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A MESSAGE FROM YOUR PRESIDENT



Gary Latham

What I knew at a subconscious level I did not become fully aware of until I was elected president: SIOP is amazingly efficient and effective. This is amazing because other than eight dedicated full- and part-time employees in Bowling Green, SIOP relies solely on volunteers, most of whom have full-time jobs, to agree to be a nominee for an elected office or to be appointed to a committee that contributes to the meaningfulness of SIOP for us, the SIOP membership. As volunteers, we rotate on and off SIOP committees at 1–3 year intervals. Because we are relatively homogeneous in our values as scientist–practitioners, SIOP does not get whipsawed despite the fact our committee membership continually changes. Hence, what SIOP was able to accomplish in 2008–2009, in my eyes, is truly impressive.

In my final presidential column, I will discuss where SIOP is relative to my three presidential goals for increasing SIOP's visibility in the public arena. In this column I will address (a) the steps we are taking in response to our practitioner survey, and (b) an age-old topic, the licensing of I-O psychologists.

Practitioner Survey

The last three issues of *TIP* have reported the results of the Practitioner Survey conducted at the request of the Executive Committee (EC) in early 2008. This year I asked the Professional Affairs Committee chaired by **Deb Cohen**, the Visibility Committee chaired by **Chris Rotolo**, as well as EC members **Deirdre Knapp**, **Ken Pearlman**, and **Suzanne Tsacoumis** to examine the results. At our February EC meeting, President-Elect **Kurt Kraiger** took the lead in pointing out what we need to do next, while the EC discussed where “SIOP is now.”

Current Steps/Future Steps

1. I have asked the Awards Committee, in conjunction with the Professional Affairs Committee to develop an early career professional award with criteria appropriate for practitioners so that SIOP may offer parallel recognition for those excelling in both practice and the academic arenas.
2. **Denise Rousseau** is the editor of our forthcoming *Science You Can Use* book series (see this issue of *TIP*). It will be an evidence-based edited book of original chapters, published annually, that will summarize the state of practice/science on specific “practice topics.”
3. The SIOP Learning Center provides a video of both the Leading Edge Consortium and SIOP conference.

4. Our preconference workshops at the annual conference in the spring and the fall Leading Edge Consortium or LEC (initiated under the leadership of past president **Leaetta Hough**) are heavily practitioner oriented.

5. Beginning with our upcoming fall LEC, we will initiate a preconsortium event geared for practitioners, a senior consultant/practitioner roundtable that will be an informal gathering to “share and network” or a special workshop tied into the LEC topic. This will occur the afternoon prior to the LEC.

6. I have asked the Professional Affairs Committee to create a mentoring program for practitioners.

7. Deb Cohen and **Nancy Tippins** are positioning SIOP as the thought leader for evidence-based management in the eyes of the public by becoming the supplier of this information for SHRM’s 250,000 members; I am personally involved in partnering with business schools to provide SIOP expertise (i.e., speakers) for executive education; **John Scott** is EAWOP’s, Division 1-IAAP, and SIOP’s representative to the United Nations; and **Virginia Schein** chairs a taskforce for the alliance of these three organizational psychology associations for issuing “white papers” to influence public policy (e.g., the aging workforce).

8. EAWOP, IAAP, and SIOP will form an alliance at our spring conference in April, at EAWOP’s biannual conference in May, and IAAP’s conference the following year. Among the objectives of the alliance will be to develop a certification process for the “global practice of organizational psychology.”

9. Dave Nershi and I have met with SHRM. They have agreed to market SIOP books in our) Professional Practice series as well as the forthcoming series, *Science You Can Use*. The latter is being published by the American Psychological Association.

10. I have asked *TIP* Editor **Wendy Becker** to create a list that shows where member practitioners have been speaking, presenting, and keynoting. The objective is to show the value and impact of practitioners, much the same way research is highlighted.

11. I have sent a request to incoming Program Chair **Sara Weiner** to encourage sessions at our spring conference that showcase how practitioners have impacted business.

Kurt Kraiger, who will likely be our president when you are reading this column, has committed to doing the following:

1. Establishing a practitioner-oriented microsite with information that provides easy access for sharing best practices and nonproprietary consulting tools and technology (note that a companion site would provide similar information for academics).

2. Increasing access by SIOP members to up-to-date research and reviews and critiques of mainstream HR/business books.

3. Creating a top 10 list of SIOP conference programs (e.g., by numbers attended, tapes sold).

4. Creating communities of interest through the use of Webinars and/or electronic newsletters.

Licensing

APA is once again examining the licensing of psychologists. They are creating a Model Licensing Act (MLA) revision that will be sent to individual states and provinces. Fortunately for us, **Vicki Vandaveer** and **Judy Blanton** are members of the MLA task force. They are doing a phenomenal job of getting the task force to understand how we in SIOP are different from those who work in the health and mental health fields. In addition, the two of them have been very effective in working toward making the MLA realistic/applicable for those of us who want to label ourselves in the marketplace as psychologists, a legal requirement in the majority of states and provinces. As members of the MLA task force, Vicki and Judy must be adept at compromise if they are to retain their influence. The requirement for 2 years of supervision following receipt of the PhD remains a requirement in the MLA in order for us to become licensed. However, Judy and Vicki are attempting to modify this requirement to allow supervision by a SIOP Fellow who is not necessarily physically present.

