

TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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Hands-on Tests for Electricians

Comments by Tom Ramsay

PROBLEM: A large manufacturing company used a hands-on series of Performance Measures for hiring and certifying Electricians. Their objective was to implement an up-to-date assessment to qualify or develop internal and external candidates. We had conducted a job analysis in the previous year.

SOLUTION: We convened a group of incumbents and supervisors as job experts to review, edit, and evaluate the series of 10 hands-on performance measures. Some of the tasks were eliminated while others were updated or altered. A modified Angoff session was employed to determine cutting scores and to ensure job relatedness of the Performance Measures.

RESULT: The 10 Performance Measures were reviewed, updated and calibrated to enable demonstration of practical electrical skills by internal and external candidates. Scoring rubrics were generated and documented.

BOTTOM LINE: Our client has an objective documented procedure to assess Electricians' hands-on ability to perform essential job activities. Their Test Administrators have instructions and examples of the required performance.

We have substantial experience in assessment of technical and maintenance technicians.

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TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

VOLUME 45/NUMBER 1

JULY 2007

FEATURED ARTICLES

- 7 *A Message From Your President*
 Lois Tetrick
- 11 *SIOP 2007 Keynote Address: Evidence-Based Management in Industrial and Organizational Psychology: A Celebration of Accomplishments and Some Aspirations for the Future*
 Jeffrey Pfeffer
- 17 *2006 Income and Employment Survey Results for the Society for Industrial and Organizational Psychology*
 Charu Khanna and Gina J. Medsker
- 35 *Checking in With the Scientist–Practitioner Model: How Are We Doing?*
 Deborah E. Rupp and Daniel Beal
- 43 *I-O Psychology and Poverty Reduction: Past, Present, and Future?*
 Stuart C. Carr

EDITORIAL DEPARTMENTS

- 53 *The History Corner: Where Did This Name Come From Anyway? A Brief History of the I-O Label*
 Scott Highhouse
- 59 *On the Legal Front: Eric Joins the Front*
 Arthur Gutman and Eric Dunleavy
- 65 *The Diversity Report: A Look in the Mirror: Examining the Ethnic/Racial Composition of Our Society*
 Derek R. Avery and Sylvia J. Hysong
- 71 *Spotlight on I-O Organizations: Industrial-Organizational Psychology in Romania*
 Dragos Iliescu, Dan Ispas, and Alexandra Ilie

79 TIP-TOPics for Students
**Tara Behrend, Jane Vignovic, Amy DuVernet,
Clara Hess, Jennifer Lindberg, and Reanna Poncheri**

83 Good Science–Good Practice
Jamie Madigan and Marcus W. Dickson

NEWS AND REPORTS

88 The New APA Model Licensure Act: Issues for I-O Psychologists
Judy Blanton and Vicki Vandaveer

89 The Annual Conference Is Changing! An Advance Look
**Steven G. Rogelberg, Tammy D. Allen, John Scott, and Lois
Tetrick**

91 SIOP Program 2008: San Francisco, California
Steven G. Rogelberg

92 SIOP 2007 Highlights!

96 Enabling Innovation Topic for 3rd Leading Edge Consortium
Leaetta Hough

99 Division 14 (SIOP) Program for the 2007 APA Convention in San
Francisco, CA
Tahira M. Probst

105 Bigger and Better in the Big Apple: SIOP 2007 in New York
Doug Pugh and Tammy D. Allen

111 Notice of External Awards: Nominations
Annette Towler

113 2007 SIOP Award Winners
Joyce Bono

119 Announcement of New SIOP Fellows
George Hollenbeck

126 Secretary's Report
Lisa Finkelstein

129 SIOP and the Federation: A Strategic Alliance
Leaetta Hough

133	Report From the APA Council of Representatives José Cortina, Robert Dipboye, Janet Barnes-Farrell, Deirdre Knapp, and Eduardo Salas
137	New SIOP Journal: <i>Industrial and Organizational Psychology: An Exchange of Perspectives on Science and Practice</i> Paul R. Sackett
138	SIOP Program Reviewer Recognition Tammy D. Allen
139	2007 Master's Student Consortium Report Dan Sachau
140	2007 SIOP Fun Run Results Paul Sackett
143	SIOP Members in the News Clif Boutelle
147	IOTAS Anna L. Sackett
149	Announcing New SIOP Members Miguel Quinones
154	Executive Committee Plans Dues Increase Jeff McHenry, Ken Pearlman, and Lois Tetrick
156	CONFERENCES AND MEETINGS
158	CALLS & ANNOUNCEMENTS
160	POSITIONS AVAILABLE
162	INFORMATION FOR CONTRIBUTORS
163	SIOP OFFICERS AND COMMITTEE CHAIRS
164	ADVERTISING INFORMATION

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A MESSAGE FROM YOUR PRESIDENT



Lois Tetrick

Having just returned from SIOP in New York City, it is time for me to write my first column as president of SIOP. What a conference we had! There were 4,509 individuals registered for the conference, an all-time record. The program was outstanding and I would like to take this opportunity to thank **Tammy Allen**, Program chair, **Doug Pugh**, SIOP Conference chair, **Steven Rogelberg**, Sunday Seminars, **Joan Brannick**, Workshop chair, **Mindy Bergman**, Placement, Dave Nershi and all of the members of the Administrative Office, and *all of the SIOP members* who contributed their time, effort, and creativity to the success of the conference!

Stepping in as president is an exciting time, and I am honored to have been elected to this role following in the footsteps of some incredible people. I especially want to thank **Jeff McHenry** for his leadership of SIOP this past year. He has made a difference and SIOP is stronger for his efforts! One of his lasting contributions is his leadership in pursuing SIOP's strategic goals, including the development of specific initiatives. I plan to continue to direct our energies towards the attainment of our goals of being (a) the visible and trusted authority on work-related psychology, (b) an advocate and champion of I-O psychology to policy makers, (c) the organization of choice of I-O professionals, and (d) the model of integrated scientist-practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas.

We have initiatives underway relative to each of these goals and I would like to take just a few minutes to briefly summarize some of these efforts. For information on other activities I refer you to Jeff's column in the April 2007 issue of *TIP*. Relative to visibility, we continue to increase our visibility within the psychological community. Thanks to the efforts of **Tahira Probst** who chaired our American Psychological Association (APA) Program Committee for the 2007 APA conference, we have a terrific line-up of I-O presentations and several sessions that are shared with other divisions in APA. In addition, we have increased our involvement in APA governance. Our elected APA Council of Representatives, **Janet Barnes-Farrell**, **José Cortina**, **Bob Dipboye**, **Deirdre Knapp**, and **Eduardo Salas**, have initiated collaborative efforts with representatives from other divisions. These efforts increase our visibility within the governance structure of APA and also maintain our presence in the Science Directorate and the Practice Directorate. We also have been successful in nominating individuals to various boards and committees this year and will soon learn whether the individuals we nominated have been elected by the Council of Representatives. These activities raise our visibility within the psy-

chological community, but they also contribute to our goal of advocacy. Our efforts are ongoing so if you are interested in being more involved in APA governance, please contact me or one of our Council Representatives.

One area SIOP has not been very influential within APA is in matters that are initiated by the state psychological associations such as the Psychologically Healthy Workplace Initiative. I believe that one of the reasons for this is that few of us belong to or participate in our state associations. I view this as a mechanism for us to increase the visibility of I-O psychology within the field of psychology and would like to encourage you to consider becoming involved at the state level. Also, there are several activities underway at APA in addition to the Psychologically Healthy Workplace Initiative such as a revision to the Model Licensure Act, which will engage the state associations. For purposes of visibility and advocacy, SIOP needs to have a voice in the state associations. Therefore, we will be trying to develop a register of SIOP members who are active in their state associations and SIOP members who would be willing to become engaged to move us towards our goals of visibility and advocacy at the state level. **Judy Blanton**, chair of our State Affairs Committee, will be leading this initiative, so if you are involved in your state association or would be willing to become engaged, please let Judy or I know.

In the spirit of collaboration and enhanced visibility within the psychological community, SIOP is also collaborating with APA, the National Institution for Occupational Safety and Health (NIOSH), and the Society for Occupational Health Psychology (SOHP) for their international conference on occupational stress and health entitled "Work, Stress, and Health 2008: Healthy and Safe Work Through Research, Practice, and Partnerships," which will be held in Washington, DC on March 6–8, 2008. This conference series, first initiated by a partnership between APA and NIOSH, focuses on the changing nature of work, the organization of work, and the relation of work to the health and well-being of workers. The 2008 conference is the seventh conference in the series, and topics over the years have included new employment arrangements, organizational restructuring, work hours and shiftwork, work and family issues, workplace violence, best practices, workforce diversity, the aging workforce, cardiovascular disease and work, disability management, mass disaster and terrorism, and stress prevention programs. If you are interested in any of these or related topics, I encourage you to consider attending this conference.

To date, we have had less visibility and involvement in the Association for Psychological Science (APS). We had several SIOP members give invited addresses at the APS conference in May in Washington DC including **Ruth Kanfer** and myself thanks to the efforts of **Verlin Hinsz**, our Program chair for the APS conference. The Visibility Committee chaired by **Doug Reynolds** has several initiatives underway to enhance the visibility of I-O psychology both within the field of psychology (APA, APS, the Federation,

and FABBS) but also to the larger business community and related associations such as SHRM. Therefore, it seems that we are moving forward with our visibility goals and to some extent these efforts also contribute to our advocacy goals.

I would like to highlight one additional advocacy initiative for the coming year. The Scientific Affairs Committee chaired by **Steve Kozlowski** is planning an event for this coming year in collaboration with the Federation of Behavioral, Psychological, and Cognitive Sciences. The event is intended to attract policy makers at federal agencies and Congress to showcase the contributions I-O psychology.

Our third strategic goal is to be the organization of choice for I-O professionals. Based on member feedback, we are switching to a new 3-day conference format next year in San Francisco. **Steven Rogelberg**, Program chair, has described the changes to the format elsewhere so I will not give the details here. However, I believe that the Program Committee has developed several exciting ideas for San Francisco and we hope to see all of you there. **Mickey Quiñones**, chair of Membership, continues our efforts to develop an institutional research board, which would allow SIOP to have better access to information about our members across the various surveys that we sponsor each year. In addition, we continue to work on our process for matching volunteers with committees. SIOP is our organization and the involvement of our membership in our initiatives is critical to our success.

I want to take this opportunity to once again congratulate all of the award winners and Fellows. You are all extremely deserving of our recognition! Your collective accomplishments are absolutely spectacular, and I believe all of you serve as exemplars of the best of I-O psychology. I hope your accomplishments serve to encourage our members to strive to be the best. I would also like to thank **Joyce Bono**, Awards chair, **George Hollenbeck**, Fellowship chair, and their committee members for identifying and selecting such an outstanding group of award winners and fellows.

Our fourth goal is to become the model of integrated scientist-practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas. One initiative relative to this goal is our new journal, *Industrial and Organizational Psychology*, edited by **Paul Sackett**. I believe that the format is unique and exciting and will provide an opportunity for our members to voice their perspectives on important topics in the field of I-O psychology. The second major initiative relative to this goal is to clarify and define the scientist-practitioner model. As Jeff indicated in his April 2007 *TIP* column, we hope that this initiative will include an occupational analysis that will identify a set of behavioral guidelines for the scientist-practitioner model for I-O psychology relative to training and education, professional recognition, and other purposes. One area where the results of this initiative may be very useful is in establishing proficiencies for I-O

psychology. APA recognizes four specialties in psychology—clinical, counseling, school, and I-O. Associated with each of these specialties except for I-O psychology is a list of proficiencies. It appears that it is time, maybe past time, for us to promulgate proficiencies in our specialty.

We continue our dialogue with our sister organizations: the European Association of Work and Organizational Psychology (EAWOP) and the Society for Industrial and Organizational Psychology-South Africa (SIOP-SA). Several SIOP members attended EAWOP's conference in Stockholm in May. Additionally, conversations are underway with both EAWOP and SIOP-SA as to how we can strengthen our collaborations. I hope in the coming year that we will extend our network of sister organizations by developing collaborative relationships with other I-O psychology associations around the world. I strongly believe that open dialogue across cultures enhances the science and practice of I-O psychology.

As you can see from the above, SIOP has a busy year ahead and I look forward to working with all of the committees in accomplishing our initiatives and moving forward toward our strategic goals. I also invite input of all members relative to these initiatives or other ideas that you may have to advance our strategic goals. I look forward to hearing from you.



Society for Industrial and Organizational Psychology

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Enabling Innovation
in Organizations:
The Leading Edge
Kansas City, MO
October 26-27, 2007
InterContinental
Kansas City at the Plaza

Ed Lawler, director of the Center for Effective Organizations and Distinguished Professor of Business at the University of Southern California, will open the consortium as keynote speaker.

Other confirmed presenters include David Campbell, Miriam Erez, Jim Farr, Michael Frese, Jacob Goldenberg, Leaetta Hough, Jeremiah Lee, Mike Mumford, and Shaker Zahra.

SIOP 2007 Keynote Address: Evidence-Based Management in Industrial and Organizational Psychology: A Celebration of Accomplishments and Some Aspirations for the Future¹

**Jeffrey Pfeffer
Stanford University**

SIOP, in both its research and practice dimensions, aspires to be and is evidence-based (Pfeffer and Sutton, 2006). Here I want to provide some perspective on what evidence-based management is and also to both acknowledge the amazing accomplishments of industrial and organizational psychology and outline some aspirations for the future.

We wrote *Hard Facts* for a number of reasons. First, after we published *The Knowing–Doing Gap* (Pfeffer & Sutton, 2000), a book about the barriers and obstacles to turning knowledge into action and how to overcome them, people would tell us that they were actually putting knowledge into action. They would then describe some practice that was completely inconsistent with almost all the evidence in psychology and organizational behavior. So, we recognized that not only was there a knowing–doing problem, there was also a doing–knowing problem, in which organizations were doing things that were not based on the best available evidence and knowledge.

Second, we recognized that there were evidence-based movements in medicine, education, criminology, and the policy sciences, but that management had somehow been largely untouched by this trend. We see evidence-based management as a community of practice and as an evolving body of knowledge and experience. To that end, we have launched a Web site, www.evidence-basedmanagement.com, and we invite SIOP members to contribute case studies, course outlines, and other material to help bring the evidence-based practice of management to fruition.

And third, we wrote the book because organizations have profound effects on people, and such effects are not always positive. The existing evidence on declining levels of job satisfaction, high levels of distrust, disengagement, and workplace bullying and psychological stress is shocking (for a partial review, see Pfeffer, in press). We have a responsibility to try and change management practice for the better.

What is Evidence-Based Management?

Evidence-based management is not so much about statistical techniques, although the knowledge of statistics is important and useful, and it is not even about building enormous data bases because having data is quite different from thinking in a diagnostic fashion using data.

¹ This article is based on the keynote address delivered at the Society of Industry and Organizational Psychology Annual Conference in New York on April 27, 2007.

EBM is first of all a way of thinking—being committed to doing things on the basis of evidence and data and not acting on the basis of “ideology” and belief. It is important to contrast the objectives and ethos of industrial and organizational psychology, in both its science and practice dimensions, with much contemporary managerial practice that is driven in some substantial measure by vendors with things to sell. I would also contrast industrial and organizational psychology with some other social sciences such as economics, which are almost like religions in their adherence to orthodoxy and where ideas that depart from orthodoxy receive much more scrutiny and skepticism than those that conform to the dominant belief system.

Second, EBM entails a commitment to learning about human behavior and using that knowledge in the design of organizations and management practices—a commitment to both acquire knowledge and to turn that knowledge into action. This is what I-O psychology is about, and I honor and commend the SIOP membership for being serious about the study of human behavior and the efforts to implement that knowledge in practice.

An implication is seeing one’s organization as an “unfinished prototype,” where experimentation and learning by doing are encouraged. For instance, Yahoo runs multiple experiments each day with its Web site design. Similarly, Gary Loveman, the CEO of Harrah’s Entertainment, has built an experimenting culture in Harrah’s in which trying things out to see what works—be that some marketing promotion or changing the “hold” on slot machines—is the norm.

The Celebration: How I-O Psychology Is Consistent With EBM Helps Knowledge and Practice

The first way in which I-O psychology is consistent with the ideas of evidence-based management is the willingness to do research on what doesn’t work and is ineffective and to publish “negative” findings about those things that don’t work. So, for instance, there is a large literature on the causes of unreliability of interviewing as a selection technique (e.g., McDaniel, Whetzel, Schmidt, & Maurer, 1994), biases of various kinds in performance appraisal (e.g., Banks & Murphy, 1985; Fletcher, 2001), critical assessments of constructs such as emotional intelligence (e.g., Davies, Stankov, & Roberts, 1998), and so forth. Publishing negative findings and ideas that don’t work is rare because most fields emphasize only positive results and confirmation of hypotheses. However, learning what doesn’t work is as important as learning what does. This is certainly true in medicine. For example, recent research on whether drug-eluting stents are more effective than bare metal has fundamentally caused a rethinking of how heart disease is managed.

If we are to build an evidence-based science that informs practice, we need to learn about reasonable ideas that don’t work as well as those that do. In fact, there is an argument that science progresses most effectively if it employs a logic of strong inference, seeking to find conditions where theory

fails so that from those failures of theory more refined and accurate insights can be developed (e.g., Mackenzie & House, 1978). In considering the importance of learning what works and what doesn't, meta-analyses are valuable. But they are even more valuable to the extent that we are able to uncover and incorporate in the meta-analyses scientifically sound but unpublished work. At a minimum, we should at least attempt to correct for this sampling error (e.g., McDaniel, Rothstein, & Whetzel, 2006).

A second dimension of evidence-based management consistent with I-O psychology is the long-standing interest in implementation. To take just one example, more than a decade ago Johns (1993) documented the low level of adoption of I-O science into practice, outlined a number of possible explanations for this implementation failure, and then recommended some possible actions. I suspect the article could be rewritten today with surprisingly little change, except that because the knowledge base of the field has increased, the list of unimplemented knowledge would be longer.

The third evidence-based dimension worthy of note is the commitment to measurement and methods—to scientific rigor as opposed to hype, fads, and fashion. Here, the emphasis on reliability and validity, on not only identifying constructs but making sure they are accurately and adequately measured, is crucial. As I consistently remind doctoral students, even if a theory or hypothesis is correct, the likelihood of effectively testing that theory is going to be reduced without good measures of the underlying constructs.

The Aspirations: What I-O Psychology Might Do

Much is needed from the members of SIOP in a world in which evidence-based action and pragmatism seem to be on the decline. The U.S. was once a nation of pragmatists and tinkerers, for instance, Thomas Edison and his workshop in Menlo Park, New Jersey. What has happened to that pragmatism? In Singapore, the government experimented with a number of different plausible approaches for teaching mathematics in school. They picked the program that worked the best. In the U.S., everything, including mathematics instruction, seems to have become a "religious" issue—and I mean that almost literally. It is critical that in the domain of science and public policy, ideas and data are not twisted by fear and ideology and that we use the best evidence to make judgments about how to take action. Criminology may be a field that is in even worse shape than management in this respect. Although there is, for instance, data showing that curfews don't reduce juvenile crime (and in many instances are imposed without there being data suggesting that juvenile crime is increasing), belief and values have overridden these data, to the harm of both individuals and society.

It is essential that we as psychologists and management professionals engage with the world of public policy and public discourse. It is great that research results and their implication for practice appear on SIOP's Web site. But SIOP needs to also ensure that the research findings of its members don't

go unrecognized. The Academy of Management has hired a public relations firm to get more attention for its scholarship in public debates, and I hope SIOP can be part of that effort in some way. We need to ensure that our findings are not just reported in journals but also discussed in the media and become part of public discourse. My own efforts in this regard have entailed writing a monthly column for *Business 2.0* for more than 4 years.

We live in an era in which the findings of both physical and social science have been “edited” to conform with prevailing political views. This anti-science, know-nothing, anti-intellectual movement is not only inconsistent with the fundamental values of academia and this organization, these are attitudes which, when implemented in practice, will lead inexorably to the decline of our knowledge-based economy. Scientists operate in a global labor market and will move to where there are the best opportunities and where there is more interest and investment in knowledge and technology. The growing movement of stem cell research to the UK and Singapore is an excellent example.

It would also be useful to broaden our studies to include not only what works and why but also the implementation of our findings. This topic formed one portion, albeit a not necessarily “empirically tested” part of Bob’s and my book—the barriers to using EBM. The occasional special issue and article on implementation are nice, but turning science into practice might become a more central theme in both our empirical and theoretical work.

In this research, it would be helpful to acknowledge multiple methods, that qualitative data are also data, and that not everything that matters can be counted, to be open to multiple methods. This is not to in any way deprecate the importance of measurement, rigor, and statistical testing. But it is simply recognition that there are multiple ways of knowing and that we should not foreclose any that promise to advance our science and understanding.

Finally, I have an aspiration concerned with building integrated theoretical structures, which I believe is the only way we are going to compete with economics and also the best way to have our results “stick.” One example of such an effort would be our *Organizational Science* paper on self-enhancement as a way of understanding many power and influence processes (Pfeffer & Fong, 2005). But neither that particular theoretical perspective nor the specific focus to which it is applied is privileged. We need to get beyond the “list-like” nature of our field to find a few true, enduring insights and observations that help, in a parsimonious fashion, to capture important phenomena.

SIOP and the people who are its members share a commitment to evidence-based practice—to bringing evidence and science to the world of organizational management. Much has been accomplished and there is much to both acknowledge and celebrate. But as I read the occasional article on what proportion of our knowledge is being implemented in practice, and when I see the harm that organizations are doing to the mental and even the physical health of many of their employees on a daily basis, I recognize that so much remains to be done.

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Upcoming SIOP Events

October 26–27, 2007 Kansas City, MO
InterContinental Kansas City at the Plaza
3rd Annual Leading Edge Consortium
Enabling Innovation in Organizations: The Leading Edge

April 10–12, 2008 San Francisco, CA
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April 2–4, 2008 New Orleans, LA
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April 14–16, 2008 Chicago, IL Hilton

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2006 Income and Employment Survey Results for the Society for Industrial and Organizational Psychology

Charu Khanna and Gina J. Medsker
Human Resources Research Organization (HumRRO)

Editor's Note: These data reflect income and conditions in calendar year 2006 and were collected in 2007.

The survey's purpose was to collect information on income levels of industrial and organizational psychologists in SIOP in 2006 and on employment and background variables that would help interpret income data. Survey instructions were e-mailed on January 22, 2007 to all Members, Associates, International Affiliates, and Fellows with active e-mail addresses on record ($n = 3,304$; active e-mail addresses are not available for 18 members, and the survey did not reach over 100 members because of e-mail, mailbox, or Internet issues). The survey was electronically available until February 19; 1,129 individuals responded. This was the second SIOP income survey to be administered electronically. The 34.2% response rate was the same as that for the 2003 survey but lower than the rates of 35.3% in 2000, 43.6% in 1997, 58.3% in 1994, 72.8% in 1988, and 48.0% in 1982. Declining response rates in recent years are a problem with survey administration in general, and this may explain some of the decline for this survey.

Results

Summary

Key findings for unweighted 2006 data are as follows:

- Median incomes for the sample were higher than in 2003
- Median primary income for women was 15.0% lower and mean income 20.4% lower than that for men
- Median primary income was highest for those 55 and older
- Mean and median incomes for owners were higher than for nonowners
- The highest median incomes were in Manhattan, other New York metro, San Francisco/San Jose metro, and Boston metro areas
- The two biggest employer types were universities or colleges (39.0%) and private sector consulting organizations (22.9%)
- The pharmaceutical industry had the highest median income as compared to other industries
- There were significant differences between incomes in psychology and business departments for assistant professors, associate professors, and full professors
- Incomes were significantly higher for academicians in business or management departments as compared to psychology departments
- The mean amount contributed by an employer to defined contribution plans was 7.0% of income; the median was 6.0%

- The mean amount to be provided by an employer through defined benefit plans was 44.1% of income; the median was 50.0%
- The most prevalent type of bonus was an individual performance bonus
- The largest bonuses were for group, department, or unit performance, with a mean of 58.9% of primary income and a median of 6.0%
- The largest pay raises were for a higher level job at a new employer, with a mean of 29.7% of primary income and a median of 25.0%

Sample Characteristics

For the unweighted sample, percentages of respondents by type of employer (53.6% private sector, 34.3% academic, 7.0% public sector, and 5.2% other) were similar to those in the SIOP membership population in order of size (47.9% private sector, 41.0% academic, 6.6% public sector, and 4.5% other), but the academic population seemed to be somewhat underrepresented and the private sector overrepresented. Table 1 compares the 2006 sample to previous survey samples on several background variables. The percentage of women has been increasing since 1982. Percentages by type of SIOP membership on the 2006 survey were similar to those for the 2003 survey, as well as to types of membership within SIOP as a whole (12.3% Associates, 80.7% Members or International Affiliates, and 7.0% Fellows). Several sample characteristics were similar to the 2003 survey but different from previous surveys. For example, percentages of the sample working part time (3.2% in 2006 and 5.0% in 2003) and respondents living in metro New York City (7.6% in 2006 and 7.0% in 2003) were lower in 2003 and 2006 surveys than in the 1997 and 2000 surveys. Surveys from 1994 to 2000 had an increasing proportion of respondents who received their doctorates 25 or more years ago (15.0% in 1994, 19.0% in 1997, and 25.0% in 2000). The 2006 and 2003 surveys reverse this trend and instead have higher percentages of respondents who received their doctorates within the last 5 to 9 years. The percentage that received their highest degree since 1997 was also higher for 2006 respondents (51.9%) than for the SIOP membership (37.4%). Percentages with doctorates (87.0%) and master's degrees (13.0%), however, were identical for 2006 and 2003 respondents and for the SIOP membership.

Sample weighting. Given differences in the 2006 sample relative to previous samples and the SIOP membership, we ran analyses with the 2006 data, as well as with 2006 data weighted to have similar percentages by years since highest degree as in the current SIOP membership (using simulated replication with the weight command in SPSS). Years since highest degree is one of the five variables on which data is available for the current SIOP membership population. It was selected as the weighting variable as it is significant ($p < .05$) and highly correlated with 2006 primary income in the unweighted sample ($r = .42$). In addition, the 2006 sample differed considerably from the current SIOP membership population on this variable. Years since highest degree was also highly correlated with other variables that were highly related to 2006 primary income (correlations for years since highest degree are .87 with age, .89 with years work

experience in industrial and organizational psychology, .67 with academic rank, .65 with years with 2006 employer, .57 with academic tenure, .42 with being an owner, and .41 with nonacademic job level). Although the survey sample also differed from the SIOP membership on employment sector, employment sector was not as highly related to income ($r = .25, p < .001$) as years since highest degree. Though several other variables have larger or similar correlations with income as years since highest degree, we did not have data on them for the SIOP membership population and could not use them to weight the data.

Table 1

Characteristics of Samples Across Time (Cross-Sectional)

	1982	1988	1994	1997	2000	2003	2006	2003 weighted	2006 weighted
Gender									
Men	84%	79%	71%	67%	65%	58%	58%	63%	62%
Women	16%	21%	29%	33%	35%	42%	42%	37%	38%
SIOP membership type									
Associate	n/a	10%	6%	7%	10%	12%	14%	9%	12%
Member	n/a	82%	86%	86%	83%	82%	80%	81%	79%
Fellow	n/a	8%	9%	7%	7%	6%	6%	10%	9%
Employment status									
Full time	n/a	87%	89%	86%	86%	95%	97%	94%	97%
Part time	n/a	5%	3%	8%	9%	5%	3%	6%	3%
Location									
New York area	4%	14%	11%	10%	11%	7%	8%	8%	9%
Elsewhere	86%	86%	89%	90%	89%	93%	92%	92%	91%
Years since doctorate									
0-<2	n/a	n/a	8%	11%	2%	11%	8%	6%	5%
2-4	n/a	n/a	12%	13%	14%	19%	20%	12%	14%
5-9	23%	24%	19%	18%	19%	25%	24%	20%	20%
10-14	19%	22%	18%	14%	15%	13%	16%	15%	15%
15-19	14%	18%	14%	14%	13%	10%	10%	12%	12%
20-24	n/a	n/a	14%	12%	14%	8%	7%	12%	11%
25 or more	n/a	n/a	15%	19%	25%	14%	15%	23%	23%
Degree									
Doctorate	n/a	n/a	n/a	92%	88%	87%	87%	90%	89%
Master's	n/a	n/a	n/a	7%	12%	13%	13%	10%	11%

Note. "n/a" indicates that data are not available. Statistics include both those with master's and doctorates, except for years since doctorate and the doctorate category in degree, which only include those with doctorates. Doctorate includes those with Ph.D., Psy.D., J.D., Ed.D., and DBA. Master's includes those who have nearly completed doctorates, but had not yet graduated at the time of the survey. Weighting in the last two columns is based on years since highest degree in the SIOP membership population.

With the weighting, we found percentages on several sample characteristics were closer to sample characteristics for surveys before 2003 (see last column in Table 1). Weighted results generally provide a better representation for the SIOP

membership population; however, unweighted results are also presented for comparison. Weighting substantially changed the percentage of respondents who received their highest degree after 1997 (37.4% in the SIOP membership population, 51.9% with unweighted data, and 38.3% with weighted data). Weighting marginally reduced the disparity between the sample and the SIOP membership population in the sector of employment: for academia (41.0% in the SIOP membership; 34.3% unweighted, and 36.3% weighted); the private sector (47.9% in the SIOP population, 53.6% unweighted, and 51.6% weighted); the public sector (6.6% in the SIOP population, 7.0% unweighted, and 6.9% weighted); and other sectors (4.5% in the SIOP population, 5.2% unweighted, and 5.3% weighted). As Table 1 shows, the percentages for the types of SIOP membership as well as for type of degree were similar in the SIOP membership population and in unweighted data; weighting only slightly changed these percentages.

Income Levels

Highest degree obtained. Respondents were asked to provide their 2006 and 2005 total salary or personal income, not including bonuses or other variable pay, from their primary employer. As shown in Table 2, the median incomes for respondents with doctorates and master's degrees were higher for 2006 and 2005 than for 2003. This is in line with the upward trend for median income survey data prior to 2002 for those with doctorates and reverses the drop in 2003 and 2002 data for this group. For those with a master's, median income dipped in 1997, 2002, and 2003, relative to the prior survey.

