Evolving **organizations**
with reliable, validated, and normed
Task Cycle® **surveys**

The logical choice for I/O consultants.

Since 1972 HR professionals and executive coaches have entrusted the Clark Wilson Group with their 360 feedback needs.

Isn't it time you discovered why?
Call today to learn more about our 15 role-specific surveys and the Task Cycle® methodology behind them.

TASK CYCLE®

CLARK WILSON GROUP®

Daniel J. Booth, Ed.D.
THE BOOTH COMPANY
Boulder, Colorado
800.332.6684
www.boothco.com

Paul M. Connolly, Ph.D.
PERFORMANCE PROGRAMS
Old Saybrook, Connecticut
800.565.4223
www.performanceprograms.com

Selecting People to Troubleshoot and Repair Electrical Equipment

Comments by Tom Ramsay

PROBLEM: Because of demographics including an aging maintenance workforce, many organizations are seeking Electrician Trainees rather than journey-level electricians.

SOLUTION: We have developed a content valid test battery for electrician trainees which measures cognitive skills (reading, arithmetic, and troubleshooting). These tests can be used separately or together with tests assessing job knowledge of electrical print reading and basic electrical concepts.

In addition we have conducted preliminary studies on an *Electrical Aptitude Test*, which has correlated significantly (.47 for N=97) with electrical knowledge, and (.41 for N=87) with GPA in an electrical technology curriculum.

RESULT: Use of these tests provides an objective way to determine the most qualified applicants.

BOTTOM LINE: Our clients may then have the option to select internal candidates who have longer service and a familiarity with plant machines and equipment for inclusion in training programs.

Please call us for more information on our electrical, mechanical or multi-craft trainee tests.

RAMSAY CORPORATION
1050 Boyce Road • Pittsburgh, PA 15241-3907
(412) 257-0732 • FAX (412) 257-9929
email: tramsay@ramsaycorp.com
website: http://www.ramsaycorp.com

TIP
THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

VOLUME 45/NUMBER 3 JANUARY 2008

FEATURED ARTICLES

7 *A Message From Your President*
Lois Tetrick

9 *Patchwork Protections: Progress and Problems in Battling Sexual Orientation Discrimination in Employment*
Margaret S. Stockdale

17 *Personnel Psychology and Nepotism: Should We Support Anti-Nepotism Policies?*
Robert G. Jones, Tracy Stout, Bridgette Harder, Edward Levine, Jonathan Levine, and Juan I. Sanchez

21 *I Meets O: Implementing New Selection Systems as Change Management*
Seymour Adler, Therese Macan, Lee Konczak, Paul Muchinsky Amy Grubb, and Jennifer Hurd

27 *What Makes A Productive I-O Faculty Member: A Predictive Validity Study*
Jeffrey B. Vancouver, Ryan J. Yoder and Kristen M. More Yoder

39 *Practicum: A Teaching Tool to Highlight the Scientist–Practitioner Model*
Douglas R. Lindsay, Brian W. Tate and Rick R. Jacobs

EDITORIAL DEPARTMENTS

49 The History Corner: *Birth of the S.O.B.*
Announcements: New Hawthorne Exhibit and Web Site/Tavistock Institute of Human Relations Celebrated 60th Anniversary
Scott Highhouse

55 On the Legal Front: Ledbetter v. Goodyear Tire Co.*: A Divided Supreme Court Causes Quite a Stir*
Eric Dunleavy and Arthur Gutman

65 The Diversity Report: *Assessing our Impact: In Search of a Metric for Multicultural Research*
Derek R. Avery

73 Spotlight on I-O Organizations: *Industrial-Organizational Psychology in Hong Kong*
William Ng and Winton Au

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

87 The Academics' Forum: *Avoiding Undergraduate Teaching Burnout, Part 2)*
Sylvia Roch

91 Pro-Social I-O–Quo Vadis?
Stuart Carr

101 TIP-TOPics for Students: *Personal and Professional Balance*
Clara Hess, Jenn Lindberg McGinnis, Reanna Poncheri, Jane Vignovic, Tara Behrend and Amy DuVernet

NEWS AND REPORTS

107 Join Us in San Francisco for SIOP's First Ever 3-Day Annual Conference
Steven G. Rogelberg and Douglas Pugh

116 Preconference Workshop and Friday Seminar Listings

118 Conference Registration Form

121 Community of Interest Sessions at the 2008 Annual SIOP Conference
James M. LeBreton and Anthony J. Adorno

122 LGBT Committee to Host the First Silent Auction Ever at SIOP 2008!
Mikki Hebl and Eden King

125 SIOP's Third Annual Junior Faculty Consortium
Jessica Bagger and Mark C. Frame

127 The Second Annual SIOP Master's Student Consortium
Dan Sachau

131 Innovation Theme Scores High at 2007 Leading Edge Consortium
Kristen Ross

136 Leading Edge Consortium 2007 Collage

139 Report From the APA Council of Representatives
Janet Barnes-Farrell, José Cortina, Robert Dipboye, Deirdre Knapp, and Eduardo Salas

142 Notice of External Awards: Nominations
Annette Towler

144 Obituaries: *Bernard Bass, Marvin Dunnette, J. Ragan (Ward) Neilson, and Patricia Cain Smith*

149 SIOP Members in the News
Clif Boutelle

153 IOTAS
Anna L. Sackett

155 Announcing New SIOP Members
Miguel Quinones

160 CONFERENCES AND MEETINGS

163 CALLS & ANNOUNCEMENTS

166 POSITIONS AVAILABLE

170 INFORMATION FOR CONTRIBUTORS

171 SIOP OFFICERS AND COMMITTEE CHAIRS

172 ADVERTISING INFORMATION

Cover: Rodin's Thinker, The Nelson-Atkins Museum of Art, Kansas City, MO.
Photo courtesy of Bob Muschewske, Senior Vice President, Executive Services, Personnel Decisions International.

Have you identified your company's future leaders?

PSI's Talent Assessment solutions identify the highest quality candidates for leadership development and succession planning.

- Simulation exercises
- C-level leadership competencies
- Developmental potential
- Custom-designed evaluations
- Executive test centers

www.psionline.com | **800-367-1565**

psi

A MESSAGE FROM YOUR PRESIDENT

Lois Tetrick

As I write my column, I have just returned from the SIOP 2007 Leading Edge Consortium (LEC) in Kansas City. Our third fall consortium, under the leadership of **Leatta Hough**, engaged senior SIOP members and executives in a forum for dialogue between scientists and practitioners. Topics were creativity and innovation, with **Bill Mobley** and **Michele Frese** as co-chairs and a fantastic slate of speakers representing I-O psychology as well as other disciplines. See the summary and pictures of the conference in this issue of *TIP* and look for the DVD on our Web site soon.

This was my first LEC and I found the discussion to be lively and engaging, in a setting that allowed ample opportunity to speak with presenters and attendees alike. Plans are currently underway for the 2008 LEC to be held in Cincinnati on October 17–18, under the leadership of **Jeff McHenry**. The topic is coaching and I encourage you to make plans to attend. I am honored to have the opportunity to develop the 2009 LEC, and I welcome any suggestions that you have for topical themes.

SIOP submitted comments about the proposed revision to the *Standards for Educational and Psychological Testing*. **Dick Jeanneret** and **Shelly Zedeck** co-chaired the task force with **Winfred Arthur, José Cortina, Marilyn Gowing, Jerry Kehoe, Jim Outtz, Bob Ramos, Paul Sackett**, and **Suzanne Tsacoumis** providing their expertise. Final comments that were forwarded to APA are posted on SIOP’s Web site. I wish to thank the task force and all members who provided comments.

SIOP has also joined the U.S. ANSI Technical Advisory Group (TAG) in commenting on the ISO Standards for Workplace/Employment Testing. This is a proposal initiated in Germany to promulgate standards concerning employment testing to align practice globally. It is an international project with an anticipated timeline of 3 years. **Donald Truxillo, Wayne Camara**, and G. Harris served as the U.S. representatives at the meeting in Vienna in October. SIOP will continue to work on this project as a member of the U.S. TAG to provide input on best practices relative to employment testing.

By now, SIOP’s e-newsletter is a standard mechanism for communication. *SIOP Newsbriefs* allows us to get information to members quickly without inundating everyone with individual e-mails during the month. The SIOP Executive Committee has always been concerned about sending too many e-mails to members, and it is our intent that the e-newsletter will facilitate communication of events and requests for information that can’t wait for *TIP*. Please do check the individual entries in *SIOP Newsbriefs* and let us know if you have any suggestions as to how to improve this communication device.

Only a little over 3 months remain until the SIOP conference in San Francisco. I do hope that you plan to attend. As we move to a 3-day format, **Steven Rogelberg, Doug Pugh**, and the entire Program Committee have several exciting innovations. I am so proud of everyone's contributions to making this conference a success—the engagement of so many of our members in planning and preparing the conference is a hallmark of SIOP volunteerism! One innovation is the inclusion of theme tracks. Please take a look at Steven and Doug's articles in this issue of *TIP* for more information.

I want to close my presidential column with several musings. Perhaps sitting in three meetings back-to-back for so many days allows one's mind to wander! Or, maybe it was the stimulation of interacting with individuals from a wide range disciplines (including psychology subdisciplines) who are engaged in so many different primary work settings, including corporate executives, HR professionals, consultants, applied researchers, applied scientists, and basic scientists, including all of the subdisciplines of psychology.

Three things strike my imagination. One is that the "universe" in which I-O psychology resides is incredibly broad. We can and have contributed to understanding behavior at multiple levels in the organization, but our contributions are not necessarily well recognized. Second, and because of our breadth, the competencies involved in the practice of I-O may need to be reviewed, especially relative to SIOP's guidelines for education and training. We are one of only four specialties recognized by APA and yet, I-O is the only one of the four that does not have identified proficiencies. Is this an accurate reflection of I-O psychology as a specialty? A third observation is that a number of psychologists prefer to call themselves something other than psychologists. For example, many cognitive psychologists refer to themselves as cognitive neuroscientists or cognitive scientists. Associated with this, I was struck by the number of fields that are moving to the more microlevel of behavior—neuroeconomics, neurosocial psychology to name a few. Where does this leave I-O? Are we keeping abreast with psychology as a discipline and with related fields?

I certainly don't have the answers to these musings, but I do think these are questions that we, as members of SIOP, should be discussing. We have several activities associated with our strategic plan that may inform my musings. Plus, there are several opportunities at our upcoming conference, including a theme track on education in I-O psychology, that will allow dialogue on topics of concern to SIOP members. I look forward to engaging discussions.

Remember our Strategic Goals and let me or any of the members of the Executive Committee hear your thoughts:

- Visible and trusted authority on work-related psychology
- Advocate and champion of I-O psychology to policy makers
- Organization of choice of I-O professionals
- Model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas.

Patchwork Protections: Progress and Problems in Battling Sexual Orientation Discrimination in Employment

Margaret S. Stockdale
Southern Illinois University Carbondale

Dwayne Simonton was a postal worker in Farmingdale, New York for 12 years. Despite regularly receiving satisfactory-to-excellent reviews of his job performance, he was repeatedly subjected to a hostile work environment because of his sexual orientation. His coworkers repeatedly made inflammatory and degrading comments to him, stating among other things that Simonton was a “f***ing faggot.” Pornographic messages and materials were taped to his work area, sent to his home, and placed in his car. The abuses were so severe that Simonton eventually suffered a heart attack (*Simonton v. Runyon*, 2000).

Egregious harassment against sexual minorities, like that which Dwayne Simonton was forced to endure, is far too common. Research finds that both access and treatment discrimination among sexual minorities is prevalent (Black, Maker, Sanders & Taylor, 2003; Button, 2001; Croteau, 1996). Yet, employment discrimination on the basis of actual or perceived sexual orientation remains one of the few socially important yet federally unprotected forms of discrimination.

Despite lack of federal protection, efforts have been made to protect against sexual orientation discrimination in employment among many states, counties, municipalities, and by private employers. Sexual minorities have to rely on this loose and leaky web of state and local laws as well as private initiatives to gain some assurances against employment discrimination. This article reviews the major trends in legal and employer-centered efforts to protect sexual minorities against employment discrimination, with a critical focus on the gaps and weaknesses provided by this patchwork set of protections. I call SIOP and its members to be leaders in a fight to end employment discrimination against sexual minorities.

Legal Protections Against Sexual Orientation-Based Employment Discrimination: An Overview*

U.S. Constitutional and federal statutory efforts

Although the 14th Amendment prohibits states from denying equal protection of the laws, states need only assert a rational reason for treating sexual minorities differently than others (*Romer v. Evans*, 1996). In *Romer* the U.S. Supreme Court struck down a publicly approved amendment to the Colorado constitution that would have prohibited any legislative, executive, or judicial action to ban discrimination on the basis of sexual orientation. Thus, it is unlawful for public employers to pass a law that would permit discrimination against sexual minorities. The court reached its decision by relying on a rational basis test, finding that no legitimate state purpose existed to engage in such discriminatory acts. Several employment discrimination cases against public employers have been decided in favor of the plaintiff as violations of the Equal Protection clause applying a rational basis standard (*Miguel v. Guess*, 2002; *Lovell v. Comsewogue School Dist.*, 2002, *Quinn v. Nassau County Police Dept.*, 1999), suggesting that courts are giving less deference to state interests than is typical when a rational basis test is applied.

---

*I acknowledge a presentation by Gregory Nevins (2006) for the structure of most of this section.

Sexual minorities have also successfully raised First Amendment, free speech challenges in their employment discrimination claims (often in combination with other causes of action). Generally, employees tend to win cases when they have been subjected to an adverse employment decision for exercising their free speech rights, for example when they discuss their homosexual orientation outside the employment setting (*Weaver v. Nobo School Dist.*, 1988); they advise students on the content of their academic writings (*Marino v. Louisiana State Bd. of Sup'rs.*, 1997); or declare an intention to speak publicly about civil rights for homosexuals (*Van Ooteghem v. Gray*, 1981).

In addition to constitutional challenges, victims of sexual orientation discrimination have attempted, with limited success, to raise a Title VII claim of discrimination. Although courts have stated that Title VII does not apply directly to sexual orientation discrimination (see *Bibby v. Philadelphia Coca Cola Bottling Co.*, 2001; *Oncale v. Sundowner Offshore Services, Inc.*, 1998; *Williamson v. A.G. Edwards and Sons, Inc.*, 1989), sexual minority plaintiffs who can prove that their discriminatory treatment was based on their gender or gender stereotypes have been able to make a Title VII claim (*Heller v. Columbia Edwater Country Club*, 2002; *Rene v. MGM Grand Hotel*, 2002). Nonetheless, many courts have refused to bootstrap a sexual orientation discrimination claim to a Title VII claim (see, e.g., *Dillon v. Frank*, 1992; *Hamner v. St. Vincent Hospital and Health Care Center, Inc.*, 2000; *Higgins v. New Balance Athletic Shoe, Inc.*, 1998; *Williamson v. A.G. Edwards and Sons, Inc.*, 1989).

State and local bans against sexual orientation employment discrimination

Currently, 19 states and the District of Columbia prohibit employment discrimination on the basis of sexual orientation: California, Colorado, Connecticut, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, Rhode Island, Vermont, Washington, and Wisconsin. However, some state statutes permit discrimination on the basis of sexual orientation and other classifications if there is a bona fide occupational qualification or need (e.g., California and Connecticut).

In addition to statutory protection, there is protection in several states through other devices such as executive orders (specifically Alaska, Arizona, Colorado, Delaware, Kentucky, Louisiana, Michigan, Ohio, and Pennsylvania) or policy statements (Indiana, Montana; National Gay and Lesbian Task Force, 2006). These provisions, however, only protect against sexual orientation discrimination for public employment. Finally, as of 2005, there were city and county ordinances protecting against such discrimination for public employment in 42 states and for private employment in 29 states. (National Gay and Lesbian Task Force, 2006).

State constitutional arguments have also been successfully raised in sexual orientation discrimination cases. In *Tanner v. Oregon Health Sciences University* (1998), the Oregon appeals court found that the university's practice of denying employment benefits to same-sex partners, when they regularly extended benefits to opposite-sex partners of their employees, violated the state's constitution. However, this argument did not hold up in a California case (*Hinman v. Department of Personnel Admin*., 1985). The court reasoned that plaintiffs were not similarly situated as heterosexual partners with spouses but rather similarly situated as unmarried employees who are not entitled to such benefits (see also *Rutgers Council of AAUP Chapters v. Rutgers, The State University*, 1997).

Gaps in legal protection

The federal constitutional and statutory protections against sexual orientation discrimination in employment are limited. Fourteenth Amendment, Equal Protection arguments only apply to public employers, and the bar for mounting an Equal Protection challenge in employment discrimination is high. Plaintiffs must prove intention to discriminate for the purpose of causing adverse effects on the identified group (*Schroeder v. Hamilton School District*, 2002). First Amendment, free speech arguments only apply when a speech act is in question. If the gay employee is fired simply for being gay, no First Amendment claim can be made. Finally, federal statutory protection through Title VII is tenuous. Strong inferences of gender-based discrimination need to be established because animus on the basis of sexual orientation alone will fail in a Title VII action. Dwayne Singleton, for example, lost his Title VII claim because he could not adduce sufficient evidence that his harassment was based on gender stereotypes. Harassment based on sexual orientation alone does not offend Title VII. Thus, federal antidiscrimination protection for sexual minorities is a leaky sieve at best.

The patchwork of legal protections at the state and local level are also tenuous. As of July 2005 sexual minority citizens in Alabama, Arkansas, Mississippi, Nebraska, North Dakota, South Dakota, and Wyoming had nothing but weak U.S. Constitutional protection against employment discrimination. In several other states, protection is only provided to those who reside in certain cities and counties that passed antidiscrimination ordinances, and among these states only 41% of the ordinances apply to private employers (Gay and Lesbian Task Force, 2006). As noted in *Rutgers* (1997), some state courts have interpreted their antidiscrimination laws to preclude the extension of employee benefits to domestic partners, which is one of the main concerns for those who labor for equal rights for sexual minorities in the workplace (Lubensky, Holland, Wiethoff & Crosby, 2004). For many, the quest for protection against employment discrimination has been left to reliance on employers' voluntary policies and practices.

Private Employer Initiatives to Eliminate Sexual Orientation Discrimination

Whereas laws against employment discrimination on the basis of sexual orientation are aimed at the protection of public welfare, private employer policies and practices seek ultimately to improve profitability and organizational viability. To remain competitive, savvy organizations adopt symbolic and practical initiatives that enhance their reputation as a good business and employer. Due to increasing pro-gay public sentiment and well-managed advocacy work of organizations such as The Human Rights Campaign (HRC) and Out and Equal in the Workplace, there has been catalytic growth in the number of companies that have adopted pro-gay policies and practices.

Overview of employer policies and practices

Researchers have conducted fairly comprehensive surveys of this population in an attempt to document the prevalence of employer pro-gay policies and initiatives. Button (2001) surveyed 537 gay and lesbian employees in 38 organizations in the U.S. and found that 95% of these organizations had a written nondiscrimination policy that included sexual orientation. Drawing a scientific sample of gay and lesbian employees who belong to gay civil rights organizations or Latino and African American gay rights organizations, Ragins and Cornwell (2001) reported that approximately 54% of the respondents in their sample worked for an organization that had such a policy. HRC has been monitoring employer initiatives regarding sexual orientation among large companies and major law firms since 2002. Of the 492 companies rated in their latest survey, all but 10 had written nondiscrimination policies that included sexual orientation (HRC, 2006).

Pro-gay advocacy groups generally agree on a number of principles to guide employers' practices with regard to sexual orientation. These include not only widely disseminated policies against discrimination on the basis of sexual orientation but also extending health and other benefits to domestic partners, encouraging and supporting pro-gay affinity groups, sensitivity training, and nondiscrimination in advertising, promotions, sales, and services, among other practices (HRC, 2006).

HRC monitors large employers and publishes a Corporate Equality Index for each firm's score on these criteria. In 2006, 138 of the 492 organizations rated received a top score of 100, up from 102 organizations in 2005 and a ten-fold increase since the Equality Index was first measured in 2002 (HRC, 2006). Over half of *Fortune* 500 companies rated offered domestic partner health benefits to their employees, and there was a 34% increase in companies expanding their benefits. Industries with the highest Equality Index averages were hotels, resorts, and casinos; law firms; consulting and business services; aerospace and defense; and banking and financial services. Lowest industry averages were in advertising and marketing, automotive, mail and freight delivery, manufacturing, publishing and printing, and computer and data services (despite IBM having been the first U.S. company to promulgate a nondiscrimination policy that included sexual orientation in 1974; HRC, 2006).

To summarize, private employers are increasingly adding sexual orientation to their nondiscrimination policies as well as other practices that help send a message of support and appreciation for sexual minorities. Receiving national recognition for these efforts, such as high Corporate Equality Index scores from the HRC or “Outie” awards from Out and Equal in the Workplace, help drive the momentum for these initiatives.

Gaps left open

Despite these positive trends in the private sector, reliance on employer initiatives fails to resolve many problems for the full protection of sexual minorities against employment discrimination. First, employer initiatives are voluntary. Although there is increasing public pressure for organizations to adopt pro-gay policies and practices, there will always be a significant number of employers who offer no protection for and may actively discriminate against sexual minority employees.

Small-to-medium-size employers may not engage in voluntary employer initiatives to the same extent as large employers. HRC strategically targets the largest corporations in the U.S. with their Corporate Equality Index. By investigating and publishing the practices of America’s largest employers, HRC hopes that those who “step up to the plate” will serve as industry leaders and that their direct competitors as well as other smaller organizations will follow suit (HRC, 2006). Small and medium-sized organizations tend to stay under the radar, and thus, little public pressure is brought upon them to engage in such practices.

Finally, there are potential legal problems with some aspects of employer-based initiatives, according to some commentators. For example, employers’ efforts to sensitize employees to concerns of sexual minorities may be met with resistance from employees who hold sincere religious beliefs that homosexuality is immoral and thus invoke their Title VII right to a religious accommodation.

Kaplan analyzed three federal cases where an organization’s diversity initiatives clashed with employees’ religious beliefs (Kaplan, 2006). In *Altman v. Minnesota Department of Corrections*, (2001) employees were mandated to attend gay-sensitive interpersonal interaction training. When the employer did not respond to plaintiffs’ request for a religious accommodation, plaintiffs engaged in civil disobedience by reading their bibles during training. In response to their actions, the employer put letters of reprimand in the employees’ personnel files, which adversely affected future promotions. However, there was a fairly broad range of employer activity that the courts found acceptable in *Peterson v. Hewlett-Packard* (2004) and *Williams v. Kaiser Permanente Div. of Research* (2000). For example, unavoidable exposure to posters in the workplace promoting diversity that included sexual orientation, training programs that focused primarily on the advantages of sexual orientation sensitivity for attracting customers, and termination of employees who continued to protest after being offered reasonable religious accommodations was associated with pro-employer decisions (Kaplan, 2006). Although employers appear to have some latitude in promoting diversity initiatives that incorporate sexual orientation, they need to be cognizant and appreciative of employees' sincerely held religious beliefs that may conflict with these efforts.

What Can SIOP and I-O Psychologists Do?

As experts in the science of employment discrimination and in the development of human resource practices that place the dignity of individuals at the forefront, I-O psychologists should have a strong voice in efforts to broaden and patch the holes in employment discrimination protection for sexual minorities. As scientists, we should continue to do research on the forms and nuances of bias and prejudice against sexual minorities, as well as evaluate the efficacy of organizational practices that affect important outcomes for sexual minorities. As practitioners, we should work closely with our clients' leaders to craft policies, practices, training, and other programs to consciously address the concerns of sexual minorities. SIOP can lend expertise to scientific and policy making panels that may be commissioned to study the concerns of employment discrimination against sexual minorities. Finally, as individuals, we can each urge our elected representatives to pass legislation, such as The Employment Non-Discrimination Act (ENDA; 2007) at the federal level. This paper ends with a quote from the Senate Report of ENDA (2002), which remains as compelling today as it did 6 years ago:

> Congress must pass the Employment Non-Discrimination Act to fill a gaping hole in the fabric of Federal civil rights legislation. Title VII prohibits discrimination based on race, color, religion, sex and national origin—but not sexual orientation. This leaves gay, lesbian, and bisexual Americans—as well as heterosexual Americans—reliant on a patchwork of legal protections inadequate to address the problem of sexual orientation discrimination in employment in a uniform, predictable, fair and reliable manner. (U.S. Senate Report 107-341)

References

Altman v. Minnesota Department of Corrections, 251 F. 3d, 1199 (2001).

Bibby v. Philadelphia Coca Cola Bottling Co., 260 F.3d 257 (3d Cir. 2001).

Black, D. A., Makar, H. R., Sanders, S. G., & Taylor, L. J. (2003). The earnings effects of sexual orientation. *Industrial and Labor Review, 56,* 449–469.

Button, S. B. (2001). Organizational efforts to affirm sexual diversity: A cross-level examination. *Journal of Applied Psychology, 86,* 17–28.

Croteau, J. M. (1996). Research on the work experiences of lesbian, gay and bisexual people: An integrative review of methodology and findings. *Journal of Vocational Behavior, 48,* 195–209.

Dillon v. Frank, 1992 U.S. App. LEXIS 766 (6th Circuit 1992).

Hamner v. St. Vincent Hospital and Health Care Center, Inc., 224 F.3d 701, 707 (7th Circuit 2000).

Heller v. Columbia Edwater Country Club, 195 F. Supp. 2d 1212 (D. Or., 2002).

Higgins v. New Balance Athletic Shoe, Inc., 21 F. Supp. 2d 66 (D. Me. 1998).

Hinman v. Department of Personnel Admin., 167 Cal.App.3d 516 (Cal.App. 3 Dist., 1985).

Human Rights Campaign Foundation. 2006 *Corporate Equality Index report*. Retrieved Nov. 6, 2006 at www.hrc.org (2006).

Kaplan, D. M. (2006). Can diversity training discriminate? Backlash to lesbian, gay, and bisexual diversity initiatives. *Employee Responsibilities and Rights Journal, 18,* 61–72.

Lovell v. Comsewogue School Dist., 214 F. Supp. 2d 319 (E.D.N.Y. 2002).

Lubensky, M. E., Holland, S. L., Wiethoff, C., and Crosby, F. J (2004). Diversity and sexual orientation: Including and valuing sexual minorities in the workplace. In M S. Stockdale & F. J. Crosby (Eds.), *The psychology and management of workplace diversity* (pp. 206–223). Oxford, UK: Blackwell.

Marino v. Louisiana State Bd. of Sup’rs, 1997 WL 358141 (E. D. LA).

Miguel v. Guess, 51 P.3d 89 (Wn. Ct. App. 2002).

National Gay and Lesbian Task Force. 2006. *States, cities and counties with civil rights ordinances, policies or proclamations prohibiting discrimination on the basis of sexual orientation* (current through July 2005). Retrieved Nov. 6, 2006 from http://www.thetaskforce.org/downloads/ FAIRAmicus-LocalLawsTable.pdf

Nevin, G. R. (2006). *Litigating LGBT employment cases in the red states*. Accessed November 7, 2006 at http://www.lavenderlaw.org/docs/CD/Concurrent%20Workshops%20-%20Session%20Five%20-%20Bringing%20Employment%20Discrimination%20Cases%20in%20the%20Red%20States.ppt.

Oncale v. Sundowner Offshore Services, Inc.(1998) (523 US 75).

Peterson v. Hewlett-Packard, 358 F. 3d 599 (2004).

Quinn v. Nassau County Police Dept. 53 F. Supp. 2d 347, 350 (E.D.N.Y. 1999).

Ragins B. R. &. Cornwell, J. M. (2001). Pink triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology, 86*, 1244–1261.

Rene v. MGM Grand Hotel, 305 F. 3d 1061 (C.A. 9 (Nev.) 2002).

Romer v. Evans, 517 U.S. 620 (1996).

Rutgers Council of AAUP Chapters v. Rutgers, The State University, 298 N.J.Super. 442, 460-462, (N.J.Super.A.D.,1997).

Schroeder v. Hamilton Sch. Dist., 282 F.3d 946, 951 (7th Cir. 2002).

Simonton v. Runyon, 232 F.3d 33, 35 (C.A.2 (N.Y.) 2000).

Tanner v. Oregon Health Sciences Univ., 157 Ore. App. 502 (Or. Ct. App. 1998).

The Employee Non-Discrimination Act of 2002, S. 1284. Retrieved Nov. 25, 2006 from http://thomas.loc.gov/cgi-bin/bdquery/z?d108:s.01705

The Employee Non-Discrimination Act of 2007, H.R. 2015. Retrieved September 20, 2007 from http://thomas.loc.gov/cgi-bin/thomas

U.S. Senate Report 107-341. Retrieved Nov. 26, 2006 from http://thomas.loc.gov/cgi-bin/cpquery/z?cp107:sr341

Van Ooteghem v. Gray, 654 F. 2d 304 (C. A. Tex., 1981) (en banc).

Weaver v. Nobo School Dist., 29 F. Supp 2d 1279 (D. Utah, 1988).

Williams v. Kaiser Permanente Div. of Research, C-99-4230 MJJ (2000).

Williamson v. A.G. Edwards and Sons, Inc., 876 F.2d 69, 70 (8th Circuit 1989).

THE SOCIETY OF CONSULTING PSYCHOLOGY

16th Annual

Mid Winter Conference

Andrew C. von Eschenbach, MD on "Driving Change In Bureaucratic Organizations"

Bob Kegan, Ph.D (Harvard Business School) on "Confronting The Immunity To Change: Personal Learning For Organizational Success "

Wayne Baughman (National Security Agency) leading a panel on "Creating Complementary Roles of External And Embedded Consultants in The Intelligence Community"

PLUS

~14 Breakout Sessions
~Student Poster Session
~Pre- and Post-Conference Continuing Education Sessions
~Lunch Saturday Included
~Breakfast Sat & Sun Included

Platinum Sponsors:
Saville Consulting,
RHR International, Inc.,
and
ThinkWise, Inc.

Early Registration November – December 31

- SPC Members: $345
- Non-Members: $395

Register online at www.div13.org

Regular Registration January 1 - February 8

- SPC Members: $395
- Non-Members: $445
- Student registration (all times): $125

When: February 8-10, 2008
Where: Austin, TX - Sheraton Hotel

Visit us at www.div13.org

CONSULTING AT THE LEADING EDGE

New Ideas, Approaches, and Markets

Personnel Psychology and Nepotism: Should We Support Anti-Nepotism Policies?

Robert G. Jones
Missouri State University

Tracy Stout
Arizona State University

Bridgette Harder
DePaul University

Edward Levine
University of South Florida

Jonathan Levine
SkillsNet

Juan I. Sanchez
Florida International University

Personnel psychologists often hear of the first testing program conducted by the Chinese Civil Service c. 1000 A.D. What we often do not learn, however, is that this approach to meritorious hiring failed and was replaced by the eunuch system for staffing of the imperial service (until about 1422). Both systems were probably attempts to reduce the influence of nepotism, and both appear to have been unsuccessful. Similarly, the requirement of celibacy in the Catholic priesthood was started in response to widespread "passing along" of priestly duties from father to son during the early years of the Christian church. This was only partly successful, as both Renaissance prelates (including popes, as recently as the Borgias of the 15th and 16th centuries) often passed along benefices and offices to their children.

The use of psychological research as a basis for modern organizational decisions may grow from some of the same egalitarian concerns over organizational decisions being based on nepotism. Have we overcome our nepotistic impulses through systematized, science-based practices? Is nepotism really such a bad alternative to merit-based decisions? And why have I-O psychologists done so little to help us answer these fundamental questions of human behavior in organizational practice? As a practical matter, should we support anti-nepotism policies in client organizations?

From another perspective, when newcomers to I-O psychology see a predictor–criterion correlation of .23, it is not uncommon for them to ask why we would choose to use such an imperfect indicator to make selection decisions. One common answer is to ask what alternative to systematic, scientif-

---

Portions of this paper were presented as part of a symposium at SIOP, 2007.

ic selection they would offer instead. Textbooks and often-quoted articles refer to "random" hiring as the alternative. But, anecdotal evidence suggests that, rather than random hiring, people have long relied on nepotism as an important basis for organizational decisions. Our "comparison other" here is not randomness, but the "elephant in the room"—nepotism.

A literature search came up with no psychological research evidence about the prevalence or effectiveness of nepotism in organizational decision making. Assuming other prevalence evidence is valid, we need to address several questions about the nature, prevalence, and adaptivity of nepotism in organizational decision making. For a start, How do people's responses to apparent nepotism potentially affect organizational outcomes? Is it more functional or adaptive to rely on family relationships as a basis for decisions such as career choice, staffing or group performance? Following from the answers to these questions, we need to ask whether anti-nepotism policies are adaptive.

What Do We Really Know About Nepotism?

In his book *In Praise of Nepotism*, Bellow (2003) makes a strong case for the prevalence of occupational and organizational nepotism throughout history. A more damning issue raised in his book is that "no social scientist has studied this phenomenon" (p.9). It turns out that, although pretty close to true, this is not quite accurate, as there are a few studies investigating apparent nepotism. There is also an organization consisting partly of people trained in social sciences, the Family Firm Institute (http://www.ffi.org/), whose mission includes research into family firms.

Nepotism is defined as "the bestowal of patronage by reason of relationship regardless of merit" (Simon, Clark & Tifft, 1966). Bellow supplements this traditional definition by suggesting a modern definition of nepotism, referring to it as "favoritism based on kinship" (p.11). Nepotism is generally seen as using family influence in order to employ relatives (Jones, 2004). Traditional definitions do not include a distinguishable difference in nepotism as a hiring decision based solely on family ties (kinship) or as a familial career choice that leads to hiring based on merit. Bellow (2003) introduces the idea that a "new nepotism" has emerged, as some offspring deliberately choose the same profession as their parents. So, deliberative choice, rather than impulsive opportunism or familial coercion, may be at work in what observers might perceive to be nepotism.

In terms of others' perceptions, which may be the primary basis for anti-nepotism policies, one could think of nepotism as a flipside to discrimination. Discrimination involves a lack of opportunity, a choice to communicate this sort of inequity, and the others' perceptions regarding one's merit or lack thereof, based on social categories like ethnicity, gender, and so on. Also common between nepotism and discrimination is the issue of coercion versus proactive or self-determined decision making. In the case of nepotism, the coercion may come in the form of pressures from family to partake of a certain career or face censure, rejection, and so on. People who "put up with" discriminatory practices are victims of similar coercion, but others may choose to make self-determined choices about where they work (or don't work) and what complaint mechanisms they may avail themselves of (or not) if they choose a profession or job where discrimination is prevalent. Thus, nepotism is at least partly the presence of an opportunity that would not be available to those who are "outside" the family.

Here the similarity with discrimination may end (at least for now). Nepotistic circumstances also may involve the transfer of human capital from one generation to the next. One possible example of this comes from two authors of this article—Ed and Jon Levine—who are both PhD I-O psychologists. Although they are father and son, both agree that there was neither coercion nor job opportunity involved in the fact that both are successful members of our profession. Instead, consistent with Bellow's argument, Jon's training in I-O psychology came almost as an accident during his educational experiences. He was not even aware that his father's specialty in psychology is I-O until he was going to college. Why he might have been disposed to move toward our field may be accounted for by any of the mechanisms that lead people toward any profession: natural inclinations, early learning experiences, and ways of viewing the world are all likely explanations. His choice of career, however, was just that, the deliberate and self-determined choice of a young adult.

This leads us to the little research that has looked at nepotism, namely, the perceptions of others about apparent familial relationships in the workplace. Honestly, what many people probably think when they hear of family members prominent in the same career or organization is that there was some sort of preferential treatment at work. As we have already seen, this is not always the case, but, as with discrimination, the perceptions of preference may have an effect on people's responses to the profession or the organization. So we can certainly apply the "perceptions of discrimination" research (Kravitz and Klineberg, 2000) as a point of departure for understanding nepotistic preference and arriving at meaningful responses to policies against "nepotism."

This literature is fairly clear that actual discrimination and people's responses to it are quite different things. If we want to make recommendations about nepotism policies, we would do well, therefore, to separate opportunism and coercion, on one hand, from deliberative choice and "shared values" as bases for nepotism. So, for an initial definition, nepotism is both a career-related choice under circumstances of opportunity that may be more or less self-determined or coercive. It is also the perception of "privilege" that observers may hold.

How Dysfunctional Is Nepotism?

Certainly, popular conceptions, as well as the "perceptions" research (as a rule), take a dim view of preferential treatment on the basis of family membership. Still, it has not been clearly established that this is actually what happens when family members work in the same occupation or organization. Assume for a moment, for example, that the choice to work in the same field is based on a common set of values that lead family members to work together. This might be highly functional for a number of reasons. For example, because of a shared values set within the occupation, the family members reinforce and support one anothers' involvement in professional development. Their level of commitment to these values may therefore be higher than the average.

Similarly, we have heard of more than one instance in family businesses where children take on leadership roles after their parents retire. In our experience, some of these people feel considerable pressure to "prove" their own "value added" to the firm, with resulting increases in markets, product improvements, and production efficiencies. Coupled with a long-term commitment to the one firm, such individuals provide considerably greater human capital and lower human resource costs than "5-year" CEOs without as great an investment in the firm's growth and development.

Of course, from the perspective of psychology, why wouldn't one expect children of lawyers (for example) to be more knowledgeable about the law earlier in life than children from other professions? This "head start" on professional knowledge and values provides a longer effective professional life for the progeny, with added value to the profession.

These are of course empirical questions that remain to be tested. Likewise, we leave the careful crafting of a nepotism policy that addresses these complexities to those with the sorts of legal training that may help to avoid other problems. These other problems might arise, for example, as a result of considerable cultural differences that may exist in the acceptability and even the necessity (historically) of relying on nepotism. Those who are in a position of power through the offices of family opportunity may close the spigot on those who would do the same at the former's expense.

However, it would be safe to conclude that the universal condemnation of "nepotism" without careful empirical definition and testing is quite premature. And we believe it is to some extent a historical assumption of our profession that egalitarian hiring decisions are "preferred" over other sorts of bases for hiring. In fact, if the human capital explanation is supportable—where children, for example, know more about an occupation or organization than do "outsiders"—then we need to understand how our "egalitarian" selection, compensation, promotion, and development systems are related to family membership. Supporting "anti-nepotism" policies as a blanket matter is probably a poor substitute for empirically based organizational decision making.

References

Bellow, A. (2003). *In praise of nepotism*. New York: Doubleday.

Jones, R.G. (2004). [Review of the book *In praise of nepotism*]. *Personnel Psychology, 57*(2), 550–553.

Kravitz, D.A. and Klineberg, S.L. (2000). Reactions to two versions of affirmative action among Whites, Blacks, and Hispanics. *Journal of Applied Psychology, 85*, 597–611.

Simon, R.J., Clark, S. M., & Tifft, L. L.. 1966. Of nepotism, marriage and the pursuit of an academic career. *Sociology of Education, 39*, 344–358.

I Meets O: Implementing New Selection Systems as Change Management

Seymour Adler
Aon Consulting

Therese Macan
University of Missouri – St. Louis

Lee Konczak
Webster University

Paul Muchinsky
University of North Carolina at Greensboro

Amy Grubb and Jennifer Hurd
Federal Bureau of Investigation

Introduction

There is abundant literature on designing and developing tests and assessments for use in business settings. However, as Muchinsky (2004) noted, little attention has been paid to the contextual factors that influence the success of newly designed selection processes in organizations. We want to provide a perspective on how O-level organizational factors impact on traditional I-level interventions such as the implementation of new selection procedures, performance management tools, or training programs. In this article we would like to raise awareness of this interaction, share a few illustrative experiences and "lessons learned" specifically in the selection context, and call on readers to submit their own experiences and lessons learned (see end of article for details). We hope to encourage our colleagues in academia and field settings to consider these contextual issues and strategies as they study, develop, and/or implement new selection procedures in organizations.