In the past, those of us who did not want to become licensed were able to practice by refraining from marketing ourselves as psychologists. The proposed MLA goes beyond the label of psychologist to include the prohibition of activities by those of us who are not licensed: "provision of direct services to individuals and/or groups for the purpose of enhancing individual and thereby organizational effectiveness using psychological principles, methods, and/or procedures to assess and evaluate individuals or personal characteristics for individual development and/or behavior changes or for making decisions about the individual, such as selection."

Thanks primarily to the efforts of Vicki and Judy, those of us who the MLA proposes to exempt from licensing include (a) people engaged solely in teaching in academic institutions or research in academic and/or research institutions, and (b) those of us who provide services for the benefit of the organization, and not involving direct services to individuals, yet using psychological principles, methods, and/or procedures, including but not limited to job analysis, attitude surveys, personnel selection testing and validation, design and implementation of training programs and performance appraisal systems, organization design, and so forth. All of us who fall in these two categories, the MLA proposes to the states/provinces, should be able to call ourselves psychologists without the requirement to be licensed.

At our winter EC meeting, we were presented with a letter signed by eminent thought leaders in SIOP, several of whom are past presidents, and all of whom are or were department heads/chairs of psychology departments (see this issue of *TIP*). They explained why they want SIOP to take an official stance against the mandatory licensing of those of us who practice I-O psychology. After reading their letter, and after discussing the complexity of discerning the distinction between service for an individual versus an organiza-

tion, the EC passed a motion against the mandatory requirement for an I-O psychologist who “practices” to become licensed. Instead, A SIOP task force will investigate the feasibility and resources needed to develop a voluntary global certification process for us. I am setting a challenging but achievable goal for the task force to move us towards implementation of such a process within 3 years. The rationale for this stance on licensing is currently being written under the leadership of Kurt Kraiger. The results will be disseminated to the states/provinces, APA, and of course to all of us through *TIP* and our Web site. In the interim, the EC remains fully supportive of Judy and Vicki’s efforts on our behalf. As of March 2, you have a 90-day opportunity to present your comments to the MLA task force. I urge you to please do so.



It's not too late!

**You can still register for the SIOP
Annual Conference online or on site!**

www.siop.org/Registration/

Don't miss out!

Letter to the SIOP Executive Committee

As a group of current and former chairs of psychology departments, we are writing to express our opinions about the current draft of SIOP's position on licensing. We know that the issue of licensing has been debated for quite a long time and that in more recent weeks many opinions have been shared with the Executive Committee. Many of us have already stated our thoughts individually about the broad array of issues related to licensing of I-O psychologists. Here, however, we want to collectively express an opinion from our perspective as faculty members and academic leaders of psychology departments that house I-O programs.

Our position can be stated clearly. We believe that the SIOP position now being proposed, as articulated in the most recent draft, has the potential to seriously threaten the viability of I-O programs in comprehensive psychology departments. In our judgment, the current draft fails to clearly express the position that licensing should not be required for I-O psychologists. Further, its primary focus on educational recommendations will be seen as a substantial step toward an accreditation process that could easily lead to the death of I-O programs in comprehensive psychology departments. Such departments will never allow the allocation of departmental resources (faculty lines, graduate cohort sizes, etc.) that accreditation or even the "quasi accreditation" suggested by the National Registry would require. Instead, departments will rightly question the need to have I-O programs at all and choose to close those programs before entertaining the possibility of a second "clinical like" program in their departments. The consequence will be that I-O programs will end up housed entirely in smaller, more specialized departments or we will have a proliferation of PsyD programs that produce the bulk of our practitioner group. Although it is clear that such departments can do excellent jobs in the training of I-O psychologists, positioning I-O exclusively in such departments runs the risk of further isolating I-O from the core of psychology.

We also believe that most I-O programs, and psychology departments generally, will not accept curriculum requirements from SIOP or any other organization, no matter how benign SIOP may feel they are. Because departments are the gatekeepers of advanced training, such "benign" recommendations will be resisted, exacerbating the existing differences between academics and practitioners.

Of course we recognize that regardless of SIOP's position on licensing most states require licensure of individuals who are going to advertise their services as "I-O psychologists." We must live with this fact, and SIOP should support making licensing as feasible as possible for those who need it. However, we believe that this should and can be done without submitting PhD programs to national accreditation or some other prescribed standards, like those in this SIOP draft document.

We know that many of our colleagues in SIOP have put in a great deal of effort both developing a response to the APA document and in crafting the current draft of a SIOP position on licensing. We thank all involved for their efforts. At the same time, we believe it important to express our opinions influenced by a perspective as chairs or heads of psychology departments. In short, we believe that the SIOP position should be an unequivocal resistance to mandatory licensing, that this position should be stated unequivocally at the outset of any SIOP statement on licensing, that SIOP should increase its efforts to make this position known to state licensing boards, and that SIOP should refrain from developing recommendations for licensing curricula.

Thank you.

John Campbell
University of Minnesota

Paul Levy
University of Akron

Kevin Murphy
Pennsylvania State University

Neal Schmitt
Michigan State University

Howard Weiss
Purdue University

A Quantitative Examination of Trends in I-O Psychology 2001–2005

Richard N. Landers
University of Minnesota, Twin Cities

In I-O psychology, as would be expected in any self-aware area of study, we sometimes wonder what direction our field is taking and who is leading it there. Which work appears most often in the I-O literature? What topics receive the most attention? Which papers have made the most impact on our field? Originally, seeking the answer to these questions represented a difficult and time-consuming task considering the quickly changing nature of our field and the vast amounts of ever-growing data to sift through. Using traditional data-gathering techniques, counting the number of times a paper or author was cited in prior empirical research required much more in-depth data collection and processing than even the largest-*k* meta-analysis published today. As newer tools became available, such as the Social Science Citation Index (SSCI—a part of Web of Science), this became substantially easier. The SSCI allowed researchers to quickly determine a count of the number of times they or any one of their works had been cited in the social sciences. It did not, however, allow much precision; because SSCI summarized works cited by the social science literature as a whole, it was difficult to determine, for example, the works and authors most cited by I-O psychology in particular. Determining the key citations for a particular field of study, as reflected by that field's top journals, could provide more accurate information on the direction that field is taking. This paper describes and utilizes a new, more accessible quantitative investigative technique for analyzing past scholarly literature that makes this kind of targeted investigation much faster and simpler.

