the two ½ hour breaks. These data and several logistical factors led us to keep the two breaks instead of the lunch break. The primary concern is there would be bottlenecks that could be created by our 3,500–4,000 conference attendees exiting the property, ordering lunch (in the immediate area), and returning to the conference rooms at the same time. As a result, we decided it would be best to continue to not provide an official break in the program for lunch so that we could continue to maximize our program time and prevent logistical problems.

Why do our sessions start and end at different times? Some conference goers have expressed frustration that our program does not have common start and end times for each session. Again, this scheduling approach is used due to logistical concerns. We have an unusually large number of conference attendees for any hotel, no matter how large it may be. If sessions ended at the same time we would have bottlenecks in the flow of people walking from session to session (we even have bottlenecks with the staggered times!). In addition, using staggered session times also allows us more flexibility in working around first-author time conflicts when the program is set up.

Why don't we provide information about all the receptions and parties held in the hotel? The conference schedule provides information about all the receptions that are sponsored by SIOP. These receptions are open to all conference registrants. However, several companies and universities host parties in the hotel (or off site) that are not an official part of the conference, and accordingly, these hosts have control over how and to whom the details of their events are communicated.

As a community, we are quite satisfied with our conference. Yet, there will always be ways to improve the conference so that it meets your needs and results in a more productive and enjoyable event. We appreciate the informal and formal feedback you have provided us about the conference, and we hope you recognize that we are listening to you. Your thoughts and comments have proven to be very valuable in helping us make decisions about future SIOP conferences. You will be receiving a solicitation to participate in the 2010 Postconference Survey a few days after you return home from Atlanta. Please take the time to participate and to share your reactions and thoughts on the conference.

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Call for Nominations and Entries: 2011 Awards for the Society for Industrial and Organizational Psychology

Anna Erickson, Chair
SIOP Awards Committee

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

DEADLINE FOR RECEIPT OF NOMINATIONS: **June 30, 2010**

All nominations must be made online. A portal for submission of online nominations and entries for the 2011 SIOP awards will be available through the SIOP Web site starting in May. A complete list of prior winners is available at <http://www.siop.org/awardwinners.aspx>

Nomination Guidelines and Criteria

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

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

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

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

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

5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be submitted online by **June 30, 2010**.

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

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

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

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

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

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

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

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

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

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

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

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.
2. The most important theoretical and/or empirical contributions.
3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The stature of the nominee as a scientist vis-à-vis other prominent scientists in the field of I-O psychology.
5. This award is intended to recognize a lifetime of achievement.

Distinguished Service Contributions Award

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

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of

a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of \$1,500.

Criteria for the Award

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

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

Distinguished Early Career Contributions Award

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

This award is currently being revised to better recognize both practice and research contributions. Two separate awards will be created: one for those pursuing careers in academia/research and another for those pursuing careers as practitioners. For complete information regarding the criteria please check this SIOP Web page, <http://www.siop.org/siopawards/early%20career.aspx>, in May.

Distinguished Teaching Contributions Award

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

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

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

Criteria for Evaluation of Teaching

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O psy-

chology courses or related areas is expected. The criteria are flexible and may involve the following:

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

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

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

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

Administration Procedures

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

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

M. Scott Myers Award for Applied Research in the Workplace

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

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

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

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

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

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.
2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.
3. Each nomination must contain the following information:
 - a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.
 - b. A technical report which describes the project or product in detail. This may be an existing report.
 - c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.
 - d. A list of three client references who may be contacted by the Myers Award Subcommittee regarding the project or product.

- e. (Optional) Up to 6 additional documents that may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).
4. If appropriate, nominators of highly rated nonwinning candidates will be contacted to encourage renomination of a candidate for up to 3 years.
5. The Awards Committee will maintain the confidentiality of secure materials.
6. Nominations must be submitted online by **June 30, 2010**.

Administrative Procedures

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I-O practitioners.
2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.
3. The Executive Committee may either accept or reject the recommendation of the Awards Committee but may not substitute a nominee of its own.
4. In the absence of a nominee that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2009).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2009 publication date will be considered.