Gender. For unweighted data, Table 2 shows that median primary income for women was 15.0% lower than that for men in 2006 and 17.9% lower in 2005. On prior surveys, the median income for women was 17.4% lower than that for men in 2003, 17.2% lower in 2000, 21.7% lower in 1997, 22.0% lower in 1994, 19.4% lower in 1988, and 18.6% lower in 1982. The mean primary income for women in both 2006 and 2005 (\$95,270 and \$90,447, respectively) was significantly ($t(1073) = 6.51, p < .001$, two-tailed, unequal variances, and $t(972) = 5.18, p < .001$, two-tailed, unequal variances, respectively) lower than the mean primary income for men (\$120,416 in 2006 and \$112,923 in 2005). The mean income for women was 20.4% lower in 2006 than that for men, 14.7% lower in 2005, 23.6% lower in 2003, and 36.8% lower in 2000. Weighted medians (shown under the sample size for years from 2002 to 2006 in Table 2) were higher for both men and women in 2006 and 2005 than unweighted medians. Mean weighted incomes were also higher for both men (\$125,062 in 2006 and \$118,972 in 2005) and women (\$99,662 in 2006 and \$96,006 in 2005) than unweighted means. However, based on weighted data, women's median incomes were still 20.0% lower than median incomes for men for 2006 and 20.7% lower for 2005, and their means were 20.3% lower for 2006 and 19.3% lower for 2005.

Age. As Table 2 shows, unweighted median primary income was highest for the 55+ group in both 2006 and 2005. Unweighted median incomes for all age groups were higher in 2006 and 2005 than what they had been in 2003, except

Table 2
Demographic Comparison of Median Primary Incomes For Selected Subgroups by Year

Degree	1982	1988	1994	1997	1999	2000	2002	2003	2005	2006
Doctorate	\$42,850 (844)	\$60,000 (1,448)	\$71,000 (1,124)	\$80,000 (1,231)	\$83,000 (882)	\$90,000 (905)	\$83,750 ^a (904)	\$87,714 ^a (922)	\$92,000 ^a (931)	\$98,500 ^a (942)
Master's	43,000 (96)	51,500 (171)	59,500 (104)	55,000 (99)	58,000 (117)	67,000 (126)	60,000 ^a (131)	65,000 ^a (133)	68,000 ^a (139)	72,000 ^a (141)
Gender ^b							67,096	68,000	72,000	79,855
Men	44,250 (811)	62,000 (1,290)	75,000 (954)	83,000 (858)	85,000 (637)	93,000 (653)	\$86,250 ^a (605)	\$92,000 ^a (609)	\$95,000 ^a (626)	\$100,000 ^a (626)
Women	36,000 (150)	50,000 (342)	58,500 (394)	65,000 (428)	70,000 (341)	77,000 (357)	72,000 ^a (428)	76,000 ^a (444)	78,000 ^a (436)	85,000 ^a (449)
Age ^c							80,000	83,400	81,452	88,471
<35	33,000 (148)	45,000 (132)	50,000 (168)	60,000 (236)	62,000 (163)	70,000 (170)	\$60,753 ^a (194)	\$70,000 ^a (208)	\$72,000 ^a (205)	\$80,000 ^a (209)
35-39	40,000 (193)	55,000 (280)	61,000 (227)	70,000 (178)	75,000 (136)	80,000 (141)	76,250 ^a (208)	80,300 ^a (209)	90,000 ^a (198)	95,000 ^a (200)
40-44	45,500 (152)	60,000 (329)	75,000 (216)	80,000 (162)	78,000 (95)	82,000 (100)	79,139 (137)	83,000 (141)	90,000 (139)	95,000 (141)
45-49	50,000 (92)	65,000 (262)	84,000 (247)	100,000 (210)	95,000 (141)	99,500 (140)	86,000 (91)	89,694 (90)	96,000 (105)	100,000 (107)
50-54	53,000 (91)	65,000 (144)	85,000 (140)	91,500 (196)	91,000 (140)	100,500 (144)	96,000 (121)	100,000 (120)	99,318 (103)	102,126 (104)
55+	n/a	n/a	n/a	92,000 (242)	100,000 (189)	100,000 (192)	115,497 (143)	118,112 (144)	109,854 (170)	120,000 (170)
							110,659 ^a	110,000	129,500 ^a	131,306 ^a
							111,000	110,000	135,000	134,940

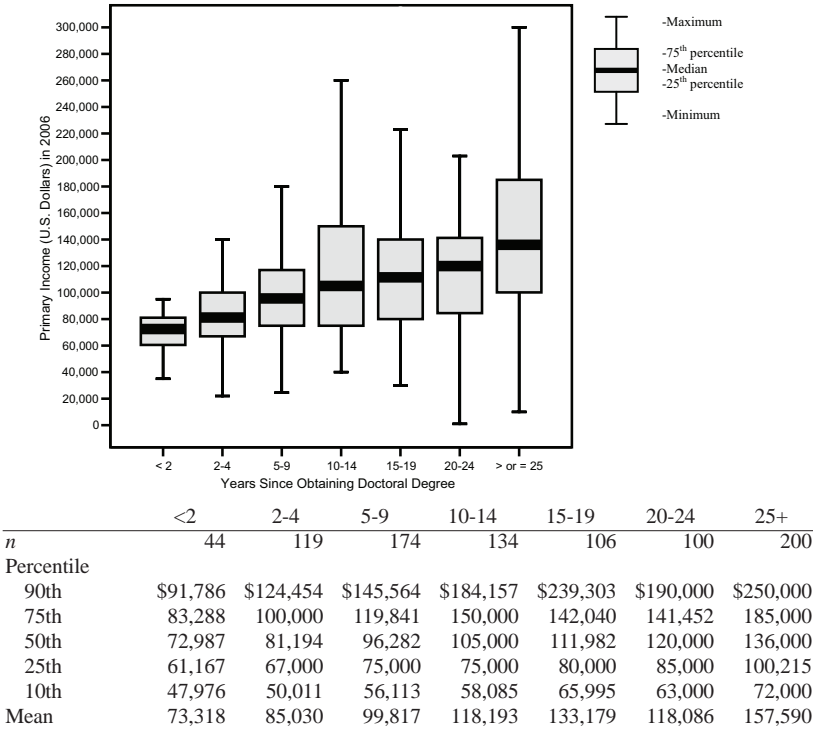
^aThe top row contains income based on unweighted data; numbers in parentheses in the second row are sample sizes; numbers under sample sizes are based on weighting by years since highest degree in the SIOP membership population.

^bIncludes all respondents regardless of degree.

^cIncludes only respondents with a doctorate.

for respondents from 45–49 and 50–54. In comparing unweighted and weighted medians by age for 2006 and 2005, there is no clear pattern—some weighted medians are lower, some are the same, and some are higher than the unweighted medians. (In the remainder of this report, results from analyses on income by job characteristics, employer type, or location are only presented for 2006 income because we did not collect descriptive data on these variables for 2005 and cannot assume that such characteristics were the same for both 2005 and 2006.)

Years since doctorate. Figure 1 shows weighted 2006 incomes from the primary employer for respondents with doctorates by the number of years since they received their degree. Respondents who received doctorates 25 years ago or more had the highest mean and the highest median income. Since the highest degree for 87.0% of the sample was the doctorate, this variable would be the same as the variable used to weight the data (years since highest degree) for most of the sample, so results are fairly similar for weighted and unweighted data.

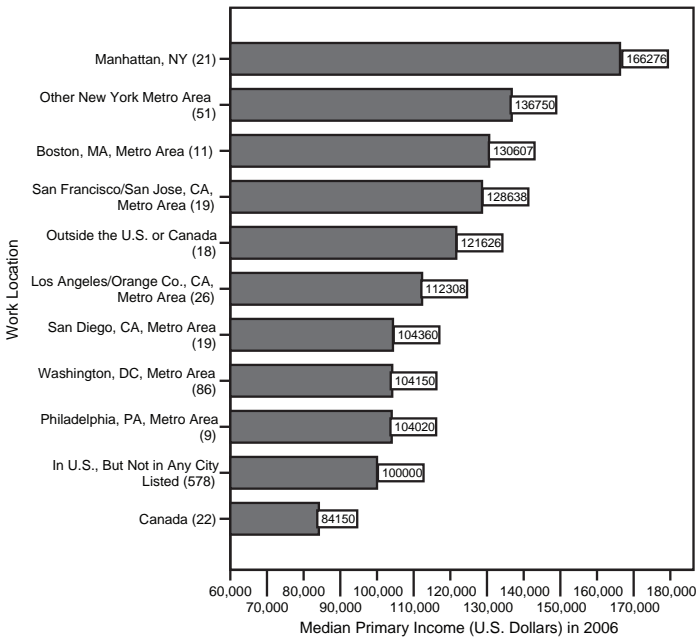


Note. Extreme values are not presented in the figure. Doctoral respondents only.

Figure 1. Descriptive statistics representing 2006 primary income as a function of years since obtaining the doctorate based on weighted data.

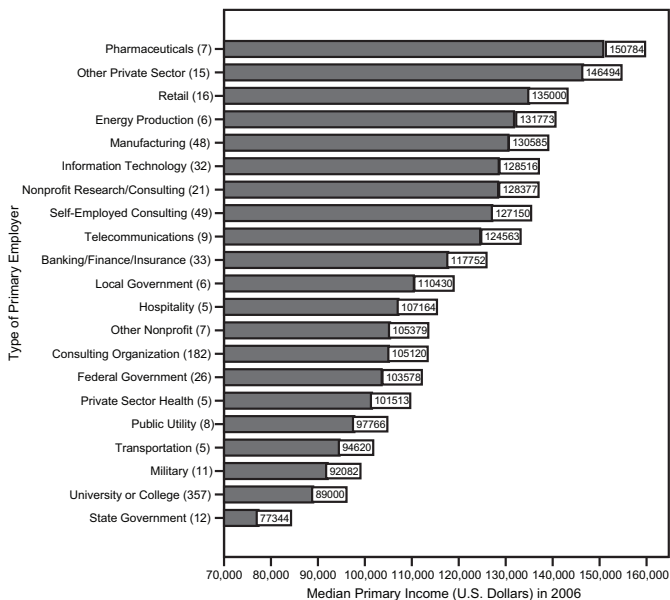
Geographic location of employment. Specific metro areas listed on the survey were chosen because they are typically the highest paid in the U.S. With unweighted data, Manhattan had the highest 2006 median income

(\$143,000), followed by other New York metro (\$132,600), San Francisco/San Jose metro (\$128,000), and Boston metro (\$121,500) areas. With weighting (Figure 2), medians for all areas went up, except for respondents from Canada, which went down slightly. Based on either unweighted or weighted data, the four areas with the top medians in 2006 were also among those with the top medians in 2003: Manhattan, other New York metro, Boston metro, and San Francisco/San Jose metro areas.



Note. Doctoral respondents only. Sample sizes by location are in parentheses.
Figure 2. 2006 median primary income for doctorates as a function of location based on weighted data.

Type of principal employment. Of respondents with doctorates, over half the respondents in the unweighted sample indicated that their principal employer was either a university or college (39.0%, $n = 370$) or private-sector consulting organization (22.9%, $n = 217$). In the unweighted data, the employer type with the highest median income was pharmaceuticals, followed by individual/self-employed consulting, other private sector, energy production, and information technology/computers. With weighting, the two biggest employer categories were still universities and colleges (40.5%) and private-sector consulting organizations (21.0%). Based on weighted data (see Figure 3), pharmaceuticals still had the highest median income, followed by other private sector, retail, energy production, and manufacturing, but individual consulting, which was in second place in unweighted data, dropped to eighth place, and information technology dropped to sixth place.



Note. Doctoral respondents only. Sample sizes by location are in parentheses.

Figure 3. 2006 median primary income for doctorates by type of primary employer based on weighted data.

Type of academic employment. For those working in universities or colleges, the unweighted mean income differed by the highest degree a department offered (bachelor's \$70,482, $n = 30$; master's \$86,049, $n = 116$; doctorate \$105,014, $n = 217$; $F(3,362) = 7.39$, $p < .001$). In addition, the unweighted mean income in business or management departments (\$118,877, $n = 146$) was significantly higher ($F(1,331) = 70.1$, $p < .001$) than the unweighted mean in psychology departments (\$77,871, $n = 187$). For weighted data, mean and median incomes at psychology and business or management departments based on the highest degree offered were:

- Psychology department, highest degree bachelor's: mean \$73,492, median \$64,369, ($n = 23$)
- Psychology department, highest degree master's: mean \$64,042, median \$58,558, ($n = 43$)
- Psychology department, highest degree doctorate: mean \$95,982, median \$75,000, ($n = 114$)
- Business department, highest degree master's: mean \$100,490, median \$93,201, ($n = 58$)
- Business department, highest degree doctorate: mean \$131,511, median \$126,340 ($n = 82$)

Too few respondents ($n < 5$) reported working at business or management departments with bachelor's as the highest degree so their data are not disclosed.

The unweighted mean income did not differ significantly by accreditation status (accredited \$96,755, $n = 334$; not accredited \$82,919, $n = 29$; $F(1,361) = 2.20$, $p = .14$). The unweighted mean income also did not differ significantly ($F(1,367) = .06$, $p = .81$) for private (\$97,011, $n = 95$) and public institutions (\$95,640, $n = 274$).

Academic titles by department type. Figure 4 shows weighted 2006 income for psychology and business/management departments for the five academic titles that had adequate sample sizes. Distinguished or chaired professors had the highest primary incomes compared to other ranks across departments. There were significant differences between incomes in psychology and business/management departments for assistant professors ($F(1,102) = 120.88$, $p < .001$ unweighted and $F(1,70) = 78.72$, $p < .001$ weighted), associate professors ($F(1,93) = 77.09$, $p < .001$ unweighted and $F(1,89) = 71.45$, $p < .001$ weighted), and full professors ($F(1,66) = 13.76$, $p < .001$ unweighted and $F(1,86) = 16.19$, $p < .001$ weighted). Income for department chairs in psychology as compared to department chairs in business was marginally significant with unweighted data ($F(1,15) = 4.27$, $p = .056$) and not significant with weighted data ($F(1,18) = 1.97$, $p = .18$). Income for distinguished and chaired professors was not significantly different for unweighted data ($F(1,26) = .32$, $p = .58$) but was significantly different when weighted ($F(1,31) = 5.47$, $p < .05$). Tables with Figure 4 (see next page) present both weighted and unweighted results.

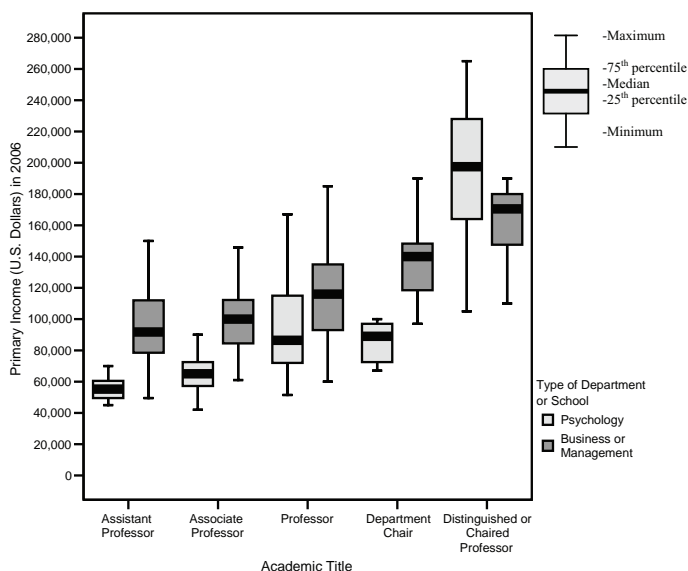


Figure 4. 2006 primary income by type of university or college department and academic title based on unweighted and weighted data.

Figure 4 (continued)

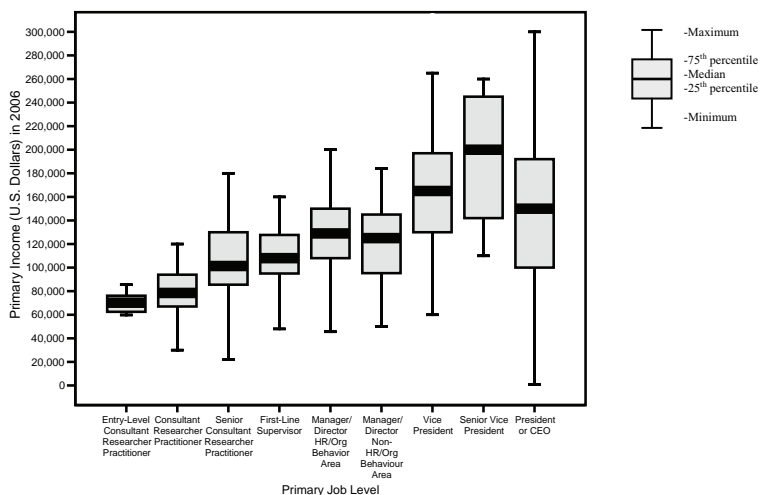
	Assistant Professor	Associate Professor	Professor	Department Chair	Distinguished or Chaired Professor
Psychology (unweighted data)					
<i>n</i>	57	58	45	11	9
Percentile					
90th	\$67,901	\$87,200	\$129,100	\$196,400	a
75th	61,056	73,250	115,000	103,000	239,000
50th	55,600	65,630	86,445	89,000	190,000
25th	50,000	57,375	71,397	73,000	149,500
10th	47,840	52,450	61,200	68,000	a
Mean	56,143	67,119	92,796	103,182	190,109
Business or Management (unweighted data)					
<i>n</i>	47	37	23	6	19
Percentil					
90th	\$129,920	\$158,000	\$207,800	a	\$270,000
75th	112,000	125,000	141,452	161,217	196,000
50th	95,000	104,000	116,000	144,148	177,000
25th	80,000	88,000	93,000	129,250	150,000
10th	67,920	74,400	83,904	a	110,000
Mean	95,593	110,527	124,730	144,486	176,474
Psychology (weighted data)					
<i>n</i>	40	55	53	11	14
Percentile					
90th	\$69,533	\$82,326	\$129,036	\$203,000	\$265,000
75th	61,057	73,088	118,444	170,000	250,000
50th	55,544	65,368	86,445	93,675	205,000
25th	50,000	57,445	71,941	72,478	164,600
10th	47,504	52,236	64,606	57,846	104,978
Mean	56,181	66,310	95,018	113,200	200,366
Business or Management (weighted data)					
<i>n</i>	32	36	35	9	19
Percentile					
90th	\$131,040	\$145,620	\$185,000	a	\$197,720
75th	112,900	114,912	138,779	151,622	184,324
50th	93,659	101,132	116,538	143,156	171,000
25th	80,000	85,834	93,000	128,207	148,339
10th	66,266	72,792	90,000	a	84,760
Mean	95,495	105,301	123,199	141,464	158,900

Note. The figure shows weighted data. Extreme values are not presented in the figure. Doctoral respondents only.

^a Not enough cases to report.

Nonacademic job titles. Figure 5 shows weighted 2006 primary income by job level for those in private sector, nonprofit, and government organizations. Tables with the figure show weighted and unweighted results. Weighted results are higher than unweighted data, with the exception of means and medians for entry and president/CEO levels, the mean for consultant, practitioner or researcher, and the median for senior consultant, practitioner or researcher.

Status as a partner, principal, or owner. In the unweighted 2006 sample, 10.0% were sole proprietors or owners, 3.8% partners, 1.7% principals, 2.5% primary shareholders (i.e., owners of 20.0% or more of a corporation), and



Unweighted data									
	Entry level	Consultant, researcher, practitioner	Senior level	First-line supervisor	Manager/ Director HR/OB	Manager/ Director non-HR	Vice-president	Sr. vice-president	President or CEO
<i>n</i>	14	114	163	41	119	18	38	18	36
Percentile									
90th	\$87,750	\$120,000	\$163,000	\$150,200	\$171,000	\$190,600	\$267,500	\$406,000	\$365,000
75th	80,250	92,175	125,000	125,450	147,000	158,750	206,625	239,000	243,750
50th	73,750	79,500	100,000	106,000	124,000	114,500	162,500	171,250	160,000
25th	63,750	70,000	85,000	94,500	104,000	92,500	130,000	148,000	103,750
10th	59,900	51,500	75,000	80,400	83,000	77,900	104,600	131,600	69,600
Mean	73,261	92,853	117,137	113,083	126,403	126,170	173,624	207,528	195,269
Weighted data									
<i>n</i>	9	89	144	36	115	16	39	18	43
Percentile									
90th	a	\$273,795	\$165,000	\$160,000	\$169,950	\$209,252	\$251,395	\$403,684	\$334,877
75th	79,768	95,000	130,000	129,500	150,000	162,908	206,914	245,000	223,977
50th	73,296	79,000	101,770	109,730	129,367	130,194	165,295	200,000	155,320
25th	63,130	67,000	86,185	95,000	108,000	96,048	130,926	141,921	100,000
10th	a	44,000	75,000	81,645	86,248	81,299	115,183	130,750	59,845
Mean	71,944	105,185	113,904	117,784	129,235	131,681	176,206	220,943	175,422

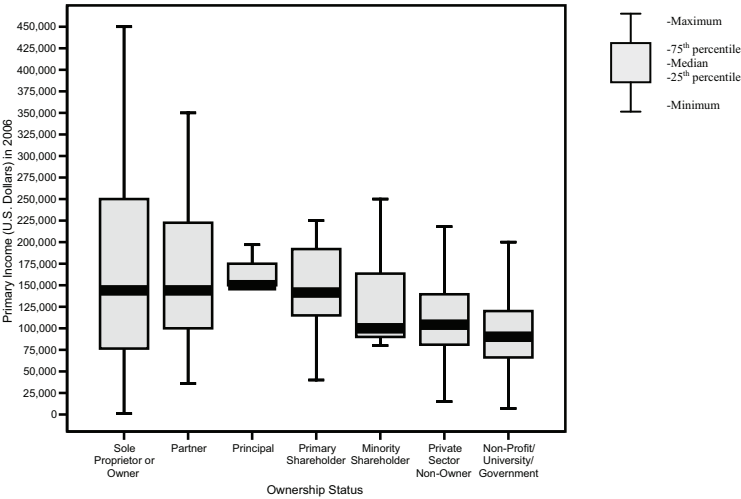
Note. The figure shows weighted data. Extreme values are not presented in the figure. Doctoral respondents only.

^a Not enough cases to report.

Figure 5. 2006 primary income in private sector, nonprofit, and government organizations by job level based on unweighted and weighted data.

4.0% were minority shareholders (i.e., owners of less than 20% of a corporation). These percentages were higher than the 4.0% sole proprietors or owners, 2.0% partners, 1.2% principals, and 1.3% primary shareholders in the unweighted 2003 sample. Overall, they amount to a 9.5% increase in ownership since 2003, even without considering other types of owners, such as

minority stockholders, which was not a category in the 2003 survey. The table with Figure 6 shows that based on either unweighted or weighted data, mean and median primary incomes for all of these groups were higher than for non-owners. With weighting (see Figure 6), both means and medians decreased for sole proprietors and primary shareholders and increased for partners, minority shareholders, non-owners in private sector for-profit organizations, and



	Sole proprietor	Partner	Principal	Primary shareholder	Minority shareholder	Private sector non-owner	Nonprofit/university/government
Unweighted data							
<i>n</i>	51	20	7	13	21	405	505
Percentile							
90th	\$390,000	\$340,000	a	\$346,800	\$237,000	\$164,400	\$150,000
75th	285,521	222,500	197,000	232,500	163,500	130,000	115,000
50th	150,000	132,500	170,000	160,000	100,000	98,161	84,300
25th	90,000	100,000	150,000	117,500	88,142	79,000	63,000
10th	59,200	75,500	a	40,000	80,143	60,000	50,294
Mean	191,196	165,300	204,000	177,077	139,724	109,561	94,653
Weighted data							
	56	20	5	14	19	340	479
Percentile							
90th	\$300,000	\$380,561	a	\$345,882	\$250,000	\$170,000	\$164,000
75th	250,000	245,186	187,210	225,000	172,997	140,000	120,588
50th	145,161	157,992	170,595	155,264	125,661	104,518	90,500
25th	76,486	100,000	127,874	116,885	90,066	81,000	66,731
10th	51,892	77,685	a	40,000	80,717	63,579	51,595
Mean	171,301	186,277	156,033	171,323	146,183	117,324	99,540

Note. The figure shows weighted data. Extreme values are not presented in the figure. Doctoral respondents only.

^aNot enough cases to report.

Figure 6. 2006 primary income by ownership level based on unweighted and weighted data.

those in not-for-profit organizations, academia and government. For principals, weighting the data decreased the mean and increased the median.

Starting salaries. With unweighted data from those who had hired new graduates in 2006 and reported the average salary of these new hires, the mean and median starting salary was:

- Doctoral graduates in Industrial-Organizational Psychology: mean \$74,491 and median \$73,000 ($n = 91$)
- Master's degree graduates in Industrial-Organizational Psychology: mean \$55,816 and median \$55,000 ($n = 72$)
- Doctoral graduates in Human Resources/Organizational Behavior: mean \$88,042 and median \$93,500 ($n = 20$)
- Master's degree graduates in Human Resources/Organizational Behavior: mean \$55,615 and median \$65,000 ($n = 13$)

For 29 respondents who self-reported that they had obtained a doctorate in the past year and worked in their current position 1 year or less, the 2006 unweighted mean primary income was \$71,850 and median was \$70,000. For nine respondents who self-reported that they had obtained a master's degree in the past year and worked in their current position 1 year or less, the 2006 unweighted mean primary income was \$44,417 and median was \$47,000.

Retirement, Bonus, and Raise Information

Retirement plans. For 2006, 76.0% ($n = 858$) of respondents indicated that their employer offers a defined contribution plan, and 28.0% ($n = 316$) indicated that their employer provides a defined benefit plan. For 617 respondents who reported the percentage of income that their employer contributed to a defined contribution plan in 2006, the unweighted mean amount contributed was 7.0% and median was 6.0%; the weighted mean was 7.2% and median was 6.0%. For 84 respondents who reported the percentage of income that their employer will provide after they retire through a defined benefit plan, the unweighted mean amount to be provided was 44.1% and median was 50.0%; the weighted mean was 43.4% and median was 49.0%.

Bonuses and stock options. The percentage of respondents (grouped by sector) who reported receiving a bonus in 2006 was:

- Private sector: 72.4%
- Nonprofit: 58.7%
- Government and military: 42.1% (though only 10.0% in local government and 16.7% in state government reported receiving a bonus)
- Self-employed: 14%
- University or college: 11.0%

Considering all bonuses awarded, with some respondents getting more than one bonus, the percentages of respondents who received a specific type of bonus in 2006 were:

- 68.3%: Individual bonus
- 63.4%: Organizational bonus
- 30.5%: Group, department, or unit performance bonus
- 5.1%: Special projects bonus
- 4.4%: Signing or recruiting bonus
- 4.2%: Retention bonus
- 3.3%: Other reasons
- 2.6%: Exercising stock options

To examine bonus size by type (as a percent of reported 2006 primary income), data from 231 respondents reporting the size of only a single type of bonus were used. The average size of each type of bonus was:

- Group, department, or unit performance bonus: 58.9% mean and 6.0% median ($n = 14$) unweighted; 47.4% mean and 6.0% median ($n = 13$) weighted
- Signing or recruiting bonus: 20.8% mean and 14.5% median ($n = 8$) unweighted; 22.2% mean and 21.6% median ($n = 5$) weighted
- Organizational performance bonus: 15.8% mean and 7.5% median ($n = 82$) unweighted; 18.6% mean and 9.2% median ($n = 74$) weighted
- Individual performance bonus: 13.0% mean and 6.6% median ($n = 95$) unweighted; 13.6% mean and 6.2% median ($n = 78$) weighted
- Other bonuses: 5.9% mean and 2.6% median ($n = 12$) unweighted; 5.7% mean and 2.0% median weighted ($n = 9$)
- Retention bonus: 4.5% mean and 3.1% median ($n = 8$) unweighted; 4.7% mean and 3.4% median ($n = 7$) weighted
- Special project bonus: 4.0% mean and 2.4% median ($n = 6$) unweighted

(Too few respondents ($n < 5$) reported receiving a bonus in the form of stock options, or for a special project [in weighted data only], receiving a degree, or employee referral, so their data are not reported.)

Pay raises. A majority of respondents (79.9%) reported receiving a pay raise in 2006. The average size of each type of pay raise (as a percent of base salary before the raise) was:

- A higher level job at a new employer: 29.7% mean and 25.0% median ($n = 6$) unweighted; 28.0% mean and 25.0% median weighted ($n = 5$)
- A job transfer to another job or location at the same employer: 14.7% mean and 10.0% median ($n = 7$) unweighted (weighted cases are too few ($n < 5$) to report on)
- An increase in responsibility with the same employer: 14.6% mean and 11.7% median ($n = 24$) unweighted; 15.0% mean and 11.7% median ($n = 22$) weighted
- A promotion with the same employer: 12.2% mean and 10.0% median ($n = 95$) unweighted; 11.9% mean and 10.0% median ($n = 76$) weighted

- A job with similar responsibility at a new employer: 9.1% mean and 6.0% median ($n = 8$), unweighted; 8.6% mean and 6.7% median ($n = 5$) weighted
- The same job at the same employer: 5.5% mean and 4.0% median ($n = 684$) unweighted; 5.4% mean and 4.0% median ($n = 630$) weighted

Regression Analyses

We analyzed the relationships of personal and employment characteristics with income from the primary employer using unweighted data in separate regression equations for respondents who worked in universities or colleges and for those working for nonacademic employers because we had collected data on several different variables for the two groups (e.g., type of academic department, job level, ownership status for non-academics). The equation for the academic sample accounted for more variance in 2006 income from the primary employer ($R^2 = .77$, $R^2_{adj} = .74$, $F(38,236) = 20.97$, $p < .001$) than the equation for the nonacademic sample ($R^2 = .55$, $R^2_{adj} = .50$, $F(54,533) = 12.00$, $p < .001$).