Background

Anyone involved in developing a selection process for an organization can attest to the presence of organizational pressures that often lead us to compromise the dictates of best practices and theory of how to design selection assessments. In fact, the newly revised SIOP *Principles for the Validation and Use of Personnel Selection Procedures* (2003, 4th edition) acknowledges how important the organizational context is when conducting selection and assessment in field settings. What is missing though is discussion and research addressing the specific factors and strategies that may help ensure high-quality selection procedures given these organizational constraints and pressures. Exploring these issues more systematically may hold a key to bridging the gap between theory and practice. The importance of these O-level forces can not be overstated. Our efforts in developing a technically sound selection, performance appraisal, or training system become futile if the organization decides in the end to not use the process or use it in ways not intended (as noted for performance appraisals by Murphy & Cleveland, 1995).

Illustrative Experiences

We have collectively had many experiences where O-factors influenced the design and implementation of selection procedures. To share a few real-world examples:

- A rigorous criterion validation study demonstrates that the addition of a cognitive ability test to a selection battery would increase the overall multiple regression coefficient to a small (2% incremental variance explained) but statistically significant degree. However, this addition would also introduce some (but less than the 4/5ths threshold) adverse impact against Black applicants. The organization had invested in the design of a new selection procedure under a consent decree to settle a suit based on racial discrimination. As a result of a desire to change its public image, tainted by those earlier charges of discrimination, the organization's leadership decides not to use the cognitive ability test in the selection battery, despite the validity evidence.
- A large manufacturing organization with a long history and strong commitment to rigorous selection procedures is updating its programs and conducts a job analysis study on several entry-level jobs. Many senior plant leaders hired under the existing selection program are skeptical whether updating is really necessary. Instead of relying on sound, sampling procedures to identify a sample that would yield adequate statistical power, the organization oversamples and collects data from large numbers of respondents for each job at each plant so that every plant feels a stake in the selection procedures that will be designed on the basis of the job analysis.
- Members of the subject matter expert panel are asked to write items to reflect different content domains for a job knowledge test. Some members are better item writers than others. The least skilled item writer is the member with the highest rank in the organization; this person's support is critical if the test is to be implemented. This person's items are included to assure his support even though their inclusion detracts from the overall quality of the test.
- The director of human resources recognizes that the sales managers in his company are using questionable criteria for selecting new salespeople. He engages an I-O psychologist to design a new procedure and

reaches out to allies in the sales organization to serve as subject matter experts and guide the new tool's design and successful validation. When the procedure is ready for roll-out, he asks the I-O psychologist to present the new procedure—a simulation—to the executive committee. The committee is indignant that the HR director undertook this initiative without their prior buy-in and shelves the initiative altogether.

Lessons Learned

From these and other real-world experiences we have arrived at some lessons learned to maximize the likelihood that a rigorous selection process will be implemented and sustained. A few of those lessons learned:

- Involve key stakeholders early and keep them involved, especially those who may be resistant; it's never too early to involve key constituencies, especially IT
- Re-engage key stakeholders at critical milestones and decision points
- Whenever possible, meet key stakeholders face to face
- Address resistance by proposing a partial implementation, aka "a pilot"
- Present decision makers with alternatives that contrasts the right choice with a choice that would be unacceptable
- Err on the side of inclusion when identifying the stakeholders whose buy-in is needed
- Sustain the involvement of key people even after implementation
- Over time, use the organization's own norm in addition to, or instead of, raw scores or external norms.

Applying O-Level Theory

We believe a number of perspectives drawn from the organizational literature could be fruitfully applied to understand and address the impact of O-level factors on I initiatives. A few of these include:

- Viewing selection systems as expressions of the organization's vision and/or culture
- Envisioning the design and implementation of new selection processes as a way to create organizational change (if "the people make the place," different kinds of people will make the place different).
- Understanding power and its application in shaping HR policies and practices
- Recognizing the organization (or HR) is an entity that conducts external sensing and often imitates perceived leading-edge companies in the adoption of new selection procedures
- Considering the expression of values other than equity/meritocracy as a basis for selection system design (need, nepotism, image)
- Using communication strategies that facilitate or undermine the implementation of selection procedures

Muchinsky (2004) argued that it may be beneficial to view the implementation of a selection program in an organization from an organizational change perspective. In this vein, the organizational change literature can provide ideas of strategies that may aid during the design, development, and implementation of I-level processes and programs.

For example, we have outlined below the O-level factors that could affect the design and implementation of a new selection procedure using Kotter's (1996) well-known eight-step model of change leadership. These steps, touching lightly on just a few of the issues, include:

- *Increase urgency*: What is the burning platform used to stimulate an investment in time and resources to create and implement a new selection system? Is HR "rattling the chains" about the risk of lawsuit or does senior leadership feel that a different skill set is required in light of evolving business strategies?
- *Create the guiding team*: Who owns the new process and its creation? What stakeholders are included in the Project Advisory team?
- *Get the vision right*: Are the expected outcomes of the new procedures clear and measurable and easily explained?
- *Communicate*: Who needs to know and what do they need to know? Do the implementers (e.g., recruiters, test administrators, hiring managers) know what's coming?
- *Empower action*: Who is empowered to make the final judgments? What decision criteria should they use? From which stakeholders must buy-in be secured?
- *Create short-term wins:* How do you publicize initial success? Are there short-term operational metrics that are seen as short-term wins (e.g., reduced cycle time) pending completion of longer term validation studies against performance criteria?
- *Don't let up:* Keep focused on the ultimate criteria against which to demonstrate the value of the new procedures.
- *Make change stick*: How does the new procedure become "the way we do things around here" and insulated from the whims of a new leader or of short-term economic ups and downs?

The intention is not to work out a comprehensive model here but to give you a sense of how we've been using O-constructs and perspectives to understand better the context within which our selection process interventions occur.

Call for Other Examples

Have you experienced any similar issues? We are calling on you, dear reader, to e-mail us your experiences that illustrate the impact of O-factors on I-interventions. Please e-mail all your experiences to the second author, Therese Macan, following the questions below. Her e-mail address is: Therese.Macan@umsl.edu.

In describing your own experience(s):

- Briefly describe the organizational context and the new selection processes you were implementing.
- What are the major contextual factors that influenced the success or failure of the selection program implementation?
- What are some key strategies you applied in dealing with these contextual challenges?
- What are your key lessons learned for dealing with these challenges?
- In your opinion, what research is needed to advance theory and practice in this area?

Please share your examples with us. If we receive enough rich examples, we plan to examine any patterns within a more rigorous model of organizational change and share our results with you. Our goal is to build on this brief article at raising our field's awareness and create a more detailed theoretical framework in a future research publication. Therefore, from your examples, we hope to provide a more comprehensive treatment of implementation strategies and to spark much-needed research studies in this area. Please send your examples to Therese.Macan@umsl.edu.

References

Kotter, J. P. (1996). *Leading change*. New York: Free Press.

Muchinsky, P. M. (2004). When the psychometrics of test development meets organizational realities. A conceptual framework for organizational change, examples, and recommendations. *Personnel Psychology, 57*, 175–209.

Murphy, K. R., & Cleveland, J. N. (1995). *Understanding performance appraisal: Social, organizational, and goal-based perspectives*. Thousand Oaks, CA: Sage.

Society for Industrial and Organizational Psychology. (2003). *Principles for the validation and use of personnel selection procedures* (4th ed.). Bowling Green, OH: Author.

PERSONNEL SELECTION MYTH #2

Experience will eliminate job performance differences among people.

Don't let your HR Department be fooled by this myth.

You know that experience actually *magnifies* job performance differences among people. Highly skilled people benefit more from experience. The experts at AccuRater know that, too.

AccuRater's custom-designed pre-employment skills tests will help you identify, and select, those employees most likely to benefit from their experiences on the job.

AccuRater INC. SINCE 1985

USE THE BEST... SELECT THE BEST!

AccuRater Inc.
P.O. Box 5116, Syracuse, NY 13220-5116
770-993-9957 • Fax: 770-640-9628
email: berta@accurater.com • www.accurater.com

What Makes A Productive I-O Faculty Member: A Predictive Validity Study

Jeffrey B. Vancouver, Ryan J. Yoder, Kristen M. More
Ohio University

Industrial-organizational (I-O) psychologists are often interested in the predictors of job performance across a wide range of occupations (Schmitt & Chan, 1998). Ironically, few have examined the predictors of the scholarly performance (i.e., research productivity) within our own discipline. An exception is Judge, Kammeyer-Mueller, and Bretz (2004), who looked at predicting career success among I-O psychologists. Others have looked at predicting scholarly productivity in other fields (Buchmueller, Dominitz, & Hansen, 1999; Hansen, Weisbrod, & Strauss, 1978; Hogan, 1981, 1986; Long, Allison, & McGinnis, 1979; Long, Bowers, Barnett, & White, 1998; and Williamson & Cable, 2003). However, these studies either cumulated productivity over the entire career (e.g., Judge et al., 2004) or examined only early career productivity (e.g., Williamson & Cable, 2003). Yet, many academic institutions are interested in more senior-level searches or in predicting research productivity once tenure is granted. Also, many of the studies appeared to ignore the effect of lags (i.e., time spans) on the criterion. Specifically, criterion measures of scholarly performance usually involve publications, which are typically the result of years of development, review, and long publication queues for printing. Thus, work begun and carried out largely in graduate school may likely not “count” until one is well ensconced in their first job. These issues can lead to spurious conclusions if not considered.

In the current study we examined archival data of I-O psychologists who received PhDs from psychology departments and are employed in either psychology or business departments. Specifically, we recorded research productivity (number of publication; number of citations) over 12 years of their careers. To examine the potential lag effect, described in more detail below, we divided the observations into two time periods based on the assumption tenure occurs between the sixth and seventh year after graduation. Below we review the literature around predicting research productivity to assess our hypotheses.

Research Productivity

Educational institutions, like business institutions, obtain competitive advantage through the activities and performances of the members in that institution (Coff, 1997). For university faculty, the activities and performance considered important tend to fall into three categories: research, teaching, and service (Dunn & Zaremba, 1997). The importance of the domains varies across institutions, and the cost of obtaining quality information varies across domains. Faculty success in research has been found to increase the notoriety of the faculty's department and is a major factor in the promotion of faculty members (deMeuse, 1987). Indeed, Rosenfeld and Jones (1987) observed a positive relationship between the number of publications a faculty member had and their academic rank 6 years after receipt of their doctorate within the field of psychology. For research-oriented institutions seeking faculty to train PhD students, publicly available information regarding academic publications (e.g., number and quality) has been the metric of choice at both the individual and program levels of analysis (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Hansen et al., 1978; Hogan, 1981, 1986; Judge, et al., 2004; Levine, 1990; Long et al., 1998; Rosenfeld & Jones, 1987; Trieschmann, Dennis, Northcraft, & Niemi, 2000; Winter, Healy, & Svyantek, 1995; Zivney & Bertin, 1992). Thus, this seems to be an appropriate criterion with which to develop a selection model for a PhD program in I-O psychology. Indeed, it was concerns regarding contaminants in this criterion (not the criterion itself) in the literature that encouraged our own investigation.

Several studies, mostly conducted on non-I-O samples, have investigated numerous predictors for the research productivity criterion and have found a mixture of effects. Probably most ubiquitous has been the attention given to academic origin, graduate school research productivity, and academic affiliation as predictors of ones' research productivity. Below we describe these predictors.

Academic origin. The first predictor we were interested in was the quality of the institution where an individual received their degree. Williamson and Cable (2003) suggested that highly productive graduate departments may provide students with more advantages than less productive graduate departments. Long, et al. (1998) explained that academic origin should be related to research productivity for two reasons: (a) high-status institutions should be able to successfully recruit doctoral students of perceived higher quality and potential, and (b) high-status institutions provide students with human capital advantages (e.g., knowledge that is conveyed, social ties that are formed with former graduates and faculty, and the value society places on the prestige of the institution) that should aid them in succeeding in future careers.

However, the findings here are mixed. Several studies found that graduate program quality was a positive predictor of future research productivity (Hogan, 1981, 1986; Williamson & Cable, 2003). In these studies, the criterion, research productivity, was cumulative over typically 6 or fewer years since graduation and included samples from graduates of management and economics programs. Additionally, several studies found no relationship between graduate program quality and future productivity (Judge, et al., 2004; Long, et al., 1979; Long, et al., 1998; Rodgers & Maranto, 1989). In these studies, research productivity was cumulative over as few as 12 years or as many as an individual's entire career and included samples of graduates from programs in biochemistry, management, psychology, and industrial-organizational psychology. Finally, Hansen et al. (1978) observed a negative relationship between graduate program quality and research productivity among economists. Their measure of research productivity spanned an individual's career. These researchers concluded that their negative finding was due to deficiency in construct validity. Specifically, their measure of research productivity was based on the number of publications an individual had authored with no measure of the quality of research. Rodgers and Maranto (1989) also found nonsignificant negative relationships between graduate program quality and productivity in two of their models. Given the above, we hypothesized that academic origin would positively relate to graduate school productivity, academic affiliation, and pretenure productivity but probably not post-tenure productivity.

Academic affiliation. Where an individual currently conducts their research has been found to be one of the strongest predictors of research productivity (Long, et. al., 1998; Williamson & Cable, 2003). Although this predictor would be unnecessary for any given selection system (those selected by a single academic department will share the same affiliation), it is interesting to note the impact of environmental influence on research productivity. Long, et al. (1998) hypothesized that the pressure to publish from one's peers, or an environment that fostered and encouraged publishing, was potentially responsible for this positive finding. In their study the criterion was cumulative research productivity over a 12-year period. Williamson and Cable (2003) found that among faculty in management schools, initial job placement was positively related to productivity in the first 6 years post graduation. Likewise, we expected to find that academic affiliation would be positively related to pre-tenure productivity and positively related to post-tenure productivity.

Preappointment, pretenure, and post-tenure productivity. Behavioral consistency theory suggests that the best predictor of future performance is past performance (Wernimont & Campbell, 1968). A study by Long, et al. (1979) found that the future level of publications was strongly influenced by predoctoral publications. However, one particular concern is that the lag in the processes involved in creating publications produces a potential contaminate in the postgraduate school research productivity measure. Indeed, Williamson and Cable (2003) attempted to control this by breaking productivity into 1 through 3 and 4 through 6 years. They found that pre-appointment publications and presentations were positively related to post-appointment publications and presentations more so in the earlier time period than the later. Indeed, the length of the lag in productivity is unclear. Often a study can take 5 to 7 years from conception to publication. Thus, publications immerging even 4 to 6 years after graduation may reflect the ripe fruits of projects begun in graduate school!

In a study by Judge, et al. (2004), the researchers found support for the positive effects of graduate school productivity on career productivity. Additionally, Buchmueller, Dominitz, and Hansen (1999) found support for the positive effects of graduate school productivity on research productivity 6 years after receiving one's degree. We expected that graduate school productivity would positively relate to pre- and post-tenure productivity.

Method

Participants

The 2002 SIOP directory was used to identify a sample of all members that graduated from a PhD program in industrial-organizational psychology, social-organizational, social-industrial, and organizational behavior programs between 1982 and 1987[1] and who were currently in academic positions with graduate programs (i.e., master's or doctorate). The final sample included 94 individuals (39 in business departments, 55 in psychology departments). From each member listing we recorded their name, from where they graduated, and their most recent affiliation.

Measures

Individual research productivity. To determine the research productivity of each member in the sample, the number of publications for each individual was found using PsychInfo. Additionally, the Social Sciences Citation Index was used to identify the number of citations for each publication found. The number of citations a published work received was used as a measure of the quality of the work. To this end, a composite containing both the sum of publications and citations was calculated to determine research productivity.[2] Both measures were negatively skewed, therefore a natural log transformation followed by a *z*-score transformation standardized the data. Finally, the *z*-scores were averaged to create the research productivity composite.

Composites of publications and corresponding citations for each member of the sample were developed for three time frames: (a) all research productivity up to the members first year[3] after receiving a graduate degree (identified as graduate school productivity), (b) all research productivity from 2 years postgraduate training through year 6 postgraduate training (identified as pretenure productivity), and (c) research productivity in years 7 through 12 post-graduation (identified as post-tenure productivity).

Academic origin. The quality of academic origin was based on two measures of departmental output. The first measure came from Levine (1990), where he identified the number of publications a given I-O department had in the *Journal of Applied Psychology* during the 1980s, which was the time period the sample was in graduate school. If a school was not listed, a score of five was given, which was halfway between the lowest score given (10) and the lowest score possible (0). The second measure described the number of SIOP presentations an I-O department had during the years 1986–2000 (Payne, Succa, Maxey, & Bolton, 2001). For the purpose of our study, only the years 1986–1990 were used for any given school to capture a graduate program's research productivity while the individual was a student. If a school was not listed, a score of zero was given. To determine the overall score for an institution, the *z*-scores from each measure were averaged. Using this strategy, academic origin values were estimated for 23% of individuals in our sample. With zeros and fives added to missing programs, the internal consistency reliability of these two measures was 0.81. Although high, one concern is that the extrapolated data inflated the reliability; therefore, we recalculated reliability without the substituted values for missing data, which dropped the reliability to a still respectable 0.58 given two items.

---

[1] These years were chosen in order to allow 13 years worth of data for each sample member as well as accommodate lags in citation counts.

[2] Individual research productivity was also calculated using the average citation per publication rather than the sum of citations (Howard, Cole, & Maxwell, 1987). This method produced the same conclusions as the method reported.

[3] The first year was included in the graduate school productivity measure because these publications were likely "in press" while individuals were searching for their first job.

Academic affiliation. To determine the quality of current academic affiliation, three different measures were used. For I-O psychology departments, two measures ranking doctoral programs were combined: *North America's Top I/O Psychology Doctoral Programs: U.S. News and World Report Revisited* (Winter, Healy, & Svyantek, 1995) and *The Top I-O Psychology Doctoral Programs of North America* (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002). Additionally, the rankings were reverse scored such that greater numbers meant higher rankings. To determine the overall score for an institution, the *z*-scores of each measure were averaged. If a program was not listed in either of the two measures, then a score of zero was given to the program. Because both of these measures focused on the research productivity of I-O programs granting PhDs, graduate programs awarding master's degrees were given a score of zero. The internal consistency reliability of these two measures was 0.70 with missing data. The internal consistency reliability of these two measures was 0.82 with no missing data (zeros added to missing programs). For business school rankings *Serving Multiple Constituencies in the Business School: MBA Program vs. Research Performance* (Trieschmann, Dennis, Northcraft, & Niemi, 2000) was used. We also coded for the highest type of degree awarded (master's = 0 and PhD = 1) given the typical differences in resources available to researchers in these two types of programs.

Results

Prior to the log transformations, the median number of publications found for graduate school, pretenure, and post-tenure was two (*M* = 2.70; *SD* = 2.14), five (*M* = 5.87; *SD* = 4.59), and five (*M* = 7.21; *SD* = 8.33), respectively. The median number of citations for graduate school, pretenure, and post-tenure was 11 (*M* = 40.97; *SD* = 76.70), 80 (*M* = 142.86; *SD* = 186.75), and 65 (M = 118.11; SD = 154.85), respectively. The relatively fewer citations in the post-tenure period likely reflect the shorter timeframe over which the publications were available to be cited. The differences between the median and mean values reflect the pre-log transformation skewness in the data.

Correlations between variables are listed in Table 1. Independent samples *t*-tests were performed on productivity measures (e.g., graduate school, pretenure, and post-tenure productivity) and department type (business school or psychology department). No significant differences were found. Thus, we collapsed across department type in subsequent analyses. The zero-order correlations supported the behavioral consistency hypothesis that the best predictor of future performance is past performance. By itself, academic origin was only positively related to graduate school productivity. However, academic affiliation and the type of degree granted by the institution were highly related to both postgraduation productivity measures as well as each other.

Table 1
Correlations Between Variables

Variable	1	2	3	4	5	6
1. Graduate school quality	---					
2. Graduate school productivity	.27**	---				
3. Pretenure productivity	.12	.42**	---			
4. Post-tenure productivity	-.11	.25*	.66**	---		
5. Current affiliation quality	.19	.16	.22*	.32**	---	
6. PhD or master's[1]	.06	.15	.27**	.55**	.48**	---
7. Department type[2]	.09	-.03	-.19	-.04	.41**	.04

Note. * $p < 0.05$, ** $p < 0.01$. [1]Coded 0 = master's, 1 = PhD [2]Coded 0 = business department, 1 = psychology department

We were most interested in examining the joint effects of our predictors on the latter time period, post-tenure productivity (Table 2). Of interest were the effects of academic origin, graduate school productivity, and pretenure productivity on post-tenure productivity when controlling for current affiliation and type of degree program. Results of a hierarchical multiple regression showed that graduate school productivity no longer mattered, $b = 0.01$, $p > .05$, after pretenure productivity was added to the model, $b = 0.56$, $p < .01$. In addition, graduate school quality was negatively related to post-tenure productivity, $b = -0.23$, $p < .01$, whether we included pretenure productivity or not. This finding also held when we did not control for current affiliation and degree type.

Table 2

Results of Hierarchical Multiple Regression Analysis for the Effects of Predictors on Posttenure Research Productivity

	Step 1			Step 2			Step 3		
Predictor	*B*	*SE*	95% C.I.	*B*	*SE*	95% C.I.	*B*	*SE*	95% C.I.
Current affiliation quality	0.07	0.10	-.13, .27	0.09	0.10	-.10, .29	0.05	0.08	-.10, .20
PhD or master’s[a]	.99**	0.19	.62, 1.36	.93**	0.18	.58, 1.29	.74**	0.14	.45, 1.02
Graduate school quality				-.23*	0.09	-.41, -.52	-.23**	0.07	-.36, -.09
Graduate school productivity				.23*	0.09	.05, .40	0.01	0.07	-.14, .15
Pretenure productivity							.56**	0.07	.42, .71
R^2	0.31			0.38			0.63		
F	20.46[b]			13.84[c]			30.53		
ΔR^2				0.07			0.25		

Note. * $p < 0.05$. ** $p < 0.01$. [a]Coded 0 = master’s, 1 = PhD [b]degrees of freedom = 2, 91. [c]degrees of freedom = 4, 89. [d]degrees of freedom = 5, 88.

Discussion

Our primary concern was developing a model for predicting future research productivity from information publicly available about new and not-so-new I-O psychologists. Many intuitions exist regarding the measures and predictors of productivity. Consistent with intuition, theory (Wernimont & Campbell, 1986), and research, we found that past research productivity was positively related to future research productivity. On the other hand, we found that the quality of one's academic origin, measured in terms of the programs' research productivity, was only positively related to research productivity while in graduate school. It did not translate into jobs at more productive affiliations or subsequent research productivity. Indeed, in later years, origin was negatively related to research productivity, once other factors were controlled. This implies that an individual's graduate school productivity is contaminated by academic origin and that some of that productivity bleeds into pre-tenure productivity (Williamson & Cable, 2003). That is, students from "better" schools produce more publications while in graduate school, but that extra productivity should be discounted when predicting long-term productivity because it is a situational effect (i.e., not due to individual human capital).

Likewise, when considering a faculty member in another institution, the quality of that affiliation, particularly in terms of degree type, should be taken into account—though not in the way commonly portrayed (e.g., Williamson & Cable, 2003). That is, individuals in better schools and PhD programs are likely to be more productive than their brethren in lesser schools or master's programs, but that higher productivity may be due more to qualities of the situation than the individuals.[4] Indeed, many might agree that if we examined two individuals with the same level of productivity we might conclude that the individual from a lesser program was actually more productive given the lack of emphasis and resources needed for productivity from their department. We need to be careful, therefore, not to succumb to the fundamental attribution error (e.g., attributed individual behavior or outcomes to the individual rather than the situation).

The findings also highlight the need to consider lags between behavior and outcomes when examining predictive relationships. The finding of a positive relationship between academic origin and early career productively seems to represent, to some extent, the time delay between work and evidence of that work (e.g., a published article; citations).

Of course, this research has its limitations. Our sample was relatively small and our criterion was relatively narrow. For instance, high-quality scholars often have other important pulls on their time, like administrative work, service work (e.g., private contracts), or other scholarly writing (e.g., books and chapters), all outcomes we did not measure. Nor did we measure teaching quality. Teaching is clearly an important part of the academics' mission. Indeed, one implication of our findings may be demonstrating a disconnection between teaching and research. That is, prospective graduate students looking for the best graduate programs might not be served by examining quality ratings based solely on program research productivity (e.g., Gibby et al., 2002). At least they do not seem to translate into long-term (or career; Judge et al., 2004) research productivity. That seems more up to the individual and the place they can get a job.

---

[4] More caution is required here than in the academic origin case because the affiliation quality is more likely substantially related to a current individual faculty member's productively than it is to the productivity of one of its graduate students.

References

Buchmueller, T. C., Dominitz, J., & Hansen, W. L. (1999). Graduate training and the early career productivity of Ph.D. economists. *Economics of Education Review, 14*, 65–77.

Coff, R.W. (1997). Human assets and management dilemmas: Coping with hazards on the road to resource-based theory. *Academy of Management Review, 22*, 374–402.

deMeuse, K. P. (1987). The relationship between research productivity and perceptions of doctoral program quality. *Professional Psychology: Research and Practice, 18,* 81–83.

Dunn, D. S., & Zaremba, S. B. (1997). Thriving at liberal arts colleges: The more complete academic. *Teaching of Psychology, 24*, 8–14.

Gibby, R. E., Reeve, C. L., Grauer, E., Mohr, D., & Zickar, M. J. (2002). The top I-O psychology doctoral programs of North America. *The Industrial-Organizational Psychologist, 39*, 17–25.

Hansen, L.W., Weisbrod, B. A., & Strauss, R. P. (1978). Modeling the earnings and research productivity of academic economists. *Journal of Political Economy, 86*, 729–741.

Hogan, T. D. (1981). Faculty research activity and the quality of graduate training. *Journal of Human Resources, 16*, 400–415.

Hogan, T. D. (1986). The publishing performance of U.S. Ph.D. programs in economics during the 1970s. *Journal of Human Resources, 21*, 216–229.

Howard, G. S., Cole, D. A., & Maxwell, S. E. (1987). Research productivity in psychology based on publication in the journals of the American Psychological Association. *American Psychologist, 42*, 975–986.

Judge, T. A., Kammeyer-Mueller, J., & Bretz, R. D. (2004). A longitudinal model of sponsorship and career success. *Personnel Psychology, 57*, 271–304.

Levine, E. L. (1990). Institutional and individual research productivity in I/O psychology during the 1980's. *The Industrial-Organizational Psychologist, 27*, 27–29.

Long, J. S., Allison, P. D., & McGinnis, R. (1979). Entrance into the academic career. *American Sociological Review, 44*, 816–830.

Long, R. G., Bowers, W. P., Barnett, T., & White, M. C. (1998). Research productivity of graduates in management: Effects of academic origin and academic affiliation. *Academy of Management Journal, 41*, 704–715.

Payne, S. C., Succa, C. A., Maxey, T. D., & Bolton, K. R. (2001). Institutional representation in the SIOP conference program: 1986–2000. *The Industrial-Organizational Psychologist, 39*, 53–60.

Rodgers, R. C. & Maranto, C. L. (1989). Causal models of publishing productivity in psychology. *Journal of Applied Psychology, 74*, 636–649.

Rosenfeld, R. A., & Jones, J. A. (1987). Patterns and effects of geographic mobility for academic women and men. *Journal of Higher Education, 58*, 493–515.

Schmitt, N., & Chan, D. (1998). *Personnel selection: A theoretical approach*. Thousand Oaks, CA: Sage.

Trieschmann, J. S., Dennis, A. R., Northcraft, G. B., & Niemi, A. W. (2000). Serving multiple constituencies in the business school: MBA program vs. research performance. *Academy of Management Journal, 43*, 1130–1142.

Wernimont, P. R., & Campbell, J. P. (1968) Signs, samples, and criteria. *Journal of Applied Psychology, 52*, 372–376.

Williamson, I. O., & Cable, D. M. (2003). Predicting early career research productivity: The case of management faculty. *Journal of Organizational Behavior, 24*, 25–44.

Winter, J. L., Healy, M. C., & Svyantek, D. J. (1995). North America's top I/O psychology doctoral programs: *U.S. news and world report* revisited. *The Industrial-Organizational Psychologist, 33*, 54–58.

Zivney, T., & Bertin, W. (1992). Publish or perish: What the competition is really doing. *Journal of Finance, 47*, 295–329.

The SIOP Administrative Office has moved!

The new address is
440 East Poe Road
Suite 101
Bowling Green, OH 43402-1355

Phone 419-353-0032
Fax 419-352-2645

ACT Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in industrial and/or organizational psychology. In 2008, the program will run from June 2 through July 25 at the ACT headquarters in Iowa City, Iowa.

The Summer Internship Program provides interns with practical experience through completion of a project, seminars, and direct interaction with professional staff responsible for research and development of testing and intervention programs. An additional program objective is to increase representation of women and minority professionals in measurement and related fields.

Interns are provided a $5,000 stipend plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Focus – Analysis related to employers' personnel practices and their use of ACT's products and services. Work may involve synthesis of job analysis data from multiple employers and/or assistance with consulting projects, which could range from competency modeling to the development of test blueprints. ***Requirement*** – Must be enrolled in industrial-organizational psychology or related doctoral programs.

Internships are also available in the following research areas:

- **PSYCHOMETRICS AND STATISTICS**
- **CAREER AND VOCATIONAL PSYCHOLOGY**
- **EDUCATIONAL & SOCIAL RESEARCH**

TO APPLY

Application deadline is **February 8, 2008**. Applicants must be enrolled in and attending an institution within the U. S. Information and application materials are available at www.act.org/humanresources/jobs/intern.html. You may also get further information by e-mail (working@act.org), by telephone (319-337-1763), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168.

ACT

ACT IS AN EQUAL OPPORTUNITY EMPLOYER
AND VALUES DIVERSITY IN PEOPLE AND

Looking for Excellence

PreVisor and Professional Decisions Research Institutes (PDRI) are premier providers of pre-employment assessments, selection solutions, research, and consulting services in industrial-organizational psychology. We are dedicated to designing, developing, and implementing human resources systems based upon the most recent advances in behavioral science and professional practices.

We are currently looking for researchers and consultants with a vision of excellence in I-O psychology to join our growing and successful team of talented professionals.

PREVISOR™

For more information, go to www.previsor.com/careers
or call us at 1-800-367-2509

Personnel Decisions Research Institutes
a PREVISOR™ company

Atlanta, GA ▪ Minneapolis, MN ▪ Tampa, FL ▪ Washington DC
Chantilly, VA ▪ Sydney, AU ▪ London. UK

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

Douglas R. Lindsay, Brian W. Tate, & Rick R. Jacobs
Pennsylvania State University

> "Which would have advanced the most at the end of a month—the boy who had made his own jackknife from the ore which he had dug and smelted, reading as much as would be necessary for this—or the boy who had attended the lectures on metallurgy at the Institute in the meanwhile, and had received a Rogers' penknife from his father? Which would be most likely to cut his fingers?" (Krutch, 1962, p. 143)

A major issue in industrial-organizational (I-O) as well as other fields of psychology is the divide between those who focus on science and those who focus on practice (Murphy & Saal, 1990). The divide results in miscommunication between scientists and practitioners (Maton & Bishop-Josef, 2006) and can lead to disregard of one side by the other (Banks & Murphy, 1990). The divide has hindered the progress of many psychological theories as well as public policies that could be more fully developed through collaboration between scientists and practitioners (Maton & Bishop-Josef, 2006).

In an effort to increase cooperative efforts among scientists and practitioners and to emphasize the importance of considering both science- and practice-relevant issues within the work of individuals, many graduate programs now attempt to expose future professionals to the importance of applied work through field work and other experiences. The prevailing educational philosophy of these programs is that through the integration of science and practice, students will develop competency in both (Leibowitz, 2003; Murphy & Saal, 1990; Stern, 2003). The overarching goal is to increase "students' awareness of and ability to address issues involved in the application of theory and research to real-world problems and settings and in the collaboration between university and field-based personnel" (Glenwick & Busch-Rossnagel, 1993, p. 141). Despite the administration of graduate programs designed to fulfill this scientist–practitioner model, little is known about the actual utility of such programs, especially in the area of I-O psychology.

Little published research has evaluated scientist–practitioner training programs in I-O psychology. This is despite I-O researchers' strong support of a scientist–practitioner model (Murphy & Saal, 1990). This paper and the associated survey examines a scientist–practitioner training program against the criteria of the Society for Industrial and Organizational Psychology's (SIOP) guidelines for PhD programs (1999; 1985) in hopes of stimulating further evaluative perspec-

---

**Author's Note*: Results of this study were presented at the 115th Annual American Psychological Association Conference.

tives on training and developing scientist–practitioners. The SIOP guidelines were developed by the Education and Training Committee in an effort to aid program developers and faculty in the design of doctoral programs in I-O psychology. One important purpose of such guidelines is to reduce variability across training programs, thereby making the training of future professionals more consistent (see Table 1 for a list of the training guidelines). In addition to program standardization, the guidelines also serve to emphasize the competencies that students should develop during their graduate training. This report evaluates a unique "practicum" program at The Pennsylvania State University, which can serve as an illustration of a relatively longstanding practicum program and, possibly, as an example for other graduate programs wishing to implement a practicum program.

Table 1
SIOP Recommended Content Areas for I-O Doctoral Programs

Consulting and Business Skills	Individual Differences
Ethical, Legal, and Professional Contexts of I-O Psychology	Job Evaluation and Compensation
Fields of Psychology	Job/Task Analysis and Classification
History and Systems of Psychology	Judgment and Decision Making
Research Methods	Leadership and Management
Statistical Methods/Data Analysis	Organization Development
Attitude Theory, Measurement, and Change	Organization Theory
Career Development	Performance Appraisal and Feedback
Consumer Behavior	Personnel Recruitment, Selection, and Placement
Criterion Theory and Development	Small Group Theory and Team Processes
Health and Stress in Organizations	Training: Theory, Program Design, and Evaluation
Human Performance/Human Factors	Work Motivation
Individual Assessment	

Pennsylvania State Practicum

A fundamental goal of the I-O psychology program at Penn State is to develop scientist–practitioners rather than either one exclusively. The focus on a scientist–practitioner model of graduate education has existed since the program's inception in 1921, with the hiring of Dr. Bruce Moore (Jacobs & Farr, 1993). Moore applied a scientist–practitioner model to the graduate program by providing opportunities for faculty and students to interact and work with state and local organizations, in addition to the typical graduate program coursework offered by the program. These interactions involved faculty and students from Penn State helping organizations with projects such as establishing ventilation standards for battleship and aircraft fire control rooms by monitoring the performance of workers. For client organizations, Penn State scholars represented a source that could help with their organizational needs at an inexpensive price related to the resources offered by professional consulting organizations. For students, working on the projects allowed them to apply classroom knowledge to real-world problems as well as to develop an understanding of issues facing practitioners that could not be achieved in a typical classroom setting.

Today, practicum work is still a primary means for providing graduate students with experience in both the science and practice of I-O psychology. The practicum program has several specific goals that are consistent with SIOP training guidelines (1999). The primary goal involves providing graduate students with direct exposure to and participation in applied problems. Another goal is developing students' skills in establishing and maintaining positive relationships with clients. In addition, students are able to learn how to balance theory, research, and practice in ongoing organizational projects given constraints on resources and time, and continually changing demands, roles, and expectations.

In order to ensure that contracts are successfully satisfied and that all graduate students are trained in a scientist–practitioner model, the practicum experience is a requirement for all graduate I-O students in their first through third years in the program, covering 6 semesters in total. Not only does the 3-year requirement provide ample opportunity to work with applied projects, working in the practicum program for 3 years exposes students to a wide variety of projects and organizations. Over the 3 years, graduate students typically work on between 6 and 10 projects and with between four and six different organizations.

The practicum process begins with faculty communications with potential clients about projects that would lend themselves to and be appropriate for work by graduate students. These communications may be initiated by clients (if organizations that hear about the program contact the program) or by program faculty, who may contact representatives from potential clients to discuss what the program could do to help meet their needs (whether they are research or practice oriented). The practicum program will often work on projects that clients had considered to be "back-burner" projects and perform them quickly and efficiently. Project leads are turned into project proposals and eventually project plans with timelines, milestones, and expectations that are negotiated with clients.

Once project work begins, projects are actively managed by more experienced and senior students under the guidance of an I-O program faculty member. Thus, students managing a project learn not only about the specific project but also about project leadership. This leadership experience is a critical part of the program as it allows the students to develop skills that they will need to use in various occupations (teaching, research, consulting, etc.) upon graduation.

Project work is generally arranged to be accomplished from September though May, although project work often continues into the summer, especially when client organizations are part of a multi-year agreement. Typically, multiple projects are active at the same time and students will work on two projects at the same time, one as a primary assignment and the other as a secondary assignment or in a back-up capacity. Recent projects include conducting job analyses of several positions for the Pennsylvania State Police, assisting in developing competency-based screening tools for use in employee selection for a large national consulting firm, and identifying factors that lead to commitment and participation of union members for the Pennsylvania State Education Association. The accomplishments and positive outcomes of the program over the years include students being hired by client organizations after graduation, former students hiring the practicum program to work for their organizations, contract renewals by many clients due to satisfaction with students' performance, students' appreciation of the benefits and liabilities of applied research, and numerous professional publications and presentations resulting from practicum work. Perhaps the biggest benefit for students, faculty, and client organizations is a greater understanding of how science and practice can and should be integrated.

Although the Penn State practicum program, like similar programs from other fields of psychology, has existed for many years and anecdotal evidence supports the value and effectiveness of the program, there is little direct evidence speaking to the long-term benefits of the program for students after graduation. Therefore, there are two primary questions that are addressed in this study:

Question 1: To what extent and in what ways does the program satisfy its intended outcomes?

Question 2: To what extent does the practicum program satisfy the criteria for graduate education established by the SIOP training guidelines (1999)?

Method

Sample

The sample included both individuals who had graduated from the Penn State PhD program in the past 25 years and senior-level graduate students currently enrolled in the program (those who have already completed the practicum program). Sixty-five individuals were recruited to participate in the study, including 57 graduates and 8 senior-level graduate students. Surveys were returned from 32 subjects, making a response rate of 49%.

Measures

A survey was generated that included three sections. The first section consisted of nine items concerning the perceived usefulness of practicum experiences (see Table 2). Responses were scored on a 5-point scale from 1 = *strongly disagree* to 5 = *agree*. The second section of the survey involved the content areas identified in the training guidelines (1999; Table 1). Subjects rated the extent to which the practicum experience resulted in an increase in their competency in a given content area on a 5-point scale from 1 = *a very strong increase in competency* to 5 = *no increase in competency.* The final section dealt with individual program experiences and included three items, including:

1. "Please share any interesting (and especially humorous) stories that you remember from your time in practicum."
2. "Which one or two experiences with practicum had the greatest impact on your career plans/appreciation of practitioner's jobs?"

3. “Review your vita/resumé. List all presentations and publications that are the direct result of practicum (data from a practicum project or an idea that came from working in practicum).”

Procedure

All subjects were contacted via e-mail to ask for their participation in the study. Those that wished to participate were directed to an Internet site to complete the survey. Respondents were requested to complete the survey and then send (via e-mail) the most current copy of their vita. The vitas were collected in an effort to examine career progression of graduates from the program. Vitas/resumés were also examined to evaluate whether subjects’ responses differed according to whether they had used data from practicum experiences for professional publications and/or presentations. The underlying logic being that those who participated in more presentations and publications may have a more “academic” approach to their career.

Results

Table 2 lists the results for the questions addressing the perceived usefulness of practicum. The responses to a majority of the questions support the contention that the practicum program does satisfy its own objectives, affirmatively answering Question 1. The results for the second section of the survey, which focused specifically on the SIOP training guidelines (1999; Table

Table 2
Usefulness of Practicum Experiences

Items	Somewhat agree/agree[a]	Response average	Standard deviation
1. Practicum adds important features to the graduate I-O program.	96.8%	4.88	0.42
2. Practicum helped me see the challenges facing practitioners in I-O.	87.4%	4.41	0.80
3. Practicum provided me with skills that were beneficial when I entered the job market.	86.6%	4.47	0.82
4. Practicum improved my academic development.	84.4%	4.34	0.97
5. Practicum set me apart from peers in other graduate programs.	67.8%	4.10	1.01
6. Experiences in practicum helped shape my career decisions (academic versus consulting as an example).	58.1%	3.29	1.27
7. Practicum experiences helped me obtain my first job after graduation.	43.4%	3.57	1.25
8. For me, practicum experiences led directly to professional publications and/or presentations.	25.0%	2.50	1.50
9. Contacts made with practicum clients helped me professionally following graduation.	13.8%	2.17	1.26

[a] Percentage of subjects indicating “somewhat agree” or “agree” to an item.