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The potential impact or significance of the publication to the field of I-O psychology.
3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology,

appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the Association for Psychological Science, or by any person who is sponsored by a member of one of these organizations. Self- and other nominations are welcome. The Owens Award Subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.
2. Publications having multiple authors are acceptable.
3. Publications must be submitted online by **June 30, 2010**.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.
2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning publication and, if appropriate, a publication deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a publication that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.

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

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

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

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

Guidelines for Submission of Proposal

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

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

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

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before June 20, 2010, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be submitted online by **June 30, 2010**.

Administrative Procedures

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



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Clif Boutelle

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

And a growing number of SIOP members are finding their way on to Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. In addition, SIOP members are being asked with increasing frequency to author articles for a variety of sites, including trade journals, newsletters, and specialized publications.

So, the opportunities for media mentions are expanding, and that is good for the field of I-O psychology.

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

The fallout from the Supreme Court decision in *Ricci v. DeStefano* continues. The city of Chicago is thinking of scrapping its police and firefighter exams over concerns about racial diversity. Not a good idea, particularly for police, said **Art Gutman** of Florida Institute of Technology and **Mike Aamodt** of DCI Consulting Group. In a February 1 story for SHRM Online, Gutman said, "If a municipality scraps a test, it faces two liabilities: one for reverse discrimination and, if a cop harms someone, another for negligent hiring. It's important to have a diverse police force, but Black or White, you want the people you select to be qualified." Aamodt noted that testing companies are starting to combine cognitive exams with structured interviews and situational judgment tests. "With a structured interview, the questions are job related, all applicants are asked the same questions, and there's a structured scoring system. They have high predictability and no adverse impact," he said.

A February 1 story on ABC News about a new Web site called Failin.gs that lets users solicit anonymous feedback about themselves was likened by its creators to 360-degree assessment programs used in business. **Frederick Morgeson** of Michigan State University said they are not exactly alike. In 360-degree reviews, people select a small group of people to provide critiques, and though they are unable to match the comments to each reviewer, they know the comments came from trusted sources and are meant to assist in a person's professional development. With Failin.gs it may be more difficult to determine how valuable the comments are. "If you can't trust the source of the information, it's unclear how much benefit you will derive," he said.

R. Wendell Williams of Scientific Selection in Atlanta provided his thoughts on interviewing in a story that ran in several media outlets includ-

ing the January 25 *Reliable Plant* magazine and *The Practicing CPA*. Noting that too many interviews for both jobs and promotions are sidetracked by small talk and unprepared interviewers, he said it is unlikely that interviewers will gain any good information about the candidate's ability to perform the job "unless the hiring manager is a specially trained behavioral interviewer and has a through job analysis available."

The January 25 issue of *Conducive Chronicle* included a report of a research project conducted by **Timothy Judge** of Florida State and graduate students **Charlice Hurst** and **Lauren Simon**. They found that physical attractiveness had a significant impact on how much people got paid, how educated they were, and their self-confidence. However, the effects of a person's intelligence on income were stronger than those of a person's attractiveness. The results are explained as a function of the participants' confidence. The more confident they were, the more educated they were likely to be; therefore, the more money they made. Even when intelligence is controlled, a person's feeling of self-worth is enhanced by how attractive they are, and this, in turn, results in higher pay.

When workers find it difficult to focus on their jobs, they may be suffering from Attention Deficit Hyperactivity Disorder, according to a January 17 story in the *Oklahoma City Oklahoman*. **Leonard Matheson** of EPICRehab LLC, a St. Charles, MO consulting firm, noted that adults with ADHD who typically made low grades in school often have unjustified low opinions of their intelligence when most have significantly above-average IQs. "It's a tragedy because the condition is easily identified and easily treated with medications that stimulate the part of the brain that maintains attention."

Seymour Adler was quoted in a January 11 story in the *Minneapolis Star Tribune* about a Conference Board study showing coworkers do not like each other as much as they used to. Adler said "the element of competitiveness in the shrinking organization erodes trust and the sense that we're in this together." In tough times, workers need the support of their colleagues more than ever. "The danger is...that we lack the social buffer to deal with all the anxiety and stress that is out there," he said.