For the academic sample, number of years worked for the primary employer, working in Manhattan (compared to areas not listed on the survey that are in the U.S.), rank as a lecturer (compared to rank as an assistant professor), and working in departments whose highest offered degree was a bachelor's or master's (compared to those that offer a doctorate) had significant negative coefficients ($p < .05$). Coefficients were significantly positive ($p < .05$) for the academic sample for years since receiving a doctoral or master's degree; weeks of annual employment with the primary employer; hours worked per week for the primary employer; number of employees supervised; status as a SIOP Fellow (compared to status as a SIOP Member); working in the Boston metro area (compared to areas not listed on the survey that are in the U.S.); rank as a distinguished or chaired professor, department chair, assistant dean or dean, deputy provost or provost (compared to rank as assistant professor); and working in a business/management or industrial relations department (compared to a psychology department).

In the equation for nonacademicians, age and working in the military or state government (compared to consulting organizations) had significant negative coefficients ($p < .05$). Coefficients were significantly positive ($p < .05$) for nonacademicians for years since obtaining a doctoral or master's degree; hours worked per week for the primary employer; number of employees supervised; top degree obtained; working in Manhattan, another New York metro, or the Philadelphia metro area (compared to areas not listed on the survey that are in the U.S.); having retail as one's primary employer (compared to a consulting organization); being a vice-president or senior vice-president (compared to a senior consultant, researcher or practitioner); and being some type of owner.

Discussion

The 2006 survey was the second SIOP income and employment survey to be administered via the Internet. The 2006 response rate was very similar to that for the 2003 survey, and the two samples were similar on several characteristics. However, the 2006 and 2003 samples were considerably different from samples prior to 2003 in terms of percentages of men and woman, and different from samples prior to 2003 and the SIOP membership on years since receiving one's highest degree. Although mean and median incomes in 2005 and 2006 were higher than those in 2003, the sample was weighted in order to better reflect the SIOP membership population. The 2006 sample was weighted to have the same percentages by year since highest degree as in the SIOP membership population. As in the 2003 survey, separate regression equations for those employed in academia and for those employed in the private sector, nonprofit sector, and government were analyzed for 2006 data. Results suggest that factors influencing income may differ by the economic sector in which one is employed.

Authors' Notes

The Human Resources Research Organization (HumRRO) developed and analyzed the 2006 Income and Employment Survey of the membership of the Society for Industrial and Organizational Psychology (SIOP) as a service to SIOP. We would like to acknowledge the support of Questar, who programmed and administered the online survey. We would also like to acknowledge the involvement of David Nershi and Larry Nader in the SIOP Administrative Office and **Rob Silzer, Pauline Velez, Alana Cober, Maury Buster, and Van Latham**, who reviewed drafts of the survey and this report." A more detailed version of this report will be available at www.siop.org in late June or early July. Please address correspondence to the first author at HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, VA 22314 or at ckhanna@humrro.org.

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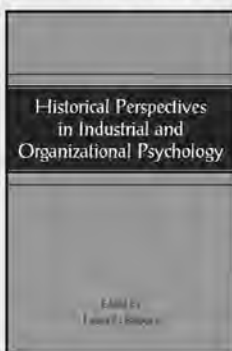
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Checking in With the Scientist–Practitioner Model: How Are We Doing?

Deborah E. Rupp
University of Illinois at Urbana-Champaign

Daniel Beal
Rice University

The science and practice of industrial-organizational psychology is being influenced by a number of factors. For example, within academics, we see an increase in the number of faculty members taking positions in business schools.¹ Within practice, we see an increase in the number of mergers and acquisitions among I-O psychology consulting firms. I-O psychology research is becoming increasingly multilevel and multidisciplinary. I-O practitioners face increased challenges surrounding what they can share with the profession at large. As we face these and other changes, it not only becomes important to reflect on the implications of these trends for science and practice but also whether the scientist–practitioner model, as it is currently articulated, represents the way we are or should be conducting ourselves as a profession.

To respond to this need, the SIOP Strategic Program Committee hosted a special invited panel discussion at the 2007 annual conference charged with the mission to “check in” with the science–practice model and discuss how contemporary issues facing the field might affect the viability and interpretation of this model. The panel consisted of a sample of SIOP’s leading scientists, practitioners, scientist–practitioners, and practitioner–scientists: **Rosemary Hays-Thomas, Leaetta Hough, Daniel Ilgen, Gary Latham, Ed Locke, Kevin Murphy, Nancy Tippins, and Howard Weiss.**

The resulting discussion, debate, and dialogue brought many important issues to the surface. We summarize these issues below and hope that they will serve not as a prescription for any one perspective (as we learned, all such prescriptions are quite debatable) but rather as a catalyst for dialogue surrounding our current and future identity as a field.

Origins of the Model

The science–practice model has its origins in clinical psychology. It was conceived in 1949 at the Boulder conference as a model for graduate student training (Benjamin & Baker, 2000; Hays-Thomas, 2002). According to the model, psychologists are to be trained in a way that integrates science and practice such that activities in one domain would inform activities in the other domain. Graduate students are to learn about research and practice, and carry out research and practice under the supervision of faculty and professionals with expertise in both areas. Graduate programs are to house both research

¹ As of this writing, SIOP data show that 50% of the 41% of SIOP members working for academic institutions are working in business schools.

and clinical facilities, and curricula are to be structured to integrate these two activities whenever possible.²

In I-O psychology, science–practice has been adopted more as a model for the field than a model for graduate training (and the panel noted the great variance in I-O graduate programs with regard to practitioner training; Hays-Thomas, Hough). Although there is not an officially mandated definition of the science–practice model, most descriptions point to a reciprocal relationship between the two: Practitioners should look to the scientific literature for guidance on setting up effective workplace systems; scientists should take their cues from practitioners in identifying issues relevant to employee well-being and organizational effectiveness. Although seemingly straightforward, there are a number of issues embedded within this idea that are hotly debated.

To What Extent Should Practice Influence Science?

Although everyone on the panel agreed that science should exert a strong influence on practice, there were varied opinions about whether and how practice should have an influence on science in I-O psychology. On the one hand, Locke made an argument for inductive theory building (Locke, in press) where we accumulate a large body of findings from both laboratory and field settings and then integrate these in order to develop a theory. This is in contrast to the hypothetico-deductive method where we develop a theory, make deductions, and then test them. A similar perspective mentioned by several panel members was that, although research need not necessarily be governed by our observations of applied problems, these problems often do (and should) help determine the focus of our research interests. As an example of this perspective, Latham described how several fruitful research efforts began by pursuing a practical problem of an organization (Latham, 2001). After consulting the available scientific evidence related to the problem (e.g., goal-setting research), novel solutions were made apparent such as when to set a learning versus a performance goal.

On the other hand, some panelists (most strongly argued by Weiss) felt that there is a justifiable role in I-O psychology for research that is not at all guided by applied problems. Instead, research can be stimulated by the simple desire to understand the psychology of people at work (see also Hulin, 2001). In so doing, applications of our research will arise naturally, and it is precisely the role of practitioners to determine and implement these applications. Weiss's work on affective events is an example of such an approach (Weiss & Cropanzano, 1996). Whereas we have learned a great deal through this research about the link among employee emotion, attitudes, and behaviors, and this research has implications for a number of organizational strategies that could serve to

² It should be noted that the actual implementation of this model has been questioned within clinical psychology, and other models (e.g., the scholar–practitioner perspective, the local clinical scientist model; Belar & Perry, 1992; Korman, 1974; Stricker & Trierweiler, 1995; Wright, 1983) have been suggested. The appropriateness of this model for I-O psychology was also called into question by Murphy, Weiss, and Hays-Thomas.

increase both the well-being and performance of employees, the research was motivated not by a goal of informing practice but rather a quest to more deeply understand the emotional experiences of people while working.

This perspective raises other important points. The first point, made by Ilgen and others, argued that if our research is of high quality, if we follow the scientific method (which Hough suggested should be the true basis of our graduate training, a point which received enthusiastic agreement from all panelists), and if we study topics that are relevant, then our research will automatically have important implications for practice. In the words of Locke, “any theory which is true and nontrivial has potentially useful applications.” As pointed out by Ilgen, this is, by definition, the nature of I-O psychology. The fact that it is psychology implies that it is scientific and follows the scientific method. The fact that it is industrial-organizational implies that it has implications for practice. Thus, whether we take an inductive or deductive approach, whether we are motivated by a pursuit of psychological understanding or practical relevance, whether our careers involve research, practice, or both, “we are all scientists–practitioners” (McHenry, 2007).

Of course, this statement is only generalizable to all of us if we allow for some flexibility in the interpretation of the scientist–practitioner model. As both our panelists and the literature point out, just because science should inform practice, and a scientist can’t conduct applied research without some understanding of work contexts, it is unreasonable to think that all SIOP members should be both conducting research and practicing I-O psychology (Brooks, Grauer, Thornbury, & Highhouse, 2003; Hays-Thomas, 2002; Kanfer, 2001; Murphy & Saal, 1990). Indeed, carrying out these two activities often requires very different skills and personality traits. In addition, the incentive systems within academic and practitioner jobs so often stifle the researcher’s practice and the practitioner’s research. Professors (especially those of a junior nature) are often under tremendous pressure to publish a great deal of research in the field’s leading journals. This doesn’t leave much time for consulting, which is often not valued by academic departments and also frowned upon by large research institutions. This trickles down to graduate training as well, where practice components of curricula are more often included in master’s programs than in doctoral programs (Hays-Thomas).

But the pendulum swings the other way as well. There are a number of contextual factors that not only impede practitioners from conducting research but also make it difficult for them to carry out evidence-based practice altogether. In our discussion, Tippins pointed out that practitioners are often forced to work in a world where science is completely undervalued. Sometimes research and evaluation work is only agreed to because legal departments require it. In fact, there are often career penalties for espousing academic ideals, in that doing research, reading journals, and going to conferences to potentially (in the eyes of organizations) divulge intellectual property and proprietary client information is neither furthering the goals of the employer nor a billable activ-

ity, and can be perceived of as doing more harm than good. Moreover, many contracts prohibit the disclosure of a client's name, and some client arrangements allow hefty fines if a consultant divulges a client name, every time the name is divulged. In addition, many corporate attorneys are quite concerned about protecting their company's interest and frown upon disclosure of sensitive data. All of these factors can make it quite difficult for practitioners to conduct research—even when they have the data and motivation to do so.

Thus, a second point made by the current implementation of the science–practice model is that the statement “we are all scientist–practitioners” can only realistically hold true, if by “we” we mean the field as a collective. Given differing motives (knowledge generation, practical solutions), work preferences (research, consulting), and contextual barriers (tenure, billable hours), we will only truly be able to simultaneously enhance science and practice if we communicate effectively with one another.

Model or Mindset?

The myriad of issues raised thus far led the panel to suggest that science–practice may not be as much a model as it is a value system (Weiss), mindset (Latham, Ilgen), or career metaphor (Ilgen, on Latham), and some members of the panel suggested that this mindset need not be appropriate for all members of SIOP nor be fundamental to what it means to be an I-O psychologist (Weiss, Ilgen). What was agreed upon by all panelists is that I-O psychologists need to be trained to consume, critique, and carry out science (Hough). This is crucial for both doing good research and conducting evidence-based practice. It is also essential that these individuals are trained (either through their graduate programs or early career experiences) to interface and communicate with other individuals at various hierarchical levels and with various amounts of power and influence. These skills are needed to teach. These skills are needed to persuade organizations that research, consulting, or evidence-based HR systems are needed. These skills are needed to advocate on behalf of SIOP to inform the public about the purpose and importance of our field.

In his 2007 presidential address, Jeff McHenry argued for a three-pronged approach to the science and practice of I-O psychology:

- Work with issues that are important
- Measure outcomes that are important (at multiple levels of analysis)
- Share knowledge effectively

There is something both parsimonious and universal about these three goals, in that none of them are in conflict with the (divergent) views of our panelists. That is, importance can be determined by the actor whether the actor is a scientist purely focused on the accumulation of knowledge, whether the actor is a scientist–practitioner inductively building theory based on organizational information, whether the actor is a practitioner focused solely on meet-

ing client needs (but doing so in a scientifically informed way), or whether the actor is the field as whole, committed to enhancing “human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology” (SIOP, 2007).

Although this model provides us with ideals to strive for, we will continue to face derailers. For example, Weiss and Murphy pointed out that as many researchers migrate to business schools the nature of our science will undoubtedly shift. Whereas this shift may expose us to multidisciplinary and multilevel research, we may be drifting further and further from core psychological research. McHenry also questioned what implications this might have on our reputation with psychology departments, APA, APS, and other groups affiliated with the broader field of psychology with which we have historically been connected.

We feel the answer lies in McHenry’s third recommendation: “Share knowledge effectively.” Our panelists offered a number of ideas for carrying this out. For example, Locke presented some creative ideas surrounding a science–practice networking Web site, where researchers can learn about issues practitioners are observing in the field and find sites for conducting field experiments, and practitioners can read summaries and abstracts of the current research being published in the journals. If science–practice is indeed a field-level value system, it is only through such information sharing that we will be able to live up to our mission as a discipline. Whether it be a model, a mindset, or a value system, science–practice is a highly relevant concept that has shaped our history as a field. We hope that our investigation has served to remind us of some old issues and to catalyze dialogue about several new ones.

Looking Forward

We also wanted to note here that our panel was one of many sessions at the 2007 annual conference that discussed the current state and future of our field. For example, **Deidra Schleicher** and **Michelle Marks** chaired a session entitled “Is the Future of I-O Psychology at Risk?” with panelists **Michael Campion**, **José Cortina**, **Angelo DeNisi**, **Katherine Klein**, **Richard Klimoski**, **Frank Landy**, **Kevin Murphy**, and **Victor Vroom**. Several issues emerged in this session that resonate with those described above. That is, panelists showed a lack of consensus regarding the state of the field, expressed concern about the migration to business schools’ effect on our identity, and conveyed worry that we may be losing credibility/respect within the broader field of psychology. Also emphasized in this session was a need for more definitive data on the nature of the challenges/issues facing I-O psychology.

In addition, **Jerald Greenberg** chaired a session entitled “To Prosper, Organizational Psychology Should...” with panelists **Wayne Cascio**, **Jeffery Edwards**, **Michele Gelfand**, **Richard Klimoski**, **Joel Lefkowitz**, and **Lyman Porter**. This session underscored many of the issues that were discussed in the scientist–practitioner panel, such as bridging application and scholarship (Cas-

cio), improving education for future scientist–practitioners (Klimoski), and changing our value system to explicitly adopt the beliefs held implicitly by scientist–practitioners (Lefkowitz). The session also covered a wide range of issues important to our field, including the development of more rigorous process-oriented theories (Greenberg), increasing the methodological sophistication of empirical research (Edwards), and adopting a more global perspective (Gelfand).

If one thing is clear, it is that we are certainly not at a loss of things to talk about. Indeed, it is an exciting time to be in I-O psychology!

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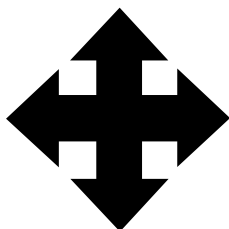
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Welcome: We welcome Dr. Linda Shanock to our 15 member core faculty group. Dr. Shanock received her Ph.D. from the University of Delaware in 2001. She is an active scholar who has published extensively on work motivation, employee attitudes, and employee-employer relationships. Some representative publications include:

- **Shanock, L., & Eisenberger, R. (2006).** When supervisors feel supported: Relationships with subordinates' perceived supervisor support, perceived organizational support, and performance. *Journal of Applied Psychology*, 91, 689-695.
- **Roch, S. G., & Shanock, L. R. (2006).** Organizational justice in an exchange framework: Clarifying organizational justice distinctions. *Journal of Management*, 32, 299-322.
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I-O Psychology and Poverty Reduction: Past, Present, and Future?

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I-O psychology has often been responsive and adaptive to its social and economic context (Koppes, 2007), albeit sometimes as a servant of power rather than powerlessness (Baritz, 1960). Baritz's critique might partly explain why today—in my experience—we have yet to make a contribution to the Millennium Development Goals (see next page). Set in 2000 by the United Nations, the “MDGs” have as a primary objective the reduction of human poverty by 2015 (Annan, 2000). Many major organizations in addition to the UN are overtly focused, as part of their core business, on this goal. They include key “multilaterals” the World Bank, the World Health Organization, and the International Labour Organization. Included too are national civil service organizations like the U.S. Department of Health and Human Services, and Ministries of Health, Education, and Trade in “developing” and “transition” economies. Added to these is a plethora of nongovernment organizations (NGOs), from multinationals like Oxfam and World Vision to local and community-based organizations (CBOs). As well as those not-for-profit organizations, there are a multitude of for-profit organizations: local, national, multinational. According to the Organisation for Economic Cooperation and Development (OECD), for-profit organizations are crucial, not only for short-term poverty reduction but also for more sustainable forms of development through human capacity building (Manning, 2006). That is partly why, under Millennium Development Goal 8, profit and nonprofit organizations are increasingly working together to harmonize and align their work to help reduce poverty globally (Business as an Agent of World Development, <http://www.bawbglobalforum.org/>). Given these profound changes in the global landscape, how can I-O respond and adapt (Taylor, 2003)?

The Past

One basic implication from I-O psychology's history is that we can help reduce poverty by contributing to selection in the organizations above. At the time of Baritz's (1960) critique, U.S. Peace Corps workers were not selected through I-O psychology but rather by clinical judgments about candidates' potential to handle field assignments (Harris, 1973). Understandably perhaps, attrition rates (training and field termination combined) remained high (41–56% from 1965–1969), and psychological services to the Peace Corps were shortly after reduced. Harris argued that a more empirical approach to the task, including quantitative job analysis, specification, and selection would likely have produced a more enduring psychological service. Psycho-

The UN Millennium Development Goals

Goal 1. Eradicate extreme poverty and hunger

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

Goal 2. Achieve universal primary education

- Ensure that all boys and girls complete a full course of primary education

Goal 3. Promote gender equality and empower women

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Goal 4. Reduce child mortality

- Reduce by two thirds the mortality rate among children under five

Goal 5. Improve maternal health

- Reduce by three quarters the maternal mortality ratio

Goal 6. Combat HIV/AIDS, malaria and other diseases

- Halt and begin to reverse the spread of HIV/AIDS
- Halt and begin to reverse the incidence of malaria and other major diseases

Goal 7. Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Reduce by half the proportion of people without sustainable access to safe drinking water
- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

Goal 8. Develop a global partnership for development

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory. Includes a commitment to good governance, development and poverty reduction—nationally and internationally
- Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction
- Address the special needs of landlocked and small island developing States
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
- In cooperation with the developing countries, develop decent and productive work for youth
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies.

Source: Extracted from <http://www.un.org/millenniumgoals/goals.html> (accessed April 6, 2007)

metric approaches to selecting and evaluating aid workers subsequently gained some ground (Kealey, 1989). Kealey's research linked empirical assessments of individual differences to poverty-reduction work efficacy, amongst Canadian technical advisors (for a review, MacLachlan & Carr, 1999). Based in part on earlier initiatives and substantial experience in Peace Corps training (Barnes, 1985), I-O psychologists have elaborated concepts such as "culture shock" and the import of cross-cultural training in general (Ward, Bochner, & Furnham, 2001). More recently in development assistance work, critical incidents techniques have been applied to ascertain both training needs and fundamental KSAOs for modern aid assignments (MacLachlan & McAuliffe, 2003). Hence, an overall lesson from past experiences is that I-O psychology can adapt its core functions of job analysis, recruitment and selection, training, performance management, and well-being to suit the modern context of MDG1.

The Present

Given those core competencies, it may seem surprising to learn that I-O psychology, in my experience, does not yet have a voice in many of the poverty-focused, perspective-hungry organizations above. At meetings and meeting places of the OECD, or the UN, or the conferences of policy makers, government officials, and academic researchers, we are simply not there. Other, related disciplines are clearly represented and indeed actively sought for advice. Chief among these is not surprisingly perhaps economics, followed by sociology, social policy, anthropology, and, increasingly, management. The absence of I-O psychology is thus palpable. It signals at the very least a communication issue, for example, possibly that our competencies are still perceived as predominantly in terms of clinical and counselling. Reinforcing that image perhaps, psychologists are found doing valuable work in clinical and counselling roles, for example, in the aftermath of natural and man-made disasters. No doubt as well, there are I-O psychologists who have been working away excellently in poverty reduction more generally. Latin American community psychology is probably a good case in point. Yet I-O psychology as a wider profession remains visibly and audibly absent from the development table. This is despite the fact that issues like enterprise development, project teamwork, intercultural work relations, training needs, and performance management, are very much "on" the development agenda.

Pay diversity

One particularly obvious—and salient—element in performance management, in any organization, is pay diversity. In international poverty work, pay diversity becomes extreme. Foreign advisors, experts, and other expatriate workers in civil, community, commercial, and educational sectors are liable to be paid from their home economy—with wages that are commensurate

with, and competitive for, that labor market. Their partners and local counterparts, however, are liable to be paid a local salary, commensurate with the local labor market. Hence, the pay received by development workers often mirrors the very problem it is intended to remove—economic inequity. For an idea of the scale of this issue, it is quite common to see expatriate: local salary differentials of 10 or 20:1. Pay diversity of that magnitude is an elephant in the parlor. In my experience working in a “developing” country, on a local salary, it stares everyone in the face just as much as cultural differences, although is perhaps less “negotiable.” Extreme pay diversity is liable to create significant barriers to team formation and the human relationships on which capacity development depends (Carr, McAuliffe, & MacLachlan, 1998). The same differences may also interact with cross-cultural dynamics; for example, economic differences might “prime” cultural ones and vice-versa. Initial research certainly suggests that both background and pay affect perspective sharing: Locally salaried expatriates were more attuned to expatriate guilt over high salaries compared to their local counterparts from different backgrounds, and locally salaried expatriates were better attuned to local workers’ indignation over pay discrepancies compared to their culturally similar but higher-paid expatriate counterparts (MacLachlan & Carr, 2005). In recognition of sociocultural and socioeconomic factors, the UK’s Economic and Social Research Council/Department for International Development is currently funding a multi-institutional, multisector research project, “ADDUP” (Are Development Discrepancies Undermining Performance?). ADDUP will document (a) the extent of pay diversity in international joint ventures and (b) assess its various impacts on aid and commercial workers’ performance.

Budget Support

Salaries for overseas development advisors and other aid employees are often paid through a mechanism termed “budget support.” This is a hot issue in development work in general and poverty reduction initiatives in particular. Should international development aid be given directly to local projects, focused on specific aspects of the Millennium Development Goals, or should it be given more centrally to government departments in developing nations? Should budget support include development advisors, and if so, how “low-key” versus more “directive” should their roles be? Should aid money be directed at a general budget or to specific sectors within the economy, say in health or toward industry? How much of it, if any, should be “conditional” upon donor stipulations? And how much will each of these approaches contribute to the overall “DV” of poverty reduction? To date, much of the debate around these questions has been focused on concepts like “accountability” (De Renzio, 2006). Accountability can be viewed through the relatively macrolenses of political science, economics, social policy, and sociology but as well through less macro perspectives such as ethics, social psychology, and management. Budget support as an issue is therefore interdisciplinary.

Accordingly, there is no reason why behavioral processes (Eyben, 2005) and theories like organizational justice (Ferrinho & Van Lerberghe, 2002) should not influence how “accountability” can be promoted or undermined via individual work performance. In 2008, the Global Development Network (GDN), an applied research network geared to reducing poverty by building capacity, will be hosting a workshop on interdisciplinary research for development. This workshop will use budget support as one focal issue (<http://www.gdnet.org/middle.php?oid=1215>). Through the work that GDN is doing to help encourage greater involvement from a range of social sciences and professions, we remain hopeful of receiving proposals to participate from I-O psychologists in developing nations.

Enterprise development

Outside of the civil service sector, privately run, small to medium enterprises form an economic backbone within a range of “developing” nations. In I-O psychology, there is a tradition of examining entrepreneurship in developing nations, most notably in the classic work by D. McClelland and his colleagues, on need for achievement and its links to business and socio-economic development (McClelland, 1961, 1987; McClelland & Winter, 1971). More recently however, research by M. Frese and colleagues has expanded this original focus on need for achievement to entrepreneurial orientation. This concept includes (a) person-centred (e.g., innovativeness, personal initiative) and (b) situational moderators like perceived environmental constraints (Frese, Brantjes, & Hoorn, 2002). Research has modelled (a) and (b)’s linkages to (c) business development (Krauss, Frese, Friedrich, & Unger, 2005). Utility-related models like this have a potential to feed into increased interest in development studies about entrepreneurship, both in small to medium business settings (McKenzie, forthcoming in *TIP*) and in the context of organizational institutions in developing countries (Chu, 2003). Moreover, models from the developing economies are feeding back into, and informing, the modelling of entrepreneurial orientation in the I-O “mainstream” (Baum, Frese, & Baron, 2007). Thus the more we can “bite into”

I-O issues that are perhaps a little outside the conventional norm, the more we stand to develop ourselves, both as a discipline and as a profession.

Brain drain

An additional interesting feature of research on need for achievement is that it has been linked to travel and mobility (McClelland, 1961). That includes, for example brain drain from developing nations, whether in the Caribbean (Tidrick, 1971) or within Eastern Europe (Boneva & Frieze, 2001). In development organizations at present, there is much interest in what is termed the “migration-development nexus.” Migration has a potential to contribute both negatively and positively to poverty reduction, for example through brain drain, return migration (“brain gain”), Diaspora investment net-

works, and cash remittances from migrants to a home economy (Musser, 2006). Modelling why individuals migrate in the first place, who goes and who comes back, and which individuals keep contact via business networks or sending remittances are applied research questions that are very much at the forefront of current development policy (Carr, Inkson & Thorn, 2005). So too is employment selection bias in developed economies, against skilled migrants from developing nations, which fosters "brain waste" (Mahroum, 2000). Although public policy invariably impacts on these issues, for example, who is permitted to work through visas in the U.S., it also seems likely that human factors in employment selection decisions will also have an influence on brain drain, waste, and poverty reduction. Once again therefore, I-O psychology has an economically and socially useful role to play.

To sum up, work psychology processes are implicated in a range of poverty-related processes. These range widely, spanning the selection of aid and development workers; designing more equitable pay and remuneration systems in aid projects and integrating cross-cultural training with skills at managing socioeconomic diversity; evaluating and choosing the most effective organizational channel for aid delivery; selecting, funding, and training would-be entrepreneurs; and understanding what motivates decisions to emigrate, integrate, and return migrate. In each and every one of these specific areas, I-O psychology has either the potential to help make a difference, or is already doing so. All that is required is to adapt our existing techniques and practices and to look at some of the key issues facing those organizations working at MDG1. Reglancing at the MDGs above, I am sure that readers will already be envisaging ways in which I-O psychology has the potential to contribute.

The Future

Thinking laterally

First we can expand our own definition of I-O psychology. Millennium Development Goal 8 above, for example, stresses the need to integrate international business, trade, and commerce in poverty-reduction processes. Perhaps then we can focus not only on nonprofit organizations (above), but also on private investment decision making, whether through stock-market behaviour (Eachus, 1988) or foreign direct investment in developing and transition economies (Festervand & Mpoyi, 2001; Foo & Sung, 2002). We can study more the benefits of corporate social responsibility (Orlitzky, Schmidt, & Rynes, 2003). We can include the decision making of individual members of donor publics as public investors in poverty reduction via income tax: Meeting Millennium Development Goal 8 requires, for example, increased public support for raising the proportion of tax revenue allotted to international development assistance (Fransman & Lecomte, 2004). What links these points into a gestalt is an idea that poverty reduction is often about organizations managing stakeholder perceptions.

Raising profile

Second, we can become far more visible and vocal. At interdisciplinary meetings between key development agencies such as the World Bank, the OECD, and the Global Development Network, we are simply not present. Activating some kind of professional marketing system, whereby we communicate to these bodies our own current job description and more importantly perhaps KSAOs, would seem to be imperative. How else are we going to counteract any prevailing professional stereotypes, for example, that we all work in the domains of clinical and counselling psychology and not much else?

Growing capacity

Third, we can develop capacity in-house. Currently there are a number of graduate students and interns, in I-O psychology, who have chosen to develop their skills in development settings, whether as host country nationals or expatriate workers. These individuals are the future of our presence in poverty reduction work. We need to support them as much as we can. For that particular in-house goal, we have recently created a computer-mediated network, called "Povio." Povio connects these individuals with each other and with senior figures in the profession. Some of those senior figures have worked in development settings for some time, others are éminence grises within the profession more generally. Either way, the general idea behind Povio is to enhance and develop capacity internally by joining together. Hence, anyone in I-O psychology is free to join the Povio network. Simply send an e-mail to povio@massey.ac.nz, with the following two-line message:

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Where Did This Name Come From Anyway? A Brief History of the I-O Label

Scott Highhouse
Bowling Green State University

Some people like the name industrial-organizational (I-O) psychology because it sounds professional. Others like that it is descriptive and reflects an evolved interest in both individual and organizational processes. Many, however, find the title clunky, confusing, and antiquated. Some of these people would like the name shortened to simply “organizational psychology” or “business psychology.” These folks believe that the shorter title is more advantageous for communicating to managers that we can provide a competitive advantage to organizations. Some would like to see it changed to “work psychology.” These folks believe that this title would communicate to lay people, reporters, and funding agencies that we study the psychology of the workplace broadly defined. Still others would like to see the name changed to “work and organizational psychology” to take advantage of all of these benefits and to provide some consistency with our European cousins.¹ As I point out in this essay, we have long been struggling with the issue of what to call ourselves.

Name Change Attempts

It appears that the first major attempt to change the current I-O label occurred in 1976. Popular alternatives at the time were “personnel psychology,” “business psychology,” and “psychology of work.” The leading contender, however, was “organizational psychology” because “all of the Division’s work is grounded in organizational contexts” (MacKinney, 1976; p. 2). Despite attempts by then chairman of the Long Range Planning (LRP) Committee **Paul Thayer** to shelve the issue in favor of “more important matters,” the Executive Committee asked LRP to forge ahead on the study of alternative names for Division 14. In a follow-up report, the LRP rather defiantly reported that it chose not to take up the name change issue (Long Range Planning Committee, 1976). The issue remained dormant for over 25 years.