3), indicate that participating in practicum helped to develop students' competencies in areas that are relevant to applied experience but does not lead to the development of competencies in all areas. Subjects reported that practicum was useful for developing competency in areas such as, "personnel recruitment, selection, placement, and classification" (*M* = 2.29, 100% agreement of some increase) and "consulting and business skills" (*M* = 2.48, 97% agreement of some increase). As might be predicted, less positive reactions were reported for areas such as, "history and systems of psychology" (*M* = 4.74, 19% saw some form of increase) and "consumer behavior" (*M* = 4.58, 26% saw some increase in expertise). The results reported in Table 3 are instructive in understanding what areas are impacted by practicum.

Table 3
Competency Areas Affected by Practicum Experience

Category	Slight/very strong increase[a]	Response average	Standard deviation
Personnel recruitment, selection, placement, and classification	100%	2.29	1.13
Job/task analysis, job evaluation, and compensation	90%	2.35	1.38
Consulting and business skills	97%	2.48	1.06
Statistical methods/data analysis	100%	2.55	0.93
Ethical, legal, and professional contexts of I-O psychology	84%	2.90	1.14
Research methods	94%	2.94	0.93
Performance appraisal and feedback	80%	2.97	1.38
Individual assessment	77%	3.06	1.31
Criterion theory and development	81%	3.19	1.25
Individual differences	74%	3.19	1.30
Attitude theory, measurement, and change	67%	3.37	1.35
Leadership and management	77%	3.45	1.23
Organization development	77%	3.63	1.03
Human performance/human factors	58%	3.65	1.40
Career development	58%	3.68	1.35
Training: theory, program design, and evaluation	65%	3.77	1.15
Health and stress in organizations	55%	3.90	1.19
Job evaluation and compensation	55%	3.94	1.18
Judgment and decision making	52%	3.97	1.17
Work motivation	52%	4.06	1.12
Fields of psychology	52%	4.26	0.82
Organization theory	39%	4.45	0.81
Small group theory and team processes	35%	4.52	0.77
Consumer behavior	26%	4.58	0.85
History and systems of psychology	19%	4.74	0.58

Note. 1 = *very strong increase in competency*, 5 = *no increase in competency*.
[a] Percentage of subjects indicating slight, some, strong, and very strong increase in competency.

One question that can be asked is whether or not those who were more academically oriented during their practicum experience saw the same value in practicum as those who saw themselves pursuing a career in consulting or industry? Since students often change focus during their early stages of graduate school, the same time period when they are enrolled in practicum, we divided our sample of respondents into two groups based on whether subjects had used data collected through a practicum project for a professional publication and/or presentation. The two groups responded similarly to all survey items dealing with practicum experiences outside the publication process. While given the relatively small sample size (the power of this test is limited) the findings across the wide array of content areas leads us to believe that practicum experiences were useful for both academic and career-related development.

Discussion

As the SIOP training guidelines comprehensively explain, there is much to be gained by including practice, along with theory, in educating future I-O professionals. The prevalence and importance of the scientist–practitioner model indicates that integration of theory and practice is critical for the progression of I-O theories and practices. This is the core idea upon which the Penn State practicum program operates. In addition to receiving traditional classroom instruction, graduate students are exposed to and participate in programs targeting real organizational issues with clients who expect positive and professionally delivered outcomes.

The results of this study indicate that the practicum program is effective in its intended training areas. Survey responses show that students of the program perceived the applied experiences associated with practicum as valuable for their career development regardless of whether that career leads to academics or practice. Regarding SIOP’s training guidelines for developing PhD student competencies, responses showed that practicum helped to develop knowledge in practice-related areas such as business skills, performance appraisals, selection, and job analyses, areas that are included in most if not all practicum projects. Responses were less positive in theory-related areas such as knowledge of the history and fields of psychology, which the practicum program was not intended to highlight, leaving that for more traditional classroom learning. Thus, a practicum program (or similar program) should function in conjunction with a complete set of graduate courses. Such a program should benefit its students in their graduate work, search for employment, and careers, and should benefit the field of psychology through promoting effective integration of theory and practice.

As with all projects, it is necessary to cover any possible limitations that may have affected the results. For this study, there were two such limitations. First, a small portion of the respondents were still students at the time they responded to the survey (*n* = 4). Although they were senior students (4th year or beyond) who had completed the practicum portion of our program, their responses to the career questions were limited in insight because they had yet to leave the university. The second limitation has to do with the survey itself. The survey was by no means comprehensive regarding the total experience of the practicum program. Instead, it focused on the participant's opinions of what they personally saw as outcomes of their practicum experiences. This is only one part of the equation. Future studies of such programs may wish to consider obtaining information from employers of these students/graduates regarding their actual performance on the job. If one could compare a new hire that went through a traditional program without a practical component with one who went through a program that focused on theory as well as practice, then it would be possible to get another perspective on the effectiveness of such programs as the one offered at Penn State.

Conclusion

This study contributes to research promoting graduate student education as a means of reducing the scientist–practitioner gap in I-O psychology. By illustrating a specific program designed to give students experience integrating theory and practice to help with real organizational problems and quantitatively evaluating the program, the study shows how I-O psychology PhD programs can effectively satisfy SIOP's training guidelines (1999) for PhD education.

On a positive note, one quote from the survey is worth repeating. "Managing and executing that project gave me a taste for applied work in the field and an appreciation for the complexity associated with doing good scientific work, all-the-while trying to please a client with little research background." This statement supports the usefulness of integrating a scientist–practitioner model into graduate education.

Although this study is admittedly narrow in focus, as it took place within the Penn State practicum program alone, it should be noted that the number of graduate programs offering formal programs that provide experience to students in integrating research and practice in working with client organizations is growing. For example, Minnesota State University–Mankato conducts a business consulting challenge as part of its program where students are required to propose a consulting project to a large organization. This program involves multiple individuals from three universities and the top proposal is funded by the participating organization. Also, Wayne State University has developed the Applied Psychology and Organizational Research Group that assists in providing applied experience to their students through internships, grants, and projects with area organizations.

This study focused on the Penn State practicum program because it was thought that a detailed description of the program would be useful to possibly serve as an example for other programs. This is not to say that the Penn State program is perfect, but it is a longstanding program, and this study shows that graduates of the program consider it to be an important part of their graduate education. Future research should evaluate the utility of characteristics of practicum-type programs across multiple graduate programs. A recent forum at the 2006 SIOP conference, “Teaching Practice and Practicing Science: I-O Psychology Beyond the Classroom,” was devoted to a similar topic. It is clear that future research should be conducted to further our understanding of alternative teaching tools and their value to I-O programs.

References

Banks, C. G., & Murphy, K. R. (1990). Toward narrowing the research–practice gap in performance appraisal. *Personnel Psychology, 38*, 335–345.

Glenwick, D. S., & Busch-Rossnagel, N. A. (1993). Co-teaching a joint graduate practicum in community and applied developmental psychology. *Teaching of Psychology, 20*, 141–143.

Jacobs, R. R. & Farr, J. L. (1993). Industrial and organizational psychology at the Pennsylvania State University. *The Industrial-Organizational Psychologist, 30*(3), 75–79.

Krutch, J. W. (1962). *Thoreau: Walden and other writings*. New York: Bantam Books.

Leibowitz, H. W. (2003). The symbiosis between basic and applied research. In J. T. Andre, D. A. Owens, and L. O. Harvey (Eds.), *Perception: The influence of H. W. Leibowitz.* Washington DC: American Psychological Association.

Maton, K. I., & Bishop-Josef, S. J. (2006). Psychological research, practice, and social policy: Potential pathways of influence. *Professional Psychology: Research and Practice, 37,* 140–145.

Murphy, K., & Saal, F, E. (1990). Psychology in organizations: Integrating science and practice. In K. Murphy & F. Saal (Eds), *Series in Applied Psychology* (pp. 49–66), Hillsdale, NJ: Erlbaum.

Society for Industrial and Organizational Psychology, Inc. (1999). *Guidelines for education and training at the doctoral level in industrial/organizational psychology*. Bowling Green, OH: Author.

Society for Industrial and Organizational Psychology, Inc. (1985). *Guidelines for education and training at the doctoral level in industrial/organizational psychology.* College Park, MD: Author.

Stern, R. M. (2003). Basic and applied nausea research using an optokinetic drum. In J. T. Andre, D. A. Owens, and L. O. Harvey (Eds.), *Perception: The influence of H. W. Leibowitz.* Washington DC: American Psychological Association.

Let's talk...

about people performance

Do you have the assessments you need to guide your clients' selection and development of people at all levels?
SHL partners with HR consultants around the world to support their client engagements. Find out how you can apply SHL personality and ability assessments to hire better, faster and develop managers, leaders, sales professionals and more effective teams.

Exclusive offer for consultants

Become an SHL Partner and benefit from product discounts, free online training, an assessment delivery website, access to our team of expert Product Consultants, and all the support you need from a dedicated Partner team.

Get started today

1.800.899.7451
www.shl.com/joinSPN

shl®
PEOPLE PERFORMANCE

Birth of the S.O.B.

Scott Highhouse
Bowling Green State University

Historian-psychologist **Ludy Benjamin** wrote a fascinating article in *American Psychologist* that documented the development in 1936 of the "psychological round table" (Benjamin, 1977). Benjamin described a rebellious group of young experimental psychologists who formed an elite society of 50 invited members who met annually to discuss innovative research ideas. Many readers of *TIP* are probably unaware that a very similar group, composed of I-O psychologists, was formed in the mid-1970s and continues on to this day. In this **History Corner** article, I thought it would be interesting to document the formation and early meetings of the Society for Organizational Behavior (S.O.B.).

S.O.B. was founded in 1976 by Jim Naylor (who also founded the journal now known as *Organizational Behavior and Human Decision Process*). As Naylor (1977) described it, he and his Purdue colleagues **Bob Pritchard** and **Dan Ilgen** were lamenting the fact that there was no good place for I-O psychology types to meet and discuss research in a meaningful way. So, in 1975, Naylor came up with the idea to form an invitation-only society. It was to be modeled somewhat on other groups he belonged to, such as the Gesellschaft fur Unendliche Versuche (GUV) and the Bayesian Research Group. The initial reactions of Pritchard and Ilgen were mixed. As Naylor recounted it, his colleagues felt that the selective membership was "presumptuous" and that those excluded would have hurt feelings. Pritchard and Ilgen also felt that the formation of a separate society might be perceived by Division 14 as a "slap in the face" (Naylor, 1977, p. 1).[1] Naylor was undaunted.

In the opinion of some I-O psychologists in the mid-1970s, the needs of scholars were not being met by APA. They were impatient with Division 14 and felt that a mechanism was needed for keeping abreast of the research their colleagues were doing. As **Milton Blood**, an original member, commented "SOB allowed us to know in advance what was coming down the research road." Indeed, nearly all of the original 50 invitations were met with a positive response. Naylor (1977, p. 1) reported the primary guidelines in deciding who the original 50 invitees should be:

> We felt that individual behavior should be the focus of people's interest as opposed to more macro variables. A demonstrated research competence

---

[1] Ilgen and Pritchard don't recall having these reservations.

> was also required (no new PhDs). Old fogies, no matter how eminent, were avoided. We wanted people who were in the center of the action right now!

Of the 50 original invitees, only 4 or 5 declined or failed to respond. These were replaced by people on the “alternate” list.

Eighty percent of the members attended the first (1976) meeting in West Lafayette, Indiana. There is very little record of what took place or who spoke at this first meeting, which included 20-minute talks by anyone who expressed a strong interest in speaking. The only recollection of the initial meeting came from **Rich Arvey**, who recalled “I was a really ‘green’ junior academic member and was in some awe of meeting all these luminaries.” More structure was imposed on the society following this first meeting. For example, Naylor assembled a six-person governing board, which included himself, **Bob Pritchard, Jeanne (Herman) Brett**, Bill Scott, **Paul Goodman,** and Peter Dachler. Also introduced was a rule that 2 years of absence would result in removal from the society. **J. Richard Hackman** remembered “I was kicked out twice for nonattendance! (I’m kind of proud of this because most people get kicked out only once).”

Record keeping was better for the second meeting, also held in West Lafayette. Speakers at the 1977 meeting included the following:

Alderfer	Studying intergroups in organizations
Blood	Helping persons with their nose to the grindstone pat themelves on the back
Graen	Open-systems research design
Guion	Applications of latent trait theory in industrial and organizational psychology
Brett (Herman)	Stress and job transfer: An attempt at model building
Hulin and Roberts	Aggregation and other things
Landy	Developmental motivation theory
Latham	Operant conditioning in industry
Locke	(No title)
Mitchell	The causes and consequences of uncertainty in decision making
Nebeker	A longitudinal look at using expectancy theory as the basis for making organizational changes
Schmidt	A suggested solution for statistical and measurement problems in theory construction in organizational psychology
Schneider	Relationships between employee and customer perceptions of service in bank branches
Scott	On the nature and significance of ‘p-p’ correlations
Terborg	Individual and group behavior in response to external organizational stress
Wanous	Job survival of low wage workers—An organizational entry view

Kavanagh (1978) reported that a big topic of discussion at this meeting was the study of job-related stress. He suggested that this was perhaps a reflection of I-O psychologists’ increasing concern with health-related research.

Attendees described early meetings of S.O.B. as dynamic and humor-filled. Milton Blood recalled:

> One event stands out head-and-shoulders above all of the SOB interactions. In one session **George Graen** was presenting new developments in his work with dyadic relationships. He presented several new hypotheses in the process and got this question from one of the members, “George, what data would convince you that these hypotheses are true?” Without hesitation, George responded “I’m already convinced that they’re true; I only collect the data for you guys!” That was such a clear statement of a usually unspoken point that it brought down the house.

Early attendees reported lively discussions and sometimes arguments that spilled past the question-and-answer periods into the social hours. The earliest members of S.O.B. are presented in Table 1.

Table 1

Earliest Members of the Society of Organizational Behavior (S.O.B.)

Clayton Alderfer	Richard Arvey	Alan Bass
Milton Blood	Larry Cummings	Peter Dachler
Terry Dickinson	Marvin Dunnette	Hillel Einhorn
Fred Fiedler	Paul Goodman	George Graen
Robert Guion	Milton Hakel	Richard Hackman
Jeanne (Herman) Brett	Robert House	Charles Hulin
Daniel Ilgen	Michael Kavanagh	Richard Klimoski
Abraham Korman	Frank Landy	Gary Latham
Edwin Locke	Terence Mitchell	James Naylor
Greg Oldham	Charles O’Reilly III	Louis Pondy
Robert Pritchard	Karlene Roberts	Frank Schmidt
Benjamin Schneider	Donald Schwab	William Scott
John Slocum Jr.	Patricia Cain Smith	James Terborg
Victor Vroom	John Wanous	Karl Weick
Howard Weiss	Kenneth Wexley	Gary Yukl

Note: These people attended at least one of the first two meetings in 1976 and 1977.

The meetings continued on in subsequent years, as new members came and old members went. Nevertheless, the Society maintained its 50-member size. As Naylor recalled, “you really didn’t get invited unless someone in the organization strongly promoted you.” Although Naylor’s recollections emphasized selectivity, Pritchard and Ilgen noted that the major thrust was that you couldn’t have a good discussion of new ideas if the group was too big. They also observed that 50 represented a far greater proportion of the active scholars in the field than it would today. Regardless, S.O.B. members generally regarded it as an honor to be included in this communication network, which served an important information-sharing function in the pre-SIOP period of I-O psychology.

Acknowledgements

Thanks go to **Jesse Erdheim**, for assisting me in the early stages of this project. I am very grateful to Jim Naylor who shared all of his early S.O.B.

files with me and graciously consented to an interview in 2002. I am also grateful to the following people who, in October and November of 2003, shared their recollections of the early meetings: Rich Arvey, **Alan Bass**, Milton Blood, **Don Davis**, Paul Goodman, Richard Hackman, and **Ed Locke**. Finally, many thanks to **Milt Hakel**, Dan Ilgen, and Bob Pritchard for commenting on an earlier draft of this essay.

References

Benjamin, L. T. (1977, July). The psychological round table: Revolution of 1936. *American Psychologist,* 542–549.

Kavanagh, M. (1978, February). Second annual S.O.B. meetings. *The Industrial-Organizational Psychologist, 15*(2), 10.

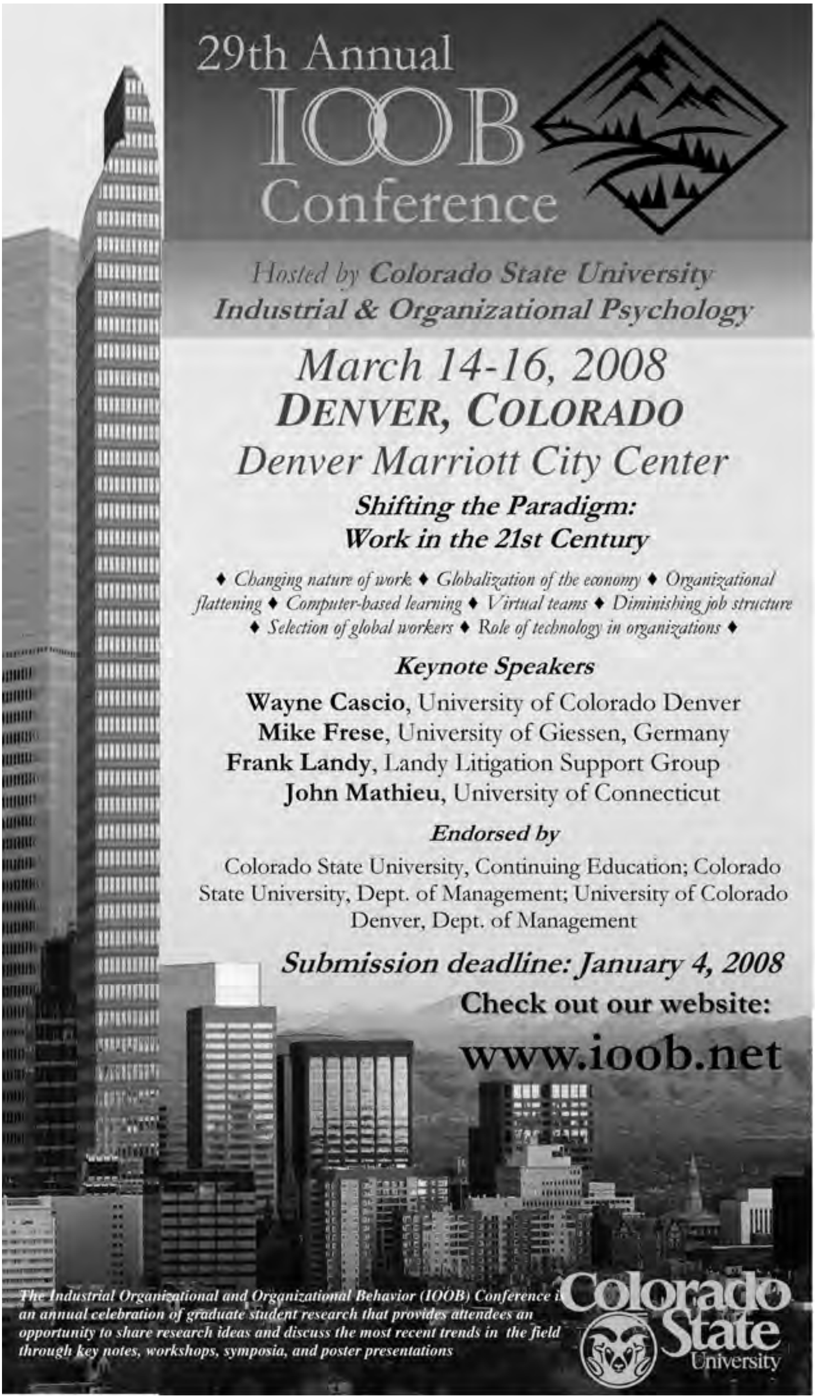
Naylor, J. C. (1977, October). *Some recollections on the formation of the Society of Organizational Behavior*. Unpublished manuscript. Bowling Green State University, Bowling Green, OH.

New Hawthorne Exhibit and Web Site

The Human Relations Movement: Harvard Business School and the Hawthorne Experiments (1924–1933), the first in a series of exhibitions marking the Centennial of Harvard Business School, recently opened in the North Lobby of Baker Library. The exhibit and accompanying Web site (http://www.library.hbs.edu/hc/hawthorne/) feature a wide array of graphs, charts, interviews, correspondence, photographs, and publications from the library's collections, including the Western Electric Hawthorne Studies Collection and the papers of Elton Mayo, Fritz Roethlisberger, and other HBS faculty members. The exhibition catalog and Web site also include an essay by HBS Professors Michel Anteby and Rakesh Khurana on the impact of the Hawthorne Studies on management research and education today. The Web site provides direct links to encoded collection finding aids and full text of seminal works for further research. Exhibition catalogs are available upon request at histcollref@hbs.edu. Organized by the Historical Collections Department, the exhibition runs through January 17, 2008.

Tavistock Institute of Human Relations Celebrates 60th Anniversary

One need only skim the contents of Koppes' (2007) *Historical Perspectives in Industrial and Organizational Psychology* to recognize the important role played by the Tavistock Institute in shaping the history of our field. A leader in action research, the Institute of Human Relations was established in 1947 to apply wartime innovations to peacetime issues—especially effectiveness in organizations. Members of the institute were pioneers in areas such as self-regulating teams, culture change, and socio-technical systems. Much of the work was published in its journal *Human Relations*. Now in its 7th decade, Tavistock continues to tackle important challenges faced by organizations. More information can be found on their new Web site: http://www.tavinstitute.org/.



29th Annual
IOOB
Conference

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

March 14-16, 2008
DENVER, COLORADO
Denver Marriott City Center

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

Endorsed by

Colorado State University, Continuing Education; Colorado State University, Dept. of Management; University of Colorado Denver, Dept. of Management

Submission deadline: January 4, 2008

Check out our website:
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

Colorado State University

Psychology Applied To Work

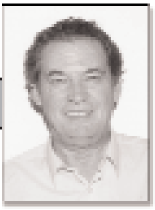
9th Edition

Paul M. Muchinsky

The most widely read textbook in the history of I/O psychology.

Available July, 2008

ON THE LEGAL FRONT



Ledbetter v. Goodyear Tire Co.: A Divided Supreme Court Causes Quite a Stir

Eric Dunleavy
DCI Consulting

Arthur Gutman
Florida Institute of Technology

We briefly previewed *Ledbetter v. Goodyear Tire Co.* in the April 2007 *TIP*. The case was a disparate treatment claim made by a woman under Title VII, and the "employment decision" at the center of the case was pay. The case centered upon whether pay discrimination was a continuous phenomenon or a series of discrete discriminatory acts. The Supreme Court ruled on the case on May 29, 2007, and no matter which way the Court ruled, it was going to cause some controversy. If the Court ruled in favor of Lilly Ledbetter, organizations could potentially be held liable for discrimination that occurred in the long-forgotten past, potentially under different policies, procedures, and leadership. On the other hand, if the Court ruled in favor of Goodyear Tire, anyone protected by Title VII who recently discovered evidence of long-standing pay discrimination may not be "protected" for the full term of that discrimination. Additionally, as was the case with Lilly Ledbetter, these persons might not even be able to make a claim of discrimination under Title VII. Clearly, not everyone was going to be happy with the ruling. However, a 5 to 4 split ruling and a strongly worded dissenting opinion that essentially urged Congress to reverse the ruling was unexpected.

Justice Alito delivered the opinion of the majority and was joined by Justices Roberts, Scalia, Kennedy, and Thomas. Justice Ginsberg filed the dissenting opinion and was joined by Justices Stevens, Souter, and Breyer. If you read our last **On the Legal Front** column about *Parents v. Seattle School District*, this partition of justices should look familiar; essentially the same plurality[1] of justices that struck down the affirmative action plans in the *Parents case also ruled as a majority in favor of Goodyear Tire in the Ledbetter* case. We suggested that Justice Kennedy may represent the diversity and discrimination "swing vote" on the current Supreme Court; that appears to have been the case in both recent rulings.

---

[1] Roberts, Scalia, Alito, and Thomas were in agreement, but Kennedy was closer in agreement to this group than to the dissenting group of Justices Ginsberg, Stevens, Souter, and Breyer.

On its face, *Ledbetter* sounds like a simple challenge to the statute of limitations (i.e., the amount of time that an individual has to file a claim of discrimination) under Title VII, which reflects legislative preference for speedy resolution of employment discrimination claims. However, the Court was required to wrestle with what pay discrimination is under a disparate treatment theory of discrimination. To do this, the Court considered whether pay discrimination is more similar to discrete discriminatory employment events like promotion and termination, or whether pay discrimination is more similar to continuous discrimination commonly found in hostile environment harassment. The majority and dissenting opinions were strongly divided on this issue, with the majority treating pay discrimination as a discrete event that either happened or didn't happen during the statute of limitations. What makes *Ledbetter* one of the more interesting rulings for this Supreme Court is the dissenting opinion, which was combined with strong public and legislative reaction to the decision. Specifically, many civil rights groups considered the ruling a setback to equal employment opportunity, and the four dissenting Justices concluded that:

> Once again, the ball is in Congress' court. As in 1991, the Legislature may act to correct this Court's parsimonious reading of Title VII.

At various points in U.S. history Congress has enacted law that essentially reversed Supreme Court rulings that missed the intention of equal employment opportunity law. For example, the Civil Rights Act (CRA) of 1991 was created in response to, among other things, the *Wards Cove Packing v. Atonio* and *Price Waterhouse v. Hopkins* Supreme Court rulings that ignored precedent in burden of proof standards for disparate impact and treatment claims (Gutman, 2000). Although CRA 1991 is probably most well known for adding legal relief and jury trials to Title VII, this act also "corrected" the burden of proof and psychometric requirements of disparate impact and treatment claims. We may be in the process of a similar legislative correction now, with proposed state and federal laws intended to reverse the *Ledbetter* ruling and treat pay discrimination as a continuous phenomenon similar to hostile environment harassment.

The Ruling

Lilly Ledbetter worked at the Goodyear Tire and Rubber from 1979 to 1998 and claimed that Goodyear paid her a lower salary than her male coworkers because she was 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 sex. Importantly, the jury was allowed to consider *a series of discrete pay review decisions made at different times by different people over Ledbetter's long career* at Goodyear. The jury initially awarded her over $3.5 million in back pay, suffering, and punitive damages.

However, Goodyear appealed based on the notion that *no discriminatory act related to her pay had occurred 180 days before Ledbetter filed her Equal*

Employment Opportunity Commission (EEOC) questionnaire. Upon appeal, the Eleventh Circuit chose not to consider the entirety of Ledbetter's career in their decision. Instead, the Court held that, in cases where employers have a system for evaluating employee pay, Title VII's protection only extends to 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 paycheck or a small raise. This ruling suggested that a discriminatory act has an expiration date of sorts, and if a claim isn't made after 180 days (or 300 in some states) then it cannot be made at all, regardless of whether a claimant was aware of discrimination or not. The Circuit Court reversed the jury verdict and dismissed the lawsuit.

Ledbetter submitted a questionnaire to the EEOC in March of 1998 and made a formal EEOC charge in July of 1998. After her November 1998 retirement, she filed her lawsuit asserting, among other things, a sex discrimination claim under Title VII of the Civil Rights Act of 1964. Ledbetter essentially argued that the paychecks received during the 180-day period and the absence of a raise in 1998 violated Title VII and triggered a new EEOC charging period. However, there was no evidence that these specific events in the relevant 180-day statute of limitations were intentionally discriminating. Recall that the original jury ruling in the District Court of Northern Alabama ruled based *on compelling evidence of intentional discrimination that occurred throughout Lilly Ledbetter's career at Goodyear, going back many years in the past.* Thus, Ledbetter identified (a) paychecks she received during the statute of limitations that would have been larger if she hadn't been discriminated against in the past and (b) denial of a raise as the discriminatory acts of interest in her case.[2] In their ruling, the majority treated this argument as follows:

> Current effects alone cannot breathe life into prior, uncharged discrimination. Ledbetter should have filed an EEOC charge within 180 days after each allegedly discriminatory employment decision was made and communicated to her. Her attempt to shift forward the intent associated with prior discriminatory acts to the 1998 pay decision is unsound, for it would shift intent away from the act that consummated the discriminatory employment practice to a later act not performed with bias or discriminatory motive, imposing liability in the absence of the requisite intent.

The majority relied upon previous Supreme Court rulings to demonstrate that this precedent had already been set, with particular focus on *Bazemore v. Friday.* Specifically:

> Bazemore's rule is that an employer violates Title VII and triggers a new EEOC charging period whenever the employer issues paychecks using a discriminatory pay structure. It is not, as Ledbetter contends, a "paycheck

---

[2] Note that Ledbetter also made a claim under the Equal Pay Act (EPA), but that claim was dismissed by the District Court and thus was not considered by the Supreme Court at all.

> accrual rule" under which each paycheck, even if not accompanied by discriminatory intent, triggers a new EEOC charging period during which the complainant may properly challenge any prior discriminatory conduct that impacted that paycheck's amount, no matter how long ago the discrimination occurred. (c) Ledbetter's "paycheck accrual rule" is also not supported by either analogies to the statutory regimes of the Equal Pay Act of 1963, the Fair Labor Standards Act of 1938, or the National Labor Relations Act, or policy arguments for giving special treatment to pay claims….We have explained that this rule applies to any "[d]iscreteac[t]" of discrimination, including discrimination in "termination, failure to promote, denial of transfer, [and] refusal to hire.

The majority also referred to *United Air Lines, Inc. v. Evans* as another precedent that their ruling was consistent with, stating:

> (In *United*) we rejected an argument that is basically the same as Ledbetter's. Evans was forced to resign because the airline refused to employ married flight attendants, but she did not file an EEOC charge regarding her termination. Some years later, the airline rehired her but treated her as a new employee for seniority purposes. Evans then sued, arguing that, while any suit based on the original discrimination was time barred, the airline's refusal to give her credit for her prior service gave "present effect to [its] past illegal act and thereby perpetuate[d] the consequences of forbidden discrimination….United was entitled to treat [Evans' termination] as lawful after respondent failed to file a charge of discrimination within the 90 days then allowed by §706(d). A discriminatory act which is not made the basis for a timely charge…is merely an unfortunate event in history which has no present legal consequences.[3]

In categorizing pay discrimination as a discrete event and not a continuous phenomenon, the majority differentiated pay discrimination from hostile environment harassment. Similar to the Court's recent treatment of employer retaliation, the majority reasoned that hostile environment acts may not be actionable by themselves but, when aggregated, become so. In other words, a hostile work environment doesn't exist one day and not another but exists everyday because the actionable behavior is the environment itself and not a discrete act. Thus, the majority essentially ruled that pay discrimination happens only on the day of a check, raise, or promotion, and not on the day before or after those employer actions.

In contrast to the majority, the dissenting group of justices focused on *(a) the notion that the absence of pay information makes the recognition of pay discrimination somewhere between difficult and impossible, and (b) the inherent and daily aggregation affect that previous pay discrimination can have on lost*

---

[3] The Court also referred to *Delaware State College v. Ricks, Lorance v. AT&T Technologies, Inc.*, and *National Railroad Passenger Corporation v. Morgan* as similar cases.

salary. The dissent argued that considering pay discrimination as similar to hostile environment harassment more accurately reflects the reality of the workplace, the phenomenon of the discrimination in question, and the purpose of Title VII: to stop discrimination in the workplace. Specifically, the dissent wrote:

> Pay disparities often occur, as they did in Ledbetter's case, in small increments; cause to suspect that discrimination is at work develops only over time. Comparative pay information, moreover, is often hidden from the employee's view. Employers may keep under wraps the pay differentials maintained among supervisors, no less the reasons for those differentials. Small initial discrepancies may not be seen as meet for a federal case, particularly when the employee, trying to succeed in a nontraditional environment, is averse to making waves. Pay disparities are thus significantly different from adverse actions "such as termination, failure to promote, …or refusal to hire," all involving fully communicated discrete acts, "easy to identify" as discriminatory.

Thus, the dissenting justices considered the notion that a worker knows immediately if they are hired, promoted, or fired because these are generally public events at work that become known to everyone. *In these cases, applicants or employees can immediately question that decision, formally request explanation, and consider whether they may be a victim of discrimination.* This is not the case with pay decisions, and the dissent also noted that Goodyear Tire kept salaries confidential.

The dissent also suggested that the majority view is inconsistent with both legislative purpose and the enforcement landscape. With regard to Congress, the dissent pointed to Title VII's back pay provision, which ensures that back pay may be awarded for a period of up to 2 years before the discrimination charge is filed. Concerning the enforcement landscape, the dissent specifically referred to the EEOC compliance manual, which states:

> Repeated occurrences of the same discriminatory employment action, such as discriminatory paychecks, can be challenged as long as one discriminatory act occurred within the charge filing period.

In summary, the majority and dissenting justices disagreed on the definition of pay discrimination and, as such, disagreed about whether enforcing a statute of limitations is appropriate. If pay discrimination is continuous, each and every paycheck after an initial discriminatory act represents a lower salary as compared to what a salary would have been without discrimination. Although this treatment may mirror the reality of pay discrimination, it may be difficult to impossible for employers to defend against allegedly discriminatory pay decisions made years earlier under different performance appraisal, promotion, and compensation systems. Again, we knew that one side of the room was going to be upset by the ruling, and that side ended up including Lilly Ledbetter, other victims of long standing pay discrimination, and various civil rights groups. Additionally, the ruling has some interesting implications for the enforcement of pay discrimination by both the EEOC and Office of Federal Contract Compliance Programs (OFCCP).

EEOC and OFCCP Enforcement

The *Ledbetter* ruling may have some interesting implications for the EEOC and its claim-based pay discrimination policies. Essentially, under Title VII the statute of limitations differentiates viable claims from unviable claims based on how soon after the alleged discrimination those claims were made. Pay discrimination claims made under other statutes like the Americans with Disabilities Act (ADA) and the Age Discrimination in Employment Act (ADEA) have the same statute of limitations as Title VII, so essentially the same rules apply to these statutes as well.

Of course, it will be interesting to see how the EEOC "formally" reacts to the *Ledbetter* decision, particularly because the ruling is in direct contrast to language from the EEOC's own compliance manual. Perhaps the EEOC will have stronger reason to investigate pay disparities regardless of whether an original claim specifically identified pay as a condition of employment, particularly because compensation information is usually unknown. Although pay discrimination is often considered in pattern or practice claims where a class is being discriminated against via an assortment of policies and procedures, perhaps the *Ledbetter* ruling will give the EEOC even more freedom to consider pay discrimination if there is evidence of discrimination in other employment decisions.

Additionally, Title VII may no longer be the "preferred" statute for pay discrimination claims. That is to say, in some cases it may make more sense for a claimant to file pay discrimination claims under the Equal Pay Act (EPA) instead of Title VII. The financial awards are generally smaller under the EPA as compared with Title VII, which is obviously a deterrent. However, the EPA has the same statute of limitations as the Fair Labor Standards Act (FLSA), where the time limit to file a claim is generally 2 years and, in the case of willful violations, 3 years. Additionally, this statute of limitations renews at each discriminatory paycheck, as noted by a footnote in the dissenting opinion in *Ledbetter*. In theory, claims ineligible for Title VII consideration may find a home under EPA because of the longer statute of limitations and its renewal policy.

It is worth noting that claims under the EPA have decreased substantially in the last decade, most likely because Title VII was more attractive for (a) individual pay claims because of financial awards and (b) pay claims combined with claims of discrimination in other employment decisions (e.g., hiring, promotion, etc.). It will be interesting to see if filing claims of potentially long-standing pay discrimination under the EPA will become a reactive strategy to the *Ledbetter* ruling. Of course this is speculation.

The *Ledbetter* ruling also has potential implications for the OFCCP, which enforces affirmative action for federal contractors under Executive

Order (EO) 11246. As part of their federal contractor audit strategy, the OFCCP usually reviews compensation data in addition to data on hires, promotions, and terminations. In fact, in 2006 the OFCCP published New Systemic Compensation Discrimination Standards and Voluntary Guidelines for Compensation Self-Evaluation, which are intended to help remedy compensation discrimination under a pattern and practice theory of disparate treatment. Generally, the enforcement of EO 11246 is intended to capture discrimination at a single point in time and often includes analyses of 1–2 years of personnel data. For some federal contractors, a disparate treatment approach to years of compensation data seems to be exactly what the majority in *Ledbetter* rejected.

The OFCCP eventually concluded that there is nothing in the *Ledbetter* decision that would require changes to their standards of EO 11246 enforcement. Specifically, the OFCCP differentiated an individual claim of pay discrimination from an evaluation of a contractors' entire pay system, which they consider a "class" analysis. Additionally, the OFCCP referenced the flexible nature of EO 11246 as another reason why the *Ledbetter* ruling does not affect their audit policy. Although EO 11246 is designed to mirror Title VII in terms of the terms and conditions of employment, the nature of the executive order allows for more flexibility in investigation. In other words, the OFCCP can extend time period for filing complaints and enacting an audit for "good cause shown" (referenced as 41 CFR 60-1.21). Section 201 of Executive Order 11246 states:

> The Secretary of Labor shall be responsible for the administration and enforcement of…this Order. The Secretary shall adopt such rules and regulations and issue such orders as are deemed necessary and appropriate to achieve the purposes…of this Order.

This notion has been further supported by the Supreme Court ruling in *Lawrence Aviation Industries v. Herman*, which stated:

> If the investigation of a complaint, or a compliance review, results in a determination that the Order, equal opportunity clause or regulations issued pursuant thereto, have been violated, and the violations have not been corrected in accordance with the conciliation procedures in this chapter, OFCCP may institute an administrative enforcement proceeding to enjoin the violations, to seek appropriate relief (which may include affected class and back pay relief), and to impose appropriate sanctions, or any of the above.

In other words, there is no time limit on the initiation of administrative enforcement proceedings under the executive order. Interestingly, some federal contractors chose to take a literal interpretation of the *Ledbetter* ruling as it relates to EO 11246. At a conference a few months after the *Ledbetter* ruling, employees from the OFCCP mentioned that there is currently one federal contractor that has refused to provide compensation data to OFCCP, citing the *Ledbetter* decision. The OFCCP warned that contractors who refuse to provide such data will find themselves in court immediately. Of course, all of these implications for the EEOC and OFCCP might be moot if the ruling is eventually reversed by Congress.

The Ball Is in the Legislature's Court

Apparently Congress took the dissent's call for a legislative reversal of the ruling to heart. A bill to reverse the ruling was passed in the House of Representatives on July 31, 2007 by a 225 to 199 vote. As of the writing of this column, a companion bill is scheduled to be voted on by the Senate in late 2007/early 2008. The house bill, known as the "Ledbetter Fair Pay Act of 2007" (H.R. 2831), would essentially amend Title VII, the Age Discrimination in Employment Act of 1967, the Americans With Disabilities Act of 1990, and the Rehabilitation Act of 1973. The bill is intended to:

> Clarify that a discriminatory compensation decision or other practice that is unlawful under such Acts occurs each time compensation is paid pursuant to the discriminatory compensation decision or other practice, and for other purposes. An unlawful employment practice occurs with respect to compensation discrimination when a discriminatory compensation decision or other practice is adopted, when an individual becomes subject to a discriminatory compensation decision or other practice, or when an individual is affected by application of a discriminatory compensation decision or other practice, including each time wages, benefits, or other compensation is paid, resulting in whole or in part from such a decision or other practice.

One interesting phrase used to describe employment outcomes throughout the proposed bill is "compensation decision or other practice." If "other practices" refer to discrete employment events related to compensation like promotion, performance appraisal, and so forth, this bill could in theory remove the statute of limitations for more than just compensation discrimination. It will be interesting to see if this language changes.

A similar bill, AB 437, was passed in the California State Senate on September 11, 2007. This bill was also in direct response to the *Ledbetter* ruling and clarifies that the time period for alleging pay discrimination claims runs from the date of each payment where there is a discriminatory wage. Given the "more stringent" stance on employment discrimination enforcement in California, it isn't surprising that it was the first state to introduce its own version of legislation intended to reverse the *Ledbetter* ruling. Perhaps the more interesting question is whether it will be the only state to do so.