Also, he was featured in a January 1 Human Resource Executive Online story pointing out that the most pressing postrecession task for HR leaders will be to provide highly engaged workers able to execute new business strategies. Adler said it was important to distinguish between actively and passively disengaged workers. Actively disengaged employees are those who hate coming to work and have an overall bad attitude and should not be the focus of the bulk of engagement efforts, he said. Instead, HR should pay attention to the far greater number of workers and managers who are less obviously disengaged. He added that middle managers hold the key to both re-engaging employees and helping them implement the organization's post-recession business strategies.

Aon Consulting's **Chad Thompson** contributed to a January 6 Human Resource Executive Online story about virtual workers—those who are not physically located onsite with other workers. The benefits of virtual work “are too great to ignore” he said and include increased productivity and performance, greater engagement and less turnover. He also said that those most suited to remote work are autonomous, can deal with ambiguity well, and are highly organized.

Richard Hackman of Harvard University and **Ben Dattner** of Dattner Consulting in New York City were featured on the January 4 PBS program “The Emotional Life.” Hackman, who studies how groups succeed and fail while working together, noted that sometimes there are benefits to workplace conflict. Dattner counseled two aerialists and helped them improve a relationship that led to success.

Dattner and **Matthew Paese** of Development Dimensions International contributed to a January 20 *Wall Street Journal* article about the succession lessons learned from the Conan O'Brien, Jay Leno, and NBC debacle. The major NBC gaffe: promising O'Brien in 2004 that he could take over for Leno in 2009. “There's a Goldilocks time frame for a succession,” noted Dattner. “If it's too short, people don't have enough time to get acclimated, and if it's too long, the world can change,” he said. On whether Leno can recover the success he previously enjoyed on the *Tonight Show*, Paese said it was important for him to address the controversy. “It would be a mistake for Leno to come back and to not acknowledge there's been a real hitch in his career,” he said.

A study conducted by **Deniz Ones** of the University of Minnesota, **Filip Lievens** of Ghent University, and **Stephan Dilchert** of Baruch College showing how personality characteristics play a major role in determining medical school success appeared in several media outlets in December and January including the *New York Times*, *United Press International*, *Science Daily*, *Medical News Today*, *BusinessWeek*, and the *Minneapolis Star Tribune*. They found that certain personality traits may be excellent predictors of success in medical school, particularly during the latter years, when students are interacting with real patients.

When a Belgian–Brazilian brewer acquired Anheuser-Busch in 2008, it led to a cultural shift that had a great impact on the American company. The November 11 *St. Louis Beacon* carried a story about how the takeover is working and quoted **Lee Konczak** of Washington University and a former A-B employee. “Any acquisition leads to a big cultural change,” he said. Noting that it will take time for the new management to install its new philosophy and management style, he added, “I don't look at the new culture as either good or bad. Five years from now, this will be a totally different company.”

Edward Lawler of the University of Southern California and **Theresa Welbourne**, an Ann Arbor-based consultant and research professor at USC, were quoted in a December 8 *Workforce Management* magazine story about restoring employee engagement to help close what they perceive as a widening gulf

between employer and employee. Noting that some firms are forgoing “high-involvement” employee strategies, including providing workers with more challenging jobs, a voice in the management of their tasks, and a commitment to lower turnover and fewer layoffs, and instead using a model that means minimal investment in training and little commitment to job security. Lawler said high employee involvement is a good strategy for maintaining long-sustaining relationships with customers. “Companies are asking for more and more from their employees and not really giving anything in return,” said Welbourne, adding that “we may have to look at the employment contract again.”

A story in the December 3 issue of the *Fort Collins Coloradoan* featured a workforce assessment tool created by **Bryan Dik** and **Kurt Kraiger**, both faculty members at Colorado State University. The Virtual Workforce Assessment Network was developed to help match community college students with potential good-fitting career paths and, ultimately, with specific employers. They received a \$482,906 U.S. Department of Education grant to test the assessment tool later this year.