For determining influence and impact in I-O, using SSCI alone is flawed for two specific reasons. First, because this tool surveys the social science literature as a whole, it is impossible to distinguish whether a citation is stated in I-O psychology or a different social scientific field. For example, Barrick and Mount's (1991) widely cited study on the relationship between the Big Five personality constructs and job performance is commonly cited outside of I-O as early evidence of the renewed interest in and "practical application" of the Big Five personality constructs. Although we can anecdotally discuss the great impact Barrick, Mount, and their work have had within I-O, quantitative evidence is surprisingly lacking. Although SSCI offers some degree of search refinement by area of study, direct precise control is difficult to exert, as it is never made explicit upon what the area of study specifications are based.

The second and larger issue is the validity of equating influence and impact with the number of publications that an author has produced. Quantity does not necessarily indicate quality. Authors choosing to publish a great number of articles in less selective journals would appear more influential by this method.

The reality might be just the opposite. In this context, this could be considered a sort of criterion contamination, which should clearly be avoided if possible.

Because of both of these issues, replacing a paper's "number of citations appearing within the social science literature" with a paper's "number of citations within the I-O literature" would be substantially more construct valid in representing influence and impact within I-O. Instead of examining the number of times anyone has cited a work by an I-O author, determining the number of times specific works have been cited by authors within the I-O literature would produce a much more informative list. Past efforts in this vein have been extremely limited. Although I imagine most I-O psychologists asked could come up with an impromptu list of the most "influential" papers in our field, there have been no substantial quantitative examinations seeking an answer to this question. This is an unfortunate gap in the self-awareness that I-O needs to continue to grow. Although individual authors might make an indirect impact, the papers themselves contain the theories that actually influence future research, and understanding which papers are most influential is central to understanding how our field is developing.

Method

To determine rankings of the most cited articles in I-O, a PsycINFO search was conducted for every article contained within the top 10 most prestigious I-O journals as determined by Zickar and Highhouse (2001) between 2001 and 2005, inclusive. This includes *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Applied Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, *Journal of Vocational Behavior*, *Organizational Behavior and Human Decision Processes*, *Organizational Research Methods*, and *Personnel Psychology*. This journal list was chosen as a balance; collecting every journal with any I-O content would provide too many citations irrelevant to I-O whereas collecting only the top two or three journals would exclude too many. The years 2001 to 2005 were chosen for three reasons. First, as of the time of this writing, PsycINFO has not yet fully indexed all journals published in 2006 or 2007, leaving gaps in the data from those years. Second, full citation information is not recorded in PsycINFO for most of these journals before 2000, creating large systematic gaps if reference data was harvested from before that time. Third, a 5-year metric creates an easily referenced time period; new 5-year segments can continue to be determined, allowing for future longitudinal examination of research trends. It is also important to note here that "what papers published between 2001 and 2005 are most cited?" is not being tracked. Instead, this addresses "what do papers published between 2001 and 2005 cite?" by examining the reference lists from these articles.

All citations from all articles in these journals from 2001 to 2005 indexed by PsycINFO were extracted from PsycINFO and entered into a new freely available computer program (The Research Explicator for oNline Databases [TREND]) designed to parse this kind of data for entry into a database (Lan-

ders, 2007). From 2,636 articles, this produced a final dataset containing 128,425 citations, 72,675 of which were unique. To combat incorrect spelling and formation of citations by authors, the “moderate assumptions” option in the TREND software was used, which matches citations by ignoring the case of the citations, eliminating words less than three characters in length, eliminating subtitles starting with a colon, eliminating embedded Web addresses, and eliminating all numbers. The remaining letters are then compared to previously extracted and cut-down citations to determine which should be counted together, even if the authors did not format the citations correctly (see Landers, 2008, for a discussion of these issues). This does not catch all incidents, and a visual check of the dataset was required to match any remaining malformed cites. This was done by sorting the list alphabetically and comparing citations close by in alphanumeric order. This is not exact, however; final numbers should be interpreted as only an approximate rank ordering.

From initial extractions of data, it became quite apparent that lumping all citations into a single list would mask the relative importance of many of the articles within their respective subfields. For example, because topics in organizational psychology are more popular than topics in industrial psychology (and more commonly published), a top 20 list of all citations in the list would contain only three entries in industrial psychology. Thus for added clarity, five categories in which citations might fall were defined: industrial psychology, organizational psychology, equally contributing to industrial and organizational psychologies, methodology and statistics, and other topics/unknown. Three volunteers from the SIOP graduate student discussion list were then recruited to categorize the top 250 entries in the overall list, with the goal of extracting top 20 lists for each category. Because this was categorical data with more than two raters, to measure interrater agreement, a Fleiss’ κ of 0.49 was computed, indicating a moderate level of agreement. All three raters agreed for 127 of the 250 citations (50.8%), and at least two raters agreed in 225 (90.0%). Final categorical assignments were made based on majority opinion. In the 25 cases where all three raters disagreed, the final categorical assignment for those citations was made by the author.