The I-O tag most recently survived a name change vote in 2004. This initiative began in 2002 when **Kevin Murphy** suggested to the Executive Committee that they stop talking about the name change and “put it to a vote.” **Ann Marie Ryan**, who was SIOP president at the time, observed: “I think it is impor-

¹ Some Europeans use the even longer title “industrial, work, and organizational psychology.”

tant to recognize that there were a lot of people on the Executive Committee who did feel strongly about this and that the idea came from committee work, focus groups, survey suggestions, etc...it was a ground-up kind of thing, and that it was an idea that had been around a long time” (personal communication, April, 2007). Although there were more votes from the membership to change the name than to retain the I-O label (see Table 1), no name change occurred.

Table 1

Proposed Name	% Votes (n = 554)
Society for Industrial-Organizational Psychology	48.7
Society for Organizational Psychology	21.1
Society for Work Psychology	12.1
Society for Work & Organizational Psychology	10.5
Society for Business Psychology	7.6

This is presumably because people could not agree on an alternative. **Milt Hakel** noted, however, “Someone should have realized that the status quo would win that contest—I think there should have been a runoff among the alternate names, and then a single choice between SIOP and whatever won the popularity contest in the first round” (personal communication, April 2007).

From the “I” to the “I-O”

So how did we get this name in the first place? In her *Handbook of Psychology* chapter on the history of I-O, **Laura Koppes** (2003) noted that the term “industrial psychology” became common after World War I. For example, Viteles’ classic 1932 text was entitled *Industrial Psychology*. The label was broadened in 1937 to “industrial and business psychology” when it became a section of the American Association of Applied Psychology (AAAP). Industrial and business psychology was maintained as a label for Division 14 when AAAP merged with the American Psychological Association (APA). The “business” part was, however, dropped from the division’s name around 1962.

To understand how we got from the “I” to the “I-O,” it is necessary to understand the intellectual and social influences occurring prior to the name change in 1973. Following WWII, industrial psychologists had become increasingly concerned with what Viteles (1944) described as “the sentiments, feelings, and attitudes of workers, supervisors, and managers, and with the interplay of people in the social organization of the industrial enterprise” (p. 182). Personnel types were getting increasingly involved in leadership and morale issues, along with group and organizational effectiveness. Leading figures such as McGregor, Argyris, Herzberg, Likert, Katz, and Kahn were advocating for a shift in focus to the organization not just individuals in them. The publication of Schein’s little book *Organizational Psychology* in 1965 was a reflection of where the field saw itself going in the future with regard to “O.”

In addition to these intellectual forces were social forces that were influencing how psychologists looked at work:

- The Nixon administration was shifting its focus from community development and civil rights toward workplace reform
- Sociologists and even some legislators were calling for an end to worker alienation or “blue-collar blues”
- The t-group, or sensitivity training movement, was at its peak in the 1960s and early 1970s
- Division 14 was sponsoring APA symposia on humanizing industrial psychology

As I have commented elsewhere (Highhouse, 2006), the recognition of organizational psychology was more than simply a reflection of the expanding interests of industrial psychologists to include organizational phenomena. It was also an acknowledgement of a young group of more humanistic psychologists, many of whom had training outside of traditional industrial psychology. In the 1970 issue of *TIP*, an announcement of the proposed name change noted “It is hoped, of course, that the proposed change [to industrial-organizational psychology] would encourage many psychologists now believing themselves excluded from our Division to apply for membership” (Notification of proposed change of name, 1970). In the same issue, outgoing Division 14 President Herbert Meyer commented on the lack of growth in the division’s membership over the last several years. The name change, therefore, may have also been an attempt to attract and retain a large group of professionals and scholars interested in social and clinical issues in the workplace, many of whom identified with the emerging field of OD (Hollenbeck, 1972).

The humanistic influences signaled by the name change led to tensions with the traditionalists over the relative value of a “hard” versus “soft” approach to research and practice, and over whether the field should be theory and science driven, versus practice and value driven (e.g., Alderfer, 1972). Prominent figures such as **Marvin Dunnette** and Fred Wickert grumbled about the “humanizing pressures” of the times and were dubious of such “mushy” concepts as growth, trust, and self-direction (Wickert, 1974). Outgoing Division 14 President **Robert Guion** (1973), interviewed in the first issue of *The Industrial-Organizational Psychologist* following its name change from *The Industrial Psychologist*, commented “I think that there is no real great difference between traditional industrial psychology and what has become called organizational psychology so far as the topics are concerned. I think the difference has been more in methods and I would like to see more rigor in the methods, regardless of what people call themselves (p. 30).”

Final Observations

Here we are today, with a name that is unable to garner the support of more than 50% of our membership but for which we are unable or unwilling

to find a suitable replacement. Consider the experience of Cambridge physicist Sir Roger Penrose, announcing in 1969 what he thought was a monumental discovery. He called his finding a “gravitationally totally collapsed object,” and the world responded with a collective yawn. Months later, he began to refer to his discovery as a “black hole,” and it suddenly became headline news.

As I-O psychologists, we know the power of organizational branding, and we know the importance that an organization’s name can have on the social identity of its members. As this brief history of the current I-O name shows, the identity issue is not a new one. And, the name-change issue is not likely to go away. It would be useful to work with international I-O organizations, such as the European Association of Work and Organizational Psychology (EAWOP), to find a name that unites the discipline worldwide. It would also be useful to have serious discussions about the locus of I-O psychology within academe and how a name change might best position the discipline for future growth.

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ON THE LEGAL FRONT

Eric Joins the Front

Arthur Gutman and Eric Dunleavy



*Introducing Eric Dunleavy. I want to extend a warm welcome to Eric Dunleavy, who will be joining me as co-columnist for **On The Legal Front**. I introduced Eric to you in the January 2007 issue of TIP as a guest columnist. His work speaks for itself. Eric and I have been communicating about legal issues for the past 5 to 6 years and have collaborated on a number of projects over the past 2 years. I have a world of confidence in and respect for his talents. Our plan is to each do two columns a year and, on occasion, write jointly. I know you will enjoy his work as much as I do. AG*

I was excited to be a guest columnist in **On the Legal Front** for the January 2007 column, and I am thrilled to be a co-columnist now. This column is a source that the I-O community can use to maintain familiarity with legal issues that are relevant to our discipline. Staying familiar with these legal issues is important because case law continues to evolve with shifting legal theory, changing burdens of proof, and revised professional guidelines. For example, a number of cases in 2007 have had implications for the legal defensibility of personnel practices, and there are more I-O-relevant cases on the docket. In addition, both the EEOC and the OFCCP have recently started large scale initiatives designed to combat systemic discrimination so it is likely that more claims and cases relevant to I-O are on the way.^{1, 2}

For those that don't know me, I work for the American Institutes for Research in the equity analysis practice area, which offers employment discrimination litigation services. During my tenure at AIR we have focused primarily on large-scale class action lawsuits involving both adverse impact and pattern/practice scenarios, as well as some smaller disparate treatment cases. I have also been bugging Art about his columns since my second year in graduate school. Over the years, I may or may not have asked Art things like "Have any Supreme Court Justices had you arrested for things you wrote about them in your column?," "Are you sure applicant flow data are more appropriate than similarly situated groupings for this type of claim?," "What happened in Wards Cove? I know you've told me at least 15 times, but I still have no idea," and "What exactly does constructive discharge mean? Does anyone in the world actually know?" Art has probably forgotten more legal issues than I have encountered, but hopefully my columns will be relevant for practitioners and academics alike who are interested in the legal defensibility of personnel practices.

¹ http://www.eeoc.gov/abouteeoc/task_reports/systemic.html

² <http://www.dol.gov/esa/regs/compliance/ofccp/faqs/comstrds.htm>

In my mind, Art has been writing this column with a couple of larger goals in mind, and I am on board with them 100%. First, I think his primary goal is to keep the I-O community updated on happenings in employment discrimination litigation in real time. This issue of real time is an important one in my mind because we are all practicing our trade in real time, and finding out about new professional or legal standards years after they happen won't help when a client, lawyer, or judge asks about it before then. Being familiar with the most recently favored legal standards, the most up-to-date professional guidelines, and recent enforcement agency policies is critical to those of us involved in developing personnel practice systems that will be in operation today, tomorrow, and well into the future. Art has been doing a terrific job with this by writing about rulings as soon as they happen, and the last three columns on employer retaliation post-*BNSF v. White* have been a great example of this.

Second, I think that Art also wants the column to accurately depict the larger political and societal context in which employment discrimination occurs and is litigated. Societal philosophies in this day and age do influence what is considered fair versus unfair and what is legal versus illegal. In other words, societal priorities may change over time.³ These philosophies are perhaps most clearly operationalized in what is happening in the courts and in enforcement agencies like the EEOC and OFCCP. I think that in some cases what goes on in Washington D.C. can help us to better understand trends in discrimination charge and litigation statistics, enforcement agency initiatives, and court decisions. I think Art has depicted the larger societal context in which employment discrimination litigation occurs and has left his personal political and social beliefs out of his columns (which isn't always easy). Examples include his preview of Supreme Court Justice Alito's view on various EEOC-related issues in the April 2006 column, and his treatment of Supreme Court Justice O'Connor's legacy in the October 2005 column.

Third, I think the norm in this column has been to summarize a ruling and then to go much deeper. In other words, the real lessons learned are the "whys" behind particular rulings and often require consideration of professional guidelines, statutes, and relevant case law. In addition, understanding the whys can help us understand the potential implications of rulings as they relate to everyday I-O psychology. I think just about all of Art's columns are good examples of this.

I'm taking the approach that if it isn't broken don't try to fix it, and when I am contributing to this column my goals will be to (a) update the general I-O community of relevant legal issues in real time, (b) consider the larger social context as a partial explanation of what is happening, and (c) dig a little deeper to understand the specifics of why a particular thing happened and consider potential implications.

³ For a great example of context importance, see Richard Ugelow's chapter on I-O psychology's role in the Department of Labor (DOL) in *Employment Discrimination Litigation* edited by **Frank Landy**.

Because Art and I are splitting this column, and I just spent some space giving you my perspective on the column, I thought I would preview two cases that have been ascending up the ladder of appeals courts toward the Supreme Court. Both will likely warrant full columns once rulings at higher levels are available and, for the purposes of this column, will be introduced only briefly. The first case is a little pattern and practice case called *Dukes et al v. Wal-Mart*, and you may have heard of this one. Something about a potential class of 1.5 million, potential damages in the billions, and some potential precedent-setting rulings for class certification across all types of litigation. Although this case is only in the class certification stage, it has already gone through one district court ruling and one appeals court ruling (2 to 1) in the 9th circuit and may be heading to a full 9th circuit en banc hearing soon. The second case is *Ledbetter v. Goodyear Tire & Rubber Co.*, which is already on the Supreme Court docket in 2007, and concerns the time period that can be included in an employee's lawsuit alleging discrimination in pay under Title VII. This case is likely going to require the court to determine whether compensation discrimination is a continuous or dichotomous phenomenon under Title VII.

Dukes et al v. Wal-Mart

Believe it or not, but this case was first referenced in *TIP* back in 2004, when **Michael Harris** and **Lisa Harpe** wrote about class action lawsuits in the employment discrimination context. Interestingly enough, the case is still at the class certification stage 3 years later. However, progress has been made. There are a number of legal issues being debated at this stage of the case, and some have more relevance to personnel testing than others. This case may become the prototype for what the EEOC refers to as "systemic discrimination," which may include pattern and practice scenarios, adverse impact scenarios, or a combination of the two if discrimination occurs against an entire protected class via employment decisions and policies.

In this case, six named plaintiffs filed a class action suit alleging sexual discrimination under Title VII. As mentioned above, the district court certified the class, which may include between 1.5 and 2 million women who were similarly situated. Specifically, the class may include current and former female employees from 3,400 stores from 41 regions. The claim alleged that women employed at Wal-Mart stores (a) are paid less than men in comparable positions, (b) receive fewer promotions to in-store management positions, and (c) wait longer for these promotions. Thus, there are really three separate employment practices of interest here, which is common in pattern and practice claims of intentional discrimination.

Importantly, the plaintiffs asserted that Wal-Mart's centralized structure facilitates gender stereotypes and that there was a pattern and practice of discriminatory treatment throughout Wal-Mart stores. In the eyes of both the district and appeals court the plaintiffs satisfied Rule 23 of the Federal Rules of

Civil Procedures.⁴ The plaintiffs satisfied this rule by using (among other things) a combination of (a) sociological expert testimony focusing on the existence of a “centralized Wal-Mart culture,” (b) statistical expert testimony focusing on disparity analyses that supports gender gaps in the personnel practices of interest, (c) anecdotal evidence of gender bias, and (d) evidence that the policies and procedures in question were subjective in nature but were still centralized policies and procedures.

Wal-Mart appealed the appeals court ruling and petitioned for rehearing en banc, which would be in front of a larger group of 9th circuit judges. The appeal focused on potential errors in the court’s ruling that class certification requirements of Rule 23 were satisfied, as well as issues related injunctive versus monetary relief and potential damage computation methods that would violate due process. So will Wal-Mart get an en banc review? My guess is yes given the potential size of this class and potential damages, and because their appeal reads very similar to issues brought up by the dissenting appeals judge. Will the full en banc court decertify the class? If I had to guess without seeing the specific expert testimony, I would say probably not. If the district and appeals courts made an egregious error in interpreting Rule 23, it isn’t obvious to me as of right now. However, if plaintiff expert testimony is thrown out for any reason, then all bets are off. Likewise, the issues of injunctive versus monetary relief, damage computation methods, and due process may play a role in the ruling at the next level regardless of what happens concerning Rule 23. If an en banc ruling becomes available, you will see it here.

Ledbetter v. Goodyear Tire & Rubber Co.

This disparate treatment case will require the Supreme Court to consider the time period that can be included in an employee’s lawsuit alleging discrimination in compensation under Title VII. Briefly, the facts of the case are as follows. Lilly Ledbetter worked at the Goodyear Tire and Rubber Co. and claimed that Goodyear paid her a lower salary than her male co-workers because she is a woman. A jury from the U. S. District Court of Northern Alabama found that Ledbetter was paid less than her male counterparts because of her gender. In making their ruling, the jury considered a series of discrete pay review decisions made at different times by different people over Ledbetter’s long career at Goodyear and ruled in favor of the plaintiff.

Goodyear Tire & Rubber Co. appealed, and the 11th Circuit reviewed the case and chose not to consider the entirety of Ledbetter’s career. Instead, the Court held that, in cases where employers have a standardized method for evaluating employee pay, an employee can only consider the last discrete act affecting pay before the start of the limitations period. That is to say, a claim under Title VII must stem from a specific discriminatory act, like a particular

⁴ This is perhaps the most relevant dimension of the ruling for those in I-O. Please refer to the article by Harris and Harpe for a review of the prongs of this rule.

paycheck, promotion, or raise. Because evidence was not within the limitations period created by the Title VII charge, the appeals court reversed the ruling and instructed the original court to dismiss the complaint.

So, it appears that the Supreme Court will have to consider whether pay discrimination should be treated as a discrete or continuous phenomenon when pay is systematically evaluated by the employer. Every paycheck after an initial discriminatory act may represent a lower salary as compared to what that salary would have been without discrimination. This continual aggregation of inequity may be considered adverse enough to reset the statute of limitations, similar to the way hostile environment claims do not represent individual acts of discrimination. Of course, it may be difficult for employers to defend against allegedly discriminatory pay decisions made years earlier under different compensation systems. The Supreme Court's decision in this case is expected some time this summer.

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A Look in the Mirror: Examining the Ethnic/Racial Composition of Our Society

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Since I (Derek) was a Student Affiliate, I've always wondered about the racial and ethnic composition of SIOP. I knew from my limited experiences at the annual conferences that the proportion of minorities was not particularly high but had never seen any information providing a profile of our membership. Several years later, when I became the SIOP historian, my curiosity resurfaced. I thought to myself —wouldn't it be great to do an article for *TIP* chronicling the change in membership diversity over the years? Unfortunately, however, I never managed to get my hands on the data to pen such an article. Two years ago, my predecessor in the role of Committee for Ethnic Minority Affairs (CEMA) chair, **Mickey Quiñones** wrote a column with **Winfred Arthur** that took a first step towards quelling my wonder (Quiñones & Arthur, 2005). Using data from SIOP's membership records and the I-O graduate program database, they provided some summary descriptive statistics. Recently, with the assistance of Lane Connor of Personnel Decisions Incorporated, I came across statistics maintained by APA on the membership diversity of Division 14. Around the same time, CEMA member Sylvia Hysong contacted me to inquire about racial and ethnic diversity within SIOP. Given her interest in the topic and my interest in making the column more collaborative, this seemed a perfect opportunity for us to work together. Consequently, the purpose of this collaborative column is to paint a preliminary portrait of our membership. In the process, we hope to identify several challenges for our future.



A Look at the Pipeline

For those who may have missed the article by Quiñones and Arthur (2005) or simply need a refresher, here's a quick synopsis. Looking at Student Affiliates, our pipeline for the future, their data indicated that 86 out of 2,857 were minorities, or approximately 3%. This number is troubling for a few reasons. First, most I-O graduate programs are located in the United

States, where more than 25% of the population consists of ethnic and racial minorities (U.S. Census, 2005). Second, the data Quiñones and Arthur present on SIOP members suggests there was greater minority representation among Members (4.0%) than among Student Affiliates. Third, the proportion of minorities amongst I-O faculty was more than twice as high as that among Student Affiliates (6.8% vs. 3.0%, respectively). Finally, the data on students enrolled in I-O, organizational, or social/organizational doctoral programs revealed that 304 of 1,349, or 22.5% were minorities. Collectively, this means minorities in our pipeline are underrepresented relative to (a) the population as a whole, (b) the current membership, (c) I-O faculty, and (d) the pool of prospective Student Affiliates. Perhaps the most disturbing of these observations is the last, which suggests we could do a considerably better job promoting SIOP to students already enrolled in our doctoral programs.

We should note that Quiñones and Arthur acknowledged significant shortcomings of the data they presented. Specifically, members and graduate programs are not required to indicate their ethnicity and many individual registrants (13% of members and 80% of students) leave this information blank. Thus, the data presented above may be somewhat misrepresentative if some form of systemic nonresponse bias is present. Moreover, their data did not provide specific racial and ethnic group breakdowns or examine membership at different levels (i.e., Associate, Member, and Fellow). Hence, no conclusions can be drawn about the representation of individual minority groups. Furthermore, it is not possible to examine what Cox (1994) refers to as structural integration, the distribution of diversity across various hierarchical levels within an organization.

This final limitation is particularly problematic. When organization membership involves hierarchical distinctions, minorities tend to find themselves better represented at lower rather than at higher levels. This creates what Lau and Murnighan (1998) refer to as demographic faultlines. Because demographic group membership and hierarchical status within the organization tend to be correlated, intergroup status inequality is reinforced and discrimination and prejudice may be exacerbated amongst the organization's stakeholders (Brewer, 1995). In the case of SIOP, the principal hierarchical classification is whether one is an Associate Member, Member, or Fellow. Thus, a key question is whether minority representation differs significantly across these three levels of membership.

Minority Membership by Levels

The data provided by APA allow us to examine such a question. Consistent with the data presented by Quiñones and Arthur (2005), we must report that a considerable portion of APA members of Division 14 did not specify their race or ethnicity. In fact, 36.7% of Associates, 20.4% of Members, and 4.1% of Fellows (20.7% overall) opted not to indicate their identity group. Nevertheless, that means approximately 80% did provide racial/ethnic information. So, with this nonresponse acknowledged, let's take a look at the data.

The distributional data are presented in Table 1. Consistent with Cox's discussion of structural integration, we see minority representation is highest at the Associate level (10.6%). Of these 255 associates, 10 were Asian/Asian American, 13 Hispanic, and 4 Black. Overall minority representation at the next level (i.e., Members) decreased to 7.9%. Of the 1,864 members to report their race/ethnicity, 10 were Native American, 50 Asian/Asian American, 44 Hispanic, and 39 Black. Moving to the fellow level, minority representation decreased further to 5.8%. Of the 325 fellows to indicate their race/ethnicity, 3 were Native American, 7 Asian/Asian American, 6 Hispanic, and 2 Black. Looking at the individual minority groups, relative representation is highest for Asian/Asian Americans and Hispanics at the Associate level (3.9 and 5.0%, respectively). Black representation is highest at the Member level (2.1%) and Native American representation, like that of the White majority, is highest at the Fellow level (0.9%).

Table 1

APA Division 14 Membership by Race and Membership Level

	Associate Member	Member	Fellow
White	228	1,716	306
Black	4	39	2
Asian	10	50	7
Hispanic	13	44	6
Native American	0	10	3
Multiracial	0	4	1
Not reported	148	477	14
Total reported	255	1,864	325
Grand total	403	2,341	339

Although we, like Quiñones and Arthur (2005) before us, are hesitant to draw any firm conclusions from this data, a few points are clear. First, minority representation at all levels within our organization is considerably lower than that in U.S. society as a whole, which is about 25% minority (U.S. Census, 2005). Second, hierarchical level and minority representation are inversely correlated within SIOP. Third, any demographic projections, for which one would have to draw upon the aforementioned student data, would forecast a decline in minority representation. In short, the numbers do not paint a particularly pretty picture.

Unfortunately, the trend is not unique to SIOP. According to the most recent census data, minority psychologists number fewer and fewer the higher the level of education they attain (see Figure 1). This trend is also reflected in both the scientific community and the U.S. labor force as a whole (U.S. Census Bureau, 2000). This suggests SIOP is part of a larger glass ceiling plaguing minorities in the American workforce as a whole, regardless of industry. (See Figure 1.)

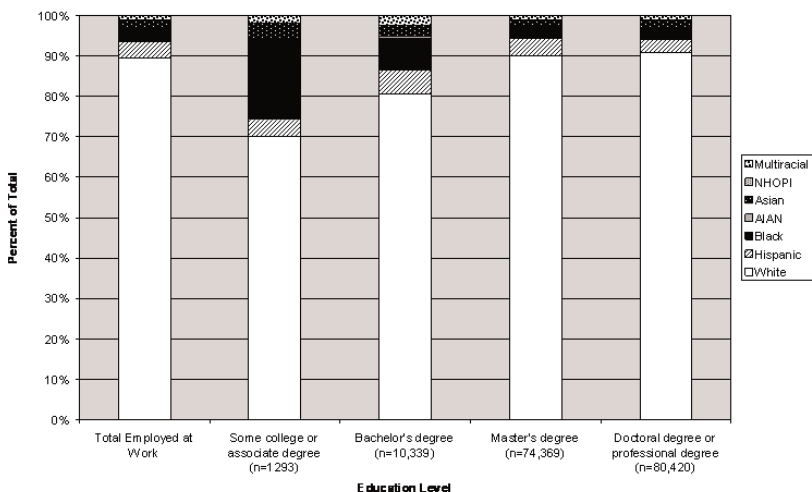


Figure 1. Psychologist Tabulation by Race and Education

Conclusions

So what should we do about this? Well, let's take a look at the two contrasting extreme options. On the one hand, we could assume that the race/ethnicity nonrespondents are overwhelmingly or entirely minority. If this were the case, SIOP would be extremely racially/ethnically diverse by nearly any standard (except at the Fellow level where there was very little nonresponse), suggesting little need for wholesale change. That SIOP membership data seem to mirror U.S. census data rather well suggests this possibility is unlikely. On the other hand, we could assume that there is something about our society or profession creating a "chilling effect," whereby minorities are disproportionately dissuaded from pursuing careers in I-O or joining SIOP. If this were the case, we would need to assess who we are and everything we do from the standpoint of trying to identify and correct those aspects that dampen interest among minorities. Most of our membership probably would agree that the answer to this dilemma lies somewhere between these two extremes. As I-O psychologists, we are well poised to tackle this dilemma head on. To initiate this effort, we conclude by proposing some ideas for diversifying and structurally integrating our membership. It is our hope that this column will provoke some thought and, more importantly, some action on the part our leadership and membership as a whole.

Capitalize on local connections. Most of us know from research or experience that, although buy-in from the top is crucial to successfully implementing any initiative, the majority of the work (and thus the change) happens on the front lines, or the local level. Most metropolitan areas with con-

centrations of I-O psychologists have local I-O psychologist groups (e.g., Metropolitan New York Association for Applied Psychology [METRO], Houston Area Industrial/Organizational Psychologists [HAIOP]), all with members in academia, consulting, and industry (there is a nice listing of these available on the SIOP Web site: <http://www.siop.org/IOGroups.aspx>). In many cases, most of these local members also belong to SIOP. As an executive board member of my local organization, we (Sylvia and the rest of the board) regularly contend with sustaining the vitality of our membership on a regular basis. In doing so we rely heavily on our local connections to industry and academia to achieve that goal.

Get them thinking about SIOP early. Most psychology departments have an undergraduate psychology club or a local chapter of Psi Chi, the national honor society in psychology. These bright individuals are already interested in psychology and represent an underutilized pool of potential new members. Outreach activities at this level (e.g., the SIOP teaching institute), before students choose a postgraduate career, could capture new and diverse members even if they choose to pursue an allied field such as human resources or organizational behavior.

Raise awareness of existing opportunities for minorities. Many existing programs aimed at improving diversity go underutilized simply due to lack of awareness. For example, the National Institutes of Health (NIH) offer supplements to currently existing grants to improve the diversity of the scientific health care community; although the chances of receiving regular grant funding from NIH are currently barely 10%, the chances of receiving a minority supplement are closer to 75%, primarily because so few people apply for them. In healthcare, it has been suggested that research to improve the application of technology we already have will save more lives than research to discover new therapies and treatment (Gawande, 2007). Perhaps the same can be said concerning means of improving the diversity of our membership.

Take someone under your wing. Years of research have taught us that mentors have been a critical component of most successful professionals' careers. This is especially true among women and minorities (Thomas, 2001). Those who have had the benefit of a true mentor—not merely their graduate advisor, but someone who stimulates their thinking, enhances their network, and alerts them of opportunities when they arise—credit many of their successes to something involving their mentor. All of us can remember a time when we needed a break and someone on the inside gave us a leg up; it's time to pay it forward!

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SPOTLIGHT ON I-O ORGANIZATIONS



Lori Foster Thompson¹
North Carolina State University

Greetings *TIP* readers, and welcome to the July edition of the **Spotlight** column. The summer vacation season has officially arrived and whether you're heading for the mountains or traveling to the coast, chances are you're wondering how to fill those long hours on the road. Tired of license plate bingo? Has the *Handbook of I-O Psychology* on tape suddenly lost its luster? Are you desperately searching for a way to avoid singing "Ninety-Nine Bottles of Beer on the Wall" with your family for the umpteenth time? If you answered "yes" to the preceding questions, this column is for you! The following pages provide everything you need to know to engage your travel companions in a lively discussion about the evolution of I-O psychology in Romania.

In fact, you won't want to miss this thought-provoking glimpse of Romanian I-O, regardless of whether you find yourself in search of highway conversation. The following article describes the state of I-O psychology in a country that has undergone a great deal of change in the past 18 years. The challenges our Romanian colleagues have encountered along the way are described and discussed. Many of these challenges involve things we have the luxury of taking for granted, that is, obstacles that U.S. I-O psychologists rarely have to grapple with. Read on for details.

Industrial-Organizational Psychology in Romania²

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Romania, a full member of the European Union since January 1, 2007, is located in southeastern Europe and has a population of around 22 million

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

² We thank Paul Spector and Horia Pitariu for their useful comments on this article. Correspondence can be addressed to Dan Ispas, Department of Psychology, 4202 E. Fowler Avenue, PCD4118G, University of South Florida, Tampa, Florida. E-mail: dispas@gmail.com.



people. This is not the first article on I-O psychology in Romania published in *TIP*. Landy (1986) and Pitariu (1992) have also published accounts of psychology and I-O psychology in Romania.

Both these accounts were given shortly before and after the Romanian revolution (1989), which was an important turning point in the modern history of the country. A lot has happened in Romanian psychology and I-O psychology since 1992. The purpose of this article is to present the current status and some future directions in Romanian I-O psychology.

In his account of Romanian I-O psychology, Landy (1986) remarked that, even though there were quite a few psychologists active in the industrial environment, and even though their opinions were carrying some weight with the management, "their problem was that they were working with a body of knowledge that was 20+ years out of date" (Landy, 1986, p. 25).

This was in part due to the general communist ban on traveling, international contacts, and personal freedom. But in part it was also due to the fact that Romanian psychology was dismantled as an academic discipline in 1976 and succeeded to survive for the following years only housed in departments of education and philosophy. Through the efforts of a small group of Romanian psychologists (most of them being I-O psychologists) that included the late Prof. Dr. Alexandru Rosca, Prof. Dr. Ioan Radu, the late Prof. Dr. Mielu Zlate, and Prof. Dr. Horia Pitariu, psychological research continued to be published in *Revista de psihologie (Journal of Psychology)*. Only the Romanian revolution in 1989 brought forth the prerequisites for psychology to again become the vigorous discipline it was from the early 1920s until 1976. For more on the history of psychology in Romania, the interested reader can see Iliescu et al. (2007), Landy (1986), and Pitariu (1992).

I-O psychology is a well established area of psychology in Romania. Most academic programs in psychology also teach courses in work, industrial, and organizational psychology. Also, most academic programs in psychology offer undergraduate specializations in I-O. This specialization is also acknowledged by the Psychological Commission, which is a regulating and certifying professional body of psychologists in Romania. Professional psychological practice, according to the Commission, can be done in Romania today in one of three areas: therapy/clinical psychology, school/vocational psychology, and I-O psychology.

In recent years, several important volumes have been published in the domain of I-O psychology. The first is a human resources management book written by a leading I-O psychologist (Pitariu, 1993), which won a Romanian Academy of Sciences award. Several years later, the *Handbook of Work*

and Organizational Psychology (Bogathy, 2004) emerged. Finally, a two-volume *Treatise of Organizational and Managerial Psychology* was written by the late professor Mielu Zlate (2006) and published last year.

Education

Psychology departments with a strong emphasis in I-O are those from Babes-Bolyai University in Cluj-Napoca, University of Bucharest, and West University in Timisoara. Until 2007, psychology was studied in 4-year academic programs that could be followed by a 2- or 3-semester master's degree. Both the undergraduate and the graduate courses provide specialization; thus, an undergraduate specialized in I-O psychology has all the professional rights of a fully trained psychologist.

Most practicing Romanian psychologists have undergraduate degrees in psychology with specializations in I-O. As Landy (1986) noted, "in contrast to an American undergraduate, these individuals have taken 75-80% of their course work in psychology...as a result, they would have much the same training as a master's degree student in the U.S." (p. 25).