Rebecca Schalm of RHR International (Calgary) authored an article explaining the differences between coaching and executive integration in the December issue of *Talent Management* magazine. Executive coaching focuses on the development of the individual whereas executive integration engages a person within a system and addresses common transition problems, and accomplishes this by establishing a series of activities and interventions, she wrote.

She also wrote a November 16 article for the *Calgary Beacon* citing the need for capable managers and pointing out how managers differ from leaders. Leaders can provide inspiration and goals, but it is an adept manager who brings those goals to fruition, she wrote. “It’s doing the hard work without getting the spotlight.” She outlined three key aspects of good management, including the ability to plan, which is the “how-to” in reaching a goal; following through; and inspiring team members to keep on track as they work towards established goals.

Schalm also contributed to a November 10 *Human Resource Executive* article about the pros and cons of hiring inside or outside talent. Noting that external hires have to adapt to an organization’s culture, she said, “They have to figure out how to get things done, how to influence people when they don’t necessarily know who the people are they should be influencing. It can take longer to really figure things out and get traction.” On the other hand, she said that internally promoted employees “are potentially colored by ‘this is how we’ve always done things here.’ It may be tougher to have them really bring a different lens to the situation.” She also noted that studies have found that between 40% and 60% of external hires are unsuccessful compared to about 25% of inside hires.

Defining leadership by who is at the top is the wrong approach and doesn’t necessarily identify those who have the right qualities to make good decisions in tough circumstances, said **Robert Hogan** of Hogan Assessment Systems in Tulsa, OK, in the November issue of *CEO Magazine*. In fact, as much as 65%

of the top people within organizations fail because of the way people assess leadership. Key qualities of a strong leader include integrity, competence, and breadth of understanding, he said. "Leadership is about getting a group to work, so it means empowering employees, not alienating them," he said.

Donald Hantula of Temple University was quoted in the November issue of *Philadelphia Magazine* for a story about volunteering for charitable projects being run by civic organizations. "Volunteers often feel a large sense of pride, even more so if you compare them to people doing the same job for pay," he said.

William C. Byham of Development Dimensions International Inc. authored an article for the November–December issue of *China Business Review* on developing the next generation of Chinese business leaders. He outlined strategies for building leadership pipelines to groom future leaders.

He also wrote a piece for the November issue of *Leadership Excellence* magazine entitled "The Clogged Career Pipeline." He discussed how delayed retirements of baby boomers will create long-term problems for organizations trying to nurture future talent.

Research conducted by **Ellen Ernst Kossek** of Michigan State University and **Leslie Hammer** of Portland State University was the subject of a November 21 story in the *Seattle Times*. Their study of 12 grocery chains in Ohio and Michigan showed that training supervisors to be supportive of employees' family and personal lives led to higher job satisfaction and better physical health and that it made workers more productive. A similar story also appeared on a November 17 posting of News Blaze, an Internet news service.

Paul Harvey of the University of New Hampshire was interviewed for a November 17 *Foster's Daily Democrat* story about how extensive news coverage and government warnings about the H1N1 flu outbreak could cause some workers to skip work. "It's an easy situation to take advantage of and people justify taking off from work as a way to avoid the flu."

When the Bank of America was looking for a new CEO last fall, **Randall Cheloha** of Cheloha Consulting Group in Wynnewood, PA contributed to a story on CEO succession that was used in several media outlets including the United Press International, *Philadelphia Inquirer*, and News Blaze. He said succession planning should be an ongoing process for boards of directors, not a periodic activity. "It is critical for boards to get first-hand knowledge about prospective CEO successors and top executives and get to know and work with them. Calling it one of the most important functions a board can do, he said. "I am surprised at how many companies are still not fully prepared to replace their CEOs."

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

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



Anna L. Sackett
University at Albany

Awards & Recognition

Purdue University and the Krannert Graduate School of Management are pleased to announce that **Michael A. Champion** has been appointed as the Herman C. Krannert Professor of Management in recognition of his scholarly contributions and productivity in research in organizational behavior and human resource management.