Results

The top 20 entries per major category were extracted from these lists and placed in Tables 1 (industrial), 2 (organizational), 3 (equally industrial-organizational), and 4 (methodological and statistics). Among the top 250, 38 (15.2%) citations were industrial, 135 (54.0%) were organizational, 22 (8.8%) were equally I-O, 39 (15.6%) were methodological and statistics, and 16 (6.4%) were other/unknown. For a more complete list of the top 500 citations contained in the I-O literature between 2001 and 2005, see <http://rlanders.filedrawer.org/iotrends.html>. Among the top 20 lists (96 citations), all three raters agreed for 44 of the 96 citations (45.8%), and at least two raters agreed on 86 (89.6%).

Table 1

Top 20 Most Highly Cited Industrial Psychological Articles From 2001 to 2005

Citation	# Cites
1 Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. <i>Personnel Psychology</i> , 44, 1–26.	294
2 Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. <i>Psychological Bulletin</i> , 124, 262–274.	149
2 Schneider, B. (1987). The people make the place. <i>Personnel Psychology</i> , 40, 437–453.	149
4 Hunter, J. E., & Hunter, R. F. (1984). Validity and utility of alternate predictors of job performance. <i>Psychological Bulletin</i> , 96, 72–98.	132
5 Tett, R. P., Jackson, D. N., & Rothstein, M. (1991). Personality measures as predictors of job performance: A meta-analytic review. <i>Personnel Psychology</i> , 44, 703–742.	108
6 Salgado, J. F. (1997). The five factor model of personality and job performance in the European Community. <i>Journal of Applied Psychology</i> , 82, 30–43.	91
7 Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: Historical review, a meta-analysis and a preliminary feedback intervention theory. <i>Psychological Bulletin</i> , 119, 254–284.	90
8 Borman, W. C., Hanson, M., & Hedge, J. W. (1997). Personnel selection. <i>Annual Review of Psychology</i> , 48, 299–337.	82
9 Goldberg, L. R. (1992). The development of markers for the Big Five factor structure. <i>Psychological Assessment</i> , 4, 26–42.	80
10 Gilliland, S. W. (1993). The perceived fairness of selection systems: An organizational justice perspective. <i>Academy of Management Review</i> , 18, 694–734.	79
10 Smithers, J. W., Reilly, R. R., Millsap, R. E., Pearlman, K., & Stoffey, R. W. (1993). Applicant reactions to selection procedures. <i>Personnel Psychology</i> , 46, 49–76.	79
12 Viswesvaran, C., Ones, D. S., & Schmidt, F. L. (1996). Comparative analysis of the reliability of job performance ratings. <i>Journal of Applied Psychology</i> , 81, 557–560.	76
13 Barrick, M. R., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. <i>Journal of Applied Psychology</i> , 87, 43–51.	68
13 Gilliland, S. W. (1994). Effects of procedural and distributive justice on reactions to a selection system. <i>Journal of Applied Psychology</i> , 79, 691–701.	68
13 Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. <i>Academy of Management Journal</i> , 38, 635–672.	68
16 Hough, L. M. (1992). The “Big Five” personality variables-construct confusion: Description versus prediction. <i>Human Performance</i> , 5, 139–155.	66
16 Hough, L. M., Dunnette, M. D., Eaton, N. K., & Kamp, J. D. (1990). Criterion-related validities of personality constructs and the effect of response distortions on those validities. <i>Journal of Applied Psychology</i> , 75, 581–595.	66
18 McDaniel, M. A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. (1994). The validity of employment interviews: A comprehensive review and meta-analysis. <i>Journal of Applied Psychology</i> , 79, 599–616.	63
19 Harris, M. M., & Schaubroeck, J. (1988). A meta-analysis of self-supervisor, self-peer, and peer-supervisor ratings. <i>Personnel Psychology</i> , 41, 43–62.	57
19 McHenry, J. J., Hough, L. M., Toquam, J. L., Hanson, M. A., & Ashworth, S. (1990). Project A validity results: The relationship between predictor and criterion domains. <i>Personnel Psychology</i> , 43, 335–354.	57

Note. Ties indicated with identical ranks. Order within ranks is alphabetical.