Interestingly, the Bush administration has indicated that the bill will be vetoed if passed by the Senate, as set forth in a Statement of Administration Policy[4]:

---

[4] http://www.whitehouse.gov/omb/legislative/sap/110-1/hr2831sap-r.pdf

> The Administration strongly opposes the Ledbetter Fair Pay Act of 2007. H.R. 2831 would allow employees to bring a claim of pay or other employment-related discrimination years or even decades after the alleged discrimination occurred. H.R. 2831 constitutes a major change in, and expanded application of, employment discrimination law. The change would serve to impede justice and undermine the important goal of having allegations of discrimination expeditiously resolved. Moreover, the bill far exceeds the stated purpose of undoing the Court's decision in *Ledbetter* by extending the expanded statute of limitations to any "other practice" that remotely affects an individual's wages, benefits, or other compensation in the future. This could effectively waive the statute of limitations for a wide variety of claims (such as promotion and arguably even termination decisions) traditionally regarded as actionable only when they occur.

Conclusion

For the reasons described above, the *Ledbetter* ruling has caused quite a stir. This is another ruling that divided the Supreme Court justices and produced majority and dissenting opinions that couldn't be more opposite. Given the current makeup of the Court, this division may become a trend in cases related to diversity and discrimination. Clearly the Supreme Court is wrestling with an important issue in trying to operationalize what pay discrimination is. The Court is also wrestling with whether current law is consistent with the purpose of equal employment opportunity law, which is obviously a complex and multifaceted question that will influence the employment discrimination enforcement context that we all work in. In this case, the ball has ended up in the court of Congress, where a larger sample of decision makers has the opportunity to decide what equal employment opportunity law should and should not cover.

Cases Cited

Bazemore v. Friday, 478 U. S. 385.
Delaware State College v. Ricks, 449 U. S. 250 (1980).
Lawrence v. AT&T Technologies, Inc., 490 U. S. 900 (1989).
Lawrence Aviation Industries v. Alexis Herman, Secretary of Labor, et al., 99–570.
Lilly M. Ledbetter v. The Goodyear Tire and Rubber Company, Inc. 550 U.S. ___ (2007).
National Railroad Passenger Corporation v. Morgan, 536 U. S. 101, 114 (2002).
Parents Involved in Cmty. Schs. v. Seattle School District. No. 1 (2007) 127 S. Ct. 2738.
Price Waterhouse v. Hopkins, 490 US 228 (1989).
United Air Lines, Inc. v. Evans, 431 U. S. 553 (1977).
Wards Cove Packing Co. v. Atonio, 490 US 642 (1989).

If you like vintage assessments, contact our competition...

But for new, innovative assessment tools & technology, contact Saville Consulting!

Fresh

Online
Aptitude Tests

Swift Analysis - 18 minutes (verbal, numerical, diagrammatic)
Swift Comprehension - 10 minutes (verbal, numerical, checking)
Swift Technical - 9 minutes (diagrammatic, spatial, mechanical)

Invited Access version for unsupervised, remote test administration
Supervised Access version for supervised, on-site test administration

savilleconsulting
wave

Wave Professional Styles - in-depth talent-motive questionnaire
Wave Focus Styles - 15 minute talent-motive questionnaire
Wave Performance 360 - multi-rater feedback
Wave Job Profiler - online job competency profiler
Wave Culture Surveys - actual & preferred culture, climate

Test drive our *fresh*, innovative assessments

www.savilleconsulting.com/testwave

1.866.918.9009

Promotion code: TIP

savilleconsulting

United States Canada Mexico Central America South America United Kingdom Europe South Africa Asia-Pacific

© 2007 Saville Consulting. All rights reserved.

Assessing Our Impact: In Search of a Metric for Multicultural Research

Derek R. Avery
University of Houston

Since becoming aware of the multitude of methods for appraising employee performance during my tenure as an I-O graduate student, I've wondered about the process of evaluating scholarly productivity. Sure, we all know top-tier publications and high citation counts are important, but how do we really assess the impact of our work? Over the course of my relatively brief academic career, I've had the opportunity to observe how faculty at four very different universities, and in two different types of colleges within them (Arts & Sciences and Schools of Business), define and critique scholarship. I also recently read an interesting article discussing the process of ranking publication outlets for faculty evaluation for another school (Marsh & Hunt, 2006). What I've come to realize is that (a) there is as much inconsistency as consistency in this process, and (b) the only instances of absolute agreement typically involve extreme cases, either favorable or unfavorable.

Though this evaluative uncertainty certainly affects all of us with tenure-track appointments, its impact is not evenly felt. Garnering acceptance letters is a difficult, often tedious process, irrespective of the focal topic. This is especially true among the more rigorous and prestigious outlets where acceptance rates are commonly less than 10%. Nonetheless, Cox (1990) argued that research on racioethnicity in the workplace often elicits additional hurdles to overcome in the review process. Though slightly dated, his article was acknowledged recently as one of the most important published in the *Journal of Applied Behavioral Sciences* and was reprinted in the journal in 2004. Assuming Cox's arguments (and those of his sample) remain valid, this could help to explain why there is relatively less research on this topic than comparable subjects and why most of the existent literature does not appear in our field's most prestigious outlets (Avery, 2007; Cox & Nkomo, 1990; Cox, Nkomo, & Welch, 2001).

The purpose of this column is to examine how using solely the most prevalent indicators of scholarly productivity could lead to erroneous conclusions about the impact of researchers studying racioethnicity in organizations. My point is not simply to criticize the status quo but rather to provide insight and stimulate thought, dialogue, and action concerning this situation.

Ultimately, I hope that we, as a field, begin to consider or reconsider whether we are using the most appropriate metrics to gauge the impact of our research. In the sections to follow, I define impact, review how we currently measure it, and discuss prospective limitations of the current method.

What Is Impact?

It is impossible to begin this discussion without first defining the term impact. Depending on one's own biases and beliefs, impact can be defined in any number of ways. Because we are a field that values science and practice, impact must involve both of these components. Despite what we have been taught to believe, we cannot profess to have impact if our work fails to inform both science and practice. This is not to undermine the independent value of either basic or applied research. However, in isolation, neither fully allows us to enhance our understanding of human behavior in the workplace. True progress lies at the nexus of science and practice. Interestingly enough, the most recent issue of *Academy of Management Journal* (vol. 50, number 5) contains a series of provocative editorials, mostly in support of this point.

Beyond the need to be pertinent to scientists and practitioners alike, impactful scholarship must identify and answer previously unidentified and unanswered significant questions. Of course, the most subjective and debatable component of this description is the word significant. What is significant to one person is often of little consequence to another. This is not to say that there should be a universal standard for evaluation. Rather, appraisers should be sensitive to this inherent subjectivity and remain open to the possibility that colleagues' scholarship may not conform to their own or traditional definitions. In essence, research makes an impact when it extends the existing knowledge base in theoretically interpretable and practically meaningful ways.

Assessing Scholarly Impact

Traditional Approaches

Publication outlet. One of the most common means of assessing scholarly productivity and impact is to examine publications. As Gibby, Reeve, Grauer, Mohr, and Zickar (2002) noted, faculty and departments are often rated according to their publication records. In particular, assessors count the number of publications appearing in outlets considered to comprise the top tier. Although there is considerable dispute about the size of the top tier, there is a fair amount of consistency in the top journals that commonly appear on journal lists (e.g., *Journal of Applied Psychology, Personnel Psychology, Academy of Management Journal*). Regardless of the level of absolute agreement regarding the occupants of the top tier, there is no disputing the impact of publishing in these journals. For instance, a journal's tier standing is significantly correlated to its readership size, Starbuck journal impact factor, and rejection rate (Zickar & Highhouse, 2001). Furthermore, Gomez-Mejia and

Balkin (1992) found that the number of top-tier publications was, along with institutional changes, the principal determinant of faculty pay.

Citation counts. Another factor typically considered an indicator of impact is the number of times an article has been cited by subsequent research (Judge, Cable, Colbert, & Rynes, 2007). In short, "a citation may be perceived as a signal in the knowledge market that indicates a faculty member's research has influenced the work of other scholars" (Gomez-Mejia & Balkin, 1992; p. 925). Thus, extensively cited articles are likely to be seen as having exerted greater influence on the field than those referenced less often. Although some research suggests citation counts only tend to benefit those with records containing top-tier publications (Gomez-Mejia & Balkin, 1992), recent scholars have speculated that the importance of citations as an indicator of scholastic excellence will continue to increase (Judge et al., 2007).

Two Exceptional Exceptions

Despite the widespread acceptance of the indicators above, I believe there is a need to consider the use of different metrics. Perhaps the best way to illustrate the importance of considering alternatives is to examine a couple of exceptional examples. Admittedly, these involve individuals whom I know. Nevertheless, I'm quite certain there are a number of other examples that might serve this purpose equally well. The first involves a graduate student named **Matthew Harrison** in the applied psychology doctoral program at the University of Georgia. The second involves a senior research fellow at Dartmouth College named Quintus Jett.

A study on "Colorism." With the assistance of his advisor, **Kecia Thomas**, Matthew Harrison recently conducted a research project to examine the impact of skin color on workplace discrimination. According to Mr. Harrison, they found:

> That a light-skinned black male can have only a bachelor's degree and typical work experience and still be preferred over a dark-skinned black male with an MBA and past managerial positions, simply because expectations of the light-skinned black male are much higher, and he doesn't appear as "menacing" as the darker-skinned male applicant.

After presenting the paper at the 66th annual conference of the Academy of Management, the paper is now forthcoming in the *Journal of Applied Social Psychology* (*JASP*).

Taking nothing away from *JASP* (a reputable journal in which I've published multiple papers), the general consensus regarding its standing is that it is a second-tier journal in our discipline (Zickar & Highhouse, 2001). As Gomez-Mejia and Balkin (1992) noted, "administrators will treat secondary publications as 'frosting on the cake,' as an extension of (but not a substitute for) scholarly productivity" (p. 924). Moreover, because the article has not appeared in print, it has yet to be cited. Using the existing metrics would lead one to surmise that this research has had little impact. However, I recently conducted a cursory Internet search using Google.com and discovered more than 500 Web sites discussing the study. Among those covering the project were highly influential sources, such as the *Washington Times*, *Diversity Inc.*, and Black Entertainment Television. Clearly, this study has had (and likely will continue to have) a considerable impact on the field of I-O psychology (Kudos, Matthew!).

Hurricane recovery efforts. Though the preceding story involves a relatively small deviation from traditional ideas about scholarly impact, the second example is a larger departure. Areas in southern Louisiana and Mississippi suffered catastrophic devastation during Hurricane Katrina in 2005. Since that time, countless volunteers have made invaluable contributions to the rebuilding efforts, which continue to this day. One such volunteer is Dr. Quintus Jett.

Dr. Jett's specialty is operations management. He opted to apply his expertise to the recovery efforts and has provided the infrastructure and leadership to map recovery efforts in Gentilly (a New Orleans neighborhood in the lower ninth ward) and surrounding areas. His efforts, to date, have had a substantial impact on the lives and prospects of residents in this area. They also illustrate the prospective benefit of applying the relevant aspects of our science. Although his contributions may not translate directly into top-tiered publications and, thus, will not be highly cited in the academic literature, I challenge anyone to make a compelling case that they have not had as much or more scholarly impact than a highly cited top-tier journal article.

Assimilation or Accommodation?

I'm sure the purists amongst us will object soundly to my contention that we should consider additional indices of scholarly impact beyond publication outlets and citation counts. Indeed, even I concede that my argument creates somewhat of a slippery slope. If we should consider media attention or community impact as indicators of scholarly productivity, what else might colleagues argue should be considered? Although I can certainly appreciate this position, it does not negate my belief that we should be considering nontraditional indicators. To further illustrate why I feel this way, let's consider the current appraisal system in the context of an ongoing debate within the diversity literature, namely assimilation versus accommodation.

In developing an approach to manage organizational diversity, decision makers, inevitably, will be faced with the challenge of balancing organizational pressures for employees to assimilate in conformance with company norms and employee desires for organizations to accommodate their uniqueness. For example, a company may desire to implement a strict dress code for uniformity and safety reasons, but employees may wish to relax the dress code to allow for cultural or religious expression. Those mired in the traditional organizational approach are unlikely to see a need for accommodation because they have become accustomed to the organizational norms and do not see them as unfair, unnecessary, or counterproductive. Conversely, those feeling forced to assimilate often feel constricted and unable to fully invest themselves in their work roles, often resulting in psychological disengagement and withdrawal (Kahn, 1990; 1992).

Applied to the present discussion, those conducting research on racioethnicity in the workplace commonly find themselves at a distinct disadvantage relative to those studying more “mainstream” topics when traditional scholastic impact measures are applied. For instance, topic-related bias in the publication process makes it disproportionately less likely that their research will find its way into top-tier outlets (Cox, 1990). This problem is compounded further by the fact that citations are influenced by (a) the number of top-tier articles previously published by the authors, (b) the impact rating of the journal in which the article appears, and (c) the prevailing subjective prestige associated with the journal (Judge et al., 2007). Consequently, the research and researchers become less accessible and familiar to prospective readers (creating a perpetual cycle), and a powerful signal is sent and reinforced regarding topics the field values versus those it does not. Moreover, because there is less research being conducted on this topic, relative to more “mainstream” topics, citation rates are unlikely to be as high as for those doing other types of research (Judge et al., 2007).

The resulting situation leaves racioethnicity researchers facing a difficult predicament: Do we (a) try to publish research in the top-tier journals despite the odds, (b) seek to publish our research in outlets perceived to be more topically inclusive, or (c) alter our research agendas to make them more palatable to the power brokers in our field? In other words, should we seek accommodation or assimilate? My hope is that this column will help to stimulate a dual-pronged solution to this conundrum. First, I strongly implore those working on racioethnic research to commit to overcoming the obstacles, legitimate or otherwise, to having our work included in top-tier outlets. The work we do is important and deserves the dedication and perseverance it takes to publish in such journals. Yes, it is difficult, but we are certainly making progress on this front! Second, I urge decision makers (e.g., editors, reviewers, department chairs, deans, promotion and tenure committees) to consider these issues prior to developing evaluative criteria for judging the merits of research and researchers. Please do not interpret this as a request to lower our scholastic standards, as nothing could be further from my intention. Instead, view it as a call to ensure that our standards reward scholastic excellence in its multiple and diverse forms.

References

Avery, D. R. (2007). Does underrepresented = understudied? Recent research on racial and ethnic minorities in I-O psychology. *The Industrial-Organizational Psychologist, 44*(3), 75–80.

Cox, T. H., Jr. (1990). Problems with research by organizational scholars on issues of race and ethnicity. *Journal of Applied Behavioral Science, 26,* 5–23.

Cox, T. H., Jr., & Nkomo, S. M. (1990). Invisible men and women: A status report on race as a variable in organization behavior research. *Journal of Organizational Behavior, 11*, 419–431.

Cox, T. H., Jr., Nkomo, S. M., & Welch, J. (2001). Research on race and ethnicity: An update and analysis. In R. Golembiewski (Ed.), *Handbook of organizational behavior* (2nd ed., pp. 255–286). New York: Marcel Dekker.

Gibby, R. E., Reeve, C. L., Grauer, E., Mohr, D., & Zickar, M. J. (2002). The top I-O psychology doctoral programs of North America. *The Industrial-Organizational Psychologist, 39*(4), 17–25.

Gomez-Mejia, L. R., & Balkin, D. B. (1992). Determinants of faculty pay: An agency theory perspective. *Academy of Management Journal, 35*, 921–955.

Judge, T. A., Cable, D. M., Colbert, A. E., & Rynes, S. L. (2007). What causes a management article to be cited—Article, author, or journal? *Academy of Management Journal, 50*, 491–506.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*, 692–724.

Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human Relations, 45*, 321–349.

Marsh, S. J., & Hunt, C. S. (2006). Not quite as simple as a-b-c: Reflections on one department's experiences with publication ranking. *Journal of Management Inquiry, 15*, 301–315.

Zickar, M. J., & Highhouse, S. (2001). Measuring prestige of journals in industrial-organizational psychology. *The Industrial-Organizational Psychologist, 38*(4), 29–36.

SIOP 2008
San Francisco, California

SIOP Conference 2008
San Francisco, CA
April 10–12
Workshops April 9

Join us for the new 3-day conference!
New features include Friday Seminars,
keynote speakers, and theme tracks.
Don't miss it!

CPQ

CRAFT PERSONALITY QUESTIONNAIRE

Select • Develop • Train

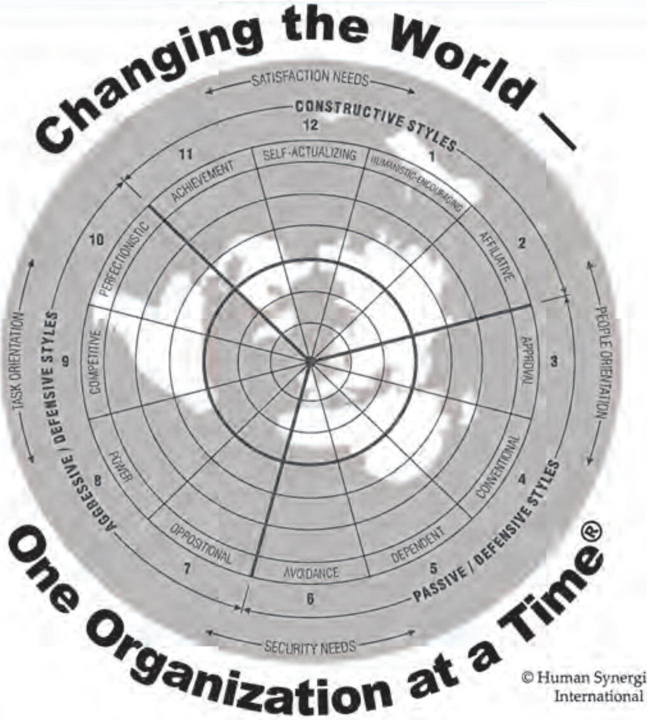
Call for our CPQ Technical Manual or visit
our website for a complimentary assessment.

craftsystems

Talent Assessment Specialists for Over 25 Years

800.228.5866
www.craftsystems.com

Since 1978


Changing the World —
SATISFACTION NEEDS
CONSTRUCTIVE STYLES
12
11
1
SELF-ACTUALIZING
ACHIEVEMENT
HUMANISTIC-ENCOURAGING
10
PERFECTIONISTIC
2
AFFILIATIVE
TASK ORIENTATION
AGGRESSIVE / DEFENSIVE STYLES
9
COMPETITIVE
APPROVAL
3
PEOPLE ORIENTATION
8
POWER
CONVENTIONAL
4
7
OPPOSITIONAL
AVOIDANCE
DEPENDENT
5
6
PASSIVE / DEFENSIVE STYLES
SECURITY NEEDS
One Organization at a Time®

© Human Synergistics International

Human Synergistics' circumplex-based diagnostics and simulations have recently been featured in:

Cooke, R.A. & Sharkey, L. (2006). *Developing Constructive Leader Impact.* Consulting Today, pp. 12-14 (discussing Human Synergistics' *Leadership/Impact®* and its use in "**Leadership Development Programs at GE**").

Winner of the OD Network Chicago Impact Award

Ray, R. (2006). *Do we have what it takes to drive positive change?* Paper presented at the OD Network Conference, San Francisco, CA (illustrating her use of the *Organizational Culture Inventory®* with "**Senior Leaders at Advocate Health Partners**").

Williams, V. (2007). *All eyes forward: How to help your newsroom get where it wants to go faster.* Reston, VA: **American Press Institute.**

human synergistics®
INTERNATIONAL

Australia • Belgium • British Isles • Bulgaria • Canada • Finland • Germany • Hungary • Japan
Netherlands • New Zealand • Romania • Serbia • South Korea • United States

Chicago
800.590.0995

Detroit
800.622.7584

San Francisco
866.384.3058

www.humansynergistics.com

SPOTLIGHT ON I-O ORGANIZATIONS

Lori Foster Thompson[1]
North Carolina State University

Greetings, *TIP* readers, and welcome to the newest issue of the **Spotlight** column! The month of January has arrived, and with it comes everyone's favorite holiday. No, not New Year's Day, I'm talking about National Clean Off Your Desk Day ("Out With The Old," 2004), which happens to fall on January 14 this year. But, wait! Don't forget to check out this issue's **Spotlight on I-O Psychology** in Hong Kong before filing away your January *TIP*. Thanks to William Ng and Winton Au, the following pages provide an excellent opportunity to expand your understanding of how I-O operates in distant corners of the world. Read on for details.

Industrial-Organizational Psychology in Hong Kong

William Ng and Winton Au
The Chinese University of Hong Kong

Introduction

The development of I-O psychology (or work or occupational psychology as it is otherwise called) in Hong Kong is a relatively recent happening. Not until the past 10 years or so have we begun to have a community of practitioners and academics who communicate and meet regularly, as well as I-O psychology at the postgraduate level offered in at least one of the local universities. This is indeed strange considering that Hong Kong had, until the early 1980s, flourished in manufacturing and industrial production. It has also long been an important financial center. But I-O psychology was literally unheard of as an applied discipline in the 1960s through perhaps the 1980s. In the commercial sector, there were some I-O psychologists around, mostly foreign ones, employed in management consulting firms, and that is about all.

Turning Point

How did the breakthrough come about? Like psychology as a whole, the university has been the cradle of I-O psychology in Hong Kong. In 1997, the year when Hong Kong hit the news headlines with the return of its sovereignty to China, The Chinese University of Hong Kong (CUHK) started its 2-year master's program in I-O psychology, the first ever to be offered locally. Six students were enrolled. Directing it was Kwok Leung who earned his PhD from University of Illinois at Urbana-Champaign. Also teaching in the program were two other Illinois associates, Winton Au and Darius Chan. Why all from Illinois? Perhaps no one is sure, but the important fact is that in the 10 years that have elapsed since, they have among them trained nearly 30 I-O psychologists. Some of these students have since gone on to pursue doctoral degrees.

---

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

Profile of HK I-O Psychologists

CUHK is not the only local university with teaching staff with an I-O psychology background. **Anne Marie Francesco** and Randy Chiu teach at Baptist University, although in a Management Department, same as Kwok Leung at the City University of Hong Kong. **Harry Hui** is at Hong Kong University and **Oi Ling Siu** is at Lingnan University; both teach I-O psychology at the undergraduate level.

Compared with I-O psychologists in the academia, I-O practitioners are more varied in terms of the jobs they have. A substantial number are employed as consultants in management consulting firms like PDI and SHL. Quite a few work as internal consultants in either big local firms or multinationals. In most cases, they are employed as human resources professionals rather than psychologists. A few others are self-employed.

Overall, the educational backgrounds of I-O psychologists in Hong Kong span several parts of the world. Not all were trained in the U.S. William Ng and Neil Cowieson, for example, earned their postgrad degree in occupational psychology in the UK, and Mary Lee studied organizational psychology in Australia.

DIOP

Why and how then were we brought together as a community? In terms of the development of I-O psychology in Hong Kong, an important event happened in the year 2000. The Division of Industrial-Organizational Psychology (DIOP) was formed under the Hong Kong Psychological Society. DIOP was the third division established after the Division of Clinical Psychology and Division of Educational Psychology. It was a late arrival but one that has served the useful function of uniting people with common backgrounds and interests.

DIOP aims to promote the identity, cohesion, and recognition of I-O psychologists in Hong Kong, while presenting I-O psychology to the public, industries, and potential service recipients. Toward these ends, the inaugural chair of DIOP, Mary Lee, a clinical and I-O psychologist who has carried the title of Organizational Psychologist in the Hospital Authority, worked hard with her Executive Council during the initial years to announce the arrival of I-O psychology in Hong Kong. For example, a series of evening gatherings were organized and graced by dignitaries such as Mr. Joseph Wong (then secretary for the Civil Service), Mrs. Pamela Tan (then commissioner for Labor), and Ms. Anna Wu (then chairperson of the Equal Opportunities Commission). DIOP succeeded in making a name for itself, albeit a small one, through efforts like these.

Mary was succeeded by Kwok Leung and then Winton Au. William Ng is its fourth and current chair, and Neil Cowieson will succeed him next year. DIOP now has of over 60 members. About a quarter are academics with the rest being practitioners and a handful of students.

Networking Activities

After the initial round of promotional work, DIOP soon settled into its more regular activities of promoting and sharing professional knowledge among its members and serving as a resource center for networking. Here are some of the things we do on a regular basis.

Mentorship Scheme

First, professional development is advanced through mentorship. Recently, we have established a mentorship scheme to pair up seasoned and junior DIOP member as mentors and mentees. This initiative is intended to promote continuing professional education by providing experience-sharing opportunities for all.

Dinner Talk Gatherings

Dinner talk gatherings are the most common platform for DIOP members to network. These are held about two to three times a year. They are all very casual, and the atmosphere is relaxed and light hearted. Typically 30 to 40 people join the dinner gathering. Some are members, but we also invite non-members such as human resources professionals to introduce them to the field of I-O psychology. We mingle, engage in small talk, exchange job information, and enjoy some delicious food. The highlight of the evening, the talk, is given by either an academic or a practitioner, local or from overseas, on an I-O psychology or related topic of common interest. Over the years, some talks have been delivered by local academics such as Harry Hui of The University of Hong Kong and Kwok Leung, who is now at the City University of Hong Kong. Other talks have been given by practitioners including Neil Cowieson who runs his own company called Human Scope, and **Paul VanKatwyk** at PDI. Quite a few overseas visitors have served as guest speakers as well. The more recent ones include Meredith Belbin, the team roles specialist, **Miriam Erez** from Technion–Israel Institute of Technology, **Wayne Cascio** from the University of Colorado, and **Don Campbell** from the United States Military Academy.

Interest Group Meetings

Evening interest group meetings are also very popular among members and friends of DIOP. Usually we have 10 to 20 people coming to a venue voluntarily offered by a member (e.g., a conference room in an office in city center). We deliberately limit attendance to a small size to ensure in-depth discussion during this one-and-a-half hour meeting. On many occasions we regret, though probably privately taking pride, having to turn away a few members due to oversubscription. No food is provided. Sometimes we manage to have free drinks if we have a benevolent host. But this does not matter at all as members bury themselves in discussion and debate. Each meeting carries a different theme. Pre-meeting readings and prepared handouts are given. Some examples of what we have discussed include “Recruitment & Turnover,” “Coaching” and “Managing Change.” The enthusiasm that is witnessed in these discussion meetings can probably be explained by the right mix of practitioners and academics among the participants, each presenting their different perspectives and challenging the other side. The meetings are very exciting. Indeed, the heat that is generated during these discussions is warm enough to help us, on a winter meeting, brave the strong north wind when we leave in the darkness of the evening with empty stomaches.

Networking With the International and Chinese Counterparts

Throughout the years, there has been no lack of overseas I-O psychologists visiting Hong Kong. Most often they come as visiting scholars and are attached to a university for a few months. We welcome them to our dinner gatherings and interest group meetings. Sometimes, special sessions are also held to introduce them and their research work, for which they are famous. They are our window on the world. We would also like to make a note that any I-O psychologist planning to come for either a holiday or on sabbatical are most welcome to contact us.

With Hong Kong being so near to mainland China, and having come under it since 1997, we naturally want to have close links with our compatriot counterparts. However, I-O psychology appears to be still a budding field in China and exchange visits with them have not occurred as often as desired. Nevertheless, we had Kan Shi at the Institute of Psychology, the Chinese Academy of Science, at one of our gatherings, and all those present were impressed by his work on the stress effect of SARS on health professionals. Among our members, Oi Ling Siu has also been invited to give talks in Beijing.

Advancing Professional Knowledge

DIOP Newsletter

DIOP circulates an e-newsletter among members, though admittedly, we have not been publishing it as frequently and regularly as we wish due to a shortage of manpower resources. Nonetheless, it is another channel whereby members can receive the most updated information about DIOP affairs and development. For example, in our most recent issue, we have included interviews with new members, a summary of a “Change Management” interest group meeting, reflections on the I-O psychology conferences in Australia that some of our members have attended, and a discussion (more truly a regret) on the lack of local data and statistics on I-O psychology-related issues.

Informal Review of I-O psychology and HR Literature

Since 2005, we have also been publishing an *Incomplete (or informal) Review on the Advances of I-O Psychology* on a quarterly basis. There is no lack of review of books and serious journal articles on I-O psychology or related issues. However, coverage of less formal articles such as those published in popular management or general magazines like *The Economist* and *Fortune* is rare. Sometimes, one can find gems in these magazines, which may be very revealing. The incomplete or informal review is an attempt to capture some of these highly readable pieces. Feedback from members, especially practitioners, is that these reviews are an informative source to keep them updated on trends, current thoughts, and research findings.

Conference Presentations

Being a part of the Hong Kong Psychological Society, DIOP members have actively participated in and presented papers on different themes during symposiums at the annual conference of the HKPS. In 2000, we focused on “Changes, Work Stress and Work Behavior” and “Contemporary Issues at the Workplace.” In 2004, we delved into “Promoting Psychological Well-Being at Work.” The year following, 2005, the theme was “Assessment—Valid Tool to Identify and Develop Your Talent.” Last year, the spotlight was on “Strategically Leveraging Coaching for Senior Leadership” and “Transformational Coaching.” The theme this year, “Talent Management,” reflects the current condition in Hong Kong where employers are trying their utmost to vie for and keep productive workers.

Impact on the Community

Not only do we hope to contribute academically, we have also been trying to promote I-O psychology to the community. For 2 years, DIOP members contributed to a column in the *Hong Kong Economic Journal*, arguably one of the most influential local newspapers among intellectuals, under the column “Psychology at Work.” We have written more than 100 articles, covering a wide range of work-related issues from a psychological perspective. These articles can be accessed on http://www.hkps.org.hk/diop. We almost forgot to mention that they are written in Chinese. Some members have delivered talks to public and private bodies such as HSBC, Institute of Human Resource Management, Labor Department, and Occupational Safety & Health Council. We also organized a forum on the role of the business sector during the period of coping with SARS.

In addition, DIOP has engaged in some local research on the Hong Kong working population. Last year we conducted a phone survey of 500 full-time employers to examine the state of overtime work in Hong Kong. The results were presented in a press conference attracting the attention of both the print and electronic media. Studies on work stress and counterproductive behaviors among Hong Kong employees have also been conducted. We believe the surveys have provided the public insights on the current work life of employees. Perhaps they have also helped to raise the profile of DIOP in the Hong Kong community.

Reflections on the Tenth Anniversary of DIOP and Looking Forward

Looking back at what we have achieved during the past 10 years, feelings are mixed. The division has grown in membership. We have a really nice community of I-O psychologists who value and enjoy the company of one another. We have also made our presence felt, at least in some quarters. But perhaps collectively, more could have been done especially given that Hong Kong is potentially such a rich ground for the application of I-O psychology. What has prevented this from happening?

Size matters. We are a small community compared with other professional associations, and not all members can find the time to join our activities or contribute to the newsletter. In a society where people easily work more than 12 hours a day and 6 days a week, where it is not uncommon for internal work meetings to start at 10 p.m., this is understandable.

The lack of local data about work and people at work is another limiting factor. Many important work statistics are not kept by the Labor Department or Census and Statistics Department. Without data, it is not possible for I-O psychologists to comment meaningfully on the state of work or to provide work-policy input to government or the legislature.

Looking forward, important opportunities exist. In many industrialized or highly developed countries, the world of work is changing. So are organizations in their design, structure, and communication channels as well as their contract, both formal and psychological, with employees. Hong Kong is no exception. Hong Kong is, in fact, experiencing even more change than that. The change of sovereignty, coupled with other macro trends like globalization has triggered many social-, political-, and public-sector transformations of no small dimension. In this state of rapid changes, many people are thrown out of balance. Some opt for early retirement. Those who cannot afford to do so struggle along. Stress at work, and outside of work too, is nothing but high.

I-O psychology is about helping workers to be more productive. It is about helping people at work to adapt to and find satisfaction in work. It is about helping employers and workers come to some common understanding and mutual acceptance. It is about making the world of work a better place to be, against other harsher aspects of life. If that is so, then we believe Hong Kong now needs I-O psychologists more than ever before. It is a calling whose time has come. We and our members sincerely believe that we have a mission to fulfill. We, using our professional knowledge, skills, and systematic and objective ways of inquiry, should be able to help shed light here and there, to point to possibilities and hope, and to make things happen.

If we are invited to write again on I-O psychology in Hong Kong in another 5 years, we certainly will have more to report.

Concluding Editorial

So there you have it, a highly informative overview, which we could undoubtedly file under "e" for "enlightening." As you can see, our colleagues in Hong Kong have implemented some excellent ideas for meeting, organizing, networking, and disseminating information within their developing community. Armed with this knowledge, you now have something new and interesting to contemplate while sorting through those stacks of unfiled journals in your office this month. Happy Desk Day.

Reference

Out with the old on clean desk day. (2004, January 13). *Chicago Sun-Times*, p. 8.

SIOP 2008
San Francisco, California

Need CE Credits?

You can attend 2 Friday Seminars at the 2008 Conference and receive 6 hours of CE credit!

Register online at www.siop.org/conference

Friday Seminars are only $75.00 each!

Assess SYSTEMS
a BIGBY HAVIS Company

Expert psychology. Elegant technology. Dedicated service.

We are an international company helping our clients with state-of-the-art solutions to meet their selection and development needs. Our focus is on people:

- which ones to hire or promote
- how to train and develop them to their fullest potential
- how to organize them and the systems around them to maximize their collective potential

EXPERTISE:

Competency Modeling
Executive Assessment and Coaching
Custom Test Validation
Competency-based Feedback
Culturally Adapted, Validated Assessments
Online 360
Selection Process Design
Interviewer Training
Developmental Workshops
Development Program Design
Performance Appraisal

Selection Solutions: range from individual assessment to pre-employment testing tools to large-scale web-enabled hiring processes that include standard and customized assessments.

We provide focused support for your internal initiatives, and broader, more comprehensive offerings.

Development Solutions: range from high-touch individual coaching to developmental workshops to succession planning and team development consultation--all with a web-based assessment foundation.

Our objective is to provide solutions that are tailored to the specific needs of each client company.

Certification Workshops: We provide training to other consultants and to our human resource partners to facilitate the best use of our systems in organizations. **Please call for details at 1.800.283.6055.**

www.bigby.com

GOOD SCIENCE–GOOD PRACTICE

Marcus W. Dickson
Wayne State University

Jamie Madigan
Ameren Services

One thing that seems very clear as we peruse major journals and conference programs is that many researchers share our interest in buttressing the bridge between solid, scientific research and pragmatic, immediately useful practice. Sometimes entire sections of refereed journals are dedicated to examining this issue, such as the special edition of the *Journal of Occupational and Organizational Psychology* (*JOOP*) that we discussed in the January 2007 edition of this column. Something similar happened with a recent issue of the *Academy of Management Journal* (*AMJ*), in which a group of researchers were asked to write a series of essays about "research with relevance." Interestingly, the series took a slightly different slant on the topic, examining what it means for the kinds of lessons that get taught in management schools and the kinds of research that should be undertaken by academics. Whereas the *JOOP* articles leaned a bit towards the scientist part of the house (or, if you prefer, the scientifically minded part of any given individual) with discussions of how to value scientific rigor and communicate rigorous research to end users, the *AMJ* articles seemed a bit more grounded in the context of businesses outside the university and the types of operational and strategic issues they face. There's significant overlap in the views and issues discussed by both sets of articles, but the differences also add to our understanding and taken together they form a nicely rounded picture.

The first of the *AMJ* essays is by Anita McGahan and is colorfully entitled "Academic Research That Matters to Managers: On Zebras, Dogs, Lemmings, Hammers, and Turnips." In it she notes the fact that the kind of research of most interest to many managers is more prescriptive, more specific to their issues, and less tethered by qualifications about conclusions than what is often produced under the conditions of high academic rigor. Nevertheless, she notes that there are five approaches that can marry the two worlds and produce rigorous research of inherently high interest to practicing managers.

The first approach is to show the audience how conventional wisdom has failed them and that a new theory or finding reshapes the field such that new, more productive courses of action are suggested—that isn't a horse you've got, it's a zebra, and your approach to training a zebra should be different. Similarly and in keeping with the animal theme, the second approach encourages researchers to show their audience that "that dog don't hunt no more," meaning that an established practice or even a fundamental paradigm no longer makes sense given changes in the business environment or technology.

On the flipside, the third approach is to show the audience how they're acting like lemmings when they dive off a cliff in pursuit of new ideologies or practices clearly shown to be faulty by research generated outside of the herd environment. The fourth approach emphasizes the value of research programs either custom built or synthesized from existing lines of research to address specific problems, likening them to building a hammer from scratch to pound in a troublesome nail. Finally, the last approach emphasizes the importance of addressing new but fundamental business problems that are of inherent interest to both managers and academics. And turnips are worked in there, somehow. I'm not sure why.

In the second essay of the series, Freek Vermeulen addresses a more fundamental problem: the danger of a "closed loop" where academics only talk to each other and only draw inspiration and information from their own closed circle of colleagues instead of engaging the larger world of business and organizations. Talking to other, like-minded academics and reading academic journals are laudable activities, of course, but Vermeulen sells the need for a second "loop" of feedback that draws in nonacademic practitioners and moves research from just being rigorous to being rigorous and relevant. The author then goes on to list the ingredients found in his recipe for greater relevance, including direct and two-way communication with practitioners, clinging to the scientific method as a means of differentiating ourselves, and sacrificing time and effort that might otherwise go towards activities that lead more directly to tenure. The author also peppers this whole discussion with specific recommendations for building a second feedback loop: Write teaching cases, teach executive education classes, use your research in the classroom, and writing for nonacademic outlets.

In the third essay, Costas Markides starts his description of the search for "ambidextrous professors" by noting that it's a shaky proposition at best to change to the way we do research, alter the way that performance among researchers gets rewarded, or to divide labor strictly between academics and practitioners. We don't, as he says, want to throw out the baby with the bath water. Markides also thoroughly pokes the definition of "managerial relevance" with a stick and notes that perceptions of the gap and its breadth may be exaggerated given that many researchers engage in and communicate lower-key, less attention-grabbing research in the form of class presentations, conference speeches, and executive education classes. He closes the article with four recommendations for "ambidextrous research:" (a) Young, untenured academics should focus on the classroom first, then more traditional outlets for managerially relevant research later in their career; (b) everyone should recognize the existence and value of different types of managerially relevant research; (c) go outside the boundaries of your academic world (i.e., the campus) for inspiration, research questions, and data; and (d) look to the existing research on business ambidexterity for help in this context.

The next essay in the *AMJ* series, by Tushman and O'Reilly, focuses on using the classroom (particularly the classrooms filled with executive education students) to conduct research that is both rigorous and relevant. This cross-pollination is essential, they argue, to developing ideas that are both done for the sake of understanding the natural world and solving immediate business problems. (They're also great, we should note, for partnering with business leaders who will let you collect data in their organizations.) The authors conclude by noting that the momentum for operating in this shared space between rigor and relevance should have its origins in the expectations placed on graduate students and junior faculty from the beginning.

The last article in the series, this one by Ranjay Gulati, covers much of the same ground as the previous articles but invokes the term "tribism" to describe the artificially (or in his words, "socially") created schisms between those in the rigor tribe and those in the relevance tribe. After briefly reviewing the history of the debate (which stretches back a lot further than you may think), Gulati notes that the differentiation between the two camps sometimes spawns from spurious arguments about whose methodology or dependant variables are superior and that this has various detrimental effects on the body of knowledge as a whole, not to mention the careers of the people involved. The author closes out the article by offering five tips for building a research process that spans both rigor and relevance. Many of these steps are, unsurprisingly, similar to those offered by other authors in this series: (a) look to managerial sensibilities in deciding what research programs to pursue, (b) use the classroom to teach scientific theory, (c) don't neglect the process of proper theory building, (d) look to the intersection of theory and phenomenon for the greatest benefit of your research, and (e) work to bridge the gap between researchers and practitioners by translating findings and problems in both directions.