Eduardo Salas, University of Central Florida, received the A. R. Lauer Safety Award for his numerous contributions to safety through work on air traffic control, security, medicine, air transport, and many other areas. His research has formed the foundation for advances in safety in both aviation and healthcare.

Stephanie M. Merritt, University of Missouri-St. Louis, and **Daniel R. Ilgen**, Michigan State University, received the Jerome H. Ely *Human Factors* Article Award for their paper “Not All Trust Is Created Equal: Dispositional and History-Based Trust in Human–Automation Interactions” (Volume 50, Number 2, April 2008). This study breaks new ground by exploring the extent to which individuals differ systematically in their trust of automation, and it suggests that a surprisingly large amount of variance in this trust is attributable to how the operator perceives the machine.

William Balzer (Bowling Green State University), **Ingwer Borg** (GESIS & University of Giessen), **Markus Groth** (University of New South Wales), and **Sylvia Roch** (University at Albany, State University of New York) received the *Journal of Business and Psychology* Reviewer of the Year Award. Not only were the recipients’ reviews always returned in a timely manner, but the reviews were comprehensive, presented in a highly constructive and considerate tone, and very much captured the “big picture” issues associated with the manuscript being evaluated.

Peter Dorfman has been appointed the Bank of America Distinguished Professor of Management at New Mexico State University. His work in cross-cultural leadership has resulted in a Fulbright and best research articles and awards by *JAP*, *LQ*, AOM, SIOP, and APA.

Stephan Dilchert won the 2009 University of Minnesota’s Best Dissertation Award.

CONGRATULATIONS!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Lisa Steelman** at lsteelma@fit.edu.

OBITUARIES

Carl Frederick Frost



Carl Frederick Frost, born the son of Jens Christian Frost and Cecelia Marie (Stockholm) Frost on October 5, 1914 in Portland, Oregon, died June 20, 2009.

Carl and his wife Evelyn Laurine (Jacobson) Frost celebrated 60 years together before her death on August 2, 2003.

They are survived by their children: their daughter, Susan Elizabeth DiSalvo, her husband, Dr. Joseph DiSalvo; their son, Carl Francis DiSalvo, his wife, Betsy, and their daughters, Evelyn Nancy and Josephine Onorata; their son, Dr. Richard Alan Frost, his wife, Susan Cherrier, and their children, Megan Alyse, Peter Christian, and Danae Jacqueline; their son, Robert Lee Frost, his wife, Jane Dirksen, and their children, Katie Lynn and Eric Richard, and great grandsons, Quintin Robert and Ryland Joseph; and their daughter, Jacqueline Christine Kunnen, her husband, Dr. Robert H. Kunnen, and their son, Christopher Joseph. Carl Frost is survived by his brother, Thomas Rogers Frost in Federal Way, Washington.

Carl Frost earned a bachelor of science in zoology/chemistry at Oregon State University in Corvallis, Oregon; a master of psychology at the University of Oregon in Eugene, Oregon; and a doctor of philosophy in clinical psychology from Clark University in Worcester, Massachusetts.

Carl served in the U.S. Navy in World War II as an air intelligence officer and air sea rescue squadron executive officer for 4½ years. He was an instructor at M.I.T. in 1947–1949. He became an assistant professor in the Department of Psychology at Michigan State University in 1949 and retired as professor emeritus on July 1, 1980. Carl also served the university on two overseas assignments in Sao Paulo, Brazil (1958–1960) and Nsukka, Nigeria (1964–1966). He worked with D. J. De Pree as a consultant in 1949 at Herman Miller to implement, refine, and innovate the Scanlon principles and process. His work was recognized by the American Psychological Association, and these concepts are now known as the Frost/Scanlon Plan. Carl also had international consulting experience in Korea, Spain, United Kingdom, Sweden, Norway, Canada, and Iceland.