Table 2

Top 20 Most Highly Cited Organizational Psychological Articles From 2001 to 2005

Citation	# Cites
1 Bandura, A. (1986). <i>Social foundations of thought and action: A social-cognitive view</i> . Englewood Cliffs, NJ: Prentice-Hall.	203
2 Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i> . New York: Freeman.	159
2 Blau, P. (1964). <i>Exchange and power in social life</i> . New York: Wiley.	159
4 Bass, B. M. (1985). <i>Leadership and performance beyond expectations</i> . New York: Free Press.	155
5 Locke, E. A., & Latham, G. P. (1990). <i>A theory of goal setting and task performance</i> . Englewood Cliffs, NJ: Prentice-Hall.	150
6 Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. <i>Journal of Applied Psychology</i> , 71, 500–507.	138
7 Hofstede, G. (1980). <i>Culture's consequences: International differences in work-related values</i> . Beverly Hills, CA: Sage.	126
8 Hackman, J. R., & Oldham, G. R. (1980). <i>Work redesign</i> . Readings, MA: Addison-Wesley.	124
9 Lind, E. A., & Tyler, T. R. (1988). <i>The social psychology of procedural justice</i> . New York: Plenum.	123
10 Organ, D. W. (1988). <i>Organizational citizenship behavior: The good soldier syndrome</i> . Lexington, MA: Lexington Books.	122
11 Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. <i>Journal of Personality and Social Psychology</i> , 54, 1063–1070.	120
12 March, J. G., & Simon, H. A. (1958). <i>Organizations</i> . New York: Wiley.	119
13 Van Vianen, A. E. M. (2000). Person–organization fit: The match between newcomers' and recruiters' preferences for organizational cultures. <i>Personnel Psychology</i> , 53, 113–149.	118
14 Vroom, V. H. (1964). <i>Work and motivation</i> . New York: Wiley.	116
15 Gist, M. E., & Mitchell, T. N. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. <i>Academy of Management Review</i> , 17, 183–211.	112
15 Katz, D., & Kahn, R. L. (1978). <i>The social psychology of organizations</i> (2nd ed.). New York: Wiley.	112
17 Mowday, R., Steers, R., & Porter, L. (1979). The measurement of organization commitment. <i>Journal of Vocational Behavior</i> , 14, 224–247.	111
18 Smith, C. A., Organ, D. P., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. <i>Journal of Applied Psychology</i> , 68, 653–663.	110
19 Thompson, J. D. (1967). <i>Organizations in action</i> . New York: McGraw-Hill.	106
20 Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? <i>Journal of Applied Psychology</i> , 76, 845–855.	105

Note. Ties indicated with identical ranks. Order within ranks is alphabetical.

Table 3

Top 20 Most Highly Cited Equally Industrial-Organizational Articles From 2001 to 2005

Citation	# Cites
1 George, J. M. (1990). Personality, affect, and behavior in groups. <i>Journal of Applied Psychology</i> , 75, 107–116.	87
2 Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. <i>Annual Review of Psychology</i> , 41, 417–440.	84
3 Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. <i>Journal of Applied Psychology</i> , 74, 657–690.	78
4 Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. <i>Journal of Applied Psychology</i> , 79, 475–480.	75
5 Campion, M. A., Medsker, G. J., & Higgs, A. C. (1993). Relations between work group characteristics and effectiveness: Implications for designing effective workgroups. <i>Personnel Psychology</i> , 46, 823–850.	58
5 Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. <i>Journal of Management</i> , 23, 239–290.	58
7 Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: An analysis of work group diversity, conflict, and performance. <i>Administrative Science Quarterly</i> , 44, 1–28.	57
8 McGrath, J. E. (1984). <i>Groups: Interaction and performance</i> . Englewood Cliffs, NJ: Prentice-Hall.	53
9 Goldberg, L. R. (1990). An alternative “description of personality”: The Big Five factor structure. <i>Journal of Personality and Social Psychology</i> , 59, 121–1229.	52
10 Sajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. <i>Psychological Bulletin</i> , 124, 240–261.	51
11 Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. <i>Academy of Management Journal</i> , 38, 555–572.	50
12 Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: An update. <i>Personnel Psychology</i> , 48, 747–773.	50
12 Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. <i>Personnel Psychology</i> , 46, 259–293.	50
14 Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. <i>Academy of Management Journal</i> , 33, 64–86.	49
15 Cable, D. M., & Judge, T. A. (1996). Person–organization fit, job choice decisions, and organizational entry. <i>Organizational Behavior and Human Decision Processes</i> , 67, 294–311.	48
16 Barrick, M. R., & Mount, M. K. (1993). Autonomy as a moderator of the relationships between the Big Five personality dimensions and job performance. <i>Journal of Applied Psychology</i> , 78, 111–118.	47
17 Ilgen, D., Fisher, C., & Taylor, M. (1979). Consequences of individual feedback on behavior in organizations. <i>Journal of Applied Psychology</i> , 64, 349–371.	46

Table 3 (continued)

Citation	# Cites
18 Jackson, S. E., Brett, J. F., Sessa, V. I., Cooper, D. M., Julin, J. A., & Peyronnin. (1991). Some differences make a difference: Individual dissimilarity and group heterogeneity as correlates of recruitment, promotions, and turnover. <i>Journal of Applied Psychology</i> , 76, 675–689.	46
19 Arvey, R. D., Strickland, W., Drauden, G., & Martin, C. (1990). Motivational components of test taking. <i>Personnel Psychology</i> , 43, 695–716.	45
19 Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person–organization fit and organizational selection decisions. <i>Journal of Applied Psychology</i> , 82, 546–561.	45

Note. Ties indicated with identical ranks. Order within ranks is alphabetical.

Table 4

Top 20 Most Highly Cited Methodological and Statistics Articles From 2001 to 2005

Citation	# Cites
1 Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. <i>Journal of Personality and Social Psychology</i> , 6, 1173–1182.	404
2 Cohen, J., & Cohen, P. (1983). <i>Applied multiple regression/correlation analysis for the behavioral sciences</i> (2nd ed.). Hillsdale, NJ: Erlbaum.	301
3 Joreskog, K. G., & Sorbom, D. (2001). <i>LISREL 8 user's reference guide</i> . Chicago: Scientific Software.	296
4 Nunnally, J. C., & Bernstein, I. H. (1994). <i>Psychometric theory</i> (3rd ed.). New York: McGraw-Hill.	291
5 Aiken, L. S., & West, S. G. (1991). <i>Multiple regression: Testing and interpreting interactions</i> . Newbury Park, CA: Sage.	258
6 Cohen, J. (1988). <i>Statistical power analysis for the behavioral sciences</i> (2nd ed.). Hillsdale, NJ: Erlbaum.	216
7 Hunter, J. E., & Schmidt, F. L. (1990). <i>Methods of meta-analysis: Correcting error and bias in research findings</i> . Newbury Park, CA: Sage.	182
8 James, L. R., Demaree, R. G., & Wolf, G. (1984). Estimating within-group interrater reliability with and without response bias. <i>Journal of Applied Psychology</i> , 69, 85–98.	175
9 Bollen, K. A. (1989). <i>Structural equations with latent variables</i> . New York: Wiley.	167
10 Bentler, P. M. (1990). Comparative fit indices in structural models. <i>Psychological Bulletin</i> , 88, 588–606.	154
11 Podsakoff, P., & Organ, D. (1986). Self-reports in organizational research: Problems and prospects. <i>Journal of Management</i> , 12, 531–544.	152
12 Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. <i>Psychological Bulletin</i> , 103, 411–423.	140
13 Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. <i>Psychological Bulletin</i> , 88, 588–606.	138