The *AMJ* articles provide some interesting food for thought about "research with relevance," especially when taken together. We also want to include a couple of specific empirical pieces, though, as we try to do every issue. This time around, both articles deal with issues of gender in the workplace, though in very different ways.

Larger organizations often face issues related to relocation of managers and other professional staff, and many organizations have experienced difficulties in securing agreement to relocate from selected staff members. This is often especially the case when the selected staff member is female. Baldridge, Eggleston, and Veiga (2006) recently addressed this issue in *Journal of Occupational and Organizational Psychology*. Their work was particularly interesting because (a) unlike most prior research, it used a comparatively matched sample of women and men; (b) they used a market model to address the issues related to willingness to accept a relocation; and (c) they treated gender as a moderator of the market model predictions, rather than only as a main effect, in their analyses. Their findings were particularly informative.

The proportion of the family's income generated by the respondent's spouse is an important predictor of willingness to relocate. For example, if the respondent generates 85% of the total family income, he/she is more likely to accept a relocation than if the respondent generates only half (or less) of the total family income. Clearly, people pay attention to the total family economic impact in making career movement decisions, and if the primary breadwinner would have to give up his/her job to accommodate a relocation for the secondary breadwinner, that secondary earner is less likely to be willing to accept a move. However, this reduction in interest in relocation is moderated by gender—women seemingly take spousal earnings into account to a greater extent than do men. Similar patterns were found for the presence of preschool children in the home (though not the perceived strength of children's ties to the community) and for strength of spouse's ties to the community. In short, women were less likely than men to be willing to accept a re-location, but the various moderating factors help explain this main effect—the findings show that women typically take spousal and childcare concerns into account in making these decisions to a greater extent than do men.

Although these data do provide greater understanding of the factors that affect willingness to accept a relocation, they also confirm a widespread perception: Companies attempting to relocate managers and other professionals are often between a rock and a hard place in that they know that family concerns and other external factors have dramatic effects on their employees' willingness to accept relocations, and they know that these effects are in general greater for women than for men, but at the same time, companies are not allowed to make their decisions on who to relocate based on these external factors. Although Baldridge and colleagues (2006) help us better understand the dynamics and provide some suggestions about how to make specific relocations more appealing (e.g., ensuring that quality childcare at similar cost is available in the new location for parents with preschool-aged children), the problem remains a sticky one.

Lucero, Allen, and Middleton (2006) took a novel approach to understanding issues of sexual harassment and its escalation over time. Relying on published arbitration differences relating to workplace sexual harassment, they coded the behaviors described in terms of severity, type, duration, and frequency. Their results emphasize the folly in turning a blind eye and hoping a sexual harasser will "clean up his act" ("his" because all cases considered were cross-sex harassment in which males had harassed females). The results of Lucero and colleagues' study show that individual harassers tend to be pretty consistent over time in the time of harassment they enact (i.e., they have relatively narrow repertoires), in line with prior theory that sexual harassment is goal oriented and that harassers' goals don't often change. Thus, it is not surprising when similar reports come from multiple targets of the same harasser. Secondly, the severity of harassment tends to increase over time—rather than going away, it tends to get worse. Although disciplinary action taken by the organization can slow the escalation, these data do not support the idea that discipline tends to remove the problem. The authors distinguished between “unwanted sexual attention” (e.g., making comments about a coworker’s body or appearance in an unwanted and inappropriate way) and “gender harassment” (e.g., demeaning a coworker based on her gender), and found that those people who engaged in both forms of harassment also exhibited the most severe cases of each form of harassment and tended to have prior records of more aggressive behaviors. Placing their work in a theoretical framework through which harassment is seen as goal-oriented behavior, with different goals motivating different forms of harassment, these results ought to encourage employers to be especially aware of addressing issues of harassment and potential harassment as early as possible.

We’ll wrap up this issue by noting that it has been a while since we have received reader suggestions for articles to include in this column. We do our best to cover a wide range of outlets, but of course, there are things that we miss. So if you’ve recently read (or written!) an article that you think exemplifies this column’s emphasis on research that advances theory while simultaneously providing value to practicing managers and I-O folks, let us know about it! We can be reached at HMadigan@ameren.com (Jamie) and marcus.dickson@wayne.edu (Marcus).

Until next time, keep going with **Good Science and Good Practice**!

References

Baldridge, D. C., Eggleston, K. A., & Veiga, J. F. (2006). Saying ‘no’ to being uprooted: The impact of family and gender on willingness to relocate. *Journal of Occupational and Organizational Psychology, 79,* 131–150.

Gulati, Ranjay (2007). Tent poles, tribalism, and boundary spanning: The rigor-relevance debate in managerial research. *Academy of Management Journal, 50,* 775–782.

Lucero, M. A., Allen, R. E., & Middleton, K. L. (2006). Behaviors, motives, and change over time. *Sex Roles, 55,* 331–343.

Markides, C. (2007). In search of ambidextrous professors. *Academy of Management Journal, 50,* 762–768.

McGahan, A. (2007). Academic research that matters to managers: On zebras, dogs, lemmings, hammers, and turnips. *Academy of Management Journal, 50,* 748–753.

Tushman, M., O’Reilly III, C. (2007). Research and relevance: Implications of Pasteur’s quadrant for doctoral programs and faculty development. *Academy of Management Journal, 50,* 769–774.

Vermeulen, F. (2007). “I shall not remain insignificant”: Adding a second loop to matter more. *Academy of Management Journal, 50,* 754–761.

BIRKMAN®
Reaching Further

The Birkman Method®

The Birkman Method® is an online assessment of social perception, personality and motivation within a social context. It is able to identify and integrate social desirability factors in order to provide insights not available in other instruments.

The Birkman Method® is based on Dr. Roger Birkman's empirical studies concerning perception and personality within organizations. Since 1951, the Birkman research team has been dedicated to the empirical foundation of the instrument. Now, more than ever before, the research and development department is expanding its scope of work to address the many issues that affect today's complex and dynamic workplace.

— SIOP MEMBERS —
Experience Birkman for yourself today!
No Charge. No Obligation.

Contact sales@birkman.com

www.birkman.com

Phone: (800) 215-2760
Fax: (713) 963-9142
Email: info@birkman.com

SELECTION
COACHING
TEAM BUILDING
SUCCESSION PLANNING
CAREER MANAGEMENT
CONFLICT RESOLUTION

THE ACADEMICS' FORUM

Avoiding Undergraduate Teaching Burnout, Part 2

Sylvia G. Roch
University at Albany

Welcome to the second column of the **Academics' Forum**. As introduced in the October 2007 issue of *TIP*, this column focuses on research and teaching-related issues. The first issue that I am exploring as a two-part series is one of great interest to me at this stage of my career, and I suspect of interest to others who have been teaching 10 or more years: how to avoid teaching burnout. Thus, I asked teaching experts how they avoid teaching burnout and continue to maintain excellence in the classroom. My first column on this topic featured advice from **Paul Muchinsky**, Joseph M. Bryan Distinguished Professor of Business at the University of North Carolina at Greensboro and inaugural recipient of the SIOP Distinguished Teaching Contribution Award.

In this second column, I would like to present the responses of **Janet Kottke**, professor of Psychology at California State Bernardino, and **Peter Bachiochi**, associate professor of Psychology at Eastern Connecticut State University. Both Kottke and Bachiochi have been prolific in writing articles and giving presentations regarding the teaching of undergraduate I-O psychology. I asked these two experts to respond to four questions: (a) When teaching an undergraduate class how do you keep the content of the class "fresh" and current? (b) An instructor's enthusiasm may affect students' enthusiasm and liking of a class. When teaching an undergraduate class for many years, how do you maintain your enthusiasm in the classroom? (c) Any advice on how to maintain and increase the quality of an undergraduate class? (d) What is your greatest challenge in teaching an undergraduate class for a number of years and how do you address this challenge?

Janet Kottke
California State Bernardino

Keeping Class Content Fresh

Teaching graduate I-O classes helps in that I am up on the current research in most of the relevant areas of I-O when I do teach the undergraduate industrial course. Also, the activities involved in choosing a text also help to keep the content fresh in that I don't automatically assume I'll use the same book each time I teach it. As a result of not teaching undergraduate classes every quarter, I need to look for textbooks. In this vein, I also make notes during the quarter while I'm teaching the course about what I want to do differently next time. Some of these notes are about "course corrections," but others have to do with doing a different activity and so forth. Preparing the syllabus also energizes me to think about what else I might want to alter in the course. I have used the job analysis activity from ToP in various forms, typically now as a group project, which keeps me on my toes each time I teach the course. Groups and their functioning are different each time I conduct the class and though those differences aren't always enjoyable, they definitely keep the class fresh for me.

Maintaining Enthusiasm

Arguing from a person by situation interactionist perspective (I'm a recovering behaviorist, no matter how hard I try), I find that setting the stage for the course by simply telling the class we are going to have some fun seems to help from the get go. Students expect to have a good time and are expected to volunteer material from their work, play, popular press, and so on. Moving away from the behavioral sentiment, I'm apparently a naturally enthusiastic person. In some student evaluations, I get comments like "she is perky at 8 a.m. How?"

Maintaining Quality

Vigilance and attention seem to me to be the key issue in maintaining quality of instruction. It is very easy to simply say to myself, "I've taught this before, I don't need to do anything besides check on my PowerPoint slides." Well, I do need to do more than just check the PPTs. I need to think about whether there is anything in the current headlines, business pages or otherwise, that is relevant, whether there is any new research in the area, and so forth. Am I using the same test questions, same format, and same assignments? If so, can I justify them on the basis of my learning objectives? Have the quality of student assignments or test scores gone down? If so, what about my instruction might be responsible?

Greatest Challenge

In short, staying up to date on all the changes in the field is the greatest challenge. I can keep up with most through my graduate teaching obligations but not all. I find reviewing the business press (e.g., making sure I read the business section of the *LA Times*, although I occasionally check out *Fortune* and the *Wall Street Journal* also) helps to find new spins to address age old areas of I-O such as selection or training.

Peter Bachiochi
Eastern Connecticut State University

Keeping Class Content Fresh

Like many teachers, I live in a somewhat "teaching-centric" universe. Whenever I'm watching a movie or TV show, or reading a newspaper or *For-*

tune magazine article, I can't help thinking about how I might be able to use it in a class I teach. TV shows like *The Office* provide lots of great snippets that can add a humorous touch to a lecture.

Movies like *Office Space* (which it seems every student has seen), *Gladiator, Monsters, Inc., Wall Street,* and more also provide nice little breaks from a lecture or discussion to keep the students locked in. *Fortune* magazine also has articles that hit home for students. A recent article on managing Gen-Y employees was particularly fun. I also try to retool a couple of lectures in each class each semester, just to force myself to keep things fresh.

Maintaining Enthusiasm

One of the real perks of the job is that we get a new group of people to work with every 4–5 months. That always means a few quirky students in any class, and I actively encourage, rather than stifle, those quirky students. The occasional off-the-wall comment keeps me on my toes and, if managed properly, can keep things lively. I also make a promise to all my classes on the first day that I will never lecture for an entire class. By building in activities and discussions, there's always a little bit of the class that isn't entirely predictable and that helps with the collective enthusiasm (as well as keeping things fresh). There's also a little temperament involved; you've got to make sure that you hire people with a pretty high enthusiasm level to begin with.

Maintaining Quality

Never underestimate the capabilities of your students. It seems that every time I add a new challenge to a class, the students rise to the challenge. This requires some risk taking, clear expectations, and some of the enthusiasm mentioned earlier.

Greatest Challenge

As the focus of the previous questions indicates, the biggest challenge is keeping it fun for me. If I'm not having fun, the class definitely isn't going to either. Although my goal isn't to simply let them have fun, I know that they're going to contribute more, be more involved, and learn more if they're enjoying themselves along the way.

Future Topics

A topic for a future column will be finding populations from which to collect data for research purposes. If you have a good idea regarding how to collect data from a population other than the traditional subject pool and are willing to share the idea, please e-mail me. Ideas regarding how to collect data other than one time survey data would be especially welcome. Also, I welcome suggestions for future topics. My e-mail address is roch@albany.edu.

censeo

We're Serious
About **Assessment**

What Makes **Censeo** a World-Class Assessment Provider?

Applied Experience

Years of academic and applied experience in the field of I-O Psychology lay the foundation for Censeo. We efficiently leverage this knowledge and experience to ensure our clients receive world-class solutions that address their business challenges.

Leading-Edge Technology

Our clients demand technology that is rock-solid, fast and secure. Censeo's technologists focus considerable time and effort on exceeding these expectations, and are recognized as innovators in the delivery of web-based assessments.

Focus on Client Service

With 24/7 global support, Censeo's client service is truly a differentiator in the marketplace. Our team is comprised of highly trained specialists who understand the application of web-based technology to the assessment needs of our customers.

- **Knowledge Testing**
- **360-degree Feedback**
- **Skill Simulation Testing**
- **Employee Surveys**
- **Consulting Services**

www.censeocorp.com

PRO-SOCIAL I-O – QUO VADIS?

Stuart Carr
Massey University

Organizations worldwide are focused on making social rather than financial capital. Key targets being addressed by these nonprofit organizations include reducing global poverty, counteracting global warming, abolishing sweatshop labor, fighting company-endorsed discrimination, reversing brain drain, promoting civil rights and human ethics, striking better work–life balances, and attaining gender equity. How well is industrial and organizational psychology coping with such challenges, and how can we raise the proverbial bar? This “new futures” column features overviews and interviews with eminent practitioners, researchers, and educators in I-O psychology, related disciplines, and professions, plus globally prominent leaders with organizations like the World Bank and the ILO. Interns and research graduates working in unusual pro-social domains—future leaders in pro-social I-O—are also featured. Because social change also stems from business development, we will of course meet leading figures in commercial business, including multinational organizations, global trade councils, and global think tanks like the OECD (Organisation for Economic Cooperation and Development). Conversations with these and other key organizational figures, working at the “sharp end” of social and global change, will enable I and O itself—our community of practice—to grow and develop.

Interview 1

Professor Louka T. Katseli is director of the OECD Development Centre, in Paris. Professor of Economics at the University of Athens, Louka received her doctorate in Development and International Economics from Princeton University in 1978 and has spent most of her academic career at Yale University (1977–1985) and the University of Athens (1988–present), where she was chair of the Economics Department from 1997 to 2001. She also has been associated with the Centre for Economic Policy Research in London as a Research Fellow since 1984. Her many publications have focused on issues such as the linkages between foreign investment and trade in developing countries, the economics of migration, public policy effectiveness and institution building in developing countries, and exchange-rate policy in emerging markets.

Prof. Katseli also has worked extensively with international organizations and her national government. She was a member of the United Nations Committee for Development Policy, where she has served as rapporteur and vice-chair, and served as Greece's representative to the International Conference on Financing for Development in Monterrey in 2002. She has represented Greece at the European Union in a range of capacities, including as a member of the EU Monetary and Economic Policy Committees and on the "Comité des Sages" for the EU Social Charter. She has also worked as a consultant for the European Commission, United Nations, and UNCTAD.

From 1982 to 1986, Prof. Katseli served as the director general of the Center of Planning and Economic Research (KEPE), a Greek development think tank that provides economic development policy advice to the Greek government. She served as economic advisor to the Greek prime minister from 1993 to 1996 and as advisor to the Greek minister of education from 1996 to 1998. Prof. Katseli is married and has two children.

Tell us a little about your own background and the Centre.

The OECD Development Centre, which I have been directing for the past 4 years, is a unique organization. Created in 1962 to provide a bridge between developed and developing countries, it is viewed today as the OECD's knowledge centre on development. With 28 countries on its governing board —including some of the major global emerging economies such as Brazil, India, and South Africa—it serves development policy makers through its evidence-based policy dialogue activities, comparative analyses of emerging policy issues and networking services among governments, think tanks, civil society, and business. The objective of its activities is to contribute to development and poverty reduction through improved policy making and the effective implementation of reforms. The politics and economics of managing structural change and promoting reforms have been at the center of my own interests for many years. Raised in Greece during the military dictatorship in the late 1960s, I soon became intrigued by the links between institutional change, participatory democracy, and the process of economic development. These interests guided my studies in public policy and economics in the United States as well as my professional career. As an academic economist and university professor at Yale and the University of Athens, I have tried to analyse and explore the determining factors that shape developing countries' capacity to adjust to external and internal shocks and mobilize their available resources for development. As a policy practitioner while serving as director of the Centre for Planning and Economic Research in Greece or as economic advisor to the prime minister of Greece, I have experienced the difficulties of effective communication and policy implementation and have come to appreciate not only the need for setting up participatory processes in decision making and providing for monitoring and evaluation mechanisms but also the importance of managing people's expectations and providing sustained leadership throughout a reform process. It is these experiences that have spurred my interest in organizational psychology.

Does the psychology of work play a role in these activities?

Industrial and organizational psychology, including what has come to be known as the psychology of work, lies at the heart of the political economy of reforms and of development. Its focus on motivation and leadership, group and organizational behavior, as well as managed change and organizational dynamics, provides invaluable insights into how "people factors" influence behavior, performance, and outcomes. The same policy instrument can have very different impact effects if introduced and managed appropriately, namely with due consideration of the aspirations, expectations, capacity, and incentives of the agents of change and the stakeholders of development. Unfortunately, such considerations more often than not lie outside the radar screen of policy advisers and policy makers.

How prominent is "I-O psychology" in your field?

I think it is accurate to say that I-O psychology is not prominent in the study of economics. The same can be said for law and public policy studies. However, the issues tackled by I-O psychology are gaining ground in the context of institutional economics and certainly in business and management. As a public policy analyst and practitioner in development economics, I wish I had received such additional training.

How could it be more so?

I am sure it could in academia, in international organizations, and in public-policy making. It would involve setting up programs of study, teams, mechanisms, and fora promoting more interdisciplinary approaches to development issues, development cooperation, and public policy. To give only two examples, I am sure that the delivery of development assistance would become more efficient and effective if aid professionals addressed systematically the psychology of aid and the interpersonal dynamics that shape the donor–recipient relationship. The same can be said for the management of migration flows where the psychology of the migrant and the family left behind and the incentives provided to them are important drivers of success or failure.

From your perspective, and with your experience, how could the profession help, do you think?

Successful interdisciplinary collaboration in tackling policy issues and effective dissemination of the positive results of such collaboration is probably the best practice in raising awareness and demonstrating the value added of such an approach. The profession can also help by addressing a number of standard development policy questions from an I-O psychology perspective and highlight the insights and gains of such an outlook for practitioners and policy makers. It is not an easy task, but I think that the time is ripe for a more innovative approach to analyzing what works and what does not work in developing and emerging economies.

Thank you for a most illuminating, thought-provoking, and insightful set of reflections. I feel sure that* TIP *readers will find an abundance of food for thought in these high-level perspectives and experiences kindly given.

Interview 2

David McKenzie is a senior economist with the World Bank, Development Research Group, Finance and Private Sector Development Unit. He received his BCom (Honors)/BA from the University of Auckland, New Zealand in 1997 and his PhD in Economics from Yale University in 2001. Prior to joining the World Bank, Washington DC, in July 2005, he spent 4 years as an assistant professor of Economics at Stanford University. He recently was a core team member on the 2007 World Development Report. His current research interests include international migration, micro-enterprises, poverty traps, responses of households to aggregate shocks, and the development of econometric methods useful for working with data from developing countries. Contact information: David McKenzie, research@worldbank.org.

Tell us a little about your work.

My research work most closely linked to the interests of your readers is on micro-enterprise owners in developing countries, and on migration. In both cases I have recently been involved in detailed surveys of small firm owners in Sri Lanka, Mexico and Bolivia; of migrants from the Pacific Islands going to New Zealand: and of Japanese–Brazilians migrating back to Japan. In each case the surveys are being used to help understand the choices of individuals: how much to invest in a business or whether or not to migrate, and the economic consequences of these choices. Included are the effects of migration on incomes and health among migrants and their families, plus the effects of entrepreneurial decisions on business profitability and growth. Several of these surveys are tied closely to the use of an experiment to help identify outcomes of interest.

For example, I survey Tongans who apply to migrate to New Zealand through a specific quota. A random ballot is used to select among applicants, and the group of Tongans who applied to migrate and lost in this random draw can then participate as a comparison group for the group who applied and won (these are the migrants). An illustrative finding from the research is that compared to nonapplicants, Tongan applicants who migrate to New Zealand appear to be self-selected in terms of both observable qualities like education and more difficult to measure, psychological concepts like perhaps drive and ability (McKenzie, Gibson, & Stillman, 2006). We find that applicants who later migrate earn more in Tonga than nonmigrating applicants of the same gender, age, and educational level. And in a conceivably related vein, we find improvements in mental health with migration, compared to nonmigrating applicants and nonapplicants.

Does the psychology of work play a role?

Some aspects of psychology of work have long played a role in the study of economic decision making. Examples include risk aversion and the degree to which individuals discount the future in making decisions. The rise of behavioral economics has seen more attention paid to other psychological elements of behavior, but the subject is still in its infancy. I have recently been trying to incorporate questions on entrepreneurial traits and skills into my micro-enterprise surveys and questions on psychological determinants of migration into the migration surveys.

How prominent is I-O psychology in your field?

The term "I-O psychology" is never used by economists, but, as mentioned, aspects of it are starting to play a more prominent role.

Could it be more so? How?

It could certainly play more of a role. In particular, as an economist delving into the I-O psychology literature in order to obtain questions for surveys going into the field, several challenges have presented themselves and limited to some degree the ease of including I-O psychology.

How then could our profession help, do you think?

It could help in a number of ways:

(A) *There is a lack of guidance as to standardized measures of different traits, difficulty getting the exact questions used to measure different aspects of personality, and frustration at the long length and repetitiveness of some of the survey instruments.* It is difficult for someone outside the field to know where to start in accessing the literature. It would be nice to have an officially sanctioned Web page, which puts together the different aspects of personality, describes each, and provides the questions used in measuring each. Instead there seem to be a plethora of interrelated concepts, with articles often referring to difficult-to-access papers for the exact questions. In some cases where questions are available, I was surprised by them having 10 or 12 or 30 very similar questions to provide a measure of one trait. It is not clear to me the utility of having so many highly correlated questions—we experience problems with questionnaire length and with interviewee annoyance at receiving many almost identical questions. Indeed, rather than viewing a Cronbach's alpha of 0.86 as a measure of validity in a 10-item measure, it appears to this economist as a measure of redundant questions.

(B) *Resolving uncertainty as to which psychological attributes are inherent and which change over time, through learning.* Many of the surveys we use are one-off or of relatively short duration. Thus, we may have to compare, for example, profiles of business owners to nonbusiness owners (known groups). It is uncertain to us the extent to which particular attributes measured now are also predictive at the time of deciding whether or not to go into business. For example, do individuals who are good at managing people start businesses, or does working in a business lead you to become better at managing people? Having well-documented evidence of which attributes are probably trait-like versus learned would help guide our survey work. This is important because key agencies need to know in advance who to support directly and who might instead need preparatory training. A related issue is the degree to which preparatory training can substitute for inherent entrepreneurial ability versus the extent to which the two are complementary.

(C) *Validity across countries*. It seems that relatively little of the measures are tested or used in developing country contexts, let alone specifically designed for use with these populations. It would be useful to learn more about how transferable different concepts are across populations.

(D) *One of the concerns economists typically have with self-reported attitudes are the types of bias people have when answering such questions, and whether or not people answer truthfully*. A good example comes from questions such as “how would you evaluate your health? 1 = v. good, 2 = good, and so forth.” It is usually found that comparatively better-off people will report themselves in worse health than poor people, despite being in better health according to objective measures. One could think of similar concerns with some of the attitude/trait type questions. For example, Baum and Locke (2004) use as a measure of tenacity, “I can think of many times when I persisted with work when others quit.” Such a question seems likely to be answered differently according to the type of job one has and the types of friends/colleagues with whom one associates. The question is whether one can obtain more objective measures of some of these traits by, for example, playing games where real money is at stake. An example is having people play lottery games to measure risk aversion rather than ask them how risk averse they are. One can then validate hypothetical questions in part by comparing how well they predict performance in these games. A key question therefore is to what extent are I-O psychologists moving towards this mode of measuring traits?

Thank you. Readers will no doubt write to address some of the fascinating and relevant questions you have raised.

References

Baum, J. R., & Locke, E. A. (2004). The relationship of entrepreneurial traits, skill and motivation to subsequent venture growth. *Journal of Applied Psychology, 89,* 587–98.

McKenzie, D., Gibson, J., & Stillman, S. (2006, April). *How important is selection? Experimental vs. non-experimental measures of the income gains from migration.* Bonn: Institute for the Study of Labor, Discussion Paper No. 2087.

Interview 3

Ishbel McWha is a former volunteer and current manager of Project ADDUP (Are Development Discrepancies Undermining Performance?), a multicountry study focusing on the impact of extreme pay diversity on poverty-reduction work, funded by the UK's Economic and Social Research Council and Department for International Development. Ishbel's interest in poverty issues was triggered in the course of her studies majoring in psychology and international relations. Later postgraduate work, with industrial psychology as a main focus, finally took her into the voluntary workplace. Her thesis covered aspects of how to "market poverty" in order for understanding and awareness to develop and for genuine capacity building to result. So her first workplace was appropriate: For 9 months she was a program officer with a local nongovernmental organization (NGO) in Jaipur, India. At the time of this interview, Ishbel was about to carry out her last assignments for a capacity-building position with an NGO in Cambodia, founded through Australian Volunteers International. She has since joined ADDUP .

Please tell us a little about your work

I am currently based in Phnom Penh working as a program advisor for a local Cambodian NGO called Development and Partnership in Action (DPA). (www.dpacambodia.org). My role is to improve the effectiveness of program activities by working closely with staff on program management, including proposal development, project implementation, report writing, and the monitoring and evaluation of project outcomes and budgets.

DPA transitioned from an international organization (CIDSE Cambodia) in January 2006 to be a local Cambodian-managed NGO. CIDSE started working in Cambodia in 1979 following the fall of the Khmer Rouge regime. I work within the Integrated Community Development Department, which involves working with local communities in four different and remote provinces of Cambodia. Activities include supporting and strengthening the capacity of communities to address food security, gender in development, natural resource management, primary health care (including HIV/AIDS), and education.

As program advisor my job responsibilities are:

- Strengthen the capacity of the program manager and team leaders by advising on and assisting with program design, implementation, and management
- Liaise with current and potential international donors
- Provide advice to the executive director on strategic planning and policy issues
- Advise on methods for improving workplace practices and communication
- Provide formal and informal training on various aspects of program management

The key in this role is that I consider and advise on methods to make the organization work more efficiently and effectively both on a macro (organizational) level as well as on a micro (program and individual) level.

I have also spent a lot of time focusing on maintaining the momentum of the organization through the transition phase from international to local organization.

Does the psychology of work play a role?

The psychology of work plays a role in all work contexts. This does not exclude aid organizations; in fact there is a real need for the psychology of work to be applied to local NGOs in order to improve their effectiveness; for example, many organizations have become reliant on "expatriate consultants" who have come in to the organization for short periods of time to do work. As a result, many local staff members do not have the confidence in their own work, rather believing that there is a need to hire an expatriate to do important work for them. This is further reinforcing the lack of confidence in the staff of their abilities. There is a belief that locally recruited staff simply does not have good enough skills to do this work. This is where the psychology of work is so essential in development organizations. By building relationships with the staff I use I-O principles to find ways to build staff capacity and confidence through training, and over time by focusing on the value of the human resources of the organization, slowly the organization begins to function more efficiently and effectively. This in turn provides positive reinforcement to staff and improves their confidence in themselves and their buy-in/commitment to their organization.

Among my own KSAOs, having a knowledge of team dynamics and leadership development are essential for the role. So too is skill in:

- Change management: helping to maintain the momentum of the organization as it transitions from international to local NGO.
- Cross-cultural communication skills are also essential for working in aid work. As a psychologist I have the skills to relate to people from many different backgrounds and to help them within the working context.

How prominent is I-O psychology in your aid-related job(s)?

I make a point of utilizing I-O psychology tools in my work because I believe that these tools, which are most commonly utilized in a business/corporate context, can be easily and effectively applied to aid organizations. I take an external advisory role in my work, providing advice and support in the everyday activities of the organization rather than taking responsibility for tasks myself. However, even with this conscious focus on I-O psychology, I am still constantly surprised at how often I call upon my skills as an I-O psychologist in my work, whether it be facilitating meetings and trainings, working with local staff to develop organizational policies, evaluating the effectiveness of project activities, or simply talking informally with staff about strategic issues.

As a psychologist I recognize the importance of gathering data before, during, and after implementing activities, in order to evaluate the effectiveness of the work. My knowledge of how to use different quantitative and qualitative methodologies to gather the data has been invaluable in this work, and the results of which have shed new light on issues affecting the community and the effectiveness of the organization's response to those issues. For example, through discussion with staff I can identify areas of training needs, stress, organizational development/strategic planning, and so forth.

Could I-O psychology be more prominent?

I have been lucky enough to work in an organization that is flexible and open-minded and has allowed me to use my skills as an I-O psychologist. However, this is not true for many development organizations, and I believe there is a real need for I-O psychologists to become more involved.

How? How could our profession help more, do you think?

I-O psychology tends to focus on the corporate sector, on assisting businesses to increase productivity and efficiency, have happier staff, and ultimately increase profit. The process is the same when applied to aid organizations. Aid organizations are in need of advice about how to be more effective, and how to have happier more productive staff. But although the process is the same, the end goal is different. Rather than aiming to increase profit they are aiming to help those less privileged, to reduce global poverty, and, in the case of local NGO staff, to help their country develop into a fair global player.

Aid organizations receive a lot of funding earmarked to program activities. Funding earmarked to program activities is essential for the development of the country; however, what often gets lost is the need to develop those organizations in-country who are undertaking those program activities. So often the focus is on using the funding for the community, with little focus on the tool through which the funding is implemented. Aid organizations are that tool, and it is essential to remember that developing local aid organizations also contribute to developing the country. The staff members at local aid organizations are extremely committed to the work being done, but there is a need for their own professional development that is not currently being met. Capacity building is a current buzzword in development circles, but many of those recruited, selected, and placed to undertake capacity building do not have the necessary skills to identify how to best build the capacity of the staff. They cannot identify training needs, and many end up doing the work for the staff rather than facilitating their capacity to do it themselves. I believe I-O psychology provides the tools that aid workers need for effective capacity building.

In Cambodia in particular, it is apparent that there is a need to take a interdisciplinary approach to development. By working together we can make the aid process more transparent, effective, and ultimately more sustainable. I-O psychology is an essential cog in the development wheel because building the capacity of local development organizations will result in empowerment of the local communities over their future and reduce reliance on external/foreign aid (both monetary aid and aid in the form of international people coming to do the work for them).

Thank you!

ONLINE RECRUITMENT
DOESN'T GIVE YOU
THE FULL PICTURE...

...IT WILL WITH

Verify
test with confidence

SHL Verify™ delivers online ability testing that protects you against the risks of cheating and security breaches. With new advances in randomized test technology, enhanced data security, and a quick re-test to verify candidate ability, SHL Verify will change the way companies recruit. Get the robust information you need—earlier in the process—and identify the best people, faster.

Let's talk.

Find out how SHL Verify will revolutionize the way companies recruit.

1.800.899.7451
www.shl.com/breakthrough

shl
PEOPLE PERFORMANCE

Personal and Professional Balance

Clara Hess, Jenn Lindberg McGinnis, Reanna Poncheri,
Jane Vignovic, Tara Behrend and Amy DuVernet
North Carolina University

Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg McGinnis, & Jane Vignovic

The word “balance” invokes images of giant scales wavering indecisively between two opposing forces or of children on a seesaw bouncing up and down—one hoping that the other won’t abandon ship leaving the unlucky one to slam into the ground. Balance in graduate school may seem impossible. But with effort, planning, and a little practice, balance can be attainable. This column discusses definitions of balance and role conflict, explains the negative consequences of imbalance, and provides tips and suggestions for finding balance.

Defining the Problem

What is balance? What is conflict?

Although work–life balance and work–life conflict are not synonymous, it is often some form of conflict that prevents us from achieving balance. One of the predominant definitions of work–life conflict in the I-O literature states that it is “a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985, p. 77). The specific challenges graduate students may face include (a) time constraints and coursework demands, (b) financial constraints, (c) difficulty obtaining feedback from faculty, (d) limited emotional support from friends, and (e) difficulty obtaining information regarding departmental standing and requirements (Cahir & Morris, 1991; Keim, Fuller, & Day, 1996).

We asked several I-O graduate students to tell us about their personal definitions of balance. **Bradley Brummel** of the University of Illinois-Urbana Champaign said that balance “means living a full life and not becoming too consumed with graduate school work.” **Nicole Neff** of The Pennsylvania State University defines balance as “allowing yourself some time for non-school-related activities. It’s about finding out what you need in order to be happy.” Similarly, **Kimberly O’Brien,** of the University of South Florida, defines balance as “the state of meeting requirements to your multiple roles (such as the role of a student, a daughter/son, a friend, or a hobbyist) given limited resources, such as time, energy, and money.” Kimberly’s definition hits on one of the biggest challenges faced by graduate students—role conflict.

As graduate students we fill many roles: student, researcher, teaching assistant or instructor, employee, friend, son/daughter, significant other, parent, and so forth. When people have multiple roles, it is impossible for them to meet all the expectations of these roles because they will inevitably conflict in some way (Bellavia & Frone, 2005). **Carrie Blair**, of the University of Tennessee-Knoxville, found that balance in graduate school meant maintaining boundaries so that multiple roles did not interfere with one another; she did not allow her role as a contractor to interfere with her role as a student, and she did not allow her roles as a student and contractor to interfere with her personal roles "as a daughter, a sister, and a friend."

Why is imbalance a problem?

Imbalance is stressful and can yield deleterious effects. Individual-level outcomes of work–life conflict include decreased mental and physical health; dissatisfaction with life; psychosomatic symptoms; depression; increased smoking, alcohol, and substance abuse; mood and anxiety disorders; and hypertension (Bellavia & Frone, 2005). Stress can also influence our relationships with our friends, family, and peers. If you are struggling with balance, then hopefully the steps and resources below will help ameliorate your problems.

Solving the Problem: Finding Balance

Step 1: Determine if you have a problem with imbalance.

Listen to your body (e.g., changes in diet or difficulty sleeping), your mood (e.g., agitated or sad), and your friends and family. The signs of imbalance may include (Juarez, 2002):

- Spending less time with the people that matter to you
- Feeling tired
- Dreading another day at work, in the lab, or in the classroom
- Feeling out of control, moody, irritable, or resentful
- Feeling ill or experiencing psychosomatic symptoms (e.g., stomach problems, skin rashes, headaches, colds, etc.)
- Laughing infrequently
- Feeling depressed or self-medicating
- Neglecting or not enjoying activities that used to be gratifying
- Escaping life by daydreaming, sleeping too much, procrastinating or engaging in high-risk activities

If you have a more serious problem, consider getting professional help. Most schools have a health clinic that provides therapy for free or at reduced costs.

Additional Resources

http://www.helpguide.org/mental/stress_signs.htm
http://www.mayoclinic.com/health/stress-symptoms/SR00008_D

Step 2: Seek advice from peers, mentors and experts.

For advice on how to achieve balance, we consulted several graduate students. Here is how they achieve balance.

- *Work smarter, not harder*. It is pivotal to say "no" to taking on superfluous projects, especially when the outcome is uncertain (such as working with inexperienced students with no faculty guidance) or when the project is not within the student's research stream. Choose projects wisely and choose coauthors wisely. Not every opportunity is a great opportunity! Kimberly O'Brien
- *Make plans for extracurricular activities so that there are costs (reputationally/financially) for skipping them*. Things like golf tee times, intramural sports, bar crawls, volunteering activities, and religious activities can be scheduled and then you have to work around them. Bradley Brummel
- *Combine work and fun*. If I want to work all day on a paper, I'll usually call a friend and ask if they want to spend the day/evening working at a coffee shop. One of my friends often had work "parties" where everyone would bring their laptops and we'd spend a Saturday night working, but we'd also order in food and have a *Buffy the Vampire Slayer* marathon in the background. Nicole Neff
- *Manage your time effectively*. Having a strategy seemed most important during my first couple of years of graduate school. At that time, classes were extremely demanding, but I also felt pressure to get involved in research and in applied activities. I often felt that the micro tasks from class left little time to deal with the macro extra-curricular tasks. In order to balance, I declared that I did not do class work on the weekends. So, if I worked on the weekend, I tried to make sure that I was working on applied activities or research. It wasn't always possible to keep this rule, but reminding myself of the rule helped. Carrie Blair
- *Use technology wisely*. I think you can easily extend the time it takes you to accomplish a task by chatting on AOL or checking your e-mail every 10 minutes. I'll often go to a coffee shop that doesn't have wireless (gasp!). Or I'll take a stack of articles to read—but leave my laptop at home. Nicole Neff

We also asked work–life balance scholars, Drs. **Lillian Eby** and **Tammy Allen**, to provide advice to graduate students for effectively managing balance. Here is what Dr. Eby had to say:

> This is one of the life stages in which it is particularly difficult to achieve balance. This is because not only are graduate students involved in highly demanding "jobs," but both the personal stakes and the performance expectations are very high. The job is also really challenging, requiring enormous amounts of cognitive, motivational, and behavioral resources. Making it even more difficult is the limited amount of performance feedback, high degree of ambiguity in role requirements, and high role discretion. So, critical ingredi-

> ents for success and sanity in graduate school are excellent time management skills, realistic goal setting, and social support. Probably the biggest mistake that graduate students make is not doing sufficient homework before they apply to graduate school such that they don't have realistic expectations about graduate school life or the field. It is certainly easier to deal with the stress of graduate school if you love what you do! And, if you know what you are getting into BEFORE you enroll in a graduate program, some self-selection can happen on the front end. But, once you are in, you are in!

Drs. Eby and Allen also provided several important pieces of advice for graduate students:

- *Figure out your peak times for various activities*. For example, at what time of the day do you do your best writing? When do you like to exercise? Try to structure a schedule that is built around these peak times. Maintain time for yourself to engage in exercise, hobbies, or whatever it is that relaxes you. Dr. Allen
- *Check your expectations*. Graduate school is difficult and time consuming. If you expect it to be like undergrad then your expectations are not realistic. Success in graduate school typically involves more than a 40-hour work week, that is just reality. Dr. Eby
- *Develop support systems*. Seek out and develop friendships outside your program so that your interests are broadened beyond I-O. Seek out a faculty mentor who is willing to help you set goals, evaluate your progress, and stay on track. Consider a study partner in the program so that you share resources but also get some of your social needs met. Dr. Eby
- *Cultivate outside interests.* Graduate school is hectic and can be all consuming. Get involved in something which appeals to you outside the I-O world: individual or group sports, volunteering, crafting, exercise. This can not only reduce stress but also give you something to look forward to after a long day at "work." Dr. Eby
- *Never say yes immediately.* From graduate school forward you are likely to always have more work than you can finish. Make thoughtful decisions regarding new projects, assignments, internships, and so on. Dr. Allen
- *Plan your time well.* Set realistic, specific, and attainable goals (remember goal-setting theory?). Ask your major professor for feedback on what you hope to accomplish in a particular timeframe (e.g., semester). Failing to meet self-set goals can quickly erode motivation, and in graduate school it is up to you to set your own goals, monitor progress toward those goals, and allocate your time appropriately to meet those goals. Keep short-term and long-term lists of goals which are updated periodically. Dr. Eby

Additional Resources

http://www.gradresources.org/articles/emotional_fatigue.shtml

http://www.educationindex.net/educationarticles/graduateschoolstips/survivinggradschool/howtohandlestressanxiety.html

http://www.mayoclinic.com/health/work-life-balance/WL00056

Step 3: Transfer the skills to your future. Balance is a life-long endeavor.

Dr. Allen points out that:

> Balance doesn't mean equal time in each role. For many, graduate school is a time of emphasizing self and career. Recognize that priorities will shift and change over time.
>
> One of the many great things about I-O psychology is that there are diverse job opportunities. With that opportunity comes choices. Make your choice regarding the type of employment you want to have after graduate school with your personal career and family priorities in mind. Be informed regarding the impact that different types of jobs may have on your family life. Travel, long hours, lack of flexibility can all make it challenging to balance work and family demands.