A memorial service was held at University Lutheran Church in East Lansing, 1020 South Harrison. Memorial contributions may be made to:

Grand Traverse Regional Land Conservancy
3860 N. Long Lake Rd., Suite D
Traverse City, MI 49684

Frank J. Landy

Kevin R. Murphy
The Pennsylvania State University

On January 12, 2010, I-O psychology lost one of its best, Frank Landy. Frank was professor emeritus of industrial psychology at Penn State University where he taught for 26 years, and his stamp on the I-O program at Penn State remains to this day. The centerpiece of the Penn State I-O program is still the 3-year practicum Frank introduced and championed.



Frank was the author of six books in areas ranging from introductory psychology to employment litigation and over 80 articles covering an incredible range of topics. One of Frank's ambitions was to publish in every APA journal, and he came closer to this goal than anyone else I know. Frank served as SIOP president and as associate editor of *Journal of Applied Psychology*. After leaving Penn State, Frank founded two consulting organizations and testified in over 50 cases related to employment discrimination.

Frank's professional contributions were impressive, but it is Frank Landy the man who will be remembered most. Frank was a brilliant, fun-loving guy with a wide-ranging mind and a true love of a spirited debate. He truly found his calling as an expert witness in litigation and was one of the few I-O psychologists who relished depositions, cross-examination, and the like. I first saw this side of Frank when I was a graduate student at Penn State, where he loved to tell stories of beating up on the poor IRS auditors who had the bad luck to try to take on Frank. He always left the audit with a larger tax refund than he had gone in with. Many of us are going to miss Frank's wit, his banter, his thought-provoking questions, and his obvious love for I-O psychology.

Frank's zest for life was amazing. He was an avid runner, completing over 60 marathons. He played and collected guitars. He was a talented actor. He traveled all over the world and lived in a number of countries where he taught students about psychology in the U.S. His list of friends, colleagues, coauthors, and collaborators spans the globe.

Frank is survived by his wife Kylie Harper and his two daughters Erin and Elizabeth.

Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of February 18, 2010.

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WELCOME!



CONFERENCES & MEETINGS

David Pollack
Sodexo, Inc.

Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2010

- April 8–10 Annual Conference of the Society for Industrial and Organizational Psychology. Atlanta, GA. Contact: SIOP, www.siop.org. (CE credit offered.)
- April 9–13 Annual Conference of the American Society for Public Administration. San Jose, CA. Contact: ASPA, www.aspanet.org.
- April 29–
May 3 Annual Convention, National Council on Measurement in Education. Denver, CO. Contact: NCME, www.ncme.org.
- April 30–
May 4 Annual Convention, American Educational Research Association. Denver, CO. Contact: AERA, www.aera.net.
- May 16–19 Annual Conference of the American Society for Training and Development. Chicago, IL. Contact: ASTD, www.astd.org.
- May 27–30 Annual Convention of the American Psychological Society. Boston, MA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
- June 3–5 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Winnipeg, Manitoba. Contact: www.psychology.uwo.ca/csiop.
- June 27–30 Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, www.shrm.org. (CE credit offered.)
- July 11–16 27th International Congress of Applied Psychology. Melbourne, Australia. Contact: www.icap2010.com.
- July 18–21 Annual Conference of the International Personnel Assessment Council. Newport Beach, CA. Contact: IPAC, www.ipacweb.org.

- July 31–
Aug. 5 Annual Convention of the American Statistical Association. Vancouver, British Columbia. Contact: ASA, www.amstat.org. (CE credit offered.)
- Aug. 6–10 Annual Meeting of the Academy of Management. Montreal, Quebec. Contact: Academy of Management, www.aomonline.org.
- Aug. 12–15 Annual Convention of the American Psychological Association. San Diego, CA. Contact: APA, www.apa.org. (CE credit offered.)
- Aug. 21–24 Biennial Conference of the International Society for Justice Research. Banff, Canada. Contact: www.isjr.org/meetings.html.
- Sept. 27–
Oct. 1 Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
- Sept. 27–
Oct. 1 Annual Conference of the International Military Testing Association. Lucerne, Switzerland. Contact: www.internationalmta.org.
- Oct. 19–21 35th International Congress on Assessment Center Methods. Singapore. Contact: www.assessmentcenters.org.
- Oct. 22–23 SIOP Leading Edge Consortium. Tampa, FL. Contact: SIOP, www.siop.org. (CE credit offered.)
- Nov. 8–13 Annual Conference of the American Evaluation Association. San Antonio, TX. Contact: AEA, www.eval.org.