Table 4 (continued)

Citation	# Cites
14 Hu, L.-T., & Bentler, P. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. <i>Structural Equation Modeling</i> , 6, 1–55.	96
15 Bryk, A. S., & Raudenbush, S. W. (1992). <i>Hierarchical linear models: Applications and data analysis methods</i> . Newbury Park, CA: Sage.	95
16 James, L. R. (1982). Aggregation bias in estimates of perceptual agreement. <i>Journal of Applied Psychology</i> , 67, 219–229.	91
17 Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), <i>Testing structural equation models</i> (pp. 136–162). Newbury Park, CA: Sage.	89
18 Cook, T. D., & Campbell, D. T. (1979). <i>Quasi-experimentation</i> . Boston: Houghton-Mifflin.	87
19 Shrout, P. E., & Fleiss, J. L. (1979). Intraclass correlations: Uses in assessing rater reliability. <i>Psychological Bulletin</i> , 86, 420–428.	83
20 James, L. R., Demaree, R. G., & Wolf, G. (1984). r_{wg} : An assessment of within-group interrater agreement. <i>Journal of Applied Psychology</i> , 78, 306–309.	82

Note. Ties indicated with identical ranks. Order within ranks is alphabetical.

Discussion

A peculiar finding emerged from this process, and although peripheral to my main purpose here, it is interesting enough to mention: The most miscited article by the I-O literature is Baron and Kenny's (1986) work on the moderator–mediator variable distinction, which is quite often cited as the “mediator–moderator” distinction or any of a hundred slight deviations. Of 404 citations extracted, only 261 were formed correctly. It is suspected that this variation in citation formatting exists in the psychological literature as a whole (for a full discussion of the development of TREND in relation to the difficulties realized through mis-citations of Baron and Kenny, see Landers [2008]). These sorts of minor errors likely occur with every entry in the list, and add error to the rankings at an unknown degree (it would require a by-hand check of all 128,425 citations against all other citations in each list to be more sure) and draws some question to the accuracy of the ranks, especially in cases where they differ only by a count of one or two citations. Because of this error, absolute position in the rankings should be considered with some caution. While it may be safe to say that Baron and Kenny's (1986) work is the most cited article by the I-O literature (see Table 4), the relative importance of the top two equally I-O articles (see Table 3) is a more difficult call to make.

Several interesting trends arise in the tables. Methodological articles would dominate an overall top 20 list, as would be expected; research methods and statistics are common to both I and O. Individual differences pervade the I, O, and I-O lists, which reflects the current high degree of attention our field pays as a whole to such topics. This is perhaps best reflected

in that Barrick and Mount's (1991) work represents the article most cited by the I-O literature that is also within the I-O literature. Interestingly, I and I-O (Table 1 and 3) citations are predominantly journal articles while O and methods (Tables 2 and 4) citations are predominately books. Hypothesizing as to the cause of this difference is outside the scope of this paper, but several humorous anecdotes about "I people" and "O people" can be imagined.

The primary contributions of this paper, of course, are the lists themselves. Not only do they give a convenient reading list for newcomers to modern-day I-O research, but they reveal the utility of the TREND tool. A similar procedure could be used for any particular research area, and the most highly cited (and theoretically influential) papers could be extracted quickly and easily, providing the I-O scientist an extremely useful starting point for future investigation. Say, for example, the rapidly growing field of e-learning drew a researcher's interest. This researcher could run a PsycINFO search for "e-learning" and run TREND on the results, thus quickly extracting all of the most highly cited articles and books within the e-learning literature, as well as several other summaries, including author prevalence, years of publication, source, and keywords used. What journal is the most common carrier of this topic? What is the trend in publication frequency over time for this topic? Is this area on the rise, or are publication rates slowing down? These questions and many more can be quickly and easily answered. Thus, this further holds great potential for the practitioner, as I-O psychologists in the field often need to extend themselves into areas of I-O that they have not studied for some time. The software could be used to search for any particular topic, quickly and easily extracting the most potentially relevant articles to the practitioner's immediate problem. The TREND software further supports the scientist-practitioner, breaking down barriers to interdisciplinary work, by allowing easy early investigation into topics in sister fields, such as human resource management or social psychology. It is the hope of the author that not only do readers find the extracted lists themselves useful but also take advantage of this new software for their own use, discovering applications even beyond what was done here. And of course, deciding on advanced course reading lists has never been easier.