The type of jobs you choose post-graduation will have a large impact on your future work–life balance. You can look up some indicators of future balance by seeking information on Web sites that rank organizations as the best places to work.

Additional Resources:

http://money.cnn.com/magazines/fortune/bestcompanies/2007/
http://www.workingmother.com/web?service=vpage/77

In Conclusion

Achieving balance in graduate school can be likened to a gymnast on a balance beam: The gymnast flips head over heels on the beam, teetering this way and that, but maintains position atop the beam. Just like in gymnastics, achieving balance in graduate school takes both practice and motivation.

We would like to thank our column contributors for their thoughtful responses and great advice. We hope you can use some of these tips and tidbits of advice to find the best balance for you! For more great resources for finding balance, please visit our MySpace Web page (http://www.myspace.com/tiptopics).

References

Bellavia, G. M., & Frone, M. R. (2005). Work–family conflict. In J. Barling, K. Kelloway, & M. Frone (Eds.), *Handbook of work stress* (pp. 113–147). Thousand Oaks, CA: Sage.

Cahir, N., & Morris, R. (1991). The psychology student questionnaire. *Journal of Clinical Psychology, 47,* 414–417.

Greenhaus, J. H. & Beutell, N. J. (1985). Sources of conflict between work and family roles. *The Academy of Management Review*, 10, 76–88.

Juarez, R. (2002, Spring). Finding balance in graduate school. *Grad to Grad Online.* Retrieved from http://ogs.ucsd.edu/grad2grad/online/Spring_02/page1.htm

Keim, J., Fuller, C., & Day, J. (1996, August). *Stress among psychology graduate students.* Paper presented at the Annual Convention of the American Psychological Association, Toronto, Canada.

Need to accelerate development of your high potentials?

Ask Aon.

According to a recent Aon survey of over 2000 organizations, 40% of employers are currently experiencing, or expecting to experience, a shortage in qualified leadership talent that will impede organizational performance.

Aon offers full service talent strategy consulting and solutions for high potential identification, assessment, and development. From virtual assessments through executive coaching, we develop tomorrow's leaders and improve the effectiveness of today's leaders.

Accelerate the development of your high potentials, call +1.800.477.7545, or visit www.aon.com.

Stay tuned for more Aon Solutions.

AON CONSULTING

Join Us in San Francisco for SIOP's First Ever 3-Day Annual Conference

Steven G. Rogelberg and Douglas Pugh
University of North Carolina Charlotte

We wanted to share a few of the conference highlights that are already in the works.

Theme tracks

We are introducing 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 individuals regardless of whether they work in an applied setting or academia and reflects a cutting-edge topic or trend. For each theme there will be multiple integrated sessions (e.g., invited speakers, debates) scheduled back-to-back throughout the day. These themes will represent one track in addition to 19 other sessions of our standard, varied, and excellent peer-reviewed content. SIOP's tradition of outstanding topic diversity will, of course, continue. Please see the articles by **John Scott** and **Peter Chen** in this *TIP* issue for a description of each track respectively.

Featured posters

The featured poster session was a hit last year. We will once again showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while sipping drinks in a relaxed atmosphere with the presenters.

Yet another super set of Sunday (Friday!) *Seminars!*

As Sunday is no longer part of our conference, the Sunday Seminars are now repackaged as Friday Seminars (this is our 9th year). Friday Seminars are invited sessions on cutting-edge topics that require advance registration and an additional fee.

Invited addresses

We will have two keynote speakers on Friday: Dr. Jac Fitz-enz, who is known worldwide as the "father" of human capital strategic analysis and measurement, and Dr. Paul Ekman, named by APA as one the most influential psychologists of the 20th century, who is a foremost expert on universal emotions. We also have invited sessions on topics such as human capital metrics, emotional skills, innovation, I-O training, mergers and acquisitions, safety and health, team effectiveness, work motivation, organizational culture, and employee happiness.

Great, but fewer concurrent, sessions

We will have hundreds of peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content. These will come in the form of symposia/forum, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition we will have addresses from our SIOP award winners, key committee reports, and an update from the fall consortium on innovation. However, expect a small 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 also helps slightly mitigate the inevitable content conflicts at any one point in time.

Communities of Interest (COI) sessions

We will have 12 Communities of Interest (COI) sessions. These are sessions designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members.

Closing address and finale reception

In addition to the conference opening with its traditional plenary address, the conference will close this year on Saturday afternoon with a special invited address (to be announced). Don’t miss this opportunity for all of us to come together in one place and hear an exciting talk that will close out the conference with a bang! After the address, we’ll head into a special evening reception with a California theme.

No more overheads!

Given that hardly anyone is using them anymore, we’re finally eliminating overhead projectors in the rooms. We’ll be reminding you of this in several places over the next few months, so make sure you come prepared.

Other notes about the San Francisco conference

The Hilton San Francisco is located just two blocks from Union Square and easy walking distance to fabulous dining, shopping, and theater. There’s easy access to cable cars near the hotel. See the SIOP Web page for details on making your reservations.

Appreciation

Putting together our annual conference is a massive team effort involving hundreds of wonderful volunteers. Although there are just too many people to list by name here, we do want to recognize some very key individuals. This starts with the Past Program chair, **Tammy Allen,** and the Program chair-in-training, John Scott, who comprise the Strategic Program Planning Subcommittee. They are essential to the design, planning, and execution of the program. We would like to thank the subcommittee chairs: They are Peter Chen, **James LeBreton, Lisa Penney, Mark Poteet,** and **Christiane Spitzmueller.** We also would like to thank **Julie Olson-Buchanan** for her invaluable advice and counsel. And as always, none of this would be possible without the great work of SIOP Executive Director David Nershi and his Administrative Office staff in Bowling Green.

SIOP 2008 Thursday Theme Track: Individual-Organizational Health

Carrie A. Bulger, Quinnipiac University
Peter Y. Chen, Colorado State University
Christopher J. L. Cunningham, University of Tennessee at Chattanooga
Leslie B. Hammer, Portland State University
John Kello, Davidson College
Autumn D. Krauss, Kronos Inc.
Julie Sampson, Colorado State University
Paul E. Spector, University of South Florida

Industrial and organizational psychology has a long history of being concerned with individual well-being in terms of performance and attitudes toward the job and organization. The Society of Industrial and Organizational Psychology (SIOP) also notes that quality of work life is a major concern that I-O psychologists encounter in their professional work. In his presidential address to SIOP in 1988, **Daniel Ilgen** also reminded I-O psychologists that individual and occupational health is a timeless concern for obvious humanitarian and utilitarian reasons. However, we have only recently begun to broaden our perspectives on well-being to examine the joint optimization of individual and organizational health. To highlight the importance and challenges of individual and organizational health, SIOP President **Lois Tetrick** and the Thursday Track Committee have worked over past months to develop six unique sessions with the focus on cutting-edge research and practice aimed at optimizing well-being for organizations and employees.

A brief summary of the Thursday theme track is presented below.

I. Individual-Organizational Health

Daniel C. Ganster and **James C. Quick**, will deliver the keynote speech by first addressing how we have failed in individual health research and what we must do to make a difference in the lives of workers. Then, four positive advances (positive health, leadership, mood, emotions, and interventions/prevention) that will help create a positive organizational health future will be presented. This session will set the stage for SIOP's 2008 Thursday theme track entitled ***I*ndividual-*O*rganizational *H*ealth.**

II. Individual-Organizational Health: Consequences of Mergers, Acquisitions, and Downsizing

Wayne F. Cascio will address the effects of mergers, acquisitions, and layoffs on the health and well-being of individuals and organizations. He will describe how these increasingly common organizational processes operate and how their negative effects can be minimized.

III. Individual-Organizational Health: Leading for Health

Both **Joel B. Bennett,** and **E. Kevin Kelloway** will consider research findings that help to identify best practices leaders may adopt to foster individual and organizational health, to note how consultants might work with organizations to encourage the use of such practices, and to pose unanswered questions about leaders and health.

IV. Individual-Organizational Health: Selecting for Health and Safety

Panelists Frank J. Landy, **Robert R. Sinclair, Eugene F. Stone-Romero**, and a *mystery panelist* will discuss and/or debate the effectiveness and appropriateness of using traditional selection procedures (e.g., personality assessment) to predict health outcomes by screening out individuals who are prone to accidents, injuries, and illnesses at work. The panelists will consider this practice from multiple perspectives including from organizational, ethical, legal, and practical viewpoints.

V. Individual-Organizational Health: Integrating Health Into Work-Nonwork Research and Practice

Panelists from different backgrounds including **Tammy Allen, Jeffrey H. Greenhaus,** Christine Dickson, and Phyllis Moen, will discuss new and developing applications and challenges of work–nonwork research and practice that emphasize individual and organizational health-related issues. The panelists will also each have a brief opportunity to share their current efforts pertaining to work–nonwork issues and health.

VI. Individual-Organizational Health: Tale of Academic–Practitioner Collaboration in Occupational Safety

At the end of the theme track, **David A. Hofmann**, describes the collaborative relationship between a safety-oriented consulting firm and himself. The presentation will highlight how the relationship came about and several collaborative projects undertaken (e.g., development of assessment tools, training interventions). The presentation will conclude with views on what each party has gained through the relationship.

The Thursday Theme Track Committee responsible for organizing this event includes Peter Y. Chen (Chair), Carrie A. Bulger, Christopher J. L. Cunningham, Leslie B. Hammer, John Kello, Autumn D. Krauss, and Paul E. Spector. Julie Sampson assisted compiling all the meeting minutes and e-mail exchanges, and coordinating conference calls. Most of the committee members will serve as moderators throughout the day.

SIOP 2008 Saturday Theme Track: Preparing For the Future: A Critical and Constructive Look at I-O Education

John C. Scott, APT, Inc.
Marcus Dickson, Wayne State University
Mikki Hebl, Rice University
Daniel Sachau, Minnesota State University-Mankato
Linda Shanock, University of North Carolina at Charlotte
Stephen Steinhaus, HR Alignment Consulting, Ltd.
Sara Weiner, Kenexa

As everyone knows by now, the annual SIOP conference will be changing from a 2 ½-day format to a 3-day format in 2008. As part of this change, a new feature has been added to the conference that will allow for a deep dive into critical themes that affect a broad range of SIOP members. In addition to a large number of peer-reviewed concurrent sessions spanning a host of topics that traditionally make up SIOP, there will be two “theme tracks,” one of which will occur on Thursday (April 10) and the other on Saturday (April 12).

Each theme track is being organized by a specially assigned committee to be a “conference within a conference.” As such, each track will focus on an actionable theme that will appeal to both academics and practitioners and reflect a cutting-edge topic or trend. For each theme track there will be a full day of coherent programming composed of presentations, symposia, interactive poster sessions, and an invited debate.

The Saturday theme track will focus on one of the most critical issues facing our profession today, the current health and future prospects of I-O graduate education. The goal of this track will be to stimulate needed dialogue on what it will take to meet emerging stakeholder needs, bring curricular innovation to life, and strengthen the connection between education and practice. We have invited an esteemed array of thought leaders and stakeholders, representing both academia and practice, to deliberate the pros and cons of our current educational programs and propose innovative and, as necessary, controversial ideas for shaping the future.

Numerous opportunities for open forums are integrated within the theme track sessions. In addition to our invited participants, it is important that other stakeholders from practice and academia attend and participate to evaluate the different perspectives and voice their opinions. This will be a great chance for a broad and representative sample of SIOP to shape the future of our field.

We hope you will join us for what will clearly be a provocative day of self-reflection, frank evaluation, deliberation, and discussion on issues that impact us all.

A brief summary of the Saturday theme track is presented below along with a list of invited presenters.

I. Opening

This session will set the stage for SIOP's 2008 Saturday theme track entitled *Preparing for the Future: A Critical and Constructive Look at I-O Education.* The invited speaker for this session is **Ben Schneider,** who will discuss the context, history, trends, and critical issues in I-O education that need to be addressed to ensure the future success of our profession.

II. The State of I-O Training

The goal of this session is to provide an engaging, interactive debate to highlight opposing views on the health of I-O graduate education, alignment between education and practice, balance between practice and theory, scientist/practitioner collaboration, and the emergence of cross-disciplinary training. This session will be designed to bring to light concerns around I-O graduate training for frank evaluation, deliberation, and discussion. This session will serve as the basis for analysis of the topic throughout the day.

Debaters: **Frank Landy, Jim Outtz, Nancy Tippins, Frank Schmidt, Angelo DeNisi, Ann Marie Ryan**

III. Meeting Stakeholder Needs

The goal of this session is to examine the extent to which I-O psychology graduate programs are meeting the needs of key stakeholders. More specifically, panelists from industry, consulting, and academia will discuss how well educational institutions are serving students, recent graduates, employers, the public, and the scientific community. The results of a recent SIOP survey that examined the adequacy of business and consulting skills training in graduate programs will be presented and set the context for this session.

Panel: **Marcus Dickson, Paul Sackett, Jeff McHenry, Irv Goldstein, Rob Silzer, Daniel Sachau, Derek Avery**

IV. Innovations in I-O Teaching/Curricula

The goal of this interactive poster session is to allow successful educators to showcase innovative teaching or curriculum strategies and/or best practices for training I-O psychologists. Topic areas include, but are not limited to, innovations in service learning, interdisciplinary curricula, and teaching of research and practice skills. Audience members and presenters will discuss challenges and logistics in implementing innovations at their institution/company and other specific questions as they arise. Audience members will be provided with concrete information on how to implement targeted innovations.

Posters: **Elise Amel, Jim Conway, Linda Shanock, Roseanne Foti, Tom Giberson, Peter Bachiochi, Meridith Selden, Zinta Byrne, Kurt Kraiger, Bill Attenweiler, Stefanie Johnson, Eden King**

V. Connecting Education to Practice

The goal of this session is to present best practice, expert insights, and practical guidance as to how I-O education can better prepare practitioners to successfully enter the workforce and positively impact the profession. Thought leaders will guide the audience through four critical areas of I-O education and provide an open forum for deeper discussion, which will be summarized and shared broadly to encourage innovations in each area. Each of the following four topics will be presented in a panel format and followed by concurrent roundtables with audience participation.

- Best practices for managing university-based consulting: **John Arnold, Bruce Fisher,** Richard Moffett
- Running a successful internship program: **Allan Church, Angela Pratt, Janet Barnes-Farrell, Joe Colihan**
- Addressing practitioner skill gaps: **Rick Guzzo, Jennifer Gillespie, Dick Jeanneret**
- Instilling science, practice and societal values in I-O training: Jim Outtz, **Walter Borman**

VI. Theme Track Integration and Open Forum

The goal of this session is to integrate themes and open issues that have emerged across the track and provide an open forum for discussion. A moderator will facilitate discussion with an expert panel regarding key themes, challenges, and next steps that were identified during the day's sessions. Additionally, the audience will be provided with the opportunity to ask questions and engage the panel. Key objectives will be to summarize and obtain closure by articulating the different positions, connecting the dots, assuring knowledge transfer, and highlighting constructive steps for moving forward.

Panelists: Ben Schneider, Steven Rogelberg, **Gary Latham, Mikki Hebl, Laura Koppes, Kevin Murphy, Richard Klimoski, Bill Macey, Sandra Davis**

The Saturday theme track committee responsible for organizing this event includes Marcus Dickson, Mikki Hebl, Daniel Sachau, Linda Shanock, **Stephen Steinhaus,** and Sara Weiner. These committee members will serve as moderators throughout the day.

Two More Terrific Reasons to Attend SIOP

Steven G. Rogelberg
University of North Carolina Charlotte

In addition to our usual line-up of terrific conference sessions, we will have two special speaker events.

Dr. Jac Fitz-enz will give an address titled "Workforce Intelligence: The Predictive Initiative." In this talk, Dr. Fitz-enz will discuss a project he conducted with 25 vendors and corporations to develop the first integrated, predictive, human capital management planning, data mining software and future-facing metrics system. Dr. Fitz-enz is often called the "father" of human capital strategic analysis and measurement. He introduced metrics to human resources through the Saratoga Institute in 1978 (which he founded). Recently, he was honored by SHRM as one of 50 people who, in the past 50 years, have “significantly changed” how organizations manage people. Fitz-enz has published over 225 articles, reports, book chapters and 8 books on measurement and management. He has trained more than 80,000 managers in 42 countries.

Dr. Paul Ekman will give an address titled “Emotional Skills.” Five emotional skills will be described with examples of how they can be acquired, for example, recognizing signs of concealed emotions and signs of when emotions are first beginning in others. Dr. Ekman was named by the American Psychological Association as one of the most influential psychologists of the 20th century based on publications, citations, and awards. Dr. Ekman is best known for his landmark work that found that facial expressions of emotion are not culturally determined but universal to human culture. He has appeared on *48 Hours, Dateline, Good Morning America, 20/20, Larry King, Oprah, Johnny Carson,* and many other TV programs. Currently, he is the director of the Paul Ekman Group, LLC (PEG), a small company that produces training devices relevant to emotional skills, and is initiating new research relevant to national security and law enforcement.

SIOP 2008
San Francisco, California

Join us for
SIOP 2008!

In addition to the exciting I-O learning experience, SIOP 2008 also provides these fun activities for attendees:

Fun Run
SIOpen Golf Tournament
Wine Country Tour
Levi Strauss Tour
Evening Receptions

Register online at www.siop.org/conferences.

Innovative Solutions in Less Time

Talent Management Consulting	Tap into IPAT's proficiency in personality-based job analyses, local validation and norming research, and web-based scoring and integration services.
HR Assessments and Reports	Enhance your deliverable with sound assessment tools from IPAT — from multi-application 16PF® reports to specialty reports for leadership coaching, career development, or selection of personnel in high-risk occupations.
Certification Training	Learn proven strategies and techniques to identify, develop, place, and retain high-potential employees as you earn specialty certification and CE hours.
Tailored Assessment Systems	Use scientifically-sound assessments that we tailor to your specific application using our database of pre-validated scales and algorithms.

16pf®

New 16PF-driven custom solutions:

- Reports that complement 360-degree assessments
- Behavioral Interview Guides
- Web-based Talent Management Guides that match people to positions and identify viable career paths

ipat
an opp company

800.225.4728, ext. T8
custserv@IPAT.com
www.ipat.com

SIOP 2008 Preconference Workshops
Wednesday, April 9, 2008

Full descriptions available online at www.siop.org/conference and also in the conference registration book.

1. **Doing Competencies Well in Applied Settings**. Michael A. Campion, Purdue University; Alexis A. Fink, Microsoft Corporation; Brian J. Ruggeberg, Aon Talent Solutions Consulting. Coordinator: Margaret Barton, U.S. Office of Personnel Management.
2. **Making Mergers and Acquisitions Work: The Basics and Beyond**. Mitchell Lee Marks, San Francisco State University and JoiningForces.org. Coordinator: Linda Carr, Sun Micro Systems.
3. **Creating a Compelling Offer: Aligning Your Employee Value Proposition to Key Talent Segments.** Anthony McBride, Bristol-Myers Squibb Co.; Maria Amato, CLC Solutions. Coordinator: Robin Cohen, Bristol-Myers Squibb Co.
4. **Closing the Business Acumen Gap: Moving From an HR Expert to an Impactful Business Partner**. Adam Ortiz, Executive Development Consulting; Jeff Smith, Barclays Global Investors. Coordinator: Shane Douthitt, Morehead Associates.
5. **Using Technology to Enhance Assessment and Development Programs.** Deborah E. Rupp, University of Illinois at Urbana-Champaign. Coordinator: Barbara Fritzsche, University of Central Florida.
6. **Qualitative Research Methods.** David Fetterman, Stanford University. Coordinator: Tom Giberson, Oakland University.
7. **Building and Managing Effective E-Learning Systems: How to Build a World-class Technology-Based Training System in Which Employees Really Learn.** Kurt Kraiger, Colorado State University; Kenneth G. Brown, University of Iowa. Coordinator: Joan Gutkowski, KPMG.
8. **Global Knowledge and Skills for Industrial-Organizational Psychology.** Keith James, Portland State University; Jose M Péiro, University of Valencia; Mo Wang, Portland State University. Coordinator: John Howes, Nike.
9. **It's All About the Fundamentals! Staying Statistically Savvy in a Point-and-Click World.** Rod A. McCloy, Human Resources Research Organization (HumRRO). Coordinator: S. Mort McPhail, Valtera Corporation.
10. **Leading an Ethical Culture in Organizations: How I-O Psychologists Can Help.** Charles E. Ruthford, The Boeing Company; Michael E. Brown, Penn State-Erie. Coordinator: Liberty Munson, Microsoft Corporation.
11. **The Impending Workforce Crisis: What I-O Psychologists Can Do About It.** Wayne Cascio, University of Colorado; Peter Cappelli, University of Pennsylvania. Coordinator: Debra Drenth Setzer, Franklin Templeton Investments.

12. **EEO Update: Adding, Deleting, or Altering Selection Instruments Required, Permitted, or Prohibited?** Keith M. Pyburn, Jr., Fisher and Phillips, LLP; John A. Weiner, PSI Services Inc. Coordinator: Bill Sipe, Mercer HR Consulting.
13. **Performance Testing: A New Frontier for I-O Psychologists.** Deirdre J. Knapp, Human Resources Research Organization (HumRRO); David J. Pucel, Performance Training Systems, Inc. and the University of Minnesota. Coordinator: Bill Strickland, Human Resources Research Organization (HumRRO).
14. **Executive Talent Management: Creating and Implementing Practices That Drive Business Results.** Pradnya Parasher, Microsoft Corporation; Suzan L. McDaniel, Bristol-Myers Squibb. Coordinator: Deborah L. Whetzel, U.S. Postal Service.
15. **From Scientific Progress to Improved Practice: A Practitioner-Oriented Primer on Cutting-Edge I-O Research.** Gilad Chen, University of Maryland; Joshua Sacco, Aon Consulting. Coordinator: Kate Zimberg, Microsoft Corporation.

SIOP 2008 Friday Seminars
Friday, April 11, 2008

Full descriptions available online at www.siop.org/conference and also in the conference registration book.

1. **Work–Life Balance: Good Research, Good Practice.** Jeffrey H. Greenhaus, Drexel University; Tammy D. Allen, University of South Florida. Coordinator: Bennett Tepper, Georgia State University.
2. **Understanding Emotional Labor in I-O: When “Grin and Bear It” Is a Job Requirement**. Alicia A. Grandey, Pennsylvania State University; James M. Diefendorff, University of Akron. Coordinator: Russell Johnson, University of South Florida.
3. **Doing Diversity Right: A Research-Based Approach to Diversity Management.** Derek R. Avery, University of Houston; Patrick F. McKay, Rutgers University. Coordinator: Scott Tonidandel, Davidson College.
4. **Conceptual and Methodological Issues in Analyzing Changes Over Time.** Robert J. Vandenberg, University of Georgia; David Chan, Singapore Management University. Coordinator: Jennifer Kaufman, Dell.

2008 SIOP Conference Registration Form

Name as you want it to appear on your badge *(Please print)*:

____

Employer/School Affiliation as you want it to appear on your badge:

____

☐ **Check if address below is a permanent change/correction.**

Address: ______________________________

____

____

E-mail: ______________________________

Phone: **(W)** ______________ **(H)** ______________

The deadline for early registration is February 29, 2008.

Any registration forms received **after that date** will be processed, but **regular fees will apply.** Print your name as you wish it to appear on your Conference badge. Please check the appropriate boxes and type or print clearly.

Send form to SIOP,
440 East Poe Road,
Suite 101, Bowling
Green, OH 43402 or
fax to 419-352-2645.

CONFERENCE REGISTRATION

	Early Registration	Registration	AMOUNT
☐ **SIOP member**	**$140**	**$185**	
☐ **SIOP nonmember**	**$330**	**$360**	
☐ **Student Affiliate***	**$85**	**$110**	$ ________

***You must be a Student Affiliate of SIOP to get the $85 registration fee. Students who are not members must pay the $330/$360 nonmember registration fee.**

Optional

WORKSHOPS–Please indicate your top six choices (in order of preference):

	Workshop #	Workshop Title
1st	__________	______________________________
2nd	__________	______________________________
3rd	__________	______________________________
4th	__________	______________________________
5th	__________	______________________________
6th	__________	______________________________

Cancellation Policy

Conference registrants who cancel their registration on or before **March 28, 2008**, will receive a refund of the conference registration fee, less a $85 administrative fee.

Workshop fees (less a $85.00 administrative charge) will be refunded through **March 14, 2008**. A 50% refund will be granted between March 15, 2008 and March 28, 2008. No refunds will be granted after **March 28, 2008**. All refunds will be made based on the date when the written request is received at the Administrative Office.

Friday Seminar fees canceled by **March 28, 2008**, will be refunded less a $25.00 administrative fee per seminar.

☐ **I will accept any open session. (If your first 6 choices are unavailable and you do not check this option, you will not be charged for workshops and no workshop registration will be recorded. If paying by check, a refund will be issued.)**

WORKSHOP FEES: (Membership in SIOP will be verified)

☐ **SIOP Member/Student Affiliate $400**

☐ **Nonmember of SIOP $650**

$ ________

FRIDAY SEMINARS ☐ **$75 each Quantity: ___**

Seminars 1 & 2 will be held from 8:30 to 11:30, and Seminars 3 & 4 will be from noon to 3.

AM Seminar ☐ **1 (Work–Life) or** ☐ **2 (Emotional Labor)**

PM Seminar ☐ **3 (Diversity) or** ☐ **4 (Change Over Time)**

You may attend the AM Seminar, PM Seminar, or both.

$ ________

CONFERENCE PLACEMENT CENTER: Anonymous Registration ☐ **Yes** ☐ **No**

☐ Student Affiliate: Internship/Job Seeker **$40**

☐ SIOP Member: Internship/Job Seeker **$45**

☐ Nonmember: Internship/Job Seeker **$100**

☐ Employer: Up to 4 positions **$200**

$ ________

JUNIOR FACULTY CONSORTIUM ☐ **$75** $ ________

LEVI STRAUSS PRECONFERENCE TOUR ☐ **$10 Quantity: ___** $ ________

WINE COUNTRY POSTCONFERENCE TOUR ☐ **$160 Quantity: ___** $ ________

FUN RUN 5K RACE ☐ **$25** T-shirt included. Indicate size: S M L XL 2XL $ ________

SIOP FUN RUN 2008 T-SHIRT $15 Qty: S___ M___ L___ XL___ 2XL___ $ ________

SIOpen GOLF TOURNAMENT ☐ **$115** $ ________

This credit card belongs to ☐ **myself** ☐ **my employer**

Charge my credit card (Visa, MasterCard, or American Express)

Account Number ________________

Expiration Date ________________

Signature ________________

GRAND TOTAL

(U.S. Dollars, please)

$ ________

HumRRO

The ***Human Resources Research Organization***
(HumRRO) is pleased to sponsor internship/fellowship
opportunities for Industrial-Organizational (I-O)
graduate/doctoral students.*

INTERNSHIP

Paid internships are available to graduate students
possessing research promise and academic achievement.

Application Deadline: March 1

MEREDITH P. CRAWFORD
FELLOWSHIP

An award of $12,000 will be
made to a doctoral student demonstrating
exceptional research capability.

***Application Deadline: March 14, 200*8**

For more information & application materials on both,
please visit our website at www. humrro.org

HumRRO
66 Canal Center Plaza, Suite 400 • Alexandria, VA 22314

Virginia • Kentucky • California • New Jersey • Minnesota

** or students in closely related fields*

Community of Interest Sessions at the 2008 Annual SIOP Conference

James M. LeBreton
Purdue University

Anthony J. Adorno
The DeGarmo Group, Inc.

This year we are excited to tell you about 12 Communities of Interest (COI) sessions that will be part of the SIOP conference program. These are informal sessions designed to create new "communities" around common themes or interests. The sessions do not have formal chairs, presenters, or discussants. Instead, they are informally moderated by one or more facilitators. As in past years, we invited some of the leading experts on these topics to serve as our facilitators.

Many of you may not know about the COI sessions, so let us briefly tell you what you might expect. First, COI sessions do not have preestablished memberships (i.e., anyone may attend any COI session). This lack of membership was intentional because the purposes of the COI are to create new communities/networks of individuals around a particular topic and/or to strengthen existing networks through the inclusion of new members. Second, these are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. Finally, in the past these sessions have been large enough to stimulate a diversity of ideas but small enough to permit intimate conversations (N~25). We hope to continue this tradition at the upcoming conference and hope you find one or more of the following sessions interesting and can fit them into your busy SIOP schedule.

List of COIs for SIOP 2007–2008

1. **Issues in IRT**. Steve Stark (University of South Florida), Sasha Chernyshenko (Nanyang Technological University), & Alan Mead (Illinois Institute of Technology)
2. **Issues in Multilevel Research.** Gilad Chen (University of Maryland) & Dave Hofmann (University of North Carolina)
3. **Enabling Innovation in Organizations**. Leaetta Hough (Dunnette Group), Michael Frese (University of Giessen and London Business School), & Bill Mobley (China Europe International Business School)
4. **Work–Family Interface**. Cynthia Thompson (Baruch College–CUNY) & Debra Major (Old Dominion University)

5. **Executive Assessment**. Bob Muschewske (Personnel Decisions International) & Robert Hogan (Hogan Assessment Systems)

6. **Organizational Justice**. Jerald Greenberg (National University of Singapore)

7. **Aging and Industrial and Organizational Psychology**. Harvey Sterns (The University of Akron) & Suzanne Milkos (O. E. Strategies)

8. **Leadership Talent Management**. Robert Kaiser (Kaplan DeVries, Inc.) & Rob Silzer (HR Assessment and Development)

9. **The Science and Practice of Mentoring**. Tammy Allen (University of South Florida) & Mark Poteet (Organizational Research & Solutions)

10. **Occupational Health in Organizations**. Lois Tetrick (George Mason University) & Robert Sinclair (Portland State University)

11. **Teaching and Training of I-O Psychologists**. John Binning (Illinois State University) & Roseanne Foti (Virginia Tech)

12. **Person–Job, Person–Organization, and Person–Environment Fit**. Jeff Edwards (University of North Carolina) & Amy Kristof-Brown (University of Iowa)

LGBT Committee to Host the First Silent Auction Ever at SIOP 2008!

Mikki Hebl and Eden King

LGBT affiliates, allies, and all SIOP members: We want to invite all of you to come on out to the LGBT reception at SIOP in San Francisco. It is scheduled for Friday night from 6–8 p.m. in Yosemite A. All SIOP members are welcome!

We are excited to let you know that during this event we will be holding a silent auction. So, please come show your support for LGBT affiliates and research issues. Come bid on sports memorabilia, a breakfast with an esteemed I-O psychologist, coveted data analytic software, or artwork!

All proceeds of the auction will go toward the creation of an endowment for the Best LGBT Poster Award, which is one of the Emerging Issues created by the SIOP Foundation. This research award will be given permanently and annually at all future SIOP conferences to the best research submission on LGBT-related issues.

The ad hoc LGBT Committee will also be meeting at 4 p.m. on Friday evening as well. This meeting will be held in Union Square 25 and is also open to all SIOP members. Please feel free to come to this as well and share your ideas on future directions and goals for our committee!

Thanks and looking forward to seeing you in San Francisco!

SHRM
Foundation
Investing in the Future of HR

Apply for an HR Research Grant

The SHRM Foundation is accepting funding proposals for high impact, original HR research with clear applied implications.

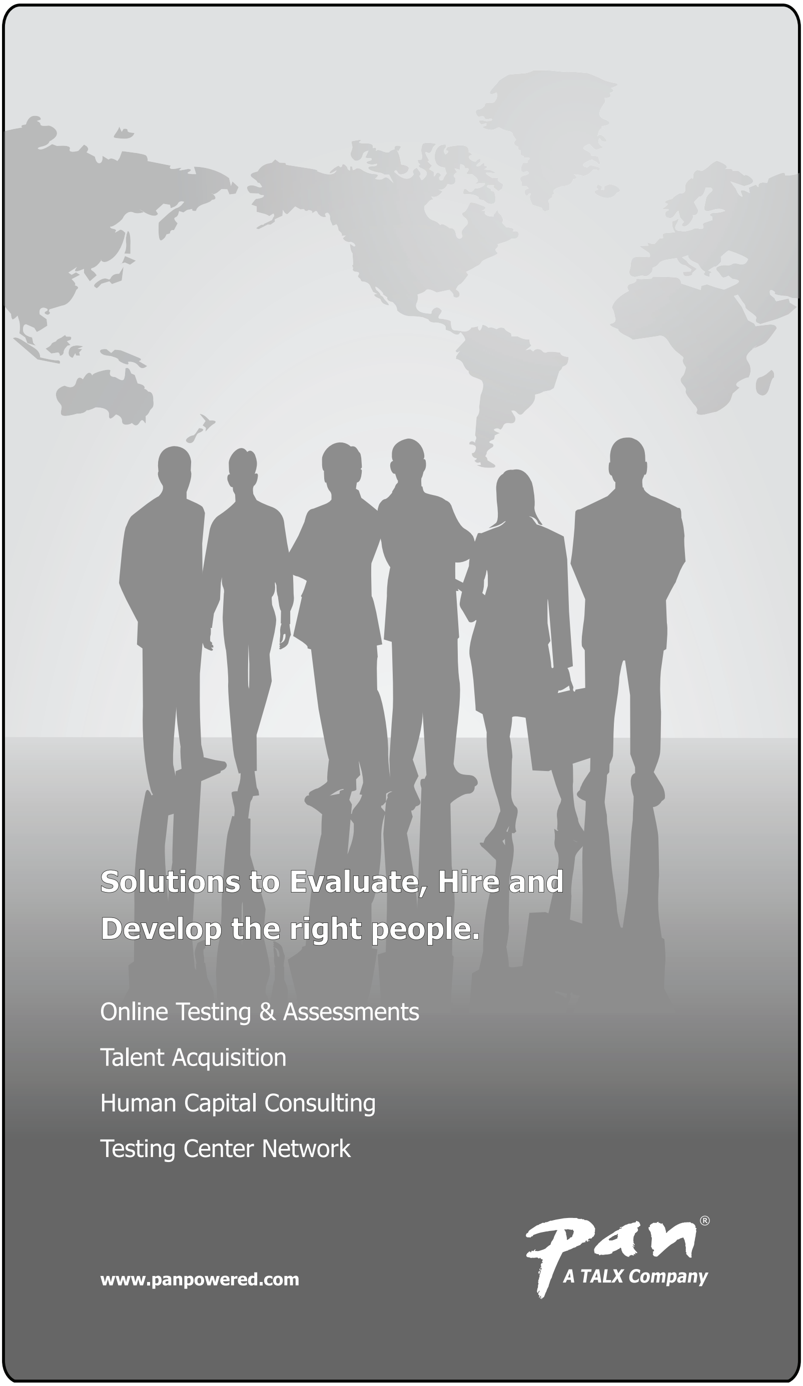
Upcoming Submission Deadlines:
April 14, 2008 August 18, 2008
December 15, 2008

Visit www.shrm.org/foundation and select 'Research' for complete details.

Teaching Resource: *Trust Travels* DVD

Explore how Starbucks generates financial success while treating employees well. Contact the SHRM Foundation at speyton@shrm.org to request your free DVD.

SHRM Foundation, 1800 Duke Street,
Alexandria, VA 22314
(703) 535-6020 www.shrm.org/foundation



Solutions to Evaluate, Hire and Develop the right people.

Online Testing & Assessments

Talent Acquisition

Human Capital Consulting

Testing Center Network

www.panpowered.com

Pan®
A TALX Company

SIOP's Third Annual Junior Faculty Consortium
Wednesday, April 9, 2008

Jessica Bagger
Sacramento State University

Mark C. Frame
University of Texas at Arlington

SIOP will present the Third Annual Junior Faculty Consortium (JFC) at 10:00 a.m. on Wednesday, April 9, 2007 at the Hilton San Francisco. The JFC will again provide a forum for discussion of topics of mutual interest including starting and maintaining a high-impact line of research, some do's and don'ts regarding the tenure process, and how to get undergraduates excited about I-O psychology. Sessions will encourage lively discussion and allow time for informal interaction among participants.

New for this year is the slightly longer format and elimination of concurrent sessions. We will also be having lunch with the attendees of the doctoral consortium. We are again inviting past (2006 and 2007) junior faculty participants and panelists to join us for the social hour at 5:00 p.m. The first two JFCs helped to build a great social network for junior I-O psychologists in academia, and we hope to continue the process. The consortium is designed for pretenure faculty from psychology departments, business schools, research, and teaching institutions. Those just starting in new positions are welcome.

2008 Junior Faculty Consortium Schedule

10:00–10:30 a.m.: Registration and informal research networking
10:30–10:45 a.m.: Welcome and introductions
10:45–12:00 p.m.: Panel 1: *Conducting High-Impact Research: Building and Managing a Research Program*
Stephen Gilliland, University of Arizona
Scott Morris, Illinois Institute of Technology
Miguel Quinones, Southern Methodist University
Deborah Rupp, University of Illinois, Urbana-Champaign
12:00–12:45 p.m.: Lunch
12:45–2:00 p.m.: Panel 2: *The Editorial Process*
Michael Burke, Tulane University
Scott Highhouse, Bowling Green State University
Lynn Shore, San Diego State University
Sara Rynes-Weller, University of Iowa
Lois Tetrick, George Mason University

2:00–3:15 p.m.: Panel 3: *How I Managed the Tenure Process and Remained Reasonably Sane/ Do’s and Don’ts as a Junior Faculty*
Lisa Finkelstein, Northern Illinois University
Alicia Grandey, Pennsylvania State University
Susan Mohammed, Pennsylvania State University
Quinetta Roberson, Cornell University
Paul Tesluk, University of Maryland
3:15–3:30 p.m.: Social Break
3:30–4:45 p.m.: Panel 4: *How Do I Get Undergraduate Students Excited About I-O and HR?*
Mark Agars, California State University, San Bernardino
Peter Bachiochi, Eastern Connecticut State University
Michelle Hebl, Rice University
Janet Kottke, California State University, San Bernardino
4:45–5:00 p.m.: Closing remarks
5:00–6:00 p.m.: Reception with cash bar
2006, 2007, 2008 JF participants and panelists
6:00 p.m.: SIOP general reception

We will meet at the Union Square rooms 15/16 at the Hilton San Francisco (check final program as rooms are subject to change). Please register using the online SIOP conference registration process: www.siop.org/Conferences/. There is a $75.00 charge to help defray costs for lunch, snacks, and beverages. Seating will be limited to the first 50 to register. We sold out in New York and in Dallas! For more information, please contact Jessica Bagger at baggerj@csus.edu or Mark Frame at frame@uta.edu.

The Second Annual SIOP Master’s Student Consortium

Dan Sachau
Minnesota State University

On behalf of the Master’s Consortium Committee (**Scott Eggebeen, Barbara Fritzsche, Mike Helford,** Patrick McCarthy**, Nora Reilly, Pauline Velez**), I would like to announce the 2nd Annual SIOP Master’s Student Consortium, which will be held from 1:00 to 7:00 on Wednesday, April 9, 2008 at the Hilton San Francisco. This year’s speakers include:

Genevieve Coleman, Assistant Vice President of Client Services, Global LEAD, Inc., Graduate of Xavier University

Mike Dolen, Managing Partner Global Survey Practice, Kenexa, Graduate of California State University, San Bernardino

C. J. Duvall, Executive Vice President of Human Resources, Alltel Corporation, Graduate of Indiana University-Purdue University Indianapolis

Warren Lindley, Sr. Human Resources Business Partner, Kellogg Company, Graduate of Southwest Missouri State University

The consortium is designed for students who are enrolled in master’s programs in I-O psychology, organizational behavior, or human resource management. Speakers will meet with small groups of students and discuss issues related to finding, keeping, and getting promoted in I-O-related jobs. Participants will attend two workshops, a question-and-answer roundtable, and a social hour.

In November, each master’s program director received consortium registration materials. Program directors were asked to nominate two students to participate in the consortium. To provide students with a better opportunity to interact with speakers and each other, enrollment in the consortium is limited to a total of 60 students. Students will be admitted to the consortium on a first-come, first-served basis.

If you have any questions about the consortium, please contact Dan Sachau at Sachau@mnsu.edu or call 507-389-5829.