This focus on undergraduate education is definitely undergoing change since Romania joined the European Union. In the future, psychology will be taught in 3-year undergraduate programs, followed by a specialized 2-year master's program. In order to practice psychology, one will also need a certification from the Romanian Psychological Commission (Colegiul Psihologilor din Romania, www.copsi.ro).

Main Areas of Interest

Landy (1986) remarked that "by far, the most significant area for research and practice is that of personnel psychology" (p. 23), and a few years later Pitariu (1992) stated that "our methods are antiquated...we must integrate our psychological interventions in the scientific context of modern I-O psychology" (p. 32). Today Romanian I-O psychology is up-to date, at least with the focus of modern I-O knowledge. What still lags dozens of years behind is the vigor of research and the international impact of this research. One possible explanation may be the relatively difficult access to the latest journals and articles in the field due to their high costs.

Main areas of interest for I-O psychologists are marked by a huge difference both in focus and in approach between academic programs and real-life practice. Academic programs are quite up to date with the standards of knowledge at an international level. The focus in academic I-O programs is on "hot" topics, including methodological issues, personality, job stress, workplace safety, health outcomes, performance management, quality of working life, affectivity and emotions in the workplace, leadership and teamwork, diversity in the workplace, culture, climate, and workplace values. This

contrasts with the U.S. where there seems to be a stronger emphasis on things like selection and training.

Practitioners rarely focus on conceptually complicated issues or on research but mostly use turn-key instruments that bring fast results. Most of their work is dedicated to performance-related issues like recruitment, selection, training, and performance evaluation. Also, I-O psychologists rarely reach top levels in consulting firms but are most of the time dedicated to technical issues.

Most I-O psychologists work in consulting businesses in the human resources area, where their expertise is heavily challenged by specialists from the managerial sciences, even in those areas where psychologists have traditionally had the upper hand. This challenge is encouraged by the current legal framework, in which activities like job analysis or psychological testing procedures are not mandatory in order to ensure fairness, equal opportunities, or safety in the workplace. Under these circumstances, real competencies in technical and supporting areas that provide important prerequisites for the HR process are not sought after—and nonpsychologists often have the upper hand.

Romanian Association for Industrial and Organizational Psychology

Founded in 1998, the Romanian Association for Industrial and Organizational Psychology—APIO (www.apio.ro)—is the forum for work and I-O psychology research and practice. APIO currently has around 200 members, a small number of whom are academics. Most are former students who have joined the association while still studying and have remained members as practitioners. Although the proportion of academics to practitioners is 1:8, the most active members of APIO are still the academics. The current president of APIO is Professor Dr. Horia D. Pitariu.

APIO's objectives, as indicated in the founding statement, are (a) to support research in I-O psychology; (b) to support professional development actions in this field; (c) to support the valuation of the professional competencies of APIO members, in an environment where I-O psychologists are still underrated; and (d) to protect the profession of I-O psychology.

APIO organizes an annual 3-day conference where academics and practitioners meet for presentations and workshops. Each conference brings together around 50 members of APIO, has 5–7 symposia, 3–4 workshops, and 2–3 poster sessions. Previous guest speakers include Gerrit van der Veer, Dongo Rémi Kouabenan, and John Raven. The 2007 conference took place in Cluj-Napoca between May 10–12.

Since 2004, APIO also publishes its own journal: *Psihologia Resurselor Umane* (*The Psychology of Human Resources*), a PsycInfo abstracted journal that includes research and commentaries from both academicians and practitioners. The journal's editor is Dr. Horia D. Pitariu. Several prominent I-O psychologists and business researchers have published in *PRU*, including **Timothy A. Judge, Frank J. Landy, Edward E. Levine, and Paul E. Spector.**

What Lies Ahead?

As discussed next, there are three areas of research where Romanian I-O psychologists can play an important role:

I. Educational and occupational selection

The admission process for most of the Romanian universities involves either the analysis of a short biographical file or a formal knowledge-based exam. There is virtually no research that examines the validity of the selection process. There is a great need for validation studies and perhaps developing standardized tests for educational selection at undergraduate and graduate levels.

In the personnel selection arena, there is a lot of work to be done, especially in the public sector. Most of the personnel selection in public organizations involves unstructured interviews, knowledge-based exams (most of them testing the legal knowledge of the applicants). There is virtually zero evidence on the utility and validity of selection practices currently used.

II. Stopping the “brain drain”

Due to the economic conditions, Romania has a huge worker migration problem. Unofficial estimates indicate that there are around 2.5 million Romanians working abroad, which is more than 10% of the total population. The problem will likely accelerate now that Romania has joined the European Union and free migration of the workforce is a fact. I-O psychologists can be involved in understanding the reasons behind workers' migration and developing strategies to attract the working force to return to Romania.

III. Making an impact on the international scene

Romanian psychology in general has had little impact on the international scene (David et al., 2002). So far, most of the Romanian I-O research is either part of large cross-cultural projects (e.g., Spector et al., 2001) or involves psychometric analyses of scales and questionnaires developed in Western countries using Romanian samples (e.g., Ispas & Rossi, 2007; Pitariu & Iliescu, 2004). We need more emic (indigenous) approaches, developing scales and questionnaires that take into account cultural differences, and research on relevant issues to Romanian society that can also make a contribution to the literature (e.g., reasons for migration, illegal workers, and corruption).

The current situation of Romanian I-O psychology can be compared with a convalescence after a long and painful crisis. But the doctors are certainly optimistic about the future of the patient. The legal framework for the I-O profession stands in place, both academics and practitioners have made a vengeful comeback in the last 3–5 years, and there is yet no telling where this

extremely positive evolution will stop. The field of I-O psychology seems to be heading in the right direction, towards a generation of scientist-practitioners with great professional skills. We are sure that only good things will be heard in the future about Romanian I-O psychology in the international arena.

Concluding Editorial

So there you have it—an enlightening overview of Romanian I-O psychology and the transformations it has undergone. As you can see, our colleagues have encountered some unique challenges and opportunities in their efforts to study organizational science and contribute to the well-being of the Romanian workforce. Recent trends show positive change, and the foreseeable future looks bright as the science and practice of I-O psychology continue to advance in this important area of the world.

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**Tara Behrend, Jane Vignovic, Amy DuVernet, Clara Hess,
Jennifer Lindberg, and Reanna Poncheri
North Carolina State University**

As we say in the south, “Hey, y’all!” We’re your new columnists. We have a lot we hope to accomplish, so here’s a brief review of our plans. For each column, we’ll present information and resources related to graduate student life. We promise to give inside tips that experienced folks sometimes forget to share. In addition to our regular column, we feel it is our responsibility to keep up with the trends. So, we offer you the **TIP-TOPics** MySpace page. That’s right, your friendly **TIP-TOPics** columnists have created a virtual gathering place for graduate students to gripe, hang out, or even find a research partner. You can find us at: <http://www.myspace.com/tiptopics>. Look there to find information about us, including our plan for our future columns. So, let’s get right down to our first topic: Cconferences.



L to R: Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg, & Jane Vignovic

Imagine you have just completed one of your many class research papers. After the wave of relief washes over you, what should you do?

Your first thought might be, “Nothing! This paper has caused me nothing but grief! Aargh!” We urge you to work past those feelings. “Maybe I should present this paper at a conference.” Good thinking! Conference presentations are an excellent way to get feedback on your work. And, by sharing your work, you help others improve their research. Isn’t that preferable to letting that paper collect dust bunnies?

For some, the thought of presenting at conferences can be intimidating. We all know how beneficial conferences can be; yet, we are left feeling small and meek at the mere thought. Luckily, we are here to help. We’ve put together a terrific guide (if we do say so ourselves) that can make the whole process less intimidating and a lot more fun. So read on!

Choosing a Conference

Okay—you’re convinced that the world must hear about your paper. But, which venue is right for you? We can’t tell you which conference is the best fit, but we have some thoughts to help you choose.

- Who should know about your research? A broad conference like SIOP will get you lots of visibility, whereas a smaller, more specialized conference may give you more chances to speak to like-minded col-

leagues. Find out whether your local I-O group hosts a conference, too—find a list of groups at www.siop.org/IOGroups.aspx.

- What type of paper do you have? Is it theoretical or empirical? Is it a first shot? A little rough around the edges? IOOB or local I-O conferences are best bets for unfinished work or work done early in your student career. SIOP and APS are better for sharing the results of completed studies.

Heck, you can even try several kinds of conferences—if you don't like them, we won't make you go back!

OK, I've Picked a Conference—Now What?

Spend some time considering who has been instrumental in the development of your paper. Then, review your APA manual (p. 350–351) and determine who should receive authorship credit.

Next, you'll probably have to tackle the behemoth task of cutting your paper down to size. This is always one of the most frustrating parts of conference submissions. Some tips for shortening a long paper:

1. Scale back the introduction. Unlike your thesis committee, conference reviewers don't need (or want) to read about every development in the literature. It may be painful, but start by identifying whole sections you don't need. Then, go through and condense your thoughts in the remaining sections—this means some rewriting.

2. Tables, figures, and charts are good ways to communicate lots of information concisely, but don't go overboard and beware of appendices—sometimes they count towards your word limit.

Next, you have to write an abstract and, sometimes, a press paragraph. This is our least favorite conference-related task, but it's incredibly important. It's often the only part of your paper that people will read.

1. Focus on the big picture. If you had to tell someone only one thing about your study, what would you tell them?

2. Consult your trusty APA manual. It has some great tips on how to write a good abstract.

3. Consult past conference programs. This is especially helpful if you've never attended this conference before.

Next, get feedback. Faculty members or experienced peers will be your best audience. Some ideas for getting feedback and having a little fun in the process:

1. Have a rough draft party. Get together with your friends and trade papers. Sure, it's no weekend in Vegas, but it's a party nonetheless.

2. Ask for feedback. Positive comments are nice, but it's better to have honest, critical feedback that you can address before submitting.

After that, you're ready to submit. Once it's in, sit back and wait. Within a few months, you will get some news. Two outcomes are possible:

1. Your paper was accepted! Celebrate!
2. Your paper was not accepted. Bummer! No worries...this happens to the best of us. You can make some revisions and submit it again next year, or try a different conference.

Let's assume your paper was accepted. You need to get those presentation skills ready! You also need a few ways for people to remember you. And we don't mean preparing your table dance.

First, you need to get ready to give your presentation. If you are giving a poster presentation, think about how best to present your ideas in the fewest words possible. Next step: Practice in front of people who are familiar with your research and people who are not. Focus on communicating in an understandable and concise way. If you have a poster, prepare a one-minute overview of your study and findings. If you are prepared, you'll be able to discuss your research with anyone from **Frank Landy** to the cute bellhop.

The Conference Went Great! Now What?

If all went well, you will have a long list of people who want copies of your paper. Don't lose that list! Make sure you make a good impression and follow up on requests. Keep a record of these e-mails, too. If your paper is accepted to a journal later, you can pass along the good news. Ah...the publication process. But that's a **TIP-TOPic** for another day!

TIP-TOPics Resource Center

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SIOP: <http://www.siop.org/conferences/default.aspx>
APS: <http://www.psychologicalscience.org/convention/>
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AoM: <http://www.aomonline.org/aom.asp?ID=4>
IOOB: <http://psych.iupui.edu/ioob2007/>
EAWOP: <http://www.eawop2007.org/9/33432.asp>

Other information:

Tips on presenting: <http://www.training.nih.gov/careers/careercenter/publish.html>

Articles on networking: <http://www.careerjournal.com/jobhunting/networking/>

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GOOD SCIENCE—GOOD PRACTICE



Jamie Madigan
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Like many of our colleagues in this issue, we chose to highlight some of the fantastic research we saw presented at the 22nd Annual SIOP Conference in New York. Although not quite as flashy as the scenes taking place just outside the conference hotel in Times Square, a lot of what we saw focused neatly on the mission of this column: the confluence of science and practice within the realm of I-O psychology. In this issue we cover research on performance appraisals, translation issues in standardized testing, alternative test validation strategies, mentorship programs, safety culture, and organizational promise keeping to employees. Just like at SIOP itself, it's a pretty diverse set of topics.

One of the first presentations of the conference was entitled "Performance Appraisal in the Real World: Bridging the Science–Practice Gap." The majority of the five presentations focused on the thorny problem of forced distribution systems in job performance ratings. This, as the panel's chair noted, is a huge issue in the real world and was even referenced in the conference's keynote address. Many business leaders and strategic thinkers are attracted to forced distribution models because they create stratifications in the performance ratings of employees by robbing reluctant raters of their ability to give everyone similar scores. Presumably this allows managers to identify and react to performance—good or bad—more effectively and apply the correct coaching, rewards, or punishments. And yet the presenters noted that, as with other tools that gained popularity in advance of scientific scrutiny, research has lagged behind the use of these kinds of systems, leaving I-O psychologists with ample opportunities to contribute.

The first presentation on the forced distribution topic was by Blume, Baldwin, and Rubin and discussed things from the ratees' point of view, noting that four important factors could drive reactions: How low performers are treated, how top performers are treated, what groups employees would be compared against (think departmental vs. company-wide), and how frequently the ratings would happen. In a policy capturing study with college students, the researchers found that all of the factors noted above drove perceptions of forced distribution rating systems as they expected, with preference for less severe consequences for lower performers, higher rewards for top performers, large comparison groups, and frequent ratings. It was also interesting that those with higher cognitive ability were more attracted to forced

distribution systems, which might make them a good recruiting tool for such candidates.

The second presentation by Bull, Schleicher, and Green looked at the reactions of those who provide the ratings, specifically focusing on perceptions of fairness. Their research, which the presenter claimed to be the first empirical examination of rater reactions to forced distribution rating systems, presented another set of policy-capturing studies that manipulated the severity of consequences for poor performance and the variability in true performance among ratees while examining individual differences like needs for dominance, achievement, or harmony. Not much was found related to the personality variables, but the researchers did find that raters disliked the system when there were high consequences for low ratings and low variability in discernible performance. The researchers noted that to maximize rater satisfaction, organizations should use forced distribution systems when there is sufficient variability in performance. Personally, I find this somewhat odd because those are exactly the kind of situations that prevent the need for forced distributions in the first place.

The third study examined intentional distortion of scores by raters in forced distribution systems, using subjects with more experience in conducting performance ratings. A fourth study looking at performance raters in Singapore found that even in forced distribution systems raters would give consideration to trends in performance over time—if a ratee's performance was on an upward trajectory, raters tended to be more lenient, especially if the appraisals were being done for development purposes. As the discussant noted, both of these studies added to our understanding of how context affects performance ratings under such conditions and structures.

Other symposiums at the SIOP convention focused, of course, on other topics, such as selection and employment testing. One, entitled "Using Applied Research to Better Understand How Language Impacts Assessments," spawned a number of interesting research questions from the assumption that changes in language as a product of test translation will affect more than just the content of the test. For example, one researcher found that proficiency in English as a second language had an effect on test validity independent of the skills needed to take the assessment. Other researchers demonstrated how best to conduct equivalency studies between an English version of a test and one that had been translated to another language.

Later in the conference a panel of other experts on employment testing gathered and discussed how certain scientific and methodological advances in test validation were faring in the field. Specifically, the symposium, entitled "Validity Generalization in the Workplace," discussed alternatives to traditional test validation strategies that are widely accepted as useful and acceptable by researchers and other experts in the testing industry, but which are sometimes regarded as inscrutable or untested (pardon the pun) by others.

Examples included job component validity, validity transportability, and meta analysis. The panelists, all of whom use these validation tactics in their everyday work, explained that they are most often useful and necessary when traditional approaches like criterion-related validation are impossible due to time constraints or the lack of enough incumbents to achieve adequate statistical power for the required procedures.

The incumbents were also forthcoming with many of the sometimes irritating realities of this kind of research, including the fact that one must be able to replicate job analysis procedures for transportability studies and that there was still a certain amount of legal risk involved in these processes given that the courts have yet to build up a strong history of neither support nor opposition for these approaches despite their widespread acceptance among academics and other science-minded practitioners. The presenters also sheepishly provided a somewhat unsatisfying answer to the question of “how close is close enough” when it comes to comparing the components or requirements of two jobs for purposes of transporting validity: “That’s up to you to decide.” It seems there is still a place for professional judgment in the brave new world of alternative validation approaches.

We also spent a good bit of time wandering the poster sessions and found several of them to highlight for this column. Sticking for the moment with a selection focus, **Daniel Newman** and **Dana Rhodes** took a different look at the role of emotional intelligence and whether it can provide incremental validity in selection, or reduce adverse impact, in their poster “Is Emotional Intelligence Worthwhile? Assessing Incremental Validity and Adverse Impact.” The line that seems to be emerging in other work on emotional intelligence is that “mixed models” of EI (e.g., Goleman’s model) are problematic and poorly defined, but “ability-based” models may have promise because of their greater construct validity. However, Newman and Rhodes’ meta-analysis found that neither model contributed much to predictive validity (though the mixed-model measures did add slightly above personality and cognitive ability) but that incorporation of mixed-model measures of EI could substantially reduce adverse impact without reducing predictive validity. This is of course a thorny question: Do we include measures known to have little predictive validity solely to reduce adverse impact? Further, the measures seen as more scientifically sound (the ability-based measures) contribute neither to prediction nor diversity of selection. On the one hand, these results may raise more questions than they answer. On the other, organizations need to know the value and effect of selection tools that seem more and more popular.

Kristina Matarazzo and **Lisa Finkelstein**’s poster “An Examination of Best Practices Within a Formal Mentoring Program” looked at such components of formal mentoring programs as objective setting, kickoff events, and using mentors who were previously mentees in the same program. They also examined perceptions of the mentor–mentee relationship from the perspec-

tives of both dyad members. Among several interesting and useful findings, they unexpectedly found that mentees reported the highest levels of learning when they were in mentor–mentee pairs in which both had prior experience in their roles or neither had experience in their roles. When either the mentor had been a mentor in the program before but the mentee was new, or the mentee had had a prior mentor but the present mentor was new to the program, reported learning was significantly lower. The authors speculate that in the mixed-experience cases, the experienced person may have difficulty “unlearning” the prior relationship, but in either of the other cases, the two partners could more easily negotiate a successful new relationship. They also found that attendance at “kickoff programs” was not really crucial for successful mentor–mentee relationships to develop and that perceptions of similarity and communication quality were actually higher when the mentor did not attend a kickoff event, perhaps because this compelled the dyad to be more intentional about establishing time to work together and get to know each other. Finally, and not surprisingly, the data showed that mentor–mentee relationships are most successful when the dyad actually establishes objectives for the relationship. Nonetheless, many mentorship programs do not include formal objective-setting components, and these data suggest that this is a mistake.

Moving from dyads to divisions, the poster “Predicting Negative Incidents in Hospitals at Individual and Unit Levels” by **Theresa Kline, Chelsea Willness**, and William Ghali analyzed over 8,000 hospital admissions across 40 units of three hospitals, focusing on adverse events, or significant complications that arise from the treatment itself, that result in death, disability, or significantly increased duration of hospitalization. Given many of the alarming (and some would say alarmist) statistics reported in the last several years about medical treatment errors, we care about this work as potential patients. But all organizations can draw on this work as it relates to decision making in complex situations with high stakes. Kline and colleagues’ HLM analyses showed (not surprisingly) that complex cases are more likely to result in adverse events. They also showed, however, that the extent to which unit members perceive the unit to have a high focus on safety and to hold safety as a high priority accounts for over 9% of the unit-level variance in incident severity. The work is cross-sectional (experimental work would be a bit ethically dicey, I think), but the authors conclude that the healthcare industry could benefit by drawing on safety culture/climate development interventions of the sort utilized in other industries, such as commercial air transportation and nuclear power generation. Certainly the paper suggests that shared perceptions and values among unit employees can have significant effects on unit outcomes.

Maintaining our unit-level focus, we turn to Gunnar Schrah and **Paige Graham’s** poster “Keeping Values-Based Promises to Employees: Implications for Business-Unit Turnover.” The title is pretty descriptive of the pur-

pose of the study, which drew on a sample of over 12,000 employees at over 200 local restaurants within a national chain. Using a measure of organizational promise keeping that focuses on perceptions of behaviors and attitudes as opposed to affect (e.g., managers at this restaurant are open to suggestions from employees), Schrah and Graham tested and found support for a restaurant-level model in which perceptions of organizational promise keeping led to increased affective commitment, which led to decreased unit-level turnover, even after accounting for turnover related to average tenure in each restaurant. This study relates to a wealth of prior work on the importance of organizations attending to affective commitment of employees as often relatively low-cost efforts that can have high impact on turnover and other affective commitment-related outcomes.

This column continues to keep us energized about the work being done that simultaneously advances theory and provides practical guidance to organizations, and coming away from the SIOP conference, we're pleased but not surprised at the wide range of presentations and papers we had to choose from for this issue. We always welcome suggestions for articles and research to review, and to all of you that we spoke to in New York who promised to send us ideas for future columns, we look forward to hearing from you! Jamie can be reached at hmadigan@ameren.com and Marcus can be reached at marcus.dickson@wayne.edu.

References

- (To save space, we refer to sessions according to their listing in the SIOP program.)
6. *Performance Appraisal in the Real World: Bridging the Science-Practice Gap*. Deidra J. Schleicher and Lisa M. Keeping, Chairs.
96. *Using Applied Research To Better Understand How Language Impacts Assessments*. Autumn D. Krauss, Chair.
- 173-12. *Predicting Negative Incidents in Hospitals at Individual and Unit Levels*. Theresa J. B. Kline, Chelsea Willness, & William A. Ghali.
- 173-21. *Keeping Values-Based Promises to Employees: Implications for Business-Unit Turnover*. Gunnar E. Schrah & Paige K. Graham.
214. *Validity Generalization in the Workplace*. John A. Weiner, Chair.
- 229-7. *An Examination of Best Practices Within a Formal Mentoring Program*. Kristina Matarazzo & Lisa Finkelstein.
- 249-27. *Is Emotional Intelligence Worthwhile? Assessing Incremental Validity and Adverse Impact*. Dana Rhodes & Daniel A. Newman.

The New APA Model Licensure Act: Issues for I-O Psychologists

Judy Blanton and Vicki Vandaveer

APA is revising its Model Act for Licensing and Certification of Psychologists. This is designed to guide states and provinces as they create legislation and policies related to psychological licensure, which is the purview of the state legislatures, not SIOP or APA.

It is critical that we address this issue if we want to practice as “psychologists.” This is a complex issue that has serious implications for our practice and our educational programs.

Here are a few of the proposed changes in the Act.

1. *Exemptions removed.* A small handful of jurisdictions now exclude or exempt I-Os from licensure. In the proposed act, all jurisdictions would have generic laws in which all psychologists who “practice” would need to be licensed. Academics would continue to be exempted in their academic role but would need to be licensed if they had a part-time consulting practice. “Grandparenting” for I-O psychologists in jurisdictions where they have been exempt or excluded from practice is included.

2. *Interstate practice.* If licensed and in good standing in one jurisdiction, one could practice 60 days in another jurisdiction.

3. *Mobility and portability.* Both would be easier.

4. *Maintaining and expanding competencies.* Continuing education would be required as well as more oversight of those practicing outside of their area of expertise.

5. *Requirements for licensure.* All psychologists would be expected to have a “core of theory, principles and accumulated knowledge” including a doctorate at a regionally accredited institution. The doctoral program would need to be approved or meet specific content requirements.

6. *Experience.* Two full-time years of supervision (by licensed psychologist) appropriate to area. (Some flexibility for non-HSPs supervision would be suggested.)

Our response will require an open, thoughtful discussion by our members. We also need to clarify the competencies necessary to do our work and communicate our professional practice standards to assure that our members understand our standards and that graduate programs adequately prepare students.

The next step includes appointing a SIOP task force (including practitioners and academics) to discuss these issues and craft a formal SIOP response to the Draft Act that will be posted by APA for public comment in August 2007. More information about current licensure requirements can be found on the SIOP Web site and in Blanton (2006, see Web site). More information about the details of the Model Act and implications for SIOP members will be communicated as the process moves ahead. You will be hearing more about this in the near future.

The Annual Conference Is Changing! An Advance Look

Steven G. Rogelberg
University of North Carolina Charlotte

Tammy D. Allen
University of South Florida

John Scott
APT, Inc.

Lois Tetrick
George Mason University

In October 2006, the Program Advance Task Force of academics and practitioners was created. Its charge was to create a 5-year plan focusing on the program for the SIOP annual conference. The task force was created at the request of President **Jeff McHenry** in anticipation of the change from a 2 ½-day conference to a 3-day conference in 2008. The task was completed through critical review of member conference satisfaction data, conference data trends (e.g., attendance figures over time), and emerging priorities of the Society.

Task Force Members

Steven Rogelberg (Chair)
Tammy Allen
Ben Dowell
Julie Olson-Buchanan
Luis Parra
Doug Pugh
John Scott
Lois Tetrick
Janine Wacławski

There are some exciting changes to expect at the upcoming San Francisco Annual Conference.

- Each day of the conference will have a unique defining element in addition to the standard peer-reviewed programming.
- Introduction of a Thursday and Saturday theme track. A theme track is almost a conference within a conference. It is a narrow actionable theme that appeals to all individuals regardless of whether they work in an applied setting or academia and reflects a cutting edge topic or trend. For each theme there is a full day of coherent programming (e.g., invited speakers; debates).

- Friday will contain a repackaging of the successful Sunday seminars, some key committee reports, and an extension of the fall consortium.
- There will be fewer session types to simplify the submission process, reduce confusion, and decrease redundancies.
- Expect a reduction in the number of concurrent sessions. This reduction, coupled with the additional half-day being added to the conference will result in roughly a net zero increase or decrease in total programming. A reduction in concurrent sessions allows us to maintain the current acceptance rate and uphold program quality. It is also worth noting that the ratio of invited sessions to peer-reviewed content will be of roughly the same proportion as it has been in the past.
- There will be a reduction in the use of 110 minute sessions coupled with an increase in the number of shorter sessions.
- The conference will continue to open with its traditional plenary address but will also conclude with a second plenary session and a major, unforgettable invited address.
- There will be an all-conference reception Saturday night to celebrate the conclusion of the conference.

There are also some behind-the-scenes changes occurring such as the implementation of a new software system to enhance efficiency, a new reviewer assignment process that provides the Program Committee with more information on an appropriate reviewer set for a submission, new procedures for allocating non-peer-reviewed content and new subcommittee structures.

SIOP is dedicated to making the annual conference a unique, enriching, and memorable experience for all our members. We recognize that this requires constant self-reflection, continuous improvement, the trying of new ideas, and a commitment to excellence. It is our sincere hope that the changes above build on the tremendous success already associated with our special conference.

SIOP Program 2008: San Francisco, California

Steven G. Rogelberg
University of North Carolina Charlotte

Although the 2007 conference has just ended, there is already considerable excitement building for the 2008 annual conference in San Francisco. The 2008 conference program planning team is hard at work implementing our first ever 3-day conference. The conference, in addition to our terrific peer-reviewed content, will introduce some new elements such as two full-day theme tracks.

Now is the time to begin preparing your submissions for 2008! Below is a timeline to keep in mind:

Late June 2007: Reviewer recruitment. Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP members are needed as reviewers. If you have never reviewed for SIOP, now is the time to start. If you haven't reviewed in several years, we need you back. Your service to SIOP as a reviewer is critical to the success of the program.

Early July 2007: Call for Proposals. The Call for Proposals will be available (electronically) in early July. Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address. Note that the Call for Proposals will only be available electronically.

September 12th, 2007: Submission deadline. The submission process will continue to be entirely electronic with no paper submissions. More details about the submission process will be provided in the Call for Proposals.

Early October 2007: Submissions sent out for review.

Early November 2007: Reviews due back.

Mid-December 2007: Decision e-mails. Submitters will be sent (electronic) decision letters regarding their submissions.

Spring 2008: Program published. The conference program will continue to be published both in paper form and on the Web. Please note that in an effort to reduce costs, the paper program will only be sent to those registered by the early registration deadline. All other attendees will need to pick up a program at the conference.

SIOP 2007 HIGHLIGHTS!



Out-going *TIP* editor Laura Koppes accepts her Distinguished Service Award.

Below: Leaetta Hough, Soosan Latham, Gary Latham, and Ed Fleishman enjoy one of the many receptions at SIOP.



Right: Volunteer Coordinator Joerg Dietz and Conference Chair Doug Pugh take a well-deserved break.



Above: Dr. Jeffrey Pfeffer of Stanford gave an impressive keynote address on the topic of evidence-based management in I-O psychology.

Below: SIOP Past President Jeff McHenry and President Lois Tetrick shared the stage at the plenary session.



Above: Sheldon Zedeck and Nancy Tippins toast the continued success of the SIOP Foundation at the annual dessert reception.



Left: Three of SIOP's past presidents: (L-R) Fritz Drasgow, Walter Borman, and William Macey.



Former Administrative Office Director Lee Hakel and Awards Committee member Dan Ilgen attend the Foundation Reception.



Distinguished Teaching Award winner Charles Hulin chats with out-going Historian Mike Zickar.



Elaine Pulakos served on the Awards Committee this year and Angelo DeNisi volunteered as a reviewer.



Among those attending the past presidents' dinner were Ann Howard and Wayne Cascio.

Paul Sackett, editor of the new SIOP journal, makes his remarks prior to the signing of the publishing contract.



Thank you to the Mankato State University student volunteers for stuffing the 3,200 conference bags!



Thank you to Leaetta Hough, Wayne Lee, and Mike Zickar for providing these photos.

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Enabling Innovation Topic for 3rd Leading Edge Consortium

Leaetta Hough
Dunnette Group, Ltd.

Innovation is the focus for SIOP's third annual Leading Edge Consortium, scheduled October 26–27 at the InterContinental Kansas City at the Plaza. Entitled "Enabling Innovation in Organizations: The Leading Edge," the consortium will examine organizational structures, leadership styles, management practices, cultures, processes, and individual characteristics that help innovation flourish.

The consortium provides an intimate learning environment, with attendance limited to no more than 300 persons. Each presentation takes place in general session, a setting that fosters stimulating dialogue among colleagues. The consortium also features ample opportunity for attendees to network with presenters and other leaders in the I-O field. A popular feature of the event is the topical dinners where attendees can select from an assortment of area restaurants to sample the Kansas City cuisine and enjoy great discussion while enjoying the company of new and old friends.