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The Marginalized Workforce: How I-O Psychology Can Make a Difference

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Many individuals, including immigrants, young employees, and contingent workers, often experience some form of exclusion from the organizations and the societies in which they work. These workers have also largely escaped the notice of industrial-organizational (I-O) psychologists. For example, of the 83 articles appearing in a leading journal in our field in 2007, only three studied employees who were not white collar. We are not doing enough currently to understand the work lives of marginalized workers, to integrate these individuals into our research and theory, or to reach them in practice. In this article, we hope to begin a dialogue within our discipline about how we may better appreciate the experiences of these workers, assist them with the challenges they face, and integrate attention to their work lives into what we do as I-O psychologists.

Background

At the 2007 SIOP conference in New York City, the second author chaired a panel discussion entitled “Working on the Edge: I-O Psychology and Marginalized Workers.” Panelists Josep M. Blanch (Universitat Autònoma de Barcelona), **Dov Eden** (Tel Aviv University), and **Ellen E. Kossek** (Michigan State University) described ways in which our discipline has failed to tackle the problems faced by the many workers who are at the fringe of our organizations and societies (for related work by these authors, see, e.g., Blanch, 2006; Kossek, 2000; Kossek, Meece, Barratt, & Prince, 2005). As a follow-up to this session, we organized a roundtable discussion for the 2008 SIOP conference (with the same title as this article). We were fortunate to be joined by about 30 attendees who shared their expertise and passion in brainstorming about this topic. We wish to gratefully acknowledge their contributions to this article, which summarizes the discussion at that session, drawn from notes and audio recordings. This for us is the natural next step in raising awareness of marginalized workers and their experiences. We first discuss the nature of marginalization and then move on to explore what the role of I-O psychology should be in studying and working with these populations. We conclude with suggestions for moving forward.

What Does it Mean to Be Marginalized?

Marginalization defined. Marginalization typically involves some degree of exclusion from access to power and/or resources. In being at the periphery—at the margins—of society, those who are marginalized do not get to

enjoy the full or typical benefits that those who are closer to the center tend to receive. Merriam-Webster's online dictionary defines *to marginalize* as "to relegate to an unimportant or powerless position within a society or group" (<http://www.merriam-webster.com/dictionary/marginalization>).

We acknowledge that the marginalized workforce is broad and very diverse. Other similar terms, such as "disadvantaged" and "underprivileged," have also been used to describe overlapping groups of employees. Research on organizational inclusion and diversity (e.g., Holvino, Ferdman, & Merrill-Sands, 2004; Konrad, Prasad, & Pringle, 2006) is also relevant, as some groups have historically struggled for inclusion. Some of the groups identified during the roundtable session as being especially likely to be marginalized include:

- The working poor
- Immigrant workers, both legal and undocumented; migrant workers
- Young workers, including school leavers and victims of child labor
- Chronically unemployed individuals
- Victims of human trafficking
- Any group that has minority or lower social status in the society, including, for example, ethnic minorities, older workers, workers with disabilities, and lesbian, gay, bisexual, and transgender/transsexual (LGBT) employees

Some jobs, such as custodians and funeral directors, are also marginalized, as has been illustrated by recent research on dirty work (e.g., Bergman & Chalkley, 2007). Of course, a job need not be dirty to be marginalized; one attendee pointed out that graduate assistants experience exclusion from the organization in many ways (e.g., lack of access to resources, limited benefits). Some employees are on the fringe based on the contingent or nonstandard nature of their work arrangement (e.g., temporary/contract, seasonal, and intermittent work; Ashford, George, & Blatt, 2007; Connelly & Gallagher, 2004). Based on this standard, for example, many adjunct faculty could be considered marginalized workers (American Association of University Professors, 2006; Maynard & Joseph, 2008). In general, marginalized jobs are likely to be held by individuals who belong to groups also prone to marginalization.

Challenges faced. Employees who are marginalized may well share common struggles, but because of their diversity, each group or job is likely to encounter a unique set of challenges. For example, all may face injustice, stigma, or discrimination. In contrast, language barriers are common among immigrant and migrant workers but will not be an issue for native speakers who are marginalized in other ways. Nevertheless, in our session, we identified the following challenges that marginalized workers may face:

- Language barriers
- Cultural differences, which may spark or aggravate intergroup conflict between marginalized workers and nonmarginalized workers due to lack of understanding, suspicion, or stereotypical beliefs

- Low motivation and self-efficacy: Past difficulties in finding and keeping work may result in risk aversion, whereby workers shy away from changing jobs or careers for fear of becoming unemployed
- Difficulty in accessing organizational resources
- Difficulty in identifying and taking advantage of developmental opportunities (e.g., mentorship, training)
- Work–family conflict may be more prevalent among those that need to work multiple jobs to make ends meet

This list, while not comprehensive, illustrates not only that there are many potential challenges for marginalized workers but also that most of these generally fall within the domain of I-O psychology.

What is the Role of I-O Psychology?

Arnett (2008) has recently argued that psychological research is dominated by American samples and thus our science and theory poorly represents the diversity of the human population. A similar claim could be made with regard to the science and practice of I-O psychology *vis-à-vis* marginalized workers. What is preventing us from better understanding workers who fall outside the mainstream, and what are our obligations to these populations? Here is another way of phrasing the question: What would we like SIOP as an organization to look like in 10 years, and what new issues should we be discussing, researching, and tackling in practice?