Rules for the Game
(Structure +/- Predictability)
Primary Scales + 1 Validity Scale + 41 Subscales = HPI Measurement
Reputation (what you do) + Identity (why you do it) = 1st Factor of Personality

Social
eraction

Prudence
(Moralistic + Mastery + Virtuous) ≥ X = Fake Good

Strengths (HPI) — Derailers (HDS)} x Motivation (MVPI) = Performance

Low Empathy + Low Anxiousness + Low Guilt = Inner Churn

WE PREDICT JOB PERFORMANCE.

From selecting the right employees to developing top leaders, our assessments predict job performance based on an individual's **behavior, values,** and **decision-making style.**

We design and implement personality-based assessments that bring results to your bottom line. Nearly half of Fortune 500 companies have relied on Hogan to hire and develop the right people. Why Hogan? They choose Hogan because they demand results and our scientific-based assessments have proven results. Find out how companies are reducing turnover, minimizing accidents, increasing sales, improving customer service, and enhancing team performance by using Hogan.

To learn more, visit **hoganassessments.com**
or call **800-756-0632.**

Behavior + Values + Decision Making = Performance

At Hogan, we predict every link in the performance equation.

HOGAN
ASSESSMENT SYSTEMS

THE SCIENCE OF PERSONALITY

e-Selex.com introduces...

SmartSelex™

Selection Excellence®

Receive

40%

commission on
processing fees

e-Selex.com's ***most powerful*** selection tools are now available for your consulting practice.

Advantages for Consultants and their Customers

- strong predictive validity
- avoids adverse impact
- real-time reporting
- new lower pricing
- unproctered Internet administration
- exclusive consultant training

Call *1-800-690-6130*
or visit *www.e-Selex.com*

to learn more about this
exciting new program!

e-Selex, PreSelex, WEBselex, and Selection Excellence are registered trademarks of e-Selex.com. SmartSelex, ACE, and Authorized Consulting Expert are trademarks of e-Selex.com. Copyright © 1998-2007 — e-Selex.com. All rights reserved.

e-Selex.com
Selection Excellence

Innovation Theme Scores High at 2007 Leading Edge Consortium

Kristen Ross

Editor's Note: Communication Specialist Kristen Ross is the newest member of the SIOP Administrative Office.

"Change is good … you go first."

At the 3rd Annual Leading Edge Consortium speaker David DiGiulio quoted this humorous bit of "bumper sticker wisdom," something quite fitting to the program's theme of "Enabling Innovation in Organizations."

In all, there were 25 presenters who shared their experiences and research regarding innovation. Thanks to such strong content, this year's consortium was a huge success bringing together leading edge practitioners, researchers, and business executives. Nearly 150 attendees gathered for the 2-day event in Kansas City, MO, Oct. 26–27.

SIOP has produced a smash hit with its Leading Edge Consortium series, featuring intriguing programs and engaging speakers. Plus, with the smaller size of the consortium compared to the SIOP annual conference, participants enjoyed being able to attend all sessions and interact in a more intimate setting.

Participation was encouraged and made easy with an audience response system, which enabled attendees to take part in instant polling via radio frequency keypads. This high-tech feature went hand in hand with the innovation theme to add a nice, interactive touch to the sessions.

"It's not innovation until it's done," said DiGiulio, a former research and development and human resources executive for Procter & Gamble. "Creativity is getting ideas, but innovation is getting ideas done." He used several product development examples from P&G to illustrate his points.

Keynote speaker **Ed Lawler** opened the consortium with a presentation that focused on change and how it is a necessity for innovation. The director of the Center for Effective Organizations at the University of Southern California, Lawler emphasized that it is a changing world, and organizations must evolve and change with time. It is enabling innovation through change that allows an organization to lead, he said.

Another keynote speaker, Ingar Skaug, said, "To keep the competitive edge we must be in the forefront of development all the time." Skaug, president and group chief executive officer of the global shipping firm Wilh. Wilhelmsen, based in Norway, pointed out that any such edge is only temporary because competitors will copy innovations rather quickly.

During his presentation, Skaug explored the innovative methods of his firm, a leading global maritime industry group with more than 23,000 employees and offices in 79 countries. His management style emphasizes empowering employees and encouraging creativity in order to benefit customers.

Leaetta Hough, Bill Mobley, and **Michael Frese** chaired the consortium. **Doug Reynolds** also served on the Planning cCommittee. Hough presented a research paper outlining individual difference predictors of innovation and creativity. The paper, focusing on staffing for innovation, was co-authored by **Stephan Dilchert**.

Beyond all the positive messages that were delivered about innovation, the speakers were also candid about the topic. One of the sessions, entitled "The Dark Side of Innovation," focused on the tensions of innovation and how to overcome its challenges.

"Innovation is wonderful. Innovation is great. 'Yeah' for innovation, but innovation has its dilemmas," said Robert DeFillippi, a professor of the Sawyer Business School at Suffolk University in Boston, who headed the dark side panel.

Panelists said the dark side includes unhealthy work practices and poor quality of life, conflicts over standardization versus creativity, individuality versus collaboration, passion versus discipline, and other creative tensions. But regardless of what may be found on the dark side, the consistent message was that the positive outcomes of being innovative outweigh the downfalls. The panel examined the challenges and then suggested interventions to manage paradoxes, promote quality of life, and balance creative tensions.

Other panelists who joined DeFillippi were Jonathan Sapsed, an innovation fellow of the UK's Advanced Institute of Management Research and principal research fellow of CENTRIM at the University of Brighton, Marianne Lewis, an associate professor of management at the University of Cincinnati, and Lucy Gilson, a psychology professor at the University of Connecticut.

Additional presenters and topics included Shaker Zahra, a professor in the Carlson School of Management at the University of Minnesota, who presented on "Opportunity and Opportunity Detection." There were a handful of presenters on the topic "Team and Individual Creativity," including **Jim Farr**, a psychology professor at Pennsylvania State University; Jacob Goldenburg, an associate professor in the School of Business Administration at Hebrew University in Jerusalem; **Miriam Erez**, a professor at the Israel Institute of Technology; and Jeremiah Lee, the director of Haworth Ideation Group, headquartered in Holland, MI.

Michael Mumford, a psychology professor at the University of Oklahoma, presented on "Organizational Support for Innovation." There was a discussion on "Corporate Innovation" that included panelists **Katherine Holt,** the president of Peakinsight, LLC; **Lee Konczak**, the director of executive development and selection systems for the Anheuser-Busch Company; and Steven Kowalski, an executive development consultant for Genentech, Inc.

Daria Loi, a research scientist in the User Experience Group at the Intel Corporation, presented on “Strategies for Fostering Creativity.” **David Campbell**, a Fellow of the Center for Creative Leadership, also presented on this topic. **Lindsey Kotrba**, the director of research and development at Denison Consulting, gave a presentation focused on “Culture and Innovation.” For the topic “Innovation in the Real World,” there were two speakers, Susan Marcinelli and Joanna Starek, both consultants for RHR International.

The consortium featured several leaders of innovation from the United States, plus it provided an international flair with speakers from China, Israel, Italy, Norway, and Great Britain.

If you missed the event, you can still experience the engaging sessions via DVD, which contains all consortium sessions. You can order the 2007 consortium DVD on the SIOP Web site, or call the SIOP Administrative Office at 419-353-0032. To order online, visit the SIOP Pub Hub page at www.siop.org/pubhub/main.asp, and enter “DVD” in the “Quick Search” box.

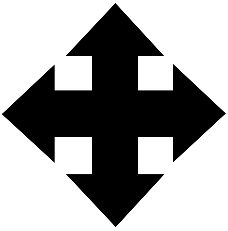
In addition, DVDs are still available for previous-year consortia. These can also be purchased online or by calling the SIOP Administrative Office. The 2005 Consortium DVD focused on “Leadership at the Top: The Selection, Globalization and Ethics of Talent Management,” and the 2006 Consortium DVD focused on “Talent Attraction, Development, and Retention.”

Looking Ahead to Next Year

The 4th Annual Leading Edge Consortium is scheduled for Oct. 17–18, 2008, and will focus on coaching. Past SIOP president **Jeff McHenry** will be the general chair.

Next year’s consortium will be held in Cincinnati, OH, at The Westin Cincinnati. Information will be posted on the SIOP Web site as it becomes available.

Funny, human resources can
be just like this illusion:



Sometimes you think you see the
solution, but it turns out to be pulling
you in four directions at once, and other
times you just can't see outside of the box.

Competency Management Incorporated®
We will help you put it all in perspective:

▸ Integrated Competency Based HR Systems ◂
▸ Management Assessment & Development ◂
▸ Employee Selection & Competency Testing ◂
▸ Climate/Client Surveys Linked to Mission & Vision ◂
▸ Comprehensive Customer Satisfaction Programs ◂
▸ EEO, ADA, ADEA Litigation Support ◂

CMI
Realizing Excellence Through Human Resources®

Call: [+1] 313.885.4421
or 702.505.4622
www.cmihr.com

EXCELLENCE
// DEFINE IT. HIRE IT. DEVELOP IT.

Assess

Web-based talent management platform providing in-depth assessment linked to competencies...

// DEFINE SUCCESS

Create a competency model or map to an existing model in a painless process. Gain immediate integration into selection, development and 360 reports.

// HIRE & PROMOTE THE BEST

Tailored selection report - understand the impact of personality and cognitive abilities on job competencies. Also includes behavioral interview guide and management suggestions based on results. Selection process and interviewer training workshops available to support implementation.

// DEVELOP & MEASURE EXCELLENCE

Targeted development reports - personality feedback or 360° feedback aligned to your model. Also includes detailed developmental suggestions, supporting guides, and developmental workshops.

Includes follow up focused 360 measuring change in behavior and tracking progress. Web facilitated performance appraisal -- conveys expectations and fosters career ownership.

Certification Workshops: We provide training to other consultants and to our human resource partners to facilitate the best use of ASSESS in organizations.

For details and report samples of ASSESS, visit:

>> WWW.BIGBY.COM/ASSESS <<

or call 1.800.283.6055.

Assess SYSTEMS
a BIGBY HAVIS Company

Leading Edge Consortium 2007

Enabling Innovation in Organizations: The Leading Edge

October 26–27, 2007
InterContinental Kansas City at the Plaza
Kansas City, MO

Classroom-style seating provided a comfortable learning environment for the nearly 150 in attendance.

SIOP Past President and incoming LEC General Chair Jeff McHenry.

Keynote speaker Ed Lawler (L) looks at innovation through the eyes of an I-O psychologist, whereas Dave DiGiulio’s degree is in chemical engineering.

The newest member of the SIOP Office Team is Communications Specialist Kristen Ross.

Practice Chair Bill Mobley, Keynote Speaker Ingar Skaug, General Chair Leaetta Hough, and SIOP President-Elect Gary Latham.

Photos courtesy of Robert Muschewske and Kristen Ross.

TIP Editor Wendy Becker and Visibility Chair Doug Reynolds discuss the consortium with Don Elder.

Jeremiah Lee leads the Haworth's Ideation Group, based in Shanghai.

Judy Blanton and Anna Marie Valerio are both members of the 2008 SIOP Conference Program Committee.

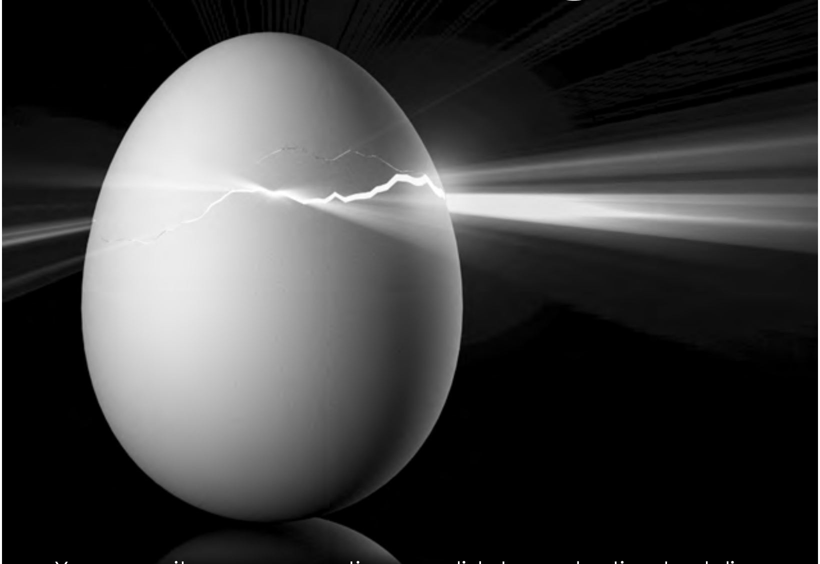
LEC Presenter Mike Mumford and SIOP Foundation Board Member Rich Klimoski are both Fellows of SIOP.

Joanna Starek was a co-presenter with Susan Marcinelli on the topic of "Innovation in the Real World."

Shaker Zahra is the co-director of the Center for Entrepreneurial Studies at the University of Minnesota.

See you next year in Cincinnati!
October 17–18, 2008

What are you expecting?



Your recruiters are expecting candidate evaluation to deliver insights regarding potential and job fit with confidence.

Your candidates are expecting your on-line application to deliver a well branded, informative, multi-media day-in-the-life experience where they can sample the unique elements and demands of the job.

And your company is expecting. Expecting the staffing process to hatch a measurable return on investment.

The Virtual Job Tryout® delivers beyond your expectation.

Shaker Consulting Group

Learn more about your candidates.
The Virtual Job Tryout® - how success is measured.™

Please call for a demonstration and ROI modeling.
866.878.8805 www.shakercg.com

Report From the APA Council of Representatives

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

In August 2007, SIOP's five elected representatives attended the summer meeting of the APA Council of Representatives, held during the APA convention in San Francisco. Highlights of information gleaned and actions taken at the August meeting included the following:

Your APA council representatives have continued their active participation in the Coalition for Scientific and Applied Psychology (CASAP). CASAP serves as a valuable forum for exchanging ideas and building alliances among council members who want to further the interests of academic, scientific, and applied-research psychology. SIOP member **Kurt Geisinger** is the new president-elect of CASAP for 2008, and SIOP Council Rep Bob Dipboye is currently an at-large member of the executive board. In addition, SIOP Council Rep Deirdre Knapp and SIOP member **Bill Strickland** are on the ballot in the current executive board at-large election. Deirdre Knapp has also been instrumental in launching the Acting for Science discussion list, with hopes that it will provide a forum for discussion of science-oriented issues and proactive development of new science-oriented agenda items.

Alan Kazdin was introduced to Council as the new president-elect of APA.

APA's membership is aging (along with the rest of the world!), and this raises important concerns for maintenance of APA's membership base. Most members are 55+, and early career psychologists are the most disaffected group.

APA is undergoing many transitions with its staff in the central office. Notably, Jim McHugh (legal staff) and Jack McKay (financial officer) are retiring, and Russ Newman (executive director for Professional Practice) is leaving APA. These staff members (and their replacements) are quite relevant for some SIOP concerns (e.g., providing legal advice regarding licensing and attention to I-O practice concerns). In particular, APA council reps plan to make connections with Newman's replacement so that the Practice Directorate and Practice Organization are aware of the practice concerns of SIOP and I-O psychologists.

APA is investing substantially in its technology infrastructure. The most visible sign of this is the rebuild/relaunch of the APA.org Web site, which is ongoing. The price tag on this is estimated to be a whopping $7.6M.

A draft 2008 preliminary budget was passed in August. This includes an increase in base member dues of $9, from $270 to $279; and student affiliate dues will increase by $1, from $50 to $51. Journal prices will go up as well, 3.5% for members.

A new taskforce on the allocation of representatives to APA Council is being formed. As boring as this may sound, the APA Council of Representatives is huge, with many competing constituencies. Any changes in the way representatives are allocated to constituencies has the potential to change the makeup of the council—with possible loss of seats for SIOP and other science-oriented divisions whose concerns do not center on providing healthcare services. We collaborated with several other divisions to nominate members to this taskforce. We have also continued our efforts to place SIOP members on other APA boards and task forces where it would be valuable to have input. Currently **Fritz Drasgow** and Council Rep Ed Salas are on the ballot for the Board of Scientific Affairs. Both have been endorsed by CASAP; Ed also received an endorsement from the Ethnic Minority Issues Caucus. During the August meetings, we also learned of another way to ensure that SIOP is well informed about matters that affect our members and that our voice is heard on these issues. Several of us attended the APA Science Directorate breakfast, along with President **Lois Tetrick**. An important learning point for us at the meeting was that divisions can request to have observers/liaisons appointed to any APA boards and committees where they may have an interest but do not have a member on the board/committee. President Tetrick plans to take advantage of this by appointing observers/liasons to various APA boards and committees.

Several motions that involve APA bylaws changes were passed. These require approval by the APA membership. They include a bylaws change to permit online voting in elections and a bylaws change to provide a seat on Council for each of four national ethnic minority psychological associations (Asian, Black, Indian, Latino/a).

An APA resolution opposing any form of boycott against academic researchers that is based on their institution or nation was adopted.

Undoubtedly the most controversial and visible item on the agenda for August APA council meeting was a resolution prohibiting the participation of psychologists in torture. Questions about the role that psychologists have played or should play during military interrogations have received considerable attention in the news media and have been hotly debated in many venues. Along the way, APA's position on these matters has been represented and misrepresented, so it was no surprise that the media were at the convention and at the council meeting in full force. There were also organized protests throughout the convention. During council debate on the resolution, there was certainly no disagreement that it is unethical for psychologists to engage in activities that constitute torture. However, two distinct points of view emerged regarding the stance that APA should take in its publicly stated position. Eventually, a collaboratively developed statement of points that many divisions (including Division 14) agreed upon was passed. An amendment, which proposed to forbid psychologists' participation in any activities other than ameliorative healthcare in settings where detainees are deprived of adequate protection of their human rights, was extensively debated. The proposed amendment was directly relevant to some Division 14 members because it would set a precedent for APA trying to limit the settings in which psychologists are allowed to carry out their roles, effectively prohibiting some members from practicing their profession in an ethical manner. The amendment was defeated. A clear explanation of the resolution that was adopted and a description of APA’s position on preventing torture and supporting ethical and effective interrogations can be found on the APA Web site at http://www.apa.org/releases/ faqinterrogation.html. There continues to be substantial criticism of APA for taking the position it has, so this matter will continue to percolate. Your representatives are pleased, however, that council members have stood firm in their view as a governing body that psychologists must be able to be present in order to have a positive influence in difficult situations.

In other matters of note, the APA Council Reps have been working closely with **Judy Blanton** to coordinate SIOP comments on the latest version of a proposed revision of the APA Model Licensing Act. This is an issue that continues to require close monitoring on our part because the wording of the Model Licensing Act has implications for state legislation that facilitates or creates barriers for professional practice in our field.

SIOP 2008
San Francisco, California

The Hilton San Francisco

SIOP 2008 Conference Hotel

The Hilton San Francisco is a centrally located hotel near San Francisco's famous cable cars, fabulous eating and shopping, the theater district, and many of San Francisco's famous sites: Golden Gate Park, Chinatown, and Union Square. This hotel boasts luxury with a full-service spa and comfortable, pleasing rooms.

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 this upcoming award 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 this award, contact Annette Towler (atowler@depaul.edu).

Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology

The Levinson Award provides an annual $5,000 award to an outstanding consulting organizational psychologist.

Requirements: The Harry Levinson Fund is given annually to an APA member who has demonstrated exceptional ability to integrate a wide variety of psychological theories and concepts and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations.

Nomination process: Nominations must include (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials must be submitted online at http://forms.apa.org/apf/grants/.

Deadline: **March 15, 2008**

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

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

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland	1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

1980	Edwin A. Fleishman
1983	Donald E. Super
1987	Robert Glaser
1994	John E. Hunter & Frank Schmidt
2005	John Campbell

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer
1994	Cheri Ostroff
2005	Frederick Morgeson

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis
1999	Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark
1988	Morris S. Viteles
1991	Douglas W. Bray
1993	John C. Flanagan
1994	Charles H. Lawshe
2004	Edwin A. Fleishman

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

1993	Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998	Harry C. Triandis
1999	Fred E. Fiedler & Robert J. Sternberg
2000	Robert M. Guion
2005	Edwin Locke

Bernard M. Bass

Bernard M. Bass, 82, passed away October 11, 2007 at his vacation home in Binghamton, NY. He was a distinguished professor emeritus in the School of Management at Binghamton University (State University of New York) and a member of the Academy of Senior Professionals at Eckerd College in Florida.

He was also the founding director of the Center for Leadership Studies at Binghamton and founding editor of *The Leadership Quarterly* journal.

Bernie obtained his PhD in Industrial Psychology in 1949 from Ohio State University. He subsequently held positions at Louisiana State University, University of California at Berkley, University of Pittsburgh, University of Rochester, and SUNY-Binghamton.

During his career, he published more than 400 journal articles, book chapters, and technical reports, and 21 authored books and 10 edited books. He was a consultant and involved in executive development for many *Fortune* 500 firms and delivered lectures and workshops throughout the world. He also lectured and conducted workshops pro bono in a wide variety of not-for-profit organizations, including religious organizations, hospitals, government agencies, and universities.

His work is widely cited and he received millions of dollars in research grants. Translations of his work have appeared in French, German, Spanish, Portuguese, Italian and Japanese. In addition to authoring the *Handbook of Leadership*, Bernie focused for the past 25 years on research and applications to management development of transformational leadership. At the time of his death, he was working on the final stages of the 4th edition of the *Handbook of Leadership*.

Bernie has been honored with many awards for lifetime achievement by several professional organizations, including the Distinguished Scientific Contributions Award in 1994 from SIOP and the Eminent Leadership Scholar Award in 2006 from the Leadership Network of the Academy of Management. A Festschrift in his honor was held in 2001.

His citation in *TIP* for the SIOP Distinguished Scientific Contributions Award mentioned more than a dozen major contributions to I-O psychology, including his work on the leaderless group discussion, survey feedback, empowerment, film and computer network feedback, contingent reinforcement, participative management education, and leadership as well as his seminal textbooks in the 1960s and 1970s that “developed new theoretical models for several I-O areas, ‘invented’ organizational psychology, and joined the ‘I’ and ‘O’ areas.”

He is survived by his wife, Ruth, who was instrumental in completing the newest edition of the *Handbook of Leadership*; his son Robert and his wife Maryanne and their three daughters, Rebecca, Megan, and Lauren; his son Jonathan and his wife Patricia and their three sons Joshua, Jeremy, and Jonathan Jr. and his wife Cristie and their two children; his daughter Laurie and her husband Steve; and his daughter Audie.

Marvin Dunnette

Marvin Dunnette, 80, a professor emeritus of Psychology at the University of Minnesota, who co-founded a global human resources consulting firm, died September 18, 2007 in St. Paul, MN.

He graduated in 1948 from the Institute of Technology at the University of Minnesota with high distinction in Chemical Engineering. He worked for a year in the Department of Mines and Metallurgy as a research chemist. In 1949, he entered graduate school to pursue studies in industrial psychology and received his doctorate in 1954.

Marv played many key roles in transforming industrial and organizational psychology from its empiricist and technological origins into its present status as a model of science and practice.

He is known for his emphasis on individual differences, focus on practical significance, ability to synthesize empirical literature, development of I-O psychologists, and thought leadership.

Throughout his working life, he blended science and practice, mentorship and entrepreneurship, research and consulting, academia and industry, always publishing. He helped his students and colleagues, indeed the entire field, to think about issues in different and testable ways.

He started his career in industry working for 3M Company. During his years at 3M, Marv developed new procedures for selecting and appraising research scientists, sales personnel, and clerical employees. He left 3M in 1960 to become an associate professor of psychology with tenure at the University of Minnesota, where his research led to authoring more than 250 articles, books, reviews, and reports.

He founded Personnel Decisions International (PDI), a management consulting firm in 1967 and served as its president until 1975 when he became chairman of its Board of Directors. In that same year, he and two colleagues, Walter Borman and Leaetta Hough, founded Personnel Decisions Research Institute (PDRI). The Research Institute does behavioral science research in areas related to improved and more productive utilization of human resources.

Today PDI is probably the largest nongovernmental employer of I-O psychologists in the world and is known for its leading edge and award-winning applications of science to the human capital assets of the world of work.

During his career, Marv either singly or through his research organizations developed improved selection procedures for occupations as diverse as police officers, lawyers, managers, firefighters, Navy recruiters, salesmen, prison guards, and power plant operators. Other research activities have involved motivation, morale, and job satisfaction of Army personnel, production workers, and salesmen; antecedents and consequences of adolescent drug use; interpersonal perception or empathy; and improved methods of job analysis and job performance appraisal.

He authored some of the most significant publications in the field of industrial and organizational psychology in the 20th century. His 1966 book, *Personnel Selection and Placement,* was regarded by many as the “bible” in personnel selection for many years.

Perhaps his most important publication, marking the transformation of I-O psychology into its present status, was his 1976 *Handbook of Industrial and Organizational Psychology*. A four-volume sequel followed in the 1990s.

Marv was most proud of his contributions to the lives of his students, 62 of whom received doctorates in psychology under his mentorship. Three of his students, John P. Campbell, Milt Hakel, and Leaetta Hough were later presidents of SIOP. He served as SIOP president in 1966–1967.

He received many accolades and honors during his professional career, including SIOP’s prestigious Distinguished Scientific Contributions Award in 1985. He also was elected a Fellow in the American Psychological Association and SIOP and holds the Diplomat in Industrial Psychology granted by the American Board of Professional Psychology.

His wife Leaetta, daughters Alex, Peggy, and Sheri, and three grandchildren survive him.

J. Ragan (Ward) Neilson

Jennefer Ragan (Ward) Neilson, 32, human resources specialist for the Colorado Department of Public Health and Environment, died October 29, 2007, after a one-year battle with breast cancer. She was born on February 18, 1975 in Shreveport, LA and grew up in Cape Girardeau, MO. She is survived by her husband Kerry Neilson, their 13-month-old daughter, Liliana Rae, and her extended family.

Ragan received her bachelor’s degree in psychology in 1997 from Indiana University, where she worked with Dr. Peter Finn conducting research on depression and substance abuse. She earned her M.A. in I-O Psychology from Southern Illinois University-Edwardsville in 1999. There she worked with Dr. Lynn Bartels and Dr. Catherine Daus, focusing on the effects of physical appearance and perceived intelligence on assessment center ratings.

In 2005, she completed her PhD in I-O Psychology from Colorado State University, where she worked with Drs. Russell Cropanzano (until 2001) and

Eric Heggestad (through 2005). Her dissertation focused on the joint effects of affect, disposition, and cognition on motivation.

Ragan was a true scientist–practitioner. Her research primarily involved the structure and assessment of motivation and the application of motivation to work and academic settings. She was a highly engaging and effective teacher and taught hundreds of students as a teaching fellow at Colorado State. In addition to her position at the Colorado Department of Public Health and Environment, she also conducted work for the U.S. Geological Survey, Sun Microsystems, and the Colorado Department of Human Services.

Ragan was an active SIOP member and a model I-O psychologist. She will be greatly missed by the I-O community.

The strength of spirit Ragan demonstrated during her illness served as an inspiration to her large circle of friends and family members. Her ability to maintain a positive and loving attitude in the face of adversity demonstrated that she truly possessed "clarity of the big picture and perspective on what is important in life" (as stated in her dissertation dedication).

The Ward/Neilson family's request those wishing to make donations in Ragan's memory contribute to Susan G. Komen for the Cure, 5005 LBJ Fwy., Ste. 250, Dallas, TX 75244, www.komen.org. Pictures of Ragan can be viewed or posted at jragan.shutterfly.com

Patricia Cain Smith

The field of industrial-organizational psychology lost one of its most eminent scholars and practitioners with the death of Patricia Cain Smith, 89, professor emerita of Psychology at Bowling Green State University, on October 26, 2007.

Pat entered the University of Nebraska in 1935 and after completing her honors thesis on gender differences in color preference, she graduated with a degree in mathematics and psychology in 1939.

Beginning her graduate studies in experimental psychology at Northwestern University and Bryn Mawr College, she transferred to Cornell University to work under T.A. "Art" Ryan in the area of industrial and business psychology. Pat completed her dissertation on the topic of industrial monotony and boredom, graduating from Cornell in 1942 with a major in industrial psychology and minors in experimental psychology and neurology.

In that same year, she married Olin "Olie" Smith, a fellow graduate student. Pat headed for a job in industry while Olie went off to army life.

Pat began her career at Aetna Life and Affiliated Companies, and 18 months later she joined Kurt Salmon Associates consulting firm where she applied the principles and techniques of industrial psychology in hundreds of new personnel departments, with demonstrated evidence that the application of sound principles in selection, placement, training, and supervision could improve profitability through increases in productivity, attendance and job tenure.

In 1948, the Smith's returned to Ithaca and a year later she joined the Cornell University faculty. In 1963, Pat was promoted to full professor, the same year that marked the publication of one of her most recognized contributions to measuring job performance, Behaviorally Anchored Rating Scales (BARS), which continues to be cited frequently and used in many applied situations.

In 1966, Pat and Olie joined the new and rapidly growing doctoral program in psychology at Bowling Green State University. There she continued her work on understanding both the impact of work tasks and individual differences on job satisfaction.

Years of work begun at Cornell with Lorne Kendall, Chuck Hulin, and Ed Locke that continued at BGSU resulted in the publication of the highly influential and admired 1969 book, *The Measurement of Satisfaction in Work and Retirement,* which formally introduced the Job Descriptive Index and the Retirement Descriptive Index. The JDI quickly became the "gold standard" for measuring job satisfaction and continues to be used (in revised versions) today.

Pat's interest in developing attitudinal measures continued with the development of the Job in General (an overall measure of job satisfaction) and both the Job Stress Index and Stress in General self report measures. Pat's ascendancy to the top of the field of industrial-organizational psychology is reflected in two of her most influential book chapters, " The Psychology of Men at Work" (1968) in the highly respected and broadly read *Annual Review of Psychology* and her classic, "Behavior, Results, and Organizational Effectiveness: The Problem of Criteria," published in 1976 in the first *Handbook of Industrial and Organizational Psychology*.

She served on numerous editorial boards, including *Psychological Bulletin, Journal of Applied Psychology, Organizational Behavior and Human Performance, Perceptual and Motor Skills*, and *American Educational Research Journal*. She was actively involved in the American Psychological Association, the American Psychological Society, and SIOP.

In 1984, Pat received SIOP's Distinguished Scientific Contribution Award.

In 2005, Pat bequeathed Bowling Green State University a $1 million dollar charitable trust gift. A portion of the charitable trust will go to the Olin and Patricia Smith Piano Accompaniment Fund to support student accompanists in the College of Musical Arts at Bowling Green. The remainder is designated for the Patricia and Olin Smith Faculty Development Fund to support faculty in the industrial-organizational psychology program.

A great woman and psychologist has left us, but leaves much behind that has made the world, and especially the world of work, a better place. In her own words, "Remember that psychology can be great fun…. The joy is particularly great if it can be shared."

Editor's Note: We gratefully acknowledge ***Francis J. Yammarino****, Clif Boutelle,* ***Lori Anderson Snyder,*** *Kim Hastey,* ***Deborah, Rupp****, and* ***William Balzer*** *for their assistance in preparing these obituaries.*

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The news media have found SIOP members to be rich sources of information for their stories about workplace-related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site (www.siop.org). There are more than 100 different workplace topics with more than 1,500 SIOP members who can serve as resources to the news media.

SIOP members who are willing to talk with reporters about their research interests are encouraged to list themselves in Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

It is suggested that listed SIOP members periodically check and update their information, if needed.

Every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology. It is often a slow process, but more and more reporters are learning about I-O and how SIOP members can contribute to their stories.

Following are some of the press mentions that have occurred in the past several months:

Michael Mumford of the University of Oklahoma and one of the presenters at SIOP's Leading Edge Consortium on enabling innovation in organizations in Kansas City was quoted in an October 26 *Kansas City Star* story about the consortium. Despite the failure of most new ideas, his message and that of other consortium speakers was that there was a need for fast-paced change in a highly competitive work environment and that innovation was necessary for long-term survivability.

As retailers gear up for their busiest season, they also face a holiday challenge—hiring help to ring up all those sales. An October 23 *USA Today* story about seasonal holiday hires included comments from **Robert Hogan** of Hogan Assessment Systems. Important scores on a personality test for retail sales would include traits such as sociability, prudence, interpersonal sensitivity, and adjustment "so that they can handle stress and pressure." One cranky person can cost a business a lot of money, he said.

A story about a new book authored by **Alice Eagley** of Northwestern University and Linda Carli, entitled *Through the Labyrinth: the Truth About Women Become Leaders*, appeared in several newspapers, including the *Columbia (MO) Daily Tribune*, *Sacramento Bee,* and *Charlotte Observer*, as well as NPR Radio during October. The authors say the "glass ceiling" myth that prevents women from obtaining top leadership positions is no longer appropriate because more and more women are becoming CEO's and top officials. However, women still face barriers and challenges as they navigate complex and often discontinuous paths to leadership. “There isn’t an absolute barrier stopping progress at a high level but rather a progressive falling away of women at every level, not just at the top,” says Eagley.

Ben Dattner of Dattner Consulting in New York was quoted in the October 18 issue of *Time* magazine for a story on the importance of birth order. Some research shows first borns often do better than younger siblings. In the business world, first-born CEOs do best when they are making incremental improvements in their companies: shedding underperforming products, maximizing profits from existing lines and generally making sure the trains run on time, said Dattner. “Later borns are better at transformational change. They pursue riskier, more innovative, more creative approaches,” he added.

His comments on birth order also appeared in a September 4 *USA Today* story about how first-born children are more likely to succeed in business, often rising to top management positions. Dattner, who has studied birth order, said that first-born children are often more extroverted, confident, assertive, authoritarian, and so forth. They also have the advantage of parental time and resources.

An October 15 *Wall Street Journal* column focused on the importance of executives, as they move up in an organization, keeping in touch with workers below them. Often the higher executives climb, the less likely they are to know what is and what isn’t working at their companies. Many are surrounded by yes people who filter information; others dismiss or ignore bearers of bad news. **Ken Siegel** of the Impact Group in Los Angeles believes that most CEO’s avoid learning what their employees are thinking and doing. He advises those who want to know what is really going on assemble a senior team of people with diverse points of view.

The October 15 *Human Resource Executive Online* carried a story citing the growing interest in assessments that reveal the relationship between various aspects of job performance and personality. The story cited a study by five SIOP members that appeared in a recent *Personnel Psychology,* which reviewed a wide variety of research and concluded that personality explains so little about job outcomes that careful thought should be given before using personality tests for employment decisions. The researchers are **Frederick P. Morgeson, John R. Hollenbeck**, and **Neal W. Schmitt** of Michigan State University; **Michael A. Campion** of Purdue University; **Robert L. Dipboye** of the University of Central Florida; and **Kevin Murphy** of Pennsylvania State University.

Telecommuting from home was the subject of a September *Wall Street Journal* story and **Jack Wiley** of the Kenexa Research Institute in Minneapolis was a major contributor. A Kenexa survey showed that telecommuters, although still a very small portion of the workforce, have the highest level of satisfaction with their jobs and loyalty to their employers. “When companies allow employees to work remotely or from home, they are explicitly communicating to them that ‘I trust you to be dedicated to the accomplishment of the work, even, if I’m not able to observe you doing it,’” he said. “It boils down to respect” for the employee.

The 2004 plane crash that almost took the life of her son turned into an investigative study for **Wendy Becker** of the University at Albany and was reported in September 10 issue of the *Albany Times Union*. She concluded that failures by the U.S. Forest Service and local officials helped lead to a rushed and flawed judgment that no one had survived and thus ended the search. As it turned out Becker’s son and another survivor were found 2 days later, although three others died in the crash. Becker undertook the study, not to point fingers of blame but to learn lessons about leadership and communication. She made a presentation about her study, which also will appear in *Organizational Dynamic*s, at last spring’s SIOP conference in New York.

A research project by **Tahira Probst** of Washington State University at Vancouver, published in the *Journal of Occupational and Organizational Psychology*, also appeared in other media including *Personnel Today* and *The Columbian* in Vancouver. The study looked at the trend of downsizing and the resulting effect the insecurity had on employees’ job performance. “Our research suggests that although productivity does increase, employees’ creative problem-solving skills are also hampered. This might mean that the very creativity and flexibility that is hoped for as a goal of downsizing might not materialize,” Probst said. Joining her in the research effort was **Susan Stewart** of the University of Puget Sound, **Melissa Gruys** of Wright State University, and Brad Tierney of Washington State at Vancouver.

Many venture capitalists often make decisions on whether to invest in a start-up company by gut, without delving into the personalities of people who want investors’ money. An August 12 *Philadelphia Inquirer* story discusses how more and more venture capital firms are seeking to learn more about the management teams of start-up companies. Leadership is the key to start-ups and psychological testing of prospective CEOs could raise the success rates for venture capitalists. Such testing is a good move said **Ted Hayes** of the Gallup Organization. “The business environment is more and more complex and the margin of error is lower than it used to be,” he said. However, said **James Finn** of the Finn Group in Decatur, IL, getting firms to use psychology can be a tough sell. I-O psychology can help raise the odds of success that an investment will pay off, but not all venture capitalists are savvy enough about psychology to see that psychology will help. “If they’ve never been exposed to people (I-O psychologists) who do this kind of work, it’s harder for them to see the application,” he said.

Bill Byham, CEO of Development Dimensions International, in the July 10 *BusinessWeek* and August 10 *Forbes*, was the focus of stories based on his book, *70: The New 50*, which deals with the impending retirement of millions of baby boomers. “In terms of health, longevity and view of life, baby boomers in their

60s and 70s will be more like their parents and grandparents were at 50, and they can work longer if they want to," he said. And more of them do want to work. That's why companies are enticing older employees to stay past their retirement. He said that predictions of the retirements of so many baby boomers will cause skilled labor shortages doesn't necessarily have to happen if companies can manage retirements instead of letting retirements manage them. They can be proactive and redesign jobs and change work hours to make it attractive for people to stay longer, he added. The idea is to impart the job knowledge they've gained throughout their careers and keeping them engaged and challenged.

Also, he was interviewed for an August 5 *Atlanta Constitution Journal* story on how the growing workplace trend of behavioral interviewing, which is based on past performance being the best indicator of future performance in similar circumstances.

Robert Hogan of Hogan Assessment Systems in Tulsa, OK and **Doug Reynolds** of Development Dimensions International in Bridgeville, PA offered their expertise on psychological assessments for a May article in *Portfolio Magazine*. Hogan said that psychological testing, used properly, can reveal personality flaws in potential executives. Reynolds noted "there's been a tipping point where companies are understanding that they should use actual data to make decisions about people. If you rely only your gut, you are making a classic mistake."

In an April issue of *Forbes*, **Edward Lawler III** of the University of Southern California's Marshall School of Business coauthored a commentary on low costs versus high wages. When companies try to gain competitive advantages by lowering labor costs they often generate a variety of negative employee behaviors that add to the overall cost of doing business. For example, low-wage companies have significantly higher turnover costs than well-paying companies. In almost all industries, he noted, research shows that the most profitable companies are those with the lowest overall operating costs and not those that pay the least. The difference is in the management of employees. A growing number of businesses understand that competitive advantages are realized through the effective mobilization of an engaged and committed workforce. These "high-involvement" companies offer workers challenging and enriching jobs and a say in the management of their own tasks.

Despite the evidence to the contrary, most American managers continue to believe they face a painful choice between offering high employee wages on the one hand or low customer prices on the other. In fact, their real alternative is between staying with conventional management or adopting high-involvement management practices.

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, fax to 419-352-2645, or mail to SIOP at 440 E. Poe Rd., Suite 101, Bowling Green, OH 43402.

IOTAS

Anna L. Sackett
University at Albany

Awards & Recognition

Stephan Dilchert at the University of Minnesota was awarded the 2007 Meredith P. Crawford Fellowship in Industrial-Organizational Psychology by the Human Resources Research Organization (HumRRO). The fellowship includes a stipend of $12,000 to a doctoral student demonstrating exceptional research skills.

The National Institute on Alcohol Abuse and Alcoholism awarded **Michael R. Frone**, SUNY-Buffalo, a 4-year, $2.2 million grant to conduct a broad national survey of work stress and health. Frone’s specific focus is to better understand which work stressors are linked to workforce and workplace alcohol use and to explore the potential mediating and moderating processes linking work stressors to alcohol use and other health outcomes.