Leaetta Hough, president of the Dunnette Group, is the general chair for the consortium. **Michael Frese**, chair of work and organizational psychology at Giessen University, Germany, is the science chair and **William Mobley**, professor of the China Europe International Business School, Shanghai, is the practice chair. **Doug Reynolds**, vice-president of assessment technology for DDI, is assisting the co-chairs in his role as chair of SIOP's Visibility Committee.

"Innovation capacity is a hallmark of organizational effectiveness, and this year SIOP's Leading Edge consortium showcases I-O psychology's contributions to increasing and monitoring organizational innovation capacity," said Hough. "This year's consortium is shaping up to be one of our most exciting and memorable Leading Edge consortia. Some of SIOP's best thinkers will be sharing insights from their research and interventions. Other leaders from around the world will be doing the same."

"We will have speakers describe case studies that will showcase I-O interventions that have changed individual behavior and organizational climate to support innovation. Even demonstrations of such interventions are planned. Other speakers will describe techniques and metrics that can monitor and sustain the new behavior and climate."

Ed Lawler, director of the Center for Effective Organizations and Distinguished Professor of Business at the University of Southern California, will open the consortium as keynote speaker. Lawler has been honored as a major contributor to theory, research, and practice in the fields of human resource management, compensation, organizational development, and organizational effectiveness. He has worked with many of the *Fortune* 500 firms

as well as a number of government and nonprofit organizations. Lawler is author of over 300 articles and 35 books, and his articles have appeared in leading academic journals as well as *Fortune*, *Harvard Business Review*, and leading newspapers.

Other confirmed presenters include **Miriam Erez**, **Jim Farr**, Jacob Goldenberg, Shaker Zahra, **Mike Mumford**, **David Campbell** and Jeremiah Lee. Please check the Leading Edge Consortium Web site (<http://www.siop.org/lec/default.aspx>) for the latest on the program, including a listing of speakers, titles and abstracts.

Here's some of what you can expect:

- A fresh look at the psychological variables that enable staffing for team and individual creativity
- Sharing ideas on the role of leadership and top management, knowledge transfer, and climate/culture issues relative to innovation
- Provocative ideas emerging from practice and research
- Exploring the dark side of creativity and innovation, including how to alleviate the negatives
- Effective strategies for introducing innovative ideas and products that make a difference

The InterContinental Kansas City at the Plaza is known for contemporary elegance and offers exceptional service, luxurious guest rooms, and an outstanding location. The hotel is just steps away one of the country's premier shopping and dining areas, Country Club Plaza. The 15-block district includes more than 150 shops and dozens of fine restaurants. SIOP has been able to secure an exceptional room rate of \$129 per night for the consortium.

Registration cost is \$425 on or before August 29 and \$495 thereafter. Consortium includes breaks, lunch on Friday and Saturday and receptions on Thursday and Friday evenings. Topical dinners are planned for Friday evening. You are encouraged to register promptly since seats are limited. To register, please go to <http://www.siop.org/fallconsortium/>.

AccuRater Inc. Seeking Validation Partners For Recently Upgraded Test Products

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Division 14 (SIOP) Program for the 2007 APA Convention in San Francisco, CA

Paper Session (S): Innovation and Teamwork

8/17 Fri: 8:00 AM - 8:50 AM

Ute R. Huelsheger, *Micro- and Meso-Organizational-Level Predictors of Innovation at Work*

Thomas Ellwart, *Measuring Shared Mental Models of Expertise Location in Teams*

Symposium (S): Workplace Flexibility—Strategies for the 21st Century

8/17 Fri: 9:00 AM - 10:50 AM

Chair: Christine E. Dickson

Jennifer L. Gibson, *Influence of Family-Supportive Organizational Policies on Job Pursuit Intentions*

Donna Klein, *Business Impacts of Flexibility: An Imperative for Expansion*

Christine E. Dickson, *Workplace Flexibility and Family Responsibilities Discrimination: Effects on Work-Related Attitudes*

Robert Drago, *Long Work Hours: Volunteers and Conscripts*

Discussant: Diane F. Halpern

Workshop (S): Industrial/Organizational Psychology for High School Teachers

8/17 Fri: 11:00 AM - 12:50 PM

Chair: **Elise L. Amel**

Elise L. Amel, *Why I/O?*

Douglas C. Maynard, *How Are You Doing? Evaluating Employee Performance*

Elise L. Amel, *And Justice for All*

Carrie A. Bulger, *I'm So Stressed Out!*

Conversation Hour (S): Developing a Strategy for Workplace Bullying and Psychological Aggression Research

8/17 Fri: 1:00 PM - 2:50 PM

Co-chairs: Paula L. Grubb, James Scaringi

Loraleigh Keashly, *Research Methodologies*

Joel Neuman, *Translating Research to Practice*

Paper Session (S): Personality—Goal Directedness and Emotional Intelligence

8/18 Sat: 8:00 AM - 8:50 AM

Steven J. Stein, *Impact of Emotional Intelligence on Pilots' Level of Attention*

Kenneth A. Lehman, *OHS: A Cooperative Task Measure of Goal Directedness*

Symposium (S): Psychologists Working in Business Schools

8/18 Sat: 9:00 AM - 9:50 AM

Chair: **Mitchell L. Marks**

Caran Colvin, *I/O Psychology Identity Quest: Strengthening the Ties That Bind*
Joan R. Rentsch, *Giving Psychology to Business and Giving the Business to Psychology*

Kit Yarrow, *Psychologist as Ambassador to Business Schools*

Discussant: **Ronald Riggio**

Symposium (N): Improving Research Validity—Lessons From the Deterioration Effects Controversy

8/18 Sat: 2:00 PM - 3:50 PM

Chair: William T. Hoyt

Dale G. Larson, *Deterioration Effects in Grief Counseling: What Went Wrong?*

Gregory J. Feist, *Don't Believe Everything You Think: The Psychology of Scientific Belief*

William R. Shadish, *Social Influences in Science: The Decline of Quantitative Methods in Psychology*

David Faust, *Metascience and Scientific Validity: Application to the TIDE Controversy*

Discussant: Robert A. Neimeyer

Poster Session (N): Selection, Performance, Test Development, Training

8/18 Sat: 4:00 PM - 4:50 PM

Andrew J. Fields, *Depression, Support, Fatigue: Effects on Turnover and Accidents in Railroad Workers*

Rosemary Clark, *Discussion of Ethics in Executive Selection*

Robin L. Youngquist, *Reducing Redundancy Among Competencies in Multirater Assessments*

Joseph Crapo, *Finding Underlying Competencies in Multirater Assessments*

Laura B. Brantley, *Impact of Missing Versus Stigma-Triggering Information on Selection Decisions*

Valerie K. Pilling, *Evaluating Safety Training in Restaurants Using Theory of Planned Behavior*

James W. Beck, *Predicting College Student Success: New Measures and New Directions*

Tracey E. Rizzuto, *Measuring the Impact of Social Network Density on Performance*

John W. Jones, *Normal and Clinical Personality Profiles of International Peacekeepers*

Matthew J. Monnot, *Quasi-Experimental Predictive Study of Typical and Maximum Job Performance*

Wendy Muller, *Examination of the Intent to Continue Volunteering*

Jennifer L. Wessel, *Diversity Training Effectiveness: An Examination of Training and Trainee Characteristics*

Elissa L. Perry, *Impact of Best Training Practices on Sexual Harassment Training Effectiveness*

Amanda Evans, *Does Personality Moderate Cognitive Ability Scores?*

Chris W. Wright, *Why are Manhole Covers Round? Applicant Reactions to Puzzle Interviews*

Luke Brooks-Shesler, *Perceptions of the Frequency and Effectiveness of Organizational Innovations*

Jennifer L. Kisamore, *Correlates of Volunteer Performance Perceptions: Implications for Volunteer Administration*

Kingsley C. Ejioogu, *Incremental Validity of Numerical Reasoning Over Critical Thinking*

Malissa A. Clark, *Selection, Optimization, and Compensation Behaviors: Differences Across Gender and Income?*

Diana Kim, *Predicting Psychological Safety and Its Outcome in the Workplace*

Gary M. Allen, *Impact of Examinee Motivation in a Test Development Context*

Kurt L. Oborn, *Full-Range Leadership and Telework: An Examination of Work Outcomes*

Robert Brill, *Critical Work Factors as Predictors of Projected Work Longevity*

Richard N. Landers, *Tracking the Spread of Blatant Extreme Responding: An Expanding Virus*

Sungwon Choi, *Other Benefits of Emotional Labor*

Tara S. Behrend, *Procedural Justice Perceptions and Withdrawal Intentions Related to Skill-Based Pay*

Sarah Pachulicz, *Personality as Predictor of Multitasking Performance During High Stress Versus Low Stress*

Paper Session (S): Alignment of Executive and Nonexecutive Perceptions of Work
8/19 Sun: 8:00 AM - 8:50 AM

Paul C. Fairlie, *Executive Perceptions of Employee Work Conditions: Structure, Correlates, and Validity*

Elizabeth Smailes, *Increasing the Engagement of Executives in Research With Alignment Assessments*

Symposium (S): Using Employee Research to Facilitate Merger and Acquisition Integration

8/19 Sun: 9:00 AM - 9:50 AM

Chair: Mitchell L. Marks

Patrick Kulesa, *Methodologies for Improving Merger Effectiveness Through Employee Surveys*

Mitchell L. Marks, *Using Employee Surveys in a Financial Services Acquisition*

Emily L. Hause, *Impact of Acquisitions on Employee Fulfillment and Organizational Capability*

Discussant: **Kenneth P. De Meuse**

Poster Session (N): Leadership, Commitment, Attitudes, Job Stress

8/19 Sun: 10:00 AM - 10:50 AM

Susan G. Michie, *Compassion Display and Follower Impressions of Top-Level Leaders*

Kathie L. Pelletier, *Hurts So Good: The Myth of Positive Leadership*

Donald D. Davis, *Organization Climate, Satisfaction, Commitment, and Career Change in Computer Science*

Valerie J. Morganson, *Seeking Work–Life Balance: Employees' Requests and Managers' Responses*

Vincent V. Cordero, *Mediating the Relationship Between Diversity Climate and Work Conflict*

Jennifer R. Rice, *Quantity or Quality? Refining the Means Efficacy Construct*

Tamara A. Bruce, *Impact of Multiple Forms of Harassment on Individual Health*

Marlon F. Sukal, *Linking Career Anchors With Job Satisfaction and Work—Family Conflict*

Natalie E. Brescian, *CNAs in Long-Term Care: Locus of Control and Patient Aggression*

Theresa A. LoPiccolo, *Mediation Effects of Workload on Individual Initiative–Job Stress Relationships*

Philippe Byosiére, *Work Stress in the Knowledge Organization: Bridging Theory and Practice*

James W. Grosch, *Susceptibility to Job Stress in Older Workers: U.S. Data*

Armando X. Estrada, *Examining the Differential Test Functioning of a Measure of Sexual-Orientation Harassment*

Angela-MinhTu D. Nguyen, *What Is Intercultural Sensitivity, and How Do You Measure It?*

Sara Jansen Perry, *Organizational Commitment Reconsidered: Are Conceptual Foci Important to Multilevel Outcomes?*

Hsin-Hung Chen, *Examination of the Similarity-Attraction Paradigm in Mentoring Relationships*

Amy N. Salvaggio, *Why Do Fools Fall in Love (at Work)?*

Michael J. Keeney, *Experimental Investigation of Psychological Contract Violation*

Satoris S. Youngcourt, *Examination of Supervisor Assessments of Employee Work–Life Conflict*

Kimberly A. Smith-Jentsch, *Investigating the Impact of Electronic Mentoring*

Julie Menard, *Physical Violence Against Coworkers: The Moderating Effect of Personality on Organizational Variables*

Jeremy A. Henson, *Teaching I-O Psychology: Using Copyrighted Materials in the Classroom*

Pedro R. Gil-Monte, *Influence of Guilt on the Relationship Between Burnout and Absenteeism*

Douglas Lindsay, *Practicum: A Teaching Tool to Highlight the Scientist–Practitioner Model*

Wei Xiong, *Investigation of the Relationship Between Managers' Personality and Satisfaction*

Adam C. Bandelli, *Development and Validation of the Work Self-Concept Scale*

Elaine C. Bow, *Workplace Bullying Behavior: Affective, Ethical, and EEOC-Related Implications*

Ren-Tse Kay, *Integrating Goal-Setting Theory and Self-Determination Theory*

Sankalp Chaturvedi, *Understanding Values of Singaporeans: Does East Meet West?*

Katherine M. Fodchuk, *Organizational Justice in China: Results From a Qualitative Analysis*

Joshua Priddy, *Risk Taking and Organizational Deviance*

Huiwen Lian, *Charismatic Leadership and Followers Effects in China*

Lisa J. Lewen, *Stereotypes of Older Workers: Fact or Fiction?*

Leftherios Paraskevas, *Colleague or Stranger? Social Influence and Negotiators' Strategies in China*

Tara Myers, *Individual Differences in Reactions to Interpersonal Injustice*

Kurt L. Oborn, *Leader–Member Exchange and Self-Management Outcomes Among Teleworkers*

Sara Cooper, *Meta-Analysis of First- and Second-Year Student Satisfaction*

Hannah-Hanh D. Nguyen, *Examining the Cultural Values and Entrepreneurial Motives of Asian Entrepreneurs*

Donna Baker Conway, *Leadership Course and Climate Analysis at a Financial Organization*

Matthew Jezi, *Optimism as a Moderator of Work Resources and Work Engagement*

Symposium (S): Positive Emerging Trends in Organizations

8/19 Sun: 11:00 AM - 12:50 PM

Chair: **Bret L. Simmons**

Thomas A. Wright, *Toward a Positive Approach to Cardiovascular Health*

Christopher Peterson, *Zest for Work: Toward a Positive Psychology of Energy*

James C. Quick, *Leadership and Emotion at Work: Advances on Occupational Health*

Paul Lloyd, *Integration of Positive Psychology Principles Into Consulting Psychology and Management: Applications at the Individual, Group, and Organizational Levels*

Discussant: Bret L. Simmons

Invited Address (S): [Maslach]

8/19 Sun: 1:00 PM - 1:50 PM

Chair: Tahira M. Probst

Christina Maslach, *Significant Difference: Reflections on a Psychology Career*

Presidential Address (N): [Lois Tetrick]

8/19 Sun: 2:00 PM - 2:50 PM

Lois E. Tetrick, *Science and Practice of Industrial and Organizational Psychology: Current and Future Trends*

Paper Session (S): Workplace Diversity, Learning, and Mentoring

8/20 Mon: 8:00 AM - 8:50 AM

Christian Roßnagel, *Age Differences in Workplace-Learning Competency*

Curtis T. Walker, Jr., *Influence of Multiple Commitments and Ethnic Identity on Mentoring*

Symposium (S): Faking Problem in Noncognitive Assessment

8/20 Mon: 9:00 AM - 10:50 AM

Chair: Patrick C. Kyllonen

Stephen Stark, *Examining the Recovery of Normative Trait Scores for Non-adaptive and Adaptive Multidimensional Forced-Choice Tests*

Nathan R. Kuncel, *Desirability of Item-Response Options and Their Effect on Faking Behavior*

Brian Lukoff, *Detecting Faking on Noncognitive Assessments Using Decision Trees*

Stephanie Seiler, *Individual Differences in the Willingness to Fake on Noncognitive Measures*

Matthias Ziegler, *People Fake! So What?*

Discussant: Patrick C. Kyllonen

Symposium (S): Transforming the Federal Government's Human Capital Through Competencies

8/20 Mon: 11:00 AM - 12:50 PM

Cochairs: **Nathan D. Ainspan**, Walter E. Penk

Vince Taylor, *Developing Competencies and Transforming Government Human Capital Management*

Katherine Parramore, *Competencies Applications in the Federal Acquisition Workforce*

Patrick H. DeLeon, *Competency Research and the Roles, Goals, and Advocacy Work of Psychologists*

Susanne M. Bruyère, *Competencies as Critical Factors in Improving Employment Outcomes for People With Disabilities*

Walter E. Penk, *Transforming Trauma Through Competencies and Work at the Veterans Administration*

Discussant: Nathan D. Ainspan

Bigger and Better in the Big Apple: SIOP 2007 in New York

S. Douglas Pugh
Conference Chair

Tammy D. Allen
Program Chair

“Big” was the operative word in New York this year: a record-breaking conference with more submissions and more attendees than ever before, and right in the heart of over-the-top Times Square. By all accounts, the 2007 SIOP conference in New York, New York was a tremendous success. We had 4,509 conference registrants, shattering our all-time attendance record by more than 800. These attendees came from 35 countries outside of the U.S. Attendees had the opportunity to enjoy a mix of 278 invited and peer-reviewed sessions and 558 posters that covered over 50 content areas.

If you were there, or even if you missed it, here’s a quick review of some of the key things that happened at the conference:

Thursday

Joan Brannick’s Workshop Committee put together a fabulous lineup of 15 workshops that were attended by 447 members. After the workshops, shrimp were enjoyed by all!

Wendy Becker, Joyce Bono, and Jim Farr hosted our second annual Junior Faculty Consortium, where 29 faculty members heard from some of the leaders in our field.

John Hunthausen and Kenneth Yusko put together another terrific panel for the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.

Dan Sachau developed and organized our first Master’s Student Consortium, which was enthusiastically received by 60 students currently enrolled in master’s programs.

Tammy Allen and **Talya Bauer** hosted a noisy SIOP Newcomers Reception for attendees who were new to the SIOP conference, complete with several rounds of speed networking.

More than 60 of our members enjoyed a historical and architectural tour of the lower Manhattan financial district.

Friday

The conference kicked off bright and early at 8:00 a.m. with the plenary session. Award Committee Chair Joyce Bono announced 16 awards, grants, and scholarships received by our members, and Fellowship Chair **George Hollenbeck** announced our new SIOP Fellows. Next, **Paul Thayer** gave us an update on the state of the SIOP Foundation, **Milt Hakel** announced the

drive to fund the new Dunnette Prize, and **Paul Sackett** gave a brief update on the new SIOP journal. After **Lois Tetrick's** glowing introduction, **Jeff McHenry** presented his presidential address (which will be available in video format on the SIOP Web site). After the presidential address, we were treated to a compelling invited talk by Jeffrey Pfeffer of Stanford University. Finally, Jeff McHenry (symbolically) passed the gavel to our incoming president Lois Tetrick, who announced the winners of this year's elections: **Donald Truxillo**, Member-at-Large; **José Cortina**, APA Council Representative, and **Gary Latham**, President.

The Lesbian, Gay, Bisexual, and Transgender Committee and Allies meeting and reception were held on Friday afternoon.

The International Affairs Committee met and hosted in the International Members' Reception.

The Committee on Ethnic Minority Affairs held its annual meeting and reception.

For the second year we highlighted the top-rated posters, S. Rains Wallace Award winner, Flanagan award winners, and the inaugural best LGBT paper award winner during the Friday evening all-conference evening reception.

Saturday

At 7:00 a.m., 174 members participated in this year's Fun Run, once again hosted by Paul Sackett, Pat Sackett, and **Kevin Williams**.

The Leading Edge track based on the fall consortium was again a bit hit and featured two invited symposia, a community of interest session, and an evening reception.

Sunday

Stephen Rogelberg and his Sunday Seminar Committee hosted four well-received and well-attended sessions.

Stephanie Payne and her Sunday Theme Subcommittee hosted a great set of sessions on the theme of globalization. The sessions featured outside speakers, a stellar panel discussion, and a terrific group of peer-reviewed symposia.

Throughout the Conference

Thanks to **Mindy Bergman** and **Larissa Linton**, the Placement Center served 413 job seekers and 80 employers (several with multiple positions).

More than 70 student volunteers, coordinated by **Joerg Dietz**, made sure the conference ran smoothly by helping with many behind-the-scenes tasks including conference bag stuffing (thanks, Mankato!), sign deployment, registration, and the like.

Deborah Rupp and her Invited Sessions Subcommittee arranged for several stimulating sessions that featured expert external speakers on corporate

responsibility and minority health. They also hosted a session on the state of the science–practitioner model. Look for a summary of the science–practice session in this issue of *TIP*.

The Community of Interest sessions, spearheaded by **Boris Baltes** and his subcommittee, attracted a good turnout on cutting-edge topics that sparked some lively science–practice interaction.

The Interactive Poster sessions continued to grow in popularity.

For the first time this year, top-rated practice forum sessions were recognized on the program. Congratulations to **Michael Harris, Alexis Fink, Sarah Fallaw, and Cynthia Hedricks** for chairing these submissions.

In addition to the workshops, three Sunday Seminars and three Master Tutorials carried CE credit this year. SIOP will be offering one of these sessions in a streaming format on the Web site for credit. Stay tuned for details.

Dave Nershi and the SIOP Administrative Office Staff worked tirelessly to get folks registered, troubleshoot problems, and make the conference a terrific experience for our members.

Remember, if there's a session you missed because there was just too much to do (or maybe the excitement of New York sucked you out into Times Square), check out the SIOP Web site. There, you will find streaming audio versions off the conference sessions (one for CE credit) and a video of Jeff's presidential address.

Finally, our 2007 New York conference represents a turning point in SIOP conference history. Not only was it our best attended conference, it was our last 2½ day conference. Next year, in San Francisco, we move to a full 3-day conference format, with workshops and consortia on Wednesday and the official program portion of the conference running Thursday morning through Saturday evening. Please look for the article in this issue of *TIP* for a preview of the upcoming changes.

See you in San Francisco!



$$\frac{\text{Agenda}}{(\text{Trivial} +/- \text{Informal})} + \frac{\text{Roles to Play}}{(\text{Structure} +/- \text{Predictability})} + \frac{\text{Rules for the Game}}{=} = \text{I}$$

7 Primary Scales + 1 Validity Scale + 41 Subscales = HPI Measurement

Reputation (what you do) + Identity (why you do it) = 1st Factor of Personality

*Social
Interaction*

*Prudence
(Moralistic + Mastery + Virtuous)*

≥ X = Fake Good

(Strengths (HPI) - Derailers (HDS)) x Motivation (MVP) = Performance

Low Envy + Low Anxiousness + Low Guilt = Inner Churn

It's all in the mind.

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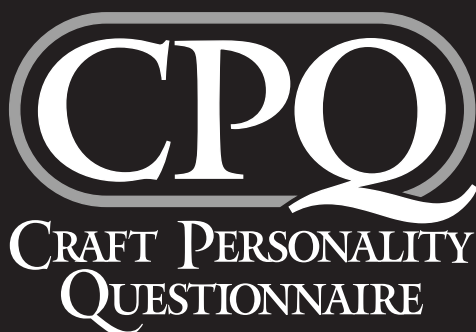
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Notice of External Awards: Nominations

Annette Towler, Chair of the External Awards Subcommittee

The External Awards Subcommittee encourages you to consider nominating a SIOP member for forthcoming awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for awards, even if you are not able to make the nomination yourself. For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler (towler@iit.edu).

APS Award: James McKeen Cattell Fellow Award

Due: October 31st, 2007

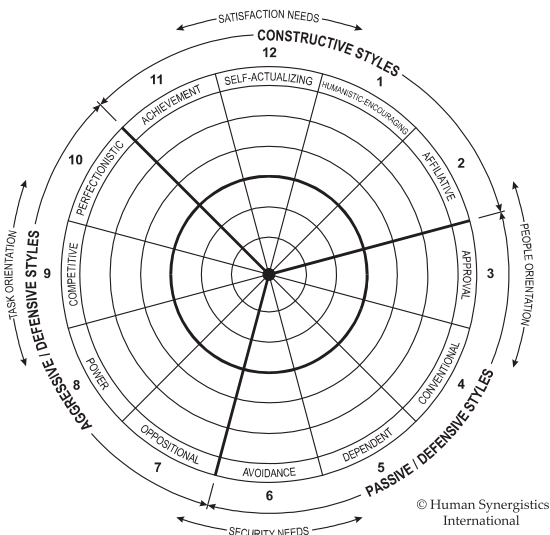
The James McKeen Cattell Fellow Award recognizes APS members for a lifetime of outstanding contributions to the area of applied psychological research. Recipients must be APS members whose research addresses a critical problem in society at large. Honorees are recognized annually at the APS convention. The nomination packet should include the following materials:

- **Nomination cover sheet**
- **Letter of nomination** briefly describing (1-2 pages) the major empirical or theoretical contribution the candidate has made to psychology and the impact of the candidate on the field. Marks of formal recognition are useful in this context. Nominators may outline evidence for the candidate's impact by noting citations of the work, identifying areas of research that have developed or changed as a consequence of the candidate's contribution. The letter should identify major career landmarks. An attached list may cite no more than 10 major publications.
- **Two letters of support** from colleagues familiar with the candidate's work.
- **Complete curriculum vitae** of the candidate.

Packets for 2008–2009 nominations should be sent to APS by **October 31, 2007**: 2007–2008 James McKeen Cattell Fellow Award Committee, Attn: Louis Shomette, American Psychological Society, 1010 Vermont Ave., NW Suite 1100, Washington, DC 20005-4907.

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance!

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2007 SIOP Award Winners

Joyce Bono, Chair
SIOP Awards Committee

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2007 SIOP award winners. The following individuals were recognized for their outstanding contributions to industrial-organizational psychology at the 2007 annual conference held in New York City. Congratulations to all of the following award winners.



Ruth Kanfer (Georgia Institute of Technology)
Distinguished Scientific Contributions Award

As one of the leading researchers in work motivation, Dr. Kanfer has made significant advances in the areas of individual differences and motivational processes. Her empirical work on motivation and self-regulatory processes in skill acquisition and her chapter on motivation in the 1991 I-O Handbook marked her as a major intellectual force in this critical area of I-O psychology. Her scientific contributions include more than 60 articles and chapters in top journals and co-editing two books with a third about to be published. Her research is characterized by “originality, rigor, sound theorizing, and leadership,” and has been cited more than 1,200 times, making her career one of great scientific value and impact.



W. Warner Burke (Teacher's College, Columbia University)
Distinguished Professional Contributions Award

Highly recognized in both the academic and applied arenas, Dr. Burke has made a significant impact on practicing professionals through his integration of science and practice. He founded the social-organizational psychology program at Teacher's College, Columbia. He has served in numerous editorial roles and was the founding editor of *Academy of Management Executive*, a journal that focuses on bridging research and practice settings. A renowned consultant in organizational change, he has successfully combined theory and research into practices and procedures that have benefited numerous organizations. He is the author, editor, or co-author of 16 books and has published more than 150 articles in professional journals.



Laura K. Koppes (L-K Associates/University of West Florida)
Distinguished Service Contributions Award

For the past 15 years, Dr. Koppes has devoted much of her time and energy to advancing SIOP and I-O psychology. Her involvement and interest on the History Committee and as SIOP

historian has been of great importance in documenting SIOP's past. She has also made significant contributions to the Education and Training Committee, including chairing from 2000–2003, the SIOP Distinguished Teaching Award, the *TIP* column on Education and Training, and the conference Education Forum. She was also co-chair of the Task Force on Licensing (2000–2003), which developed the SIOP Member Toolkit on Licensure. For the past 3 years, she has been editor of *TIP*, introducing several innovations and columns to the editorial content.



**Charles L. Hulin (Emeritus Professor of Psychology,
University of Illinois)
Distinguished Teaching Contributions Award**

The signature of a truly remarkable teacher is someone who has had a profound influence upon students and is highly respected and admired and, yes, even loved. Such is the case with Dr. Hulin. In a career that has spanned nearly 40 years, his teaching and mentoring legacy is a list of former undergraduate and graduate students that reads like a “Who’s Who” in I-O psychology. Under his guidance, students developed and sharpened their abilities to think, design, and collect and analyze data—important attributes of an I-O psychologist. He combined toughness, compassion, encouragement, and constructive criticism in his quest to produce students who learned to do research of the highest quality.



**Gilad Chen (University of Maryland)
Distinguished Early Career Contributions Award**

Since receiving his doctorate in 2001, Dr. Chen has earned a growing national reputation as an I-O scholar. He has made impressive contributions in understanding the process by which individuals adapt within working teams. And he has produced ground-breaking work in cross-level motivational issues in team contexts, where he has integrated the research on individual and group motivation. An extremely productive scientist with 19 refereed publications in top-level journals, he has employed a wide variety of complex statistical techniques, reflecting a thorough understanding of the strengths and weaknesses of different analytic approaches. His work is often on the reading lists for advanced classes in methods and theory testing.



**Joyce Bono (University of Minnesota)
Distinguished Early Career Contributions Award**

For someone who earned her doctorate in 2001, Dr. Bono has accomplished much in the past 6 years. She has been at the forefront of several areas of inquiry, drawing the attention and respect of senior researchers. Her scientific contributions

include thorough and systematic work in several areas, including leadership, employee emotions, core self-evaluations, and personality and satisfaction at work. Eighteen refereed articles, most of which have appeared in top-tier journals, five book chapters, and more than 40 presentations at conferences and meetings are testimony to her productivity. Moreover, her work has been cited more than 300 times. She also serves on multiple editorial boards and several SIOP committees.

David P. Baker, Eduardo Salas, Alexander Alonso, Rachel Day, Amy Holtzman, Laura Steighner, Catherine Porter, Heidi King, James Battles, and Paul Barach

M. Scott Myers Award for Applied Research in the Workplace

David P. Baker, Eduardo Salas, Alexander Alonso, Rachel Day, Amy Holtzman, Laura Steighner, Catherine Porter, Heidi King, James Battles, and Paul Barach receive the M. Scott Myers Award for Applied Research in the Workplace for their work on the project TEAMSTEPS.



Joshua Sacco and Neal Schmitt
William A. Owens Scholarly Achievement Award



Joshua Sacco (Aon Consulting) and Neal Schmitt (Michigan State University) receive the 2007 Owens award for this article: Sacco, J. M., & Schmitt, N. (2005). A dynamic multilevel model of demographic diversity and misfit effects. *Journal of Applied Psychology*, 90, 203–231.





J. Craig Wallace
S. Rains Wallace Dissertation Research Award

J. Craig Wallace (Oklahoma State University) receives the S. Rains Wallace Dissertation Research Award for his dissertation entitled "A Multilevel Examination of Occupational Safety: Regulatory Focus as an Explanatory Link Between Climate, Conscientiousness, and Performance."

Katherine Ely, Jordan M. Robbins, and Megan Noel Shaw
John C. Flanagan Award for Outstanding Student
Contribution to the SIOP Conference



Katherine Ely, Jordan M. Robbins, and Megan Noel Shaw (all from George Mason University) are recognized for their poster "Cognitive Ability and EI as Predictors of Organizational Leadership Performance."