2011

- Feb. 27–
March 1 Annual Innovations in Testing Conference, Association of Test Publishers. Phoenix, AZ. Contact: www.innovationsintesting.org.
- April 14–16 Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, www.siop.org. (CE credit offered.)

**Announcing the 35th International Congress
on Assessment Center Methods**

**Putting the Pieces Together: How Assessment Centers Are Used to
Select and Develop Talent Around the World
October 20–21, 2010
Pan Pacific Hotel, Singapore**

Make plans now to attend the 35th International Congress on Assessment Center Methods in Singapore, October 20–21, 2010. During this 2-day annual conference for assessment and HR professionals, attendees will have the opportunity to discuss and learn about:

- The role culture plays on assessment center implementation
- Global trends and new research results in assessment center methodology
- The evolution of assessment center methodology over the last 50 years
- The increasing use of assessment centers by universities

This conference is a mix of general and concurrent sessions with speakers from more than 10 countries. Participants will also have the opportunity to network with other assessment professionals from around the world.

For questions or if you would like to be included on the mailing list, please contact Kim Lambert at kimberly.lambert@ddiworld.com or (412) 220-7996 (US).

Don't forget to visit the International Congress Web site for up-to-date information and registration/hotel details: www.assessmentcenters.org.

**Call for Papers: “Green Human Resource Management”
to be published in *Zeitschrift für Personalforschung*
(*German Journal of Research in Human Resource Management*)**

Due date for abstracts: **May 31, 2010**

Due date for submissions: **September 30, 2010**

Editors: Michael Muller-Camen, Middlesex University London, Susan E. Jackson, Rutgers University, Charbel J. C. Jabbour, University of São Paulo, and Douglas Renwick, University of Sheffield.

During the past 2 decades, a worldwide consensus has begun to emerge around the need for proactive environmental management. The objective of this special issue is to draw together scholars who are working at the forefront of this new research domain. Possible topics include:

- Workforce development needs for the emerging green economy
- Discussions of how HR practices can improve the environmental per-

formance of organizations

- HR philosophies, policies, and/or practices that support or inhibit change around environmental issues
- International differences in green HRM practices
- The role of the HR function in environmental management
- Changing attitudes and behaviours related to environmental issues in the workplace

Submissions: A one-page abstract written in English should be sent to the editors by **May 31, 2010**. The submission process is competitive; editors will review the abstracts and contact authors with an invitation to submit full manuscripts. The deadline for the full papers is September 30, 2010. The papers will undergo a double-blind review process. The authors will receive feedback and a final decision by December 31, 2010. Finalized papers are due by March 31, 2011. Formal guidelines for final submission are available from **www.zfp-personalforschung.de**.

Please send abstracts by e-mail to **M.Muller-Camen@mdx.ac.uk** or via post to **Michael Muller-Camen, Professor of International Human Resource Management, Middlesex University Business School, The Burroughs, London NW4 4BT; Phone: +44(0)208411 5241**.

For the latest information, visit www.siop.org and click on the “Calls and Announcements” tab in the “Services” menu.

Information for Contributors

Please read carefully before sending a submission.

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

Preparation and Submission of Manuscripts, Articles, and News Items

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

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

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

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

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

Review and Selection

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

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SIOP Advertising Opportunities

The Industrial-Organizational Psychologist (TIP) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of \$113.00 for less than 200 words or \$134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumés may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032.**

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Back cover	\$740	\$535	8-1/2" x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2" x	5-1/2"

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Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

<i>Size of ad</i>	<i>Price</i>	<i>Vertical</i>	<i>Horizontal</i>
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Half page	\$275	4-1/4" x	6-1/2"
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Back cover 4-color	\$685	11" x	8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.

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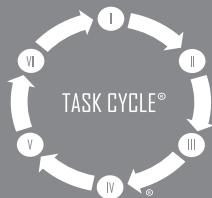


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