Megan Leasher was recently named as the 2007 recipient of the RHR International Outstanding Doctoral Dissertation Award, given to a doctoral student or recent graduate for exemplary research contributing to the theory or practice of consulting psychology. Leasher is a project consultant with the HR Chally Group.

Eugene Stone-Romero, University of Texas at San Antonio, was awarded the Thomas A. Mahoney Award for mentoring doctoral students by the HR Division of the Academy of Management.

Gary A. Yukl received the Walter F. Ulmer, Jr. Applied Research Award from the Center for Creative Leadership (CCL). The award recognizes outstanding field research and its creative application in the practice of leadership.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

The School of Human Sciences and Humanities at the University of Houston-Clear Lake is pleased to announce that **Scott E. McIntyre** will be joining the I-O faculty in January of 2008. McIntyre is joining UHCL from the Instituto Superior da Maia in Portugal.

Catherine Mergen was promoted to senior vice president at ABN AMRO/LaSalle Bank and now reports to the head of HR as the HR business manager.

DDI also recently hired **Jeanne Makiney** as a consultant in Dublin, California where she will provide human resource solutions to DDI clients to achieve their strategic business objectives. Prior to joining DDI, Makiney was a principal consultant for Test Development at CPS Human Resource Services.

Kenexa is happy to announce that **Lauren McEntire** has joined the assessment practice. She is based out of the Dallas office.

Talya N. Bauer of Portland State University, has been appointed editor-elect of the *Journal of Management*. Dr. Bauer's team will begin accepting new submission on July 1, 2008.

BEST OF LUCK!

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

SIOP 2008
San Francisco, California

Introducing SIOP conference theme tracks:

Thursday, April 10

Individual-Organizational Health

Six unique sessions with the focus on cutting-edge research and practice aimed at optimizing well-being for organizations and employees

Saturday, April 12

Preparing For the Future: A Critical and Constructive Look at I-O Education

Six sessions to stimulate needed dialogue on what it will take to meet emerging stakeholder needs, bring curricular innovation to life, and strengthen the connection between education and practice

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 November 20, 2007.

Evelina Ascalon
Credit Suisse
Zurich Switzerland
evelina.ascalon@credit-suisse.com

Jessica Bagger
California State University Sacramento
Sacramento CA
baggerj@csus.edu

Emily Bailey
Central Michigan University
Bethel Park PA
emily.bailey@ddiworld.com

Barbara Beham
University of Hamburg
Hamburg Germany
barbara.beham@uni-hamburg.de

Dianna Belman
IPMA-HR
Fairfax VA
diannabelman@gmail.com

Karyn Bernas
City of Norfolk
Norfolk VA
karyn.bernas@norfolk.gov

Brian Blume
University of Michigan, Flint
Flint MI
blume@umflint.edu

Jill Bradley
California State University, Fresno
Fresno CA
jbradley@csufresno.edu

Kari Bruursema
Verizon Wireless
South Orange NJ
kari.bruursema@gmail.com

Marie-Helene Budworth
York University
Toronto ON Canada
budworth@yorku.ca

Caterina Bulgarella
GuideStar Research, Inc.
New York NY
caterina@guidestarco.com

Jennifer Bunk
West Chester University
Atglen PA
jbunk@wcupa.edu

Gary Burns
University of Wisconsin Oshkosh
Neenah WI
burnsg@uwosh.edu

Thomas Carnahan
CWH Research Inc
Parker CO
tcarnahan@cwhms.com

Stuart Carr
Massey University
Albany New Zealand
S.C.Carr@massey.ac.nz

Melissa Cohen
Carlson Marketing
Bloomington MN
melannecohen@gmail.com

Bryanne Cordeiro
Federal Management Partners, Inc.
Alexandria VA
bcordeiro@fmpconsulting.com

David Cranmer
Positive Professionals, Inc.
Rosemount MN
dlcranmer@positiveprofessionals.com

James Detert
Cornell University
Ithaca NY
jrd239@cornell.edu

Emily Duehr
Personnel Decisions Research Institutes
Minneapolis MN
emily.duehr@pdri.com

Fabian Elizondo
Birkman International, Inc.
Houston TX
elizondofabian@hotmail.com

Lee Elliott
St. Francis Medical Center
Grand Island NE
lelliott@sfmc-gi.org

Jesse Erdheim
Human Resources Research Organization
Arlington VA
jesseerdheim@gmail.com

Dafna Eylon
Philadelphia PA
deylon@wharton.upenn.edu

Nanette Fairley
Innovative HR Solutions
Dubai AE
nfairley@ihsdubai.com

Steven Farmer
Wichita State University
Wichita KS
steven.farmer@wichita.edu

Pat Ferris
Calgary Psychology Group Inc.
Calgary AB Canada
ferrispa@telus.net

Jacques Forest
Montréal QC Canada
forest.jacques@uqam.ca

LaTanya Foster
Miami FL
latanyafoster@gmail.com

Brian Frost
Corvirtus
Colorado Springs CO
dr.bfrost@gmail.com

Jennifer Gibson
Fors Marsh Group
Alexandria VA
JGibson@forsmarshgroup.com

Nishidha Goel
The Fifth Option Outsourcing Inc.
Surrey BC Canada
nishidhagoel@hotmail.com

Beth Grefe
Linderbaum O.E. Strategies
Brecksville OH
linderbaumb@oestrategies.com

Ute Huelsheger
Maastricht University
Maastricht Netherlands
ute.hulsheger@psychology.unimaas.nl

Daniel Jansen
Sears Holdings Corp.
Hoffman Estates IL
jansendc@hotmail.com

Denise Jepsen
Macquarie University
Cherrybrook NA Australia
denisej@bigpond.net.au

Hazel-Anne Johnson
Rider University
Princeton Junction NJ
hjohnson@rider.edu

Mary Kosarzycki
Kaegan Corporation
Oviedo FL
rombert@bellsouth.net

Ian Little
Pearson Educational Measurement
Tulsa OK
ian.little@pearson.com

Teresa Lyons
Salem MA
teresa.lyons@salemstate.edu

Suzanne Massie
Ottawa ON Canada
smassie@hrsg.ca

William Matte
United Airlines
Wheaton IL
billmatte@sbcglobal.net

Andres Matzkin
Suventus
Santa Ana CA
amatzkin@suventus.com

Nicole McGuire
Monster Worldwide
Rockport MA
nkuhn_us@yahoo.com

Julie McLemore
Rolling Plains Rural Health Clinic
Ballinger TX
juliemclemore@sbcglobal.net

Samantha Montes
University of Toronto
Toronto ON Canada
montes@utsc.utoronto.ca

Tara Myers
CorVirtus
Colorado Springs CO
tmyers@corvirtus.com

Jennifer Nevitt
Oliver Wyman
San Francisco CA
jennifer.nevitt@oliverwyman.com

Rain Newbold-Coco
Lighthouse Mentoring Group
Satellite Beach FL
NewboldCoco@aol.com

Gera Noordzij
Institute of Psychology-Erasmus
University of Rotterdam
‘s-Gravenzande Netherlands
noordzij@fsw.eur.nl

Bolanle Olajomi-Otubu
Virgin Nigeria Airways
Ikeja Nigeria
bolaotubu@hotmail.com

Thomas Rasmussen
A.P. Moller-Maersk
Copenhagen Denmark
thomas.rasmussen@maersk.com

Christopher Rosen
University of Arkansas
Fayetteville AR
crosen@walton.uark.edu

Michelle Ryan
University of Exeter
Exeter United Kingdom
m.ryan@exeter.ac.uk

Laura Sabattini
Catalyst
New York NY
lsabattini@catalyst.org

Johana Salas
Goodwill Industries
Wichita KS
johanitamaria@hotmail.com

Angelina Sawitzky
San Diego Gas & Electric
San Diego CA
angmaz5@yahoo.com

Daniella Scarpelli
Carhartt, Inc.
Birmingham MI
dscarpelli@Carhartt.com

Kristyn Scott
University of Toronto
Toronto ON Canada
kscott@utsc.utoronto.ca

Meridith Selden
Gallaudet University
Falls Church VA
meridith.selden@gallaudet.edu

Jeroen Stouten
University of Leuven
Leuven Belgium
jeroen.stouten@psy.kuleuven.be

Soo Min Toh
University of Toronto
Mississauga ON Canada
soomin.toh@utoronto.ca

Dirk van Dierendonck
Rotterdam Netherlands
dvandierendonck@rsm.nl

Nico Van Yperen
University of Groningen
Groningen Netherlands
N.van.Yperen@rug.nl

Veronica Vargas
United Parcel Service
Roswell GA
vvargas@ups.com

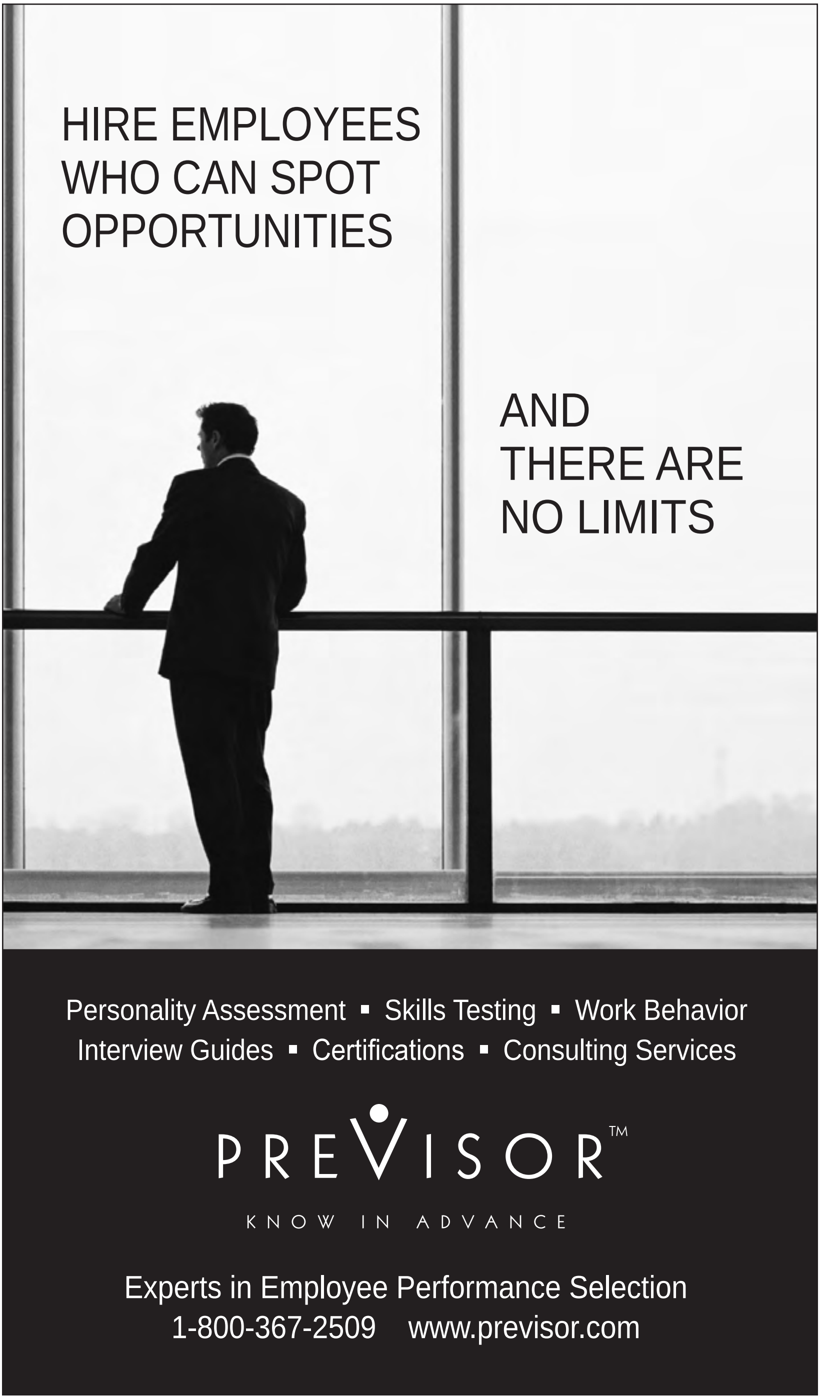
Ruth Wageman
Harvard University
Cambridge MA
rwageman@wjh.harvard.edu

Todd Weber
University of Nebraska-Lincoln
Lincoln NE
todd.weber@gmail.com

Leonard Wysocki
Marlborough CT
wysock@comcast.net

Ryan Zimmerman
Texas A&M University
College Station TX
rzimmerman@mays.tamu.edu

Welcome



HIRE EMPLOYEES
WHO CAN SPOT
OPPORTUNITIES

AND
THERE ARE
NO LIMITS

Personality Assessment ▪ Skills Testing ▪ Work Behavior
Interview Guides ▪ Certifications ▪ Consulting Services

PREVISOR™

KNOW IN ADVANCE

Experts in Employee Performance Selection
1-800-367-2509 www.previsor.com

CONFERENCES & MEETINGS

David Pollack
Sodexho, Inc.

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

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 5–8	Seventh International Conference on Occupational Stress & Health. Washington, DC. Contact: APA, www.apa.org/pi/work/wsh.html. (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 12–14	28th Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
March 14–16	Annual IO/OB Graduate Student Conference. Denver, CO. Contact: martin.lanik@colostate.edu.
March 20–21	Annual Conference of the Personnel Testing Council of Northern California (PTC/NC). Concord, CA. Contact: www.ipmaac.org/ptcnc.
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 11–16	38th Annual Information Exchange on “What Is New in Organization Development and Human Resource Development.” Fairhope, AL. Contact: www.odinstitute.org.
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 8–14	28th O.D. World Congress. Sardinia, Italy. Contact: www.odinstitute.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.)
Aug 2–7	Annual Convention of the American Statistical Association. Denver, CO. Contact: ASA, www.amstat.org. (CE credit offered.)
Aug 8–13	Annual Meeting of the Academy of Management. Anaheim, CA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Aug 14–17	Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 336-6020 or www.apa.org. (CE credit offered.)

August 14–17	Biennial Conference of the International Society for Justice Research. Adelaide, Australia. Contact: www.isjr.org/2008.
Sept 22–24	2008 International Congress on Assessment Center Methods. Washington, DC. Contact: www.assessmentcenters.org.
Sept 22–26	Annual Conference of the Human Factors and Ergonomics Society. New York, NY. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
Sept 29–Oct 3	Annual Conference of the International Military Testing Association. Amsterdam, Netherlands. Contact: www.internationalmta.org.
Oct 17–18	SIOP Leading Edge Consortium. Cincinnati, OH. Contact: SIOP, www.siop.org. (CE credit offered.)
Nov 3–8	Annual Conference of the American Evaluation Association. Denver, CO. Contact: AEA, (888) 232-2275 or www.eval.org.

Match-Making and Match-Breaking: Exploring the Nature of Match Within and Around Job Design

Guest Editors: Kevin Daniels (Loughborough University, UK) and Jan de Jonge (Technische Universiteit Eindhoven, The Netherlands)

Submission deadline: **April 30, 2008**

The *Journal of Occupational and Organizational Psychology* (*JOOP*) invites submissions for a special section on “Match-Making and Match-Breaking: Exploring the Nature of Match Within and Around Job Design.”

Within the area of job design, research has by and large attempted to establish parameters of good job design that are universally applicable. What is less well established is whether and how job characteristics need to match other job characteristics or organizational processes. For example:

Is match always beneficial?

Do people develop match over time?

Can people tolerate small periods of mis-match?

Do people seek out non-match in order to develop competencies? How do you assess match at different levels of analysis and between levels of analysis?

Is match vs. non-match a dichotomous or gradual issue?

How can notions of match be used in job-design practice?

The focus of this special section is on the match between aspects of job design to other aspects of job design, or the match between job design and other organizational processes.

We will welcome submissions from across the range of W&O psychology, that are empirical or purely theoretical and that use qualitative as well as quantitative methodologies. As well as conforming to *JOOP* editorial policy in the exclusion of purely cross-sectional self-report methods from consideration unless they have major compensating strengths, we will give preference to those studies that adopt novel approaches to investigating notions of match, either through the research design or the assessment of match.

Further details are available from **http://www.bps.org.uk/publications/journals/joop/special-issue.cfm.**

Informal enquiries on the Special Section can be made to either Kevin Daniels or Jan de Jonge.

Call for Papers: Sixth Conference on Emotions and Organizational Life (Emonet VI), July 17–19, Fontainebleau, France

Researchers interested in studying emotions in organizational settings are invited to submit empirical or theoretical papers for presentation at the Sixth Conference on Emotions and Organizational Life (Emonet VI), to be held in

Fontainebleau, France, July 17–19, 2008. The conference aims to provide a forum for some of the significant advances that have been made in our understanding of the role of emotions in organizational life. The conference papers will be considered for inclusion in Volumes 5 and 6 of the Elsevier Science Annual Series, *Research on Emotion in Organizations*.

The submission deadline is **March 31, 2008**. Papers are to be submitted via the Emonet Web site **http://www.uq.edu.au/emonet/**, and will be subject to blind review. Format is per the submission guidelines for the Academy of Management. A brief statement of authors' preference for presentation format should also accompany submissions. It is anticipated that a wide variety of delivery styles will be used, including symposia, panel discussions, workshops, posters, and traditional presentations.

Authors unable to attend the conference are also invited to submit their papers to be considered for inclusion in the book. These papers will be available for workshopping at the conference and will be subject to the same review process as the conference papers. Authors should indicate whether they wish to have their work reviewed for presentation at the conference, the book, or both.

For more information about the conference go to Emonet Web site, or e-mail Neal M. Ashkanasy (UQ Business School, University of Queensland) n.ashkanasy@uq.edu.au; Charmine E. J. Härtel (Department of Management, Monash University) charmine.hartel@buseco.monash.edu.au; or Wilfred J. Zerbe (Haskayne School of Business, University of Calgary) wilfred.zerbe@haskayne.ucalgary.ca.

Call for Submissions: Biennial Conference of the International Society for Justice Research
Adelaide, Australia, August 14–17, 2008

The 12th Biennial Conference of the International Society for Justice Research (ISJR) will be held in Adelaide, Australia, on August 14–17, 2008. The theme of the conference will be Justice in a Diverse Society. Researchers from all relevant disciplines are invited to submit contributions on a topic related to this theme or any other aspect of justice and fairness.

World-wide among the most important societies representing social scientists working in the field of justice, ISJR is an interdisciplinary organization with an international membership, representing over 25 countries and a range of disciplines, including psychology, sociology, philosophy, law, criminal justice, political sciences, economics, organization studies, and history. Our biennial scientific meetings aim to stimulate interdisciplinary dialogue and represent the most current advances in justice research.

The Program Committee invites submissions of symposia (of, preferably, four speakers), individual papers, and posters. The submission deadline is

March 15, 2008. Further information about the conference including keynote speakers, venue, location, as well as the submission procedure is available on the ISJR 2008 Web site: **www.isjr.org/2008**.

If you have any queries about the conference, please e-mail us isjr@flinders.edu.au.

The Susan G. Cohen Doctoral Research Award in Organization Design, Effectiveness, and Change

The Center for Effective Organizations (CEO) announces the Susan G. Cohen Research Award in Organization Design, Effectiveness, and Change. This award is offered in remembrance of our dear friend and colleague, who was a research scientist at CEO in the Marshall School of Business, University of Southern California, from 1988–2006.

The purpose of this award is to provide $2,500 in research funding to a doctoral student whose research work is compatible with the work that captivated Dr. Cohen throughout her career and will make a contribution to both academic theory and management practice. The award is to be used to support the completion of dissertation research.

For more information and to apply for the award, Visit our Web site: **http://ceo-marshall.usc.edu/cohen-award**.

Application deadline: **January 28, 2008**

LERA and SIOP and HRMJ $50,000 Human Resource Research Award

The Society for Human Resource Management (SHRM), and SHRM's affiliates, the SHRM Foundation and the Human Resource Certification Institute (HRCI) are once again seeking nominations for a special research award in honor of their retired President and CEO, Michael R. Losey, SPHR, CAE. Eligibility for this award is based upon significant past contributions as well as continuing influence on the human resource management field. Consideration will be given to research projects completed by an HR expert who has made significant past contributions and whose research will facilitate continuing contributions to the HR field. Only nominations from an individual nominating another individual will be accepted. Nominators should nominate an individual who has considerable experience and a proven track record as demonstrated through published works and other HR-related accomplishments. The award is for $50,000. The deadline for nominations for the award will be **January 21, 2008**. If you have any questions about this prestigious award, please e-mail SHRM at **loseyaward@shrm.org** or visit **www.shrm.org/LoseyAward** for more information.

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/.

CLEMSON UNIVERSITY'S DEPARTMENT OF PSYCHOLOGY invites applications for an appointment at the rank of **ASSISTANT OR ASSOCIATE PROFESSOR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY**, with a start date of August 2008. Requirements include a PhD in industrial-organizational psychology or related area, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. Although all candidates with research interests in industrial-organizational psychology will be considered, those specializing in organizational psychology or occupational health are especially encouraged to apply. We are a research-oriented department (see http://www.clemson.edu/psych/) with 23 full-time faculty, 550 undergraduate majors, and MS and PhD programs in industrial-organizational psychology and human factors psychology, with an available optional concentration in occupational health psychology. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Clemson University is an affirmative action/equal opportunity employer (AA/EEO) and does not discriminate against any person or group on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran's status. Applicants should submit a letter of interest, a curriculum vitae, recent reprints, and three letters of reference to **Industrial-Organizational Psychology Search Committee, c/o Pat Raymark, PhD, Department of Psychology, 418 Brackett Hall, Clemson University, Clemson, SC, 29634-1355.** Preference will be given to applications received prior to January 4, 2008.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AT ILLINOIS INSTITUTE OF TECHNOLOGY. The I-O program is seeking to fill **TWO TENURED/TENURE-TRACK OPEN RANK FACULTY** positions beginning fall 2008. Ideal candidates would include senior faculty with outstanding records as scholars and methodologists and scholarly junior persons who would complement and strengthen the current areas of the program. In addition to research and graduate supervision (MS & PhD), candidates will be expected to teach graduate and/or undergraduate courses. Located in the great city of Chicago, the I-O program is housed within the Institute of Psychology, which offers graduate training in I-O, clinical, and rehabilitation psychology within a scientist/practitioner model. The I-O program stresses a balance of industrial and organizational psychology topics. Current areas of strength among I-O faculty include methodology, psychometric theory, leadership, work–family conflict, diversity and cross-cultural research, selection, and assessment. The Center for Research and Service is an on-site consulting center that supports training, funding, and research efforts of students and faculty and draws on our close affiliations with industry within the city and suburbs. Nominations for the senior position are welcome. Nominations in e-mail or letter form and applications that include a letter of interest, vita, three letters of recommendation, and selected publications directed to **Dr. Roya Ayman Chair, I-O search committee, Institute of Psychology, Illinois Institute of Technology, Chicago, IL 60616-3793, E-mail: ayman@iit.edu.** Our Web site is http://www.iit.edu/colleges/psych/current/progs/io/io.html. Review of applicants will begin immediately and continue until the positions are filled. IIT is an Equal Opportunity/Affirmative Action Employer, M/F/H/V.

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY. THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF TEXAS AT ARLINGTON is seeking to fill a **TENURE-TRACK ASSISTANT PROFESSOR FACULTY** position beginning fall 2008. Candidates should complement and strengthen the current areas of the program. In addition to research and graduate supervision (MS and PhD), the successful applicant will be expected to teach graduate and/or undergraduate courses, and engage in productive research activities. The department has successfully developed a growing MS program in I-O psychology and now offers a PhD in psychology with an emphasis in I-O psychology. The successful applicant would be expected to assist students and faculty in research, supervise students during internships, and advise students in the I-O psychology program. A PhD in I-O psychology or closely related field (e.g., organizational development, organizational behavior) is required. This is a new position in a growing I-O psychology program within an established yet dynamic department. Opportunities for collaboration with psychology faculty, management faculty, and industry abound. The University of Texas at Arlington is centrally located in the Dallas–Fort Worth Metropolitan area. The area provides many opportunities for field research and consultation. Information about the department is available at www.uta.edu/psychology. Send a letter of application, curriculum vitae, representative papers, a statement of goals and interests, and three letters of recommendation to **I-O Psychology Search Committee, Department of Psychology, Box 19528, The University of Texas at Arlington, Arlington, TX 76019.** Application review will begin immediately and continue until the position is filled. This is a security sensitive position, and a criminal background check will be conducted on finalists. The University of Texas at Arlington is an Equal Opportunity and Affirmative Action Employer.

THE SCHOOL OF SOCIAL SCIENCES AT SINGAPORE MANAGEMENT UNIVERSITY invites applications for positions in **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY** at the **ASSISTANT, ASSOCIATE, OR FULL PROFESSOR RANK**, to begin in July 2008. The positions require a doctorate in psychology by the date of appointment. We are seeking candidates with a record or high potential of scholarly research commensurate with the rank and an ability to teach a range of undergraduate courses. The school has a strong record of attracting the best students in Singapore and the region. The ideal candidate will have a strong commitment to excellence in teaching and research, and is comfortable working in an interdisciplinary environment with faculty members from Psychology, Political Science, Sociology, and the Humanities as immediate colleagues, although all discussions on psychology academic matters will still take place among psychology faculty. Research interest in Singapore or Asia will be an advantage. Teaching load is light compared to many research universities. Research support is excellent and salary and benefits are highly competitive.

Full evaluation of applications will start December 1, 2007 and on-campus interviews will typically be conducted in the period from January to March 2008. However, submission of applications is open and evaluation will continue until the positions are filled. Applicants must submit, in electronic form (Word or PDF file), a curriculum vitae, a description of research interest and a statement of teaching interests and philosophy to the following address: **socialsciencescv@smu.edu.sg.** Applicants should also send hard copies (if not available in electronic form) of selected publications and teaching evaluations. Applicants should arrange for three confidential letters of recommendation to be sent directly to **Professor David Chan, Interim Dean and Chair of Psychology Search Committee, School of Social Sciences, Singapore Management University, 90 Stamford Road, Singapore 178903.** Information about the university and the school can be found at www.socsc.smu.edu.sg.

THE DEPARTMENT OF PSYCHOLOGY AT SOUTHEASTERN LOUISIANA UNIVERSITY invites applicants for a **TENURE-TRACK ASSISTANT PROFESSOR** position in **INDUSTRIAL-ORGANIZATIONAL (I-O) PSYCHOLOGY** to begin in August 2008. Candidates must have a doctorate in I-O psychology or related field (e.g., organizational behavior). To be eligible for the position, applicants must have completed all requirements for the degree by August 1, 2008. Duties and responsibilities will include undergraduate and graduate teaching, graduate internship supervision, and developing an active research program. Involvement is also expected in the expansion of the I-O program from a concentration in our general MA program to a separate MA degree emphasizing practical I-O skills. Applicants must be committed to working with diversity. To ensure review, application materials must be received by February 1, 2008. Qualified applicants should send a letter of application, curriculum vita, copies of both undergraduate and graduate transcripts (official transcript will be required of finalist), and three letters of recommendation to **Dr. Hunter McAllister, Chair, I-O Search Committee, Department of Psychology, Southeastern Louisiana University, SLU Box 10831, Hammond, LA 70402.** Southeastern is an AA/ADA/EEO employer. Information about the Department of Psychology can be found at http://www.selu.edu/acad_research/depts/psyc/index.html.

Competitive Advantage. Realized.

DEVELOPMENT DIMENSIONS INTERNATIONAL helps organizations systematically and creatively close the gap between today's talent capability and the people they need to successfully execute tomorrow's business strategy.

DDI has the expertise to support a wide range of people strategies, including:

- Hiring and promoting the best
- Developing extraordinary leaders
- Unleashing executive talent

We are looking for your innovative contributions to be a part of our continued success in a variety of consulting and leadership opportunities.

For a complete list of current career opportunities and the associated qualifications, please visit us at **http://www.ddiworld.com/careers.** You can then begin the online application process so we can start on the path of getting to know you. We're looking forward to the journey.

Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017.

DDI values diversity and is an equal opportunity employer.

EXECUTIVE CONSULTANTS. Boston, Minneapolis, Detroit, Los Angeles, Stuttgart, New York City, San Francisco, Milan, London,

PERSONNEL DECISIONS INTERNATIONAL provides innovative, top-quality talent management solutions in the areas of strategic human resources and systems consulting, individual assessment and assessment centers, leadership development, succession and performance management, executive and management coaching, and organizational development and effectiveness solutions. Successful candidates will be at a master' level or higher, with a focus in I-O psychology, HRD/OD or business, and deep experience in human capital consulting; the ideal candidate has a mix of corporate and consulting environment background. Expertise in talent management systems and programs, ability to manage clients, and strong selling skills are required. Send resumé to PDI at **career@personneldecisions.com.** Visit our Web site for further information: www.personneldecisions.com. EOE

Information for Contributors

Please read carefully before sending a submission.

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

Preparation and Submission of Manuscripts, Articles, and News Items

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

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

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

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

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

Review and Selection

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

SIOP Officers and Committee Chairs 2007–2008

President:
Lois Tetrick
ltetrick@gmu.edu
(703) 993-1372
President-Elect:
Gary Latham
(416) 978-4916
latham@rotman.utoronto.ca
Past President:
Jeff McHenry
jmchenry@microsoft.com
(425) 722-1851
Secretary:
Lisa Finkelstein
lisaf@niu.edu
(815) 753-0439
Financial Officer:
Ken Pearlman
kenpearlman@comcast.net
(941) 927-1395
Members-at-Large:
Adrienne Colella
acolella@tulane.edu
(504) 865-5308
Tayla Bauer
TalyaB@Sba.pdx.edu
(503) 725-5050
Donald Truxillo
(503) 725-3969
truxillod@pdx.edu
Representatives to APA Council:
Janet Barnes-Farrell
janet.barnes-farrell@uconn.edu
(860) 486-5929
Bob Dipboye
rdipboye@mail.ucf.edu
407-823-3576
Deirdre Knapp
dknapp@humrro.org
(703) 706-5662
Eduardo Salas
esalas@ist.ucf.edu
(407) 882-1325
José Cortina
(703) 993-1347
jcortina@gmu.edu
Awards:
Wendy Boswell
wboswell@tamu.edu
(979) 845-4045
CE Coordinator:
Peter Scontrino
mpeterscontrino@aol.com
(425) 392-5694
Doctoral Consortium:
Ken Yusko
kyusko@marymount.edu
(703) 228-3513
Education and Training:
Eric Heggestad
edhegges@uncc.edu
(704) 687-6061
Marcus Dickson
marcus.dickson@wayne.edu
(313) 577-0753
Electronic Communications:
Steven Ashworth
sashworth@semprautilities.com
(858) 654-1505
Ethnic and Minority Affairs:
Derek Avery
davery@uh.edu
(713) 743-8500
Fellowship:
George Hollenbeck
geoholl@livingston.net
(936) 327-3825
Historian:
Scott Highhouse
shighho@bgnet.bgsu.edu
(419) 372-8078
IOP Journal:
Paul Sackett
psackett@umn.edu
(612) 624-9842
†*LGBT:*
Mikki Hebl
Hebl@Rice.edu
(713) 348-2270
Eden King
eking6@gmu.edu
(703) 993-1620
Long Range Planning:
Adrienne Colella
acolella@tulane.edu
(504) 865-5308
Membership:
Miquel Quiñones
quinones@cox.smu.edu
(214) 768-3190
Organizational Frontiers:
Bob Pritchard
rpritcha@pegasus.cc.ucf.edu
(407) 823-2560
Placement and JobNet:
Mindy Bergman
meb@psyc.tamu.edu
(979) 845-9707
Larissa Linton
larissa.linton@pdri.com
(703) 812-3052
Professional Practice:
Rob Silzer
robsilzer@prodigy.net
(212) 529-6768
Professional Practice Series:
Allan Church
allan.church@pepsi.com
(914) 253-2236
Janine Waclawski
janine.waclawski@pepsi.com
(914) 253-2479
Program–APA:
Chris Robert
(573) 882-3819
robertc@missouri.edu
Robert Sinclair
(503) 725-3965
sinclair@pdx.edu
Program–APS:
Michele Gelfand
mgelfand@psyc.umd.edu
(301) 405-6972
Deborah Rupp
derupp@uiuc.edu
(217) 265-5042
Program–SIOP:
Steven Rogelberg
sgrogelb@email.uncc.edu
(704) 687-4742
John Scott
(203) 655-7779
jscott@appliedpsych.com
Scientific Affairs:
Steve Kozlowski
stevekoz@msu.edu
(517) 353-8924
SIOP Conference:
Douglas Pugh
sdpugh@email.uncc.edu
(704) 687-4422
Julie Olson-Buchanan
julie_olson@csufresno.edu
(559) 278-4952
State Affairs:
Judy Blanton
jblanton@rhrinternational.com
(213) 627-5145
†*Teaching Institute:*
Ronald Landis
rlandis@memphis.edu
(901) 678-4690
TIP:
Wendy Becker
wbecker@siop.org
(518) 442-4176
Visibility:
Doug Reynolds
doug.reynolds@ddiworld.com
(412) 220-2845
Workshops:
Suzanne Tsacoumis
stsacoumis@humrro.org
(703) 706-5660

†*Ad Hoc Committees*

ADMINISTRATIVE OFFICE
SIOP Administrative Office
440 East Poe Road
Suite 101
Bowling Green OH 43402
(419) 353-0032 Fax (419) 352-2645

Web site: www.siop.org
E-mail: siop@siop.org

SIOP Foundation
440 East Poe Road
Suite 101
Bowling Green, OH 43402
Paul W. Thayer, President

SIOP Advertising Opportunities

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

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

Display Advertising Rates per Insertion

Size of ad	*One time*	*Four or more*	*Plate sizes:* Vertical		*Horizontal*
Two-page spread	$672	$488			
One page	$399	$294	7-1/4"	x	4-1/4"
Half page	$309	$252	3-1/4"	x	4-1/4"

Premium Position Advertising Rates

Size of ad	*One time*	*Two times*	*Plate sizes:* Vertical		*Horizontal*
Inside 1st page	$651	$462	7-1/4"	x	4-1/4"
Inside 2nd page	$630	$436	7-1/4"	x	4-1/4"
Inside back cover	$630	$436	7-1/4"	x	4-1/4"
Back cover	$672	$488	8-1/2"	x	5-1/2"
Back cover 4-color	$1,292	$1,103	8-1/2"	x	5-1/2"

Annual Conference Program

Display ads are due into the SIOP Administrative Office around January 15. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

Size of ad	*Price*	*Vertical*		*Horizontal*
Two-page spread	$506			
Full page	$304	9"	x	6-1/2"
Inside front cover	$526	9"	x	6-1/2"
Half page	$256	4-1/4"	x	6-1/2"
Quarter page	$202	4-1/4"	x	3-1/2"
Inside back cover	$520	9"	x	6-1/2"
Back cover	$540	11"	x	8-1/2"
Back cover 4-color	$635	11"	x	8-1/2"

Advertisement Submission Format

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

TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

Wendy S. Becker, Editor
The Industrial-Organizational Psychologist
Society for Industrial and
Organizational Psychology, Inc.
440 East Poe Road
Suite 101
Bowling Green, OH 43402-1355
Phone: 419-353-0032
Fax: 419-352-2645
E-mail: wbecker@siop.org

Editorial Board:
Derek Avery
Tara Behrend
Marcus Dickson
Eric Dunleavy
Amy DuVernet
Arthur Gutman
Clara Hess
Scott Highhouse
Jennifer Lindberg
Jamie Madigan
David Pollack
Reanna Poncheri
Sylvia G. Roch
Anna L. Sackett
Lori Foster Thompson
Jane Vignovic
Michael Zickar

The Industrial-Organizational Psychologist (TIP) is an official publication of the Society for Industrial and Organizational Psychology, Inc. Circulation is approximately 6,500, which includes the membership of the Society (professional and student), public and corporate libraries, and individual subscribers. *The Industrial-Organizational Psychologist, TIP* (ISSN 0739–1110, USPS#014–838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc., 520 Ordway Ave., P.O. Box 87, Bowling Green, OH 43402-0087.

Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the Association for Psychological Sciences, unless so stated.

Mission Statement: *The Industrial-Organizational Psychologist (TIP)* is an official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association and an Organizational Affiliate of the American Psychological Society. The purpose of *TIP* is to provide news, reports, and noncommercial information related to the fundamental practice, science, and teaching issues in industrial and organizational psychology.

Article deadlines for each issue: July issue—May 1; October issue—Aug. 1; January issue—Nov. 1; April issue—Feb. 1

Advertising and positions available: Advertisements ranging from one-half to two pages and Position Available announcements may be arranged through the SIOP Administrative Office. Deadlines for the placement of ads and announcements conform to the article deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the **SIOP Administrative Office**.

Subscriptions and address changes: Subscriptions begin with the July issue and are payable in U.S. funds. Membership inquiries, address changes, advertising placements, and other business items should be directed to **SIOP Administrative Office, 520 Ordway Ave., P.O. Box 87, Bowling Green OH 43402-0087. Phone 419-353-0032, fax 419-352-2645, e-mail siop@siop.org.**

Subscription rates: Subscription cost for SIOP members $15.00, included in annual dues. $20.00 for individuals, $30.00 for institutions. Periodicals postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to *The Industrial-Organizational Psychologist TIP,* SIOP Administrative Office, P.O. Box 87, Bowling Green, OH 43402-0087. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

See *TIP* and SIOP online at www.siop.org

Copyright ©2008 by the Society for Industrial and Organizational Psychology, Inc.

SIROTA
Survey Intelligence®

Looking Forward . . .

Measuring CSR Effectiveness: Where To Begin?

As organizations become increasingly involved with the critical issue of Corporate Social Responsibility (CSR), they need to focus on measurement – a process that systematically provides feedback about CSR efforts. The three components are:

1. **The "Who":** One or more of the following: communities, the general public, beneficiaries of support, employees, and opinion leaders. Others can include customers, suppliers, investors, and regulators.
2. **The "What":** Usually a core set of items supplemented by constituency-specific items. Topics cover familiarity with the CSR activities and their effectiveness and the extent to which the activities are aligned with the constituents' priority needs.
3. **The "How":** A combination of online and telephone surveys.

The most effective surveys are conducted in partnership with the constituencies to be surveyed and with an action orientation: the point is to obtain information which will be used well. Sirota's approach has been carefully developed to ensure that the survey outcome is successful, and, consequently, that your CSR efforts are also successful.

NEW on www.sirota.com

On October 10th, Drs. Walter Reichman and
Mary O'Neill Berry from Sirota moderated a panel
at the United Nations' First Annual Psychology Day.
Visit **www.sirota.com/knowledgecentre**
to download information about this meeting.

©2007 Sirota Consulting LLC. All Rights Reserved.

savilleconsulting
wave

Assessment Innovation

Peter Saville has launched Saville Consulting and a new Wave of behavioral assessments that are quick, empirically valid, and offer deep insights for leadership development, talent audits, personnel selection, and team effectiveness workshops. Now measure talent, motive, and preferred work culture with one self-report questionnaire.

Wave Professional Styles

- For leaders, aspiring leaders & managers
- Admin time is about 40 minutes
- Dynamic free + forced choice item format
- Profile 12 sections, 36 scales, 108 facets
- Predict competency potential
- Predict entrepreneurial potential

Wave Focus Styles

- For all levels of staff
- Admin time is *only* **15 minutes**
- Dynamic free + forced choice item format
- Profile 12 scales and 36 facets
- Predict competency potential
- Excellent tool for high volume screening

Test drive our *fresh* online aptitude tests

Aptitude
Assessments

- Swift Analysis (18 minutes)
- Swift Comprehension (10 minutes)
- Swift Technical (9 minutes)

Invited Access version for unsupervised, remote test administration
Supervised Access version for supervised, on-site test administration

Register online at...

www.savilleconsulting.com/testwave

Promotion code: TIP

www.savilleconsulting.com 1.866.918.9009 info.na@savilleconsulting.com

United States Canada Mexico Central America South America United Kingdom Europe South Africa Asia-Pacific

© 2007 Saville Consulting. All rights reserved.