Aleksandra Luksyte
Robert L. Wherry Award for the
Best Paper at the IOOB Conference

Aleksandra Luksyte (University of California at Berkeley) is recognized for her paper entitled "Motivational Theories Applied to Companies in Lithuania: A Contrast of Regimes."

Lauris Wasko
Leslie Joyce and Paul W. Thayer Fellowship

The first Leslie Joyce-Paul W. Thayer Fellowship, designed to provide financial support to a doctoral student specializing in training and development and/or selection and placement, was awarded to Laurie Wasko of Clemson University.

Marissa Edwards and Juan Madera
Graduate Student Scholarship Winners



The 2007 recipients of the Graduate Student Scholarship Awards, which were announced during the annual conference's plenary session, are Marissa Edwards, University of Queensland, and Juan Madera, Rice University.



Lisa Leslie
The Lee Hakel Graduate Scholarship

The Lee Hakel Graduate Scholarship was established to honor the director of the SIOP Administrative Office from 1995 to 2005. The 2007 recipient of this award is Lisa Leslie from the University of Maryland.



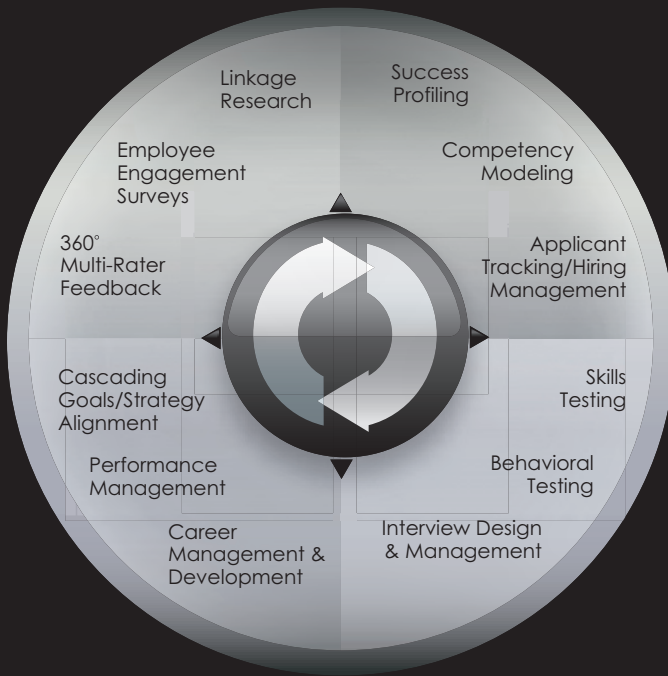
Bret Bradley
The Mary L. Tenopyr Graduate Scholarship

This scholarship is made possible by a bequest Dr. Tenopyr made in her will for a SIOP Foundation scholarship to promote education in industrial and organizational psychology. The inaugural winner is Bret Bradley of the University of Iowa.



2007 SIOP Awards Committee

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Announcement of New SIOP Fellows

George P. Hollenbeck
Hollenbeck Associates

We are delighted to announce that 24 SIOP members were honored at the New York conference with the distinction of Fellow.

FYI: The 2007 Fellow nominations process goes online on **July 1**. Visit the SIOP Web site for the new process.

Here are the new Fellows:

Steven Ashworth (San Diego Gas & Electric)

Dr. Ashworth is recognized for his significant contributions as a practitioner, a scholar, and a mentor. A widely respected practitioner, he has published his work, taught and supervised research at universities, served on editorial boards, and participated actively in SIOP. His publications on validity generalization and survey research are frequently cited. He has been an important mentor to new practitioners in business and industry. In SIOP he has served as the chair of Job Placement and Site Selection Committees and is the current chair of Electronics Communications.



Leanne Atwater (Arizona State University, West)

Dr. Atwater has made significant contributions at the scientist-practitioner interface. She was one of the earliest researchers studying the input and implications of different patterns of self/other ratings. Her publications, which include two books, six book chapters, and 50 journal articles, have received international acclaim in the popular press as well as in I-O psychology. She has been active in many professional activities, including service on editorial boards and on SIOP and Academy of Management committees.



Michael Coovert (University of South Florida)

Dr. Coovert is recognized as a multidisciplinary researcher and thinker; his innovative research in performance measurement has demonstrated that nonlinear predictor-criterion relationships can be modeled with techniques such as Petri nets, rough sets, and nonlinear structural equation modeling. He has made seminal contributions to our understanding of the impact of technology on individuals and organizations, especially in such areas as interfaces, training, decision making, and virtual teams. He is the founding director of USF's Institute for Human Performance, Decision Making & Cybernetics and he has served as editor of *TIP*.





José Cortina (George Mason University)

Dr. Cortina is best known for his methodological contributions across a number of areas, including reliability, interaction, significance testing and effect size, and personality as a predictor of performance. His scholarly work has been recognized by SIOP's Distinguished Early Career Contributions Award and the Academy of Management's Research Methods Award for best published paper. He currently is an associate editor of the *Journal of Applied Psychology* and is a Division 14 representative to the APA Council.



Alice Eagly (Northwestern University)

Dr. Eagly is an outstanding scholar with internationally known work on attitudes and on gender in organizations. Her pioneering research has influenced the study of attitudes in the workplace and offered critical new perspectives on how leadership is affected by gender roles, stereotypes, and expectations. Her carefully crafted work is considered the "gold standard" for methodological rigor, quality, and impact. She served as chair of APA's Board of Scientific Affairs.



Michael Frone (State University of New York at Buffalo)

Dr. Frone is recognized for his leadership in research on the work–family interface and employee substance abuse. His model of the work–family interface was the first to incorporate the distinction between work interfering with family and family interfering with work. His published research on substance has led to new understandings of employee substance use and productivity outcomes and the first representative national survey of substance use in the workplace.



Michelle Gelfand (University of Maryland)

Dr. Gelfand's work is internationally recognized as having major influence in three areas: theory and method in the study of culture, integrating cross-cultural psychology with the literature on negotiation and conflict issues, and workplace diversity, particularly on the topics of sexual harassment and discrimination. In recognition of her research contributions, she received SIOP's Distinguished Early Career Award and the Academy of Management's Cummings Award.



Deirdre Knapp (HumRRO)

Dr. Knapp is recognized for her outstanding work in conducting and managing personnel and testing-related research. Her contributions include large-scale selection and classification research and development in military settings, strategic job analysis, standardized performance measurement, broad spectrum predictor development, and modeling real world

classification decisions. She is also recognized for her groundbreaking work on the assessment of professional competence and for her influential contributions to APA and SIOP, including the revision of the APA code of ethics.

Elizabeth Kolmstetter (Transportation Security Administration)

At TSA, Dr. Kolmstetter developed and managed the selection process to hire 55,000 new federal aviation screeners in the largest civilian workforce mobilization in U.S. history after 9-11. As the very first I-O at the FBI she pioneered many innovative personnel programs and is considered an expert in law enforcement HRM. The depth and breadth of her applied work has transformed the use of skill standards and validated assessments in the private and public sectors.



Carol Kulik (University of South Australia)

Dr. Kulik is a highly influential scholar whose work bridges the academic–practice divide and makes connections between theoretically rich concepts and real-world organizational issues. Her major contributions to the literature include diversity and discrimination, organizational justice, and procedural comparison processes in organizations; her research focuses on explaining how human resource management interventions influence the fair treatment of people in organizations. She exemplifies bridging the research–practice gap with her publications for practicing managers.



Thomas W. Lee (University of Washington)

Dr. Lee is being recognized for his work in research, model building, translation of research, and his service to the profession. His work on organizational attachment has influenced the direction of that important area. He is an exemplar for the use of qualitative models in I-O psychology. In addition, in his role as editor of the *Academy of Management Journal*, he has helped shape and develop the field of I-O psychology.



Paul Levy (University of Akron)

Dr. Levy is recognized for his outstanding programmatic research on feedback processes in organizations. He has made major contributions in the areas of feedback seeking, performance appraisal feedback, feedback sources, and the feedback environment. A student-oriented I-O psychologist, he is the author of leading I-O textbooks, an award-winning outstanding teacher, and an important mentor to students.





Kevin Mossholder (Louisiana State University)

Dr. Mossholder's special academic emphasis has been bridging organization behavior and human resources management. He has made pivotal scholarly contributions in understanding interpersonal workplace interactions and their effects on key organizational outcomes, how personal and relational variables influence individuals' work attitudes and behaviors, and in integrating individuals with human resource functions in organizations. He was an early proponent of explicitly examining group and contextual influences on individuals, presaging what is now recognized as multilevel organizational research.



Jane Pearce (University of California-Irvine)

Dr. Pearce is widely recognized for her work on the mutual effects of organizational control systems and interpersonal processes. Her ground-breaking research on how incentives and control systems interact with trust and social influence processes is used in a wide range of subdisciplines and is considered foundational in the study of organizational volunteers, compensation, and organizational behavior in transitional economies. Her measures of interpersonal dependence and trust are used by scholars worldwide. Her service contributions include SIOP and IAAP committees and president of the Academy of Management.



Hannah Rothstein (Baruch College)

Dr. Rothstein has been instrumental in creating and refining the techniques of meta-analysis and validity generalization, and publication bias. Her popular power analysis and meta-analysis software has enabled other scholars to use these techniques widely. She has been an outstanding ambassador of I-O psychology to the International Campbell Collaboration, a broad group of social science researchers who use meta-analysis to aid policy makers in judging the effectiveness of various interventions.



Juan Sanchez (Florida International University)

Dr. Sanchez has made significant contributions to I-O psychology in the areas of job/work analysis and job design, as well as stress and cross-cultural reactions to work. His early work was directed at methodological issues related to improving the reliability and accuracy of job analysis ratings. His expertise has been sought by several organizations including the Federal Aviation Authority, the National Research Council, the Social Security Administration, and the U.S. Department of Labor.

Sabine Sonnentag (University of Konstanz, Germany)

Dr. Sonnentag is recognized for her outstanding contributions across national boundaries in two primary areas of research: expertise, where she connected cognitive expertise with I-O psychology; and the area of unwinding, in which she showed that specific recovery activities are important to taking a break or rest from certain tasks and that recovery predicts subsequent work engagement and proactive behavior. Dr. Sonnentag is one of the most prolific European I-O psychologists as well and serves on international applied psychology editorial boards.

**Garnett Stokes (University of Georgia)**

Dr. Stokes personifies the scientist-practitioner at the highest level. Her work on the theory and research of biographical information is an essential foundation for anyone working in the field of biodata. Her commitment throughout her career to psychology as both an academic and applied discipline have guided her in her work as a scholar, a teacher, and an administrator. Her service to the profession includes APA's Committee on Accreditation. In addition to her other work, as an outstanding and committed teacher, Dr. Stokes has chaired 28 doctoral dissertations and has sat on more than 200 graduate student committees.

**Scott Tannenbaum (Group for Organizational Effectiveness)**

As an exemplary scientist-practitioner and with outstanding contributions in both the academic and corporate worlds, Dr. Tannenbaum has applied research-based solutions to companies both in the U.S. and abroad in the areas of learning, development, and training issues. He is one of the leading authorities on team effectiveness, internal consulting, and human resources strategies. He holds an unusual mix of skills—scientific rigor with a practical focus—that has enabled him to excel both as an academic and a practitioner, producing tools that have impacted organizations throughout the globe.

**Bennett J. Tepper (Georgia State University)**

Dr. Tepper is a leading expert on abusive supervision in the workplace. His pioneering research has shed light on the antecedents and consequences of this phenomenon and laid the conceptual and methodological foundation for a growing body of rigorous and systematic empirical scrutiny. He has also been an ad hoc reviewer for most of the important journals in I-O, and his work has served as the basis for a growing public awareness of the impact of abusive supervision.





Dean Tjosvold (Lingnan University, Hong Kong, China)

Dr. Tjosvold is recognized by his peers as a world class scholar whose exemplary research offers critical insights into the nexus of power, conflict management, and leadership and provides I-O with core theoretical and empirical insights into the processes involved with teamwork, leadership, power, and conflict across national and international settings. Not just a scholar, Dr. Tjosvold has drawn the implications of his work for managerial practice. The international perspective of his work offers great future utility in a globalizing world.



Robert Vandenberg (University of Georgia)

Dr. Vandenberg has conducted pioneering research in leadership, organizational commitment, high-involvement work processes, workplace safety and health, work unit effectiveness and structural equation modeling, including measurement equivalence and growth curve modeling. His work is exemplary in its blend of conceptual sophistication and methodological rigor. His service includes serving on several of SIOP's committees and on the editorial boards of several journals; he is the incoming editor of *Organizational Research Methods*.



Connie Wanberg (University of Minnesota)

Dr. Wanberg's research is focused on individual-level career success and employee adaptation issues both internal and external to the workplace. Her interdisciplinary theorizing and rigorous field research has had wide application in the state of Minnesota, influencing statewide policies and practices on workforce development. Her service includes being on the editorial boards of *The Journal of Applied Psychology* and *Personnel Psychology*.



Robert Wood (University of New South Wales, Australia)

Dr. Wood's outstanding contributions include the research and empirical work in applications of self-efficacy theory, studies of task complexity and task motivation and performance, and research on cognitive theories of attention resources and information processing. His work on remuneration systems has found extensive application in Australia and internationally. In addition, Dr. Wood is the editor of *Applied Psychology: An International Review* and he is the founder of the Society for Organisational Behaviour, Australia.

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Secretary's Report

Lisa M. Finkelstein
Northern Illinois University

The annual spring meeting of the Executive Committee (EC) of SIOP was held on April 29 and 30 at the Marriot Marquis in New York immediately following the conference. In attendance were the voting members of the EC as well as most of the incoming, current, and outgoing committee chairs.

After our now Past-President **Jeff McHenry** thanked the group for their dedication over the past year, President **Lois Tetrick** set the tone of our meeting by reminding us of our four strategic goals and describing the organization of the meeting's agenda around reports on our major strategic initiatives. Financial Officer **Ken Pearlman** provided an overview of our very positive financial situation and described the draft budget to be approved. As is typical for this meeting, we vote on the draft budget that does not yet include conference numbers. The budget draft passed unanimously, as did the approval of the minutes of the winter meeting.

Next, **Paul Sackett** gave us a journal update. At the previous meeting we approved that he proceed with a contract with Blackwell Publishers. A representative of Blackwell accompanied Paul to this meeting, and we had a short contract signing ceremony, met with much applause.

Ann Howard presented a brief report from the SIOP Foundation. She was pleased to say that \$85,000 had already been raised toward the Dunnette Prize. The Foundation will also be raising \$25,000 to be used toward a new emerging issue and will report back on the topics. Finally, she requested an e-mail to the membership to be sent following the conference for fundraising toward the scholarship fund. This was approved.

After a short portion of the day was devoted to breakout sessions run by the cluster coordinators where incoming chairs were provided with an overview of their roles and the general committee processes, the group reconvened to begin a discussion centered around our strategic goals.

We discussed several items under the umbrella of science/practice. We began with Paul Sackett providing us more detail of the financial aspects of the journal. There was also a discussion of other expanded services to members. After much discussion of various scenarios (described in another article in this issue of *TIP*), a motion was approved to raise member and student dues by \$5.

Another major item under science/practice was a presentation by **Vicki Vandever**, who reported on the APA Model Licensure Act update. Vicki provided an overview of changes that might be on the horizon that could impact both licensure requirements in some states as well as graduate training requirements to meet those needs. After a thorough overview of the issues, the EC decided that we would need to begin working on a response to this as a group. Other science/practice issues included an update on the conference, the master's consortium, and the fall consortium.

Moving on to visibility, we heard an update from **Doug Reynolds** on the work of his committee, including the recently successful media event in New York and the progress in hiring a public relations firm for SIOP, with discussion ensuing about the various activities such a firm could do to help with SIOP's visibility. Currently the committee is reviewing requests for information from six firms. We also discussed the electronic newsletter, which will go live in the next few months and will be a new benefit to keep all SIOP members in the loop about important dates and activities within the society.

Advocacy points of interest included a proposal by **Gilad Chen** to work with the Federation to put on a large event around a hot workplace topic. The event would have SIOP members with expertise in the topic give presentations to representatives from grant agencies and to congressional staffers. Discussion ensued about topic selection and the criteria for success of such an event. Most people were in agreement that we must continue to tap the potential for advocacy activities with both the Federation and APA. The great importance of state-level advocacy was put forth by **Judith Blanton**, State Affairs chair. Everyone is encouraged to become involved with their state's psychological association.

Donald Truxillo and **Talya Bauer** updated the group on the membership initiatives, including a committee to better gather and track membership metrics and a plan for revising the volunteer application and matching process.

Finally, **Kurt Kraiger** updated the group on the work of the Governance Task Force. His committee has met and narrowed down the general problem into three specific issues: representation in SIOP governance, organization of SIOP governance, and organizational strategy. Kurt called for EC input on and reactions to the specifics of these areas and will continue to work with the committee to collect data to report at the next EC meeting.

This is just a thumbnail sketch of the issues discussed at this meeting. Please see the minutes posted online for a wealth of detail, and please as always drop me an e-mail with any questions about this report at lisaf@niu.edu.

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SIOP and the Federation: A Strategic Alliance

Leaetta Hough
Dunnette Group, Ltd.

Our relationship with the Federation of Behavioral, Psychological, and Cognitive Sciences has become more valuable. Not only is SIOP a member of the Federation, one of SIOP's members is now president-elect of the Federation. Yes, I agreed to run for the office, and amazingly, I was elected. Why would I do such thing?

Two of SIOP's strategic objectives are *visibility* and *advocacy*. We strive to be *the visible and trusted authority on work-related psychology*, which means (a) lay, business, scientific, and government communities know and value I-O psychology; (b) policy makers, the public, and the media know and value I-O psychology; and (c) I-O is strongly connected to the broader field of psychology and related disciplines. We also strive to be *the advocate and champion of I-O psychology to policy makers*, which means (a) more federal funding for I-O research, (b) more influence on policy and legislation affecting human behavior at work, and (c) more influence with business leaders.

SIOP's strategic objectives of visibility and advocacy are perfectly in synch with the mission of the Federation and its foundation, FABBS (Foundation for the Advancement of Behavioral and Brain Sciences). The Federation's goals are to advocate for legislation and policy in the federal arena (Congress, White House, funding agencies) that (a) are important to its members; (b) enhance research and training on behavioral, psychological, psychobiological, and cognitive processes; and (c) promote the sound use of science in the creation of public policy. FABBS's goals are to increase the visibility of the contributions of the behavioral and cognitive sciences to the betterment of individuals and society through programming and educational events. Clearly, our alliance with the Federation and FABBS promotes two of our strategic goals—*visibility* and *advocacy*.

These are important, yet there is another dimension to the value of our alliance with the Federation and FABBS. Although SIOP, in general, is vital and growing, not all of our constituencies are. Many of our academics in psychology departments tell us they are concerned about their future and ours. They cite lack of respect for our field among their psychology colleagues as well as a minimal amount of federal agency grants for their research. They also note that business schools with their higher paying positions provide a very attractive alternative. I-O psychologists in psychology departments now constitute only about half of our academic members. Only about 20% of our members are in psychology department settings, and we are at risk of losing our presence in psychology departments. It is important for our field to have I-O psychologists housed in *both* business schools *and* psychology departments.

One of SIOP's core values is *science-driven results*, which means we are dedicated to the scientific method and *psychology* as the foundation for the

practice, education, and research of I-O psychology. Our heritage is psychology. Our name includes psychology. We need a substantial presence in psychology departments.

One measure of respect within psychology departments is funding from NSF, NIH, and other federal agencies. The Federation advocates on Capitol Hill to increase funding for the psychological, behavioral, and cognitive sciences. We are now a part of a community that is advocating for more funding and more recognition of the contributions of our science. An important benefit of SIOP's involvement with the Federation is greater respect and alignment with academic psychologists around the country.

Here are some recent examples of Federation and FABBS activities:

- Federation Executive Director Barbara Wanchisen participated in an all-day special meeting at NIH of the "Center for Scientific Review" (CSR), which was seeking feedback and input about (a) whether or not CSR appropriately evaluates the sciences and (b) important issues over the next 10 years. **Dan Ilgen**, a SIOP Federation Council Representative, provided Barb with several items important to I-O. Barb used that information during the day and, to their credit, CSR responded positively. For example, Barb pointed out that I-O is missing from their review panels. CSR's Anita Sostek identified an area where I-O fits and during a break, the program officer, Kathy Salita, talked with Barb about setting up conversations with I-O folks.
- Executive Director Wanchisen, met with the NSF Director of Social Behavioral Sciences and asked what they do for I-O. Barb learned that last year NSF was given responsibility for Innovation and Organizational Change, and it had been assigned to the Engineering Directorate, a placement that has not produced the desired result. It is now the responsibility of Jacqueline Meszaros, NSF's program director for the Social, Behavioral, and Economic Sciences. This fall's Leading eEdge Consortium, "Enabling Innovation in Organizations," has potential for informing Dr. Meszaro and her colleagues of the importance of I-O research and practice to innovation and organizational change.
- Executive Director Wanchisen and FABBS President-Elect Susan Fiske (professor of Psychology at Princeton) participated in a retreat in Arizona with high-level federal agency folks to envision the future of the behavioral sciences 10 years from now. Much of the meeting was confidential to allow the federal agency people freedom of speech, and many of the side conversations were especially confidential. Both Barb and Susan left the event concerned about future funding for the behavioral sciences. As a result Barb and Susan envision an event, a "roundtable" of very carefully selected, high-level federal folks (who are behavioral scientists) and researchers, to discuss "Break-Through Science" and "Big Science" that funding agencies cannot ignore.

- The Federation responded to the NIH director of National Institute of General Medical Sciences Jeremy Berg's request for input into their strategic planning process. **John Campbell**, a SIOP Federation Council Representative, provided Federation Executive Director Barbara Wanchisen with several ideas for I-O research that involve the process of diagnosis, healthcare delivery, and patient health decision making.
 - Dan Ilgen, SIOP Federation Council Representative, and **Gilad Chen**, SIOP Scientific Affairs Committee chair, have discussed ideas with Barb for a SIOP/Federation science forum. SIOP's Executive Committee approved funding for such an event and new SIOP Scientific Affairs Committee Chair **Steve Kozlowski** will be working with his committee and SIOP members to identify a topic in the news about which I-O has made important contributions.
 - The FABBS book project (a companion book to introductory psychology text books) is about three-quarters done. The purpose of the book is to inform college students about the real-world contributions of the behavioral sciences. I-O members, **Ben Schneider**, John Campbell, and **Paul Sackett** have each contributed a chapter. Morton Ann Gernsbacher (APS president and professor of Psychology at University of Wisconsin-Madison), Dick Pew (principal scientist at BBN Technologies), Jim Pomerantz (professor of Psychology at Rice University), and I are the editors.
 - The Federation publishes an electronic newsletter. For access to this newsletter, see the link at http://www.siop.org/default_science.aspx.
- Our alliance with the Federation and FABBS is propelling us forward!

More About the Federation

The Federation, an association of scientific societies with interests in research on problems of behavior, is a dues-supported coalition of member organizations, science divisions of APA, university departments of psychology, research centers, regional psychological associations, and schools of education. Some of the Federation's 22 member societies include Cognitive Science Society, Society for Experimental Social Psychology, Society for Personality and Social Psychology, International Behavioral Neuroscience Society, Society for Mathematical Psychology, Society of Multivariate Experimental Psychology, Human Factors and Ergonomics Society, Psychonomic Society, Society for Psychophysiological Research, AERA, and APA. Some of the Federation's 10 APA Division Affiliates include Division 3: Experimental Psychology; Division 5: Evaluation, Measurement and Statistics; Division 6: Behavioral Neuroscience and Comparative Psychology; Division 8: Society for Personality and Social Psychology; and Division 21: Division of Applied Experimental and Engineering Psychology. In addition there are 27 university affiliates.

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Report From the APA Council of Representatives

**José Cortina, Robert Dipboye, Janet Barnes-Farrell,
Deirdre Knapp, Eduardo Salas**

All five of your representatives attended APA's February meeting of the Council of Representatives in Washington, D.C. With five representatives, Division 14 ties for the second largest representation in Council.

The major achievement of your representatives at the February meeting was the building of relationships with other APA divisions. The five SIOP representatives belong to the Coalition for Scientific and Applied Psychology (CASAP). The purposes of this coalition "are to serve as a forum for the discussion of issues coming before the APA Council of Representatives, to formulate positions on issues consistent with the interests of members, to assist in recruiting and electing individuals to positions in APA Governance, and, generally, to further the interests of academic, scientific, and applied-research psychology" [Bylaws of CASAP, 2004]. We managed to get 14 SIOP members placed on the CASAP slate of nominees for APA positions. Your representative, Ed Salas, is among those being considered for important positions such as the Board for Scientific Affairs. Bob Dipboye was elected as a member-at-large on the CASAP Executive Committee and will be responsible for putting together next year's slate of nominees for APA positions. Steve Breckler, of the APA's science directorate, met with your representatives at the CASAP meeting to discuss steps that we could take to advocate I-O psychology as a science and how we could work with the newly formed APA Office for Applied Psychology Research.

Janet Barnes-Farrell attended the Women's Caucus where there was considerable discussion about omission of women and diversity issues in the recent special issue of *American Psychologist* on leadership. Robert Sternberg, the editor of the special issue, and Norman Anderson, the CEO of APA, were contacted, and as a consequence a special issue of the *American Psychologist* is planned on women and diversity issues in leadership. Also, an issue of the *Monitor* will be devoted to this as a lead topic.

As a result of discussions with Division 14, the Science Directorate hosted a meeting on Friday evening with Deirdre Knapp serving as facilitator along with Bonnie Strickland (Division 1) and Bruce Overmier (Division 6). Attendees included representatives from science-oriented and other non-healthcare provider divisions (e.g., Division 13, consulting psychology). Several suggestions for furthering the interests of psychologists who are not healthcare providers at APA were generated in this discussion, including another meeting of this group at the August meeting. APA is also planning to initiate a discussion list for use by this group to facilitate discussion of common issues and ideas between council meetings.

The agenda for the Council meeting was relatively free of controversy and lacking in issues of direct concern to the collective interests of SIOP's members. Despite the lack of issues typically igniting the passions of SIOP members (e.g., accreditation and licensure), there were several items on the agenda of potential interest to SIOP members. Additional funding was approved for the APA Center for Psychology Workforce Analysis and Research (CPWAR), whose mission is to engage in an ongoing "workforce analysis and research capability to assess relationships among supply, demand, and need for psychologists in society." Another motion was to accept the report of the Task Force on Military Deployment Services for Youth, Families, and Service Members and to develop and present to the Association a long-term plan of action with specific recommendations for APA regarding mental health services for military service members and their families. Among the motions that provoked the most discussion was the resolution to applaud the consistent repudiation by federal courts of creationism, creation science, and intelligent design as part of science education and to reaffirm APA support for evolutionary theory.

One issue that led to considerable discussion concerned a motion to approve the revised record-keeping guidelines that were developed by the Board of Professional Affairs Committee on Professional Practice and Standards. **Rodney Lowman**, a SIOP fellow and one of the council representatives from Division 13, questioned the wording and along with some of your SIOP representatives caucused with the guideline authors over lunch to compose a friendly amendment. The revised motion passed and added the following statement to protect against inappropriate extensions. "Extension of the guidelines to some areas of practice (e.g., industrial-organizational, consulting psychology) may likely call for modifications, although some of the same general principles may be useful."

Another motion that passed was to organize a Strategic Planning Advisory Committee to assist in developing, evaluating, and modifying a strategic planning process for APA. Dr. Rodney Lowman stood up to note that APA members in Divisions 13 and 14 have experience in the strategic planning process and should be included in this committee. As a consequence, Dr. Lowman was appointed as chair of the committee. Two other SIOP members will serve on this committee: **James Quick** of University of Texas at Arlington and **Sandy Shullman** of the Executive Development Group organizational consulting firm and a former member of APA's Workgroup on Executive Coaching.

There were several motions set forth by the Committee on Minority and Ethnic Affairs, including a proposal to amend the name of the Committee on Lesbian, Gay and Bisexual Concerns to include transgender concerns, and a resolution opposing discriminatory legislation and initiatives aimed at lesbian, gay, and bisexual persons. Funds were approved to support a meeting of the joint Division 19 (military) and Division 44 (gay, lesbian) task force

to implement the joint resolution approved at APA on sexual orientation in the military. Additional funds were approved to support two meetings of the task force on guidelines for assessment and treatment of persons with disabilities and to create a working group on Cultural Competency in Geropsychology. There was a vote to approve \$75K to fund Global Opportunities and Long Term Strategies (GOALS), which is intended to build relationships and partnerships with psychologists around the world. Another vote was to discontinue accrediting Canadian psychology programs. This last item involved a great deal of debate, but it appeared that most Canadian psychology programs supported the move.

APA is doing quite well financially, fed primarily by the revenues from real estate and publications. Some concerns were expressed, however, in the financial report, including the need to address recruitment/retention of new members as the membership of APA ages and concerns about risks in the publishing business resulting from open access, Google, and electronic publications.

Our large delegation provides an opportunity to wield influence on APA and to increase the visibility of SIOP among psychologists. One approach is to participate in APA President Sharon Brehm's special initiatives. An important step was the appointment of SIOP Fellow and former president **Dan Ilgen** to the Task Force on the Responsible Conduct of Research. A primary mission of this task force is to address growing concerns about the role of institutional research boards. Another approach is to seek funding from APA on an initiative of relevance to SIOP. Your representatives request the ideas of SIOP members on potential topics for an initiative. Another approach is to speak out in favor of some of the many social issues that inevitably dominate the discussion in the Council of Representatives. Much of the effort of your representatives has been focused on advocating the interests of SIOP practitioners and academics on topics such as licensing, external funding, and accreditation. Another type of "advocacy" that has been relatively neglected is speaking out on some of the social issues that typically dominate discussion at the Council of Representative meetings. SIOP can perhaps learn from the military division, which has collaborated with Division 44, the Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues, in initiating a resolution on gays and lesbians in the military. Your SIOP representatives are of the opinion that we should step forward to speak on behalf of motions that are concerned with social issues, especially if there is I-O research to inform public policy. We will contact and ask for input from those constituencies within SIOP that are concerned about these matters.

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New SIOP Journal: *Industrial and Organizational Psychology: An Exchange of Perspectives on Science and Practice*

Paul R. Sackett

Last year SIOP announced the creation of a new journal; I was asked to serve as editor. In moving into this new venture, we determined that we did not want to compete with existing journals and publish manuscripts that would otherwise be published in those journals. Rather, we sought to identify a novel form that would create a unique place for this journal.

As the journal's title indicates, the journal will focus on interactive exchanges on topics of importance to science and practice in our field. The journal will take a focal article–peer commentary–response format. A focal article is a position paper on an important issue for the field (or potentially a pair of papers taking opposite sides in a debate). Such a focal article might summarize evidence on an issue and take a position as to implications for science, for practice, or for public policy. The paper might focus on a basic science issue, an applied science issue, a practice issue, or a public policy issue; many would be a blend. The focal article will be followed by a series of peer commentaries. These could challenge or critique the original article, expand on issues not addressed in the focal article, or draw out implications not developed in the focal article. The goal is to include commentaries from various perspectives, including science, practice, and international perspectives. These commentaries will be followed by a response from the original author of the focal paper.

We were gratified at the positive reaction we received from potential journal publishers; many were eager to publish the new journal. At the SIOP conference in New York, we announced that Blackwell Publishing had been selected as the publisher of the journal; we signed a contract at the conference. This means full speed ahead. We will begin publishing quarterly in 2008. The journal will join *TIP* as a benefit that goes to Members, Associate Members, and International and Student Affiliates. Members will have access to both paper and electronic versions.

We have what promises to be outstanding content for the initial issues. We've identified focal articles for the initial issues. These include a paper by **John Campbell**, based on his recent address upon receiving APA's Distinguished Scientific Contributions Award, titled "Competency, Adaptability,



Financial Officer **Ken Pearlman** signs the SIOP journal contract with Blackwell while President **Lois Tetrick**, Blackwell Representative Karlei Mitchell, and Editor Paul Sackett look on.

Performance, Productivity: Scientific Constructs or Words to Exploit”; a paper by **Bill Macey** and **Ben Schneider**, titled “The Meaning of Employee Engagement”; a paper by **Chuck Lance**, titled “Why Traditional Explanations for Assessment Center Validity Are Wrong”; and a paper by a large number of international contributors titled “The Legal Context for Personnel Selection: An International Comparison.”

Members will receive e-mail notification from SIOP when each paper is made available, inviting interested parties to submit a commentary for consideration for publication. We’re eager to get as broad a range of perspectives and reactions as possible. Commentary submissions will be peer reviewed.

This is an exciting new venture for SIOP. It’s our first foray into journal publishing, and we’re experimenting with a novel journal format. I welcome suggestions as to potential topics and authors for focal articles or about other issues related to the journal. Please feel free to contact me at psackett@umn.edu.

SIOP Program Reviewer Recognition

Tammy D. Allen
2007 Program Chair

Over 1,200 individuals reviewed for the 2007 SIOP program and they can’t be thanked enough. At the conference in New York you may have noticed attendees sporting stars on their badges. The stars were added to badges to recognize individuals who reviewed for the program. We also held a raffle this year to reward the work of our reviewers. The grand prize winner was **Russ Johnson** who won a conference registration waiver. Eleven other lucky SIOP reviewers won a conference t-shirt and a gift certificate for SIOP merchandise. They are **Mark Bowler**, **David Chan**, **James Conway**, **Karel De Witte**, **Randy DeSimone**, **Jeffrey Facticeau**, **Chelsey Hibbard**, **Steven Hunt**, **Edward Lopez**, **Rodney Lowman**, and **Holly Traver**. Thanks again to all our “star” reviewers.

Be sure and sign up to review for 2008!

2007 Master's Student Consortium Report

Dan Sachau
Minnesota State University

Sixty-six students, representing 35 graduate programs, participated in the 1st Annual SIOP Master's Student Consortium Thursday, April 26 at the Marriott Marquis Hotel in New York.

The consortium was designed for students enrolled in master's programs in I-O psychology and OB/HRM. The program included workshops conducted by speakers who graduated from I-O master's programs and have excelled as managers and consultants. The speakers were: Mike Erisman, graduate of Radford University and senior director Human



Back Row, L to R: Michael Erisman,
Allison Lamazor, Jessica Meyer
Front Row, L to R: Christine Stanek,
Pamela Karle, Ali Jerden

Resources, Microsoft Marketing; **Ali Jerden**, graduate of Middle Tennessee State University, senior consultant, The Coca-Cola Company; Pamela Karle, graduate of New York University, Americas Employee Satisfaction program manager, IBM; **Allison Lamazor**, graduate of San Francisco State University, Assessment & Selection Talent Acquisition & Development, American Express; **Jessica Meyer**, graduate of the University of Central Florida, consultant, Personnel Decisions International; and **Christine Stanek**, graduate of Minnesota State University, manager, Baxter Bioscience.

Student participants were nominated by their graduate program directors. Speakers met with small groups of students and discussed issues related to finding, keeping, and getting promoted in I-O-related jobs.

Next year, the consortium will be held on Wednesday, April 9 at the Hilton San Francisco & Towers. Graduate program directors will receive nomination forms in the fall. Enrollment will be limited so directors will need to act quickly. This year over 120 students applied for 66 openings in the consortium.

I would like to thank the speakers and **Alexis Tange** (volunteer from Minnesota State) for helping to make the consortium such a success.

See you next year.

2007 SIOP Fun Run Results

Paul Sackett

Over 100 hardy souls roused themselves very early for the 15th SIOP Fun Run. We had a true New York experience: Everyone hopped on the subway to our start on the waterfront near Ground Zero in sight of the Statue of Liberty. A good time was had by all—and fast times were had by most, as the course came up a bit short of the intended 5K. Stephen Murphy and Deb Powell defended their men's and women's titles, and the University of Minnesota-Twin Cities led the team competition. Join us next year in San Francisco!

Top 10 Men

Name		Time
Stephen Murphy	1	15.06
Joerg Dietz	2	15.46
Dan Putka	3	15.48
Kevin Reindl	4	15.49
Ian Newcombe	5	16.06
Filip Lievens	6	16.11
Adib Birkland	7	17.11
Paul Tesluk	8	17.31
Jan de Jonge	9	17.37
Levi Nieminen	10	18.30

Top 10 Women

Name		Time
Deborah Powell	1	16.44
Holly Geldhauser	2	19.10
Jessica Gertz	3	19.36
Mahlia Matsch	4	20.13
Herlinde Pieters	5	21.06
Jolene Skinner	6	21.12
Aino Salimaki	7	21.14
Bethany Hoffman	8	21.25
Annette Towler	9	21.34
Erika Harden	10	21.36

Age Group Winners

Women 20-29

Deborah Powell	16.44
Holly Geldhauser	19.10
Jessica Gertz	19.36

Women 30-39

Herlinde Pieters	21.06
Jolene Skinner	21.12
Mikki Hebl	22.15

Women 40-49

Annette Towler	21.34
Margaret Diddams	23.09
Marcia Sytsma	25.37

Men 20-29

Adib Birkland	17.11
Levi Nieminen	18.30
Nate Dvorak	19.02

Men 30-39

Stephen Murphy	15.06
Dan Putka	15.48
Kevin Reindl	15.49

Men 40-49

Joerg Dietz	15.46
Jan de Jonge	17.37
Darren Hart	19.44

Men 50-59

Robert Long	9.15
Keith Halperin	21.18
R. Gene Hoffman	21.30

Men 60-69

M. Peter Scontrino	23.56
Larry Hopkins	25.49
Robert Lord	28.30

Team Winners

<i>U. Minnesota-Twin Cities:</i>	76:53 Total
(Nathan Kuncel, Tom Kiger, Adib Birkland, Freyr Halldorsson)	
<i>HUMRRO:</i>	85:19 Total
(Dan Putka, Gene Hoffman, Gavin O'Shea, Beth Hoffman)	
<i>Minnesota State University-Mankato</i>	86:19 Total
(Mahlia Matsch, Nate Dvorak, Alexis Tange, Jessica Gertz)	
<i>Akron (Pavlov's Pacers):</i>	99:42 Total
(Bob Lord, Samantha Ritchie, Jane Gregory, Chris Fluckinger)	
<i>Michigan State 1st Years:</i>	103:02 Total
(Tara Rench, James Grand, Jason Huang, Abigail Quinn)	

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Clif Boutelle

SIOP members have a wealth of expertise to offer reporters, and by working with the media, they are providing numerous opportunities to greatly increase the visibility of industrial and organizational psychology.

Media Resources, found on the SIOP Web site (www.siop.org), has proven to be a valuable tool for reporters looking for experts to contribute to their stories about the workplace. Members who are willing to talk with the media are encouraged to list themselves and their area(s) of specialization in Media Resources. It can easily be done online.

And members should update their listings as needed. It is particularly important that members describe their specific expertise in the space provided. Those descriptions are an immense help to reporters who are looking for sources.

In addition, Media Resources is used extensively to match SIOP members' expertise with reporters who contact the SIOP office looking for experts. Following are some of the news stories that have been printed, using SIOP members as resources, since the last issue of *TIP*.

Steven Torkel of Torkel Research and Consulting in Marlboro, NJ was the subject of a wonderfully revealing profile about his profession of I-O psychology in the May 7 *Asbury Park Press*. The profile included a description of I-O psychology and the kinds of work I-O psychologists perform. It also included suggestions on how people can become involved with I-O psychology as well as a reference to the SIOP Web site.

An April 29 *Austin American Statesman* story reflecting on the Hewlett-Packard-Compaq Computer Corporation merger 5 years ago included some comments from **Michael Beer** of the Center for Organizational Fitness in Massachusetts. Though controversial at the time, the deal, after 5 years, now seems like a winner, with healthy stock prices and new management that seems to have righted HP. However, not everyone, including Beer, agrees that the merger was worth all the pain. "It (the merger) clearly destroyed the culture at HP...and from that perspective it was a bad idea," he said.

The April issue of *New York* magazine carried a lengthy article about the psychology of business leaders and cited the work of several I-O psychologists, including **Seymour Adler** of Aon Consulting in New York City, **Robert Hogan** of Hogan Assessment Systems in Tulsa, OK, **Timothy Judge** of the University of Florida, and **Robert Kaiser** of Kaplan Devries in Greensboro, NC. Adler described his research as "identifying traits required to be an effective leader." Companies look for different personalities, and even narcissists and neurotics have their place. However, not many want a thoroughgoing narcissist and "we're likely to spot and red-flag them," says Adler, "and the odds are they won't make it to the top spot." Judge added "the question isn't necessarily, 'Is narcissism bad?,' but rather, 'In what ways is narcissism bad and

in what ways is it good?” Still, perhaps the most prominent characteristic of the emergent leader is charisma, according to Kaiser. Yet, he added, “scholarly studies have examined charisma and not a single one finds charisma and performance linked. The only thing charisma correlates to is high salary.” In describing what personalities work best in a team, Hogan said it was a matter of balance and that three basic types are required. “You need an ambitious person, someone who will step up. You need someone inquisitive and with ideas. Then you need one smoother-outer, a person who’ll keep on task.”

Ben Dattner of Dattner Consulting in New York City is a workplace consultant on National Public Radio’s *Morning Edition* program and is heard on Wednesdays twice a month discussing a workplace issue sent in by listeners. Topics he has addressed include team building, prying bosses, and team-building retreats. He also contributed to an April 3 *Wall Street Journal* story on management’s increased use of coaches as an extra screening step in making top hires. He noted that coaches offer “an objective perspective on the candidate as well as on the potential candidate’s fit.”

Nancy Stone of Creighton University and **Jennifer Veitch** of the National Research Council of Canada added their thoughts to an April 23 *Washington Post* story about office desks as a statement of the personalities and work styles of those who work at those desks. Stone noted that desks sometimes serve as a divider between coworkers and can affect office dynamics. Veitch is an advocate of organizations allowing workers to personalize their desks, which “results in more satisfied employees because it gives them a higher sense of well-being.”

An April 23 story in the *New Jersey Daily Record* about how bad attitudes in the office can infect others cited research by **Terence Mitchell** of the University of Washington and colleagues. Today attitude is more important than ever and success of organizations or teams is contingent upon positive attitudes. Among his recommendations: screen new employees more carefully, hold all employees accountable for negative behavior, and set goals that require positive attitudes to be successful, like providing opportunities to be a team leader on a project.

Allen Huffcutt of Bradley University was featured in the April issue of *Reliable Plant* magazine that highlighted research he and colleagues have done to measure the characteristics job interviews reveal about a candidate. Their study showed that only about a third of the characteristics measured in situational and behavior description interviews reflect basic mental ability, personality, and job knowledge.

Radio host Don Imus created a national controversy with his remarks about the Rutgers women’s basketball team, and **Alice Eagly** of Northwestern University was asked in the April 12 issue of *USA Today* whether the remarks would shatter the self-esteem of Black kids. Saying that was an unlikely outcome, she added, “It’s not true that Black children have lower self-esteem than White children. If anything, it goes the other way, which suggests Black parents and teachers are doing a lot to ward off this threat.”

A study on e-mail names by **Kevin Tamanini**, a doctoral candidate at Ohio University, was cited in several media outlets around the country, including the April 10 *Kansas City Star*, *Toronto Globe and Mail*, AP and UPI wire services, and newscasts on MSNBC and Fox News as well as several online news sources. The study found that electronic resumés linked to job candidates with quirky and “unprofessional” e-mail names were rated lower by potential employers than those with professional names.

In an April 8 story in *The Oklahoman* (Oklahoma City) about the value of employees’ perceptions resulting from attitude surveys, **Amy Nicole Salvaggio** of the University of Tulsa said that I-O psychologists know all too well that employees’ perceptions reflect reality and should be heeded by senior managers. I-O psychologists, she noted, are “in the business of people mechanics, or psychology applied to the workplace. We design real interventions, not based upon what someone heard at a management meeting, but true cause and effect.”

An April 2 *Washington Post* story applied the decoy effect to the current presidential campaign, suggesting that front runners ought to talk up the candidates in third place. When people cannot decide between two front-runners, they will use the third candidate as a measuring stick. That is, front runners stand to gain by drawing attention to the qualities of the third candidate that makes each front runner look better than the other. **Scott Highhouse** of Bowling Green State University noted “research on the decoy effect suggests that (Ralph) Nader’s presence (in the 2000 election), rather than taking votes away, probably increased the share of votes for the candidate he resembled most.” In other words, clever front runners can turn third candidates into their wingmen.

An April posting on the U.S. Department of Labor’s Working Partners for an Alcohol-and Drug-Free Workplace Web site includes an extensive summary of **Michael Frone’s** study on the national prevalence of illicit drug use in the workforce and workplace. Frone of the State University of New York at Buffalo first published his findings in a 2006 issue of *Journal of Applied Psychology*.

Jeff Daum of Las Vegas-based Competency Management Inc. was a major contributor to an article about the importance of benchmarking human capital in the March 28 *Great Lakes HR Now*. He was also quoted on CBS News Radio *The Daily Dash* program. He noted that companies spend a lot of money on their human capital but many HR departments fail to benchmark or track data about human capital effectively. “It’s still a really weak link in most organizations,” he said.

In a March 26 *Wall Street Journal* story on the pros and cons of online training, **Winfred Arthur Jr.** of Texas A&M University and **Traci Sitzmann** of the U.S. Defense Department’s Advanced Learning Distance Co-Laboratory were quoted. Arthur cited a 2003 study in which he found that the biggest knowledge jumps for new employees occurred with face-to-face training. Sitzmann’s meta-analysis of training studies found that Web-based training was more effective than classroom instruction for teaching facts, but she did not find significant differences between the two for teaching overall job mastery.

Dory Hollander of WiseWorkplaces in Arlington, VA was contacted for a March 5 *New York Post* story on how employees can plot strategies for advancement in their jobs. When talking to a supervisor about a promotion she advised employees to be specific. "Knowing what you want is the key. Make sure you have the core competencies and skills required for the job you're seeking and articulate these to your boss."

The *Orlando Sentinel*, in a February 25 story about hospitals making a concerted effort to improve patient safety, quoted **Eduardo Salas**, University of Central Florida and a consultant to the Seminole County Patient Safety Council working to improve communication between area medical organizations. "Solutions to patient safety are not in medicine; they are in psychology, the people," he said.

A February 22 *Wall Street Journal* story about how workers who seemingly have little in common with their coworkers, like being the only parent in an office of singles, can combat the feeling of being out of place, included comments from **Jared Lock** of Hogan Assessments in Tulsa, OK. He suggested that workers whose personal tastes differ from colleagues look for shared professional interests. "What people will typically find is that they have similarities between them and their co-workers through their passion for their work."

Charles A. Pierce of the University of Memphis and Amy Nicole Salvaggio of Oklahoma State University were quoted in a Valentine's Day story about office romances that appeared in several news outlets, including newspapers and journals. Pierce noted that although workplace romances may seem harmless, they can lead to serious problems, including sexual harassment claims. Preliminary findings of a study Salvaggio is currently conducting indicate that employees do not mind seeing a romance between two unmarried workers but, on the whole, they say workplace relationships produce more risk than benefits.

When Michael Dell returned to head a floundering Dell Inc., the February 5 *Wall Street Journal* did a story about founding leaders returning to their companies. **Bill Byham** of Development Dimensions International in Bridgeville, PA contributed to the story noting that returning founders can pursue radical change because they can marshal the troops a lot better than someone coming in from the outside. However, prospective successors may be wary because if they make a slip, the founder is always ready to jump back in and take over, he added.

In the December 29 issue of *Talent Management Magazine*, **Lise Saari**, IBM's director of global workforce research, described her company's upward feedback program. Calling the 2-year-old program "very effective," she said it provides managers feedback from their employees on a set of key and valid people management-related questions. "Then, most importantly, we're not just dropping that feedback on them but, rather, having very well-developed, easy-to-use tools where they can do diagnostics on their largest gaps."

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 PO Box 87, Bowling Green, OH 43402.



Anna L. Sackett
University at Albany

Awards & Recognition

Bill Curtis has been elected a Fellow of the Institute of Electrical and Electronics Engineers (IEEE) for his contributions to workforce development process improvement and measurement in software engineering. While at Carnegie Mellon University, Curtis' team created the Capability Maturity Model (CMM). Curtis is chief process officer at McAfee.

The Association of Test Publishers will honor **Frank L. Schmidt** with its Career Achievement Award. Schmidt's contributions to validity generalization and meta-analysis are being recognized. Schmidt is Ralph Sheets Professor of Human Resources, Tippie College of Business at the University of Iowa.

Benjamin Schneider has received the 2006 Career Contributions to the Service Discipline Award given by the Services Marketing Special Interest Group (SERVSIG) of the American Marketing Association. Schneider is senior research fellow at Valtera and professor emeritus at the University of Maryland.

Juan F. Manso-Pinto of the University of Concepción has been appointed an editorial board member of the *Interamerican Journal of Psychology* as a representative of Chile.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

The I-O program at DePaul University is pleased to announce that **Annette Towler** will be joining their faculty in the fall. Towler will join **Suzanne Bell, Doug Cellar, Jane Halpert, and Alice Stuhlmacher**.

The University at Albany, SUNY would like to welcome **Marcus Crede** as a new member of the I-O faculty. Crede will be joining SIOP members **Kevin Williams** and **Sylvia Roch** in the psychology department. Crede is joining SUNY Albany from Farleigh Dickinson University.

Rodger W. Griffith is joining Ohio University as the Byham chair of I-O Psychology in the fall.

The I-O program at Auburn University is pleased to welcome **Jacqueline Mitchelson** to its faculty. Mitchelson will receive her PhD from Wayne State University and will join SIOP members **Bryan Edwards, Dan Svyantek, and Adrian Thomas** in the Department of Psychology.

Kansas State University is pleased to announce the hiring of **Satoris (Tori) Youngcourt** starting in the summer of 2007. As an assistant professor, Youngcourt will join the I-O faculty of **Ron Downey, Patrick Knight,** and **Clive Fullagar**.

Terri A. Scandura has been named dean of the Graduate School at the University of Miami. Scandura will oversee 150 graduate programs in 12 academic and professional schools and colleges. Scandura is currently professor of Management, School of Business Administration and director of the PhD program in Business Administration.

Connie Freeman, formerly VP Assessment Consulting for SHL Americas, is assuming the role of Leadership and Talent Expertise Leader in Philadelphia for Hay Group. Freeman previously held the L&T Expertise Leader role for Hay Group in Canada.

Laura Mastrangelo has joined PepsiCo's Frito-Lay division as manager of Selection and Insights. Mastrangelo will be responsible for front-line selection, organizational surveys, and performance feedback for the Frito-Lay division and will work with **Arlene Green** in the Talent Management & Inclusion team.

Laura L. Koppes has joined the University of West Florida as professor and chair of the Psychology Department. She joins SIOP members **Rosemary Hays-Thomas, Sherry Schneider,** and **Steve Vodanovich**.

The I-O doctoral program at Baruch College, City University of New York, is pleased to announce that **Frank J. Landy** has been appointed Scholar in Residence in the Psychology Department. He joins I-O faculty, **Yochi Cohen-Charash, Harold Goldstein, Joel Lefkowitz, Karen Lyness, Loren Naidoo,** and **Charles Scherbaum**.

BEST OF LUCK!

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

Announcing New SIOP Members

Miguel Quiñones
Southern Methodist University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 18, 2007.

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SIOP Consultant Locator

Executive Committee Plans Dues Increase

The SIOP Executive Committee has voted to increase annual dues \$5 for professional and student members effective with the 2008–2009 administrative year. The group approved the measure on April 29 as it met in New York during the annual conference. According to Society bylaws, the Executive Committee may enact a dues increase by majority vote if the increase doesn't exceed 15%. Annual dues are currently \$55 for professional members (Members, Fellows, Associates, and International Affiliates) and \$25 for students (Student Affiliates).

SIOP members have 60 days to provide input to the Executive Committee on the dues increase before it is finalized. Members may submit comments until August 30 by e-mailing feedback@siop.org.

During the meeting Past President **Jeff McHenry** and Financial Officer **Ken Pearlman** spoke in support of the dues increase and pointed out numerous additional programs and services rolled out during recent years or scheduled in the near future. These include the new Web site, online directory, Leading Edge Consortium, updated consultant locator, expansion of the conference from 2½ to 3 days, and the new SIOP journal scheduled to be published and distributed to all members beginning in 2008.

Several approaches to the dues increase were reviewed by the Executive Committee, and financial models showing the impact of the alternatives were studied. A larger one-time increase was considered, but after discussion the group voted on a smaller increase with the possibility that a similar small increase could be approved in the future should circumstances warrant. The last dues increase took effect in 2001.



29th Annual IOOB Conference



*Hosted by Colorado State University
Industrial & Organizational Psychology Program*

**March 14th - 16th, 2008
DENVER, COLORADO**

***Shifting the Paradigm:
Work in the 21st Century***

♦ *Changing nature of work* ♦ *Globalization of the economy* ♦ *Organizational flattening* ♦ *Computer-based learning* ♦ *Virtual teams* ♦ *Diminishing job structure*
♦ *Selection of global workers* ♦ *Role of technology in organizations* ♦

Keynote Speakers

Wayne Cascio, University of Colorado Denver
Mike Frese, University of Giessen, Germany
Frank Landy, Landy Litigation Support Group
John Mathieu, University of Connecticut

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University of Colorado Denver, Dept. of Management

www.ioob.net

The Industrial Organizational and Organizational Behavior (IOOB) Conference is an annual celebration of graduate student research that provides attendees an opportunity to share research ideas and discuss the most recent trends in the field through key notes, workshops, symposia, and poster presentations





CONFERENCES & MEETINGS

David Pollack
Sodexho, Inc.

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

2007

- July 9–14 27th O.D. World Congress. Malmö, Sweden. Contact: www.odinstitute.org.
- July 29–Aug 2 Annual Convention of the American Statistical Association. Salt Lake City, UT. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
- Aug 3–8 Annual Meeting of the Academy of Management. Philadelphia, PA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
- Aug 17–20 Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
- Oct 1–5 Annual Conference of the Human Factors and Ergonomics Society. Baltimore, MD. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered).
- Oct 8–12 Annual Conference of the International Military Testing Association. Gold Coast, QLD, Australia. Contact: www.internationalmta.org.
- Oct 26–27 SIOP Fall Consortium—"Enabling Innovation in Organizations: The Leading Edge." Kansas City, MO. Contact: SIOP, www.siop.org (CE credit offered).
- Nov 7–10 Annual Conference of the American Evaluation Association. Baltimore, MD. Contact: AEA, (888) 232-2275 or www.eval.org.

2008

- Feb. 28–
March 1 Annual Conference of the Society of Psychologists in Management (SPIM). San Antonio, TX. Contact: www.spim.org (CE credit offered).

- March 7–9 Annual Conference of the Southeastern Psychological Association. Charlotte, NC. Contact: SEPA, www.sepaonline.com (CE credit offered).
- March 7–11 Annual Conference of the American Society for Public Administration. Dallas, TX. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
- March 14–16 Annual IO/OB Graduate Student Conference. Denver, CO. Contact: martin.lanik@colostate.edu.
- March 24–28 Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485 or www.aera.net.
- March 25–27 Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (608) 443-2487 or www.ncme.org.
- April 10–12 Annual Conference of the Society for Industrial and Organizational Psychology. San Francisco, CA. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
- May 22–25 Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
- June 1–4 Annual Conference of the American Society for Training and Development. San Diego, CA. Contact: ASTD, (703) 683-8100 or www.astd.org.
- June 8–11 Annual Conference of the International Public Management Association Assessment Council. Oakland, CA. Contact: IPMA, www.ipmaac.org.
- June 12–14 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia. Contact: www.ssc.uwo.ca/psychology/csiop/conferences.html.
- June 22–25 Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).

Call for Papers: Kenneth E. Clark Student Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Student Research Award, our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. Winner will receive a prize of \$1,500 and a trip to the Center to present the paper in a colloquium.

Submissions may be either empirically or conceptually based and the contents should focus on some aspect of leadership or leadership development.

Submissions will be judged by (a) degree to which the paper addresses issues and trends that are significant to the study of leadership; (b) extent to which the paper shows consideration of the relevant theoretical and empirical literature; (c) extent to which the paper makes a conceptual or empirical contribution; (d) implications of the research for application to leadership identification and development. Researchers associated with the Center will anonymously review papers.

Papers must be authored and submitted only by graduate (must have graduated within 1 year of submission due date) or undergraduate students. Entrants must provide a letter from a faculty member certifying that a student wrote the paper. Entrants should submit four copies of an article length paper. Name of the author(s) should appear only on the title page of the paper. Title page should include authors' affiliations, mailing addresses and telephone numbers.

Papers are limited to 30 doublespaced pages, excluding title page, abstract, tables, figures and references. Papers should be prepared according to current edition of the *Publication Manual of the American Psychological Association*.

Entries (accompanied by faculty letters) must be received by **September 7, 2007**. Winning paper will be announced by December 3, 2007. Submit entries to **David Altman, Sr. VP Leadership & Innovation, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300**.

Call for Papers: Work, Stress, and Health 2008 Healthy and Safe Work Through Research, Practice, and Partnerships

The 7th International Conference on Occupational Stress and Health

March 6–8, 2008

Omni Shoreham Hotel

Washington, DC

Proposal submission deadline: August 31, 2007. For more information and online submissions, please visit the conference Web site at <http://www.apa.org/pi/work/wsh.html>.

**Pennsylvania State University 15th Annual Symposium
October 8–9, 2007**

“Work-Life Policies That Make a Real Difference for Individuals, Families, and Organizations” is the title of Penn States 15th Annual Symposium on Family Issues, to be held **October 8–9, 2007**. The topic will be addressed by 16 scholars from major universities and work–family research centers. The symposium is innovative for the integration of perspectives from multiple social sciences as well as for addressing policy implications. Presentations and discussions at the symposium will focus on which workplace practices have the most potential to improve the well-being of employees and their families, policies to address workplace challenges for salaried as well as hourly employees, how to conduct effective intervention research, and questions that remain for researchers of work–life policies. Lead speakers include Ellen Ernst Kossek, (Michigan State University School of Labor & Industrial Relations), Erin Kelly and Phyllis Moen (both of University of Minnesota), Susan Lambert (School of Social Service Administration, University of Chicago), and Jennifer Glass (University of Iowa). Information and registration available at <http://www.pop.psu.edu/events/symposium/2007.htm> or contact Carolyn Scott (814)863-6806, css7@psu.edu.

**Send your submissions
and announcements to
TIP's new editor,
Wendy Becker, at
wbecker@siop.org .**

POSITIONS AVAILABLE

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

THE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION AT CALIFORNIA STATE UNIVERSITY, BAKERSFIELD has a **TENURE-TRACK, FACULTY POSITION IN HUMAN RESOURCES** available for a qualified individual. A completed PhD from an AACSB-accredited institution is preferred, although ABD status at such a school will also be considered (<http://www.csubbpa.com>).

Candidates should be committed to teaching excellence, establishing a scholarly record consistent with AACSB standards, and providing service as needed to our region. The successful applicant will be qualified to teach courses in human resources management (at both the undergraduate and at the MBA levels) and courses in at least one other area of management. The teaching load for first year faculty is six quarter courses per year, seven thereafter. Scholarship is expected in the form of a research agenda that will provide demonstrable research achievements consistent with our statement of academic qualifications and our tenure requirements.

About us: CSUB has a student body of approximately 7,000 full-time equivalent students. Within this population, the School of Business and Public Administration is going through a time of unprecedented growth and now stands at approximately 750 full-time equivalent students. The school is housed in a modern facility, and we have our own MIS, behavioral, and graduate labs to support academic and research endeavors. The faculty are supportive and collegial. <http://www.csub.edu>

California State University, Bakersfield is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, marital status, disability, or covered veterans status.

Submit cover letter, vita, example of scholarship, evidence of teaching effectiveness, and three letters of reference to **Dr. John B. Stark, Chair; Department of Management & Marketing; School of Business & Public Administration; California State University, Bakersfield; 9001 Stockdale Hwy.; Bakersfield, CA; 93311-1022** or e-mail to jstark@csub.edu.

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Information for Contributors

Please read carefully before sending a submission.

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

Preparation and Submission of Manuscripts, Articles, and News Items

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

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

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

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

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

Review and Selection

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

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