We believe that our field needs to engage in more research focused on the groups described above. Our theoretical models also need to be more representative and inclusive of marginalized workers. For example, most models of work–family balance currently are more applicable to middle-to-upper-class individuals who hold stable professional and managerial jobs. In expanding I-O psychology to better consider marginalized workers, we will face several challenges:

- Financial support for research projects may be harder to obtain, relative to research on topics that may be “hot” or of widespread interest to the business community. Alternatively, we may discover that grants are indeed available but from foundations different from those with which I-O psychologists are most familiar.
- Accessing populations is a challenge for various reasons. Marginalized workers may be harder to track down given the nature of the work they do and where they do it (e.g., migrant agricultural workers versus office workers). Some marginalized workers may not wish to participate out of suspicion or fear.
- Between the difficulties associated with studying these populations and the lack of current data and theory, quality scholarship may not always meet the standards and expectations of journal reviewers and editors in terms of sample size, methodological control, and measurement.

Exploratory research, as well as work that bridges our field with other relevant fields (e.g., sociology, political science, and economics) may be quite appropriate at this stage of our understanding, but our justifications for these approaches will need to be exceedingly clear.

- There are potential ethical issues with studying some of these groups. For example, institutional review boards (IRBs) may require documentation that participants have received payment for participation in research, but undocumented workers are not likely to be comfortable with signing their name to a receipt. In addition, we need to ensure that we ourselves are not exploiting marginalized workers in trying to better understand their issues.

With challenges, however, come opportunities. For example, although it may seem safer for a junior faculty member to study a more firmly established topic, there are many unexplored niches where researchers can establish expertise and gain recognition. Interdisciplinary work can be energizing and transformative. And researchers may be able to approach difficult-to-access employees by teaming up with community organizations and initiatives, a potential win-win situation whereby we can reciprocate by providing research support to evaluate the success of outreach programs. Ultimately, if I-O psychology is truly to be a psychology of work and workers, rather than only a psychology of management, we need to attend to this issue.

Advocacy

What can I-O psychologists do to help marginalized workers meet the challenges they face, and where do we begin? Here were some suggestions from the session:

- Raise public awareness that, in fact, groups of workers are being marginalized. With our focus on data-driven decision making, our field may be uniquely positioned to do this.
- Begin working more closely with global organizations such as the UN to help workers worldwide (e.g., Berry, Reichman, & Schein, 2008).
- Take advantage of the need for organizations to project corporate social responsibility as a way to initiate change. At the same time, it will be helpful to find ways to connect business needs and interests with the needs and talents of marginalized workers.
- Locate opportunities to promote inclusion through our applied work. This could include, for example, (a) assisting with social and organizational assimilation and conflict prevention/resolution, (b) promoting coaching, mentorship, career development, and job initiatives, (c) finding ways to increase acceptance of these groups within the organization, and (d) identifying factors that reduce the real or perceived risk in hiring workers from traditionally marginalized groups.
- Work together within SIOP. Several committees with overlapping inter-

ests may wish to explore the issue of marginalization (e.g., the Committee on Ethnic and Minority Affairs [CEMA]). Dedicated time at the SIOP conference (e.g., as a Saturday theme track) would also go a long way toward raising consciousness among ourselves.

Getting Involved

We hope that the summary presented here will help stimulate dialogue about these important issues. If you are interested in getting involved, we invite you to join the newly created Marginalized Workers Google Group (<http://groups.google.com/group/marginalized-workers>). This group serves as a discussion forum, repository for useful files and Internet links, and place to connect with other professionals who are interested in this topic.

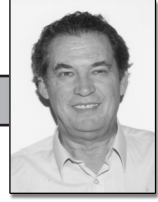
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ON THE LEGAL FRONT

Fasten Your Seatbelts: Supreme Court to Hear *Ricci v. Destefano*



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In *Ricci v. Destefano* (2006), District Court Judge Janet Bond Arterton upheld the right of refusal of the New Haven Civil Service Board (CSB) to certify promotional exams for firefighters to lieutenant and captain, thus preventing an adverse impact challenge by minority applicants. A three-judge panel of the 2nd Circuit then issued a short per curium ruling on February 15, 2008, stating that Judge Arterton's ruling was "well-reasoned" and that the CSB was "in an unfortunate position of having no good alternatives." Then, on June 9, 2008, the 2nd Circuit declined a full en banc review of Judge Arterton's ruling in a narrow 7–6 ruling. As documented by Sharf in the January 2009 issue of *TIP*, the six dissenters urged the Supreme Court to review Judge Arterton's ruling. More recently, the Supreme Court accepted and consolidated two writs of certiorari by the plaintiffs on January 9, 2009. The deadlines for briefs are February 19, 2009 for petitioners (opposing the CSB) and March 19, 2009 for respondents (supporting the CSB). A Supreme Court ruling is likely by late spring or early summer.

Pro and con discussions of *Ricci* and related cases were made in the October 2007 issue of *TIP* by Sharf, who opposed *Ricci*, and Outtz, who endorsed it. We will not debate the pros and cons. Our goal below is to examine legal issues we think are central to this case and to discuss potential outcomes. As a starting point, we believe that *Ricci* has its roots in *Hayden v. Nassau County* (1999), a prior 2nd Circuit ruling that was as controversial as *Ricci*. In *Hayden*, Nassau County (New York) administered an exam to applicants for entry-level police officers. Then, to reduce adverse impact, only part of the exam was scored. For reasons described below, we believe that *Hayden* stands on solid legal footing. However, the fate of *Ricci* is debatable.

The *Hayden* Case

In 1997, the Department of Justice (DOJ) sued Nassau County for adverse impact on minorities and women of an entry-level police exam. In 1982, the county and the DOJ entered into a consent degree in which it was agreed that an exam would be created that either produces no adverse

impact or is valid “in accordance with Title VII and the *Uniform Guidelines*.” Exams developed in 1983 and 1987 again resulted in adverse impact, and two new consent decrees were fashioned. Then, in 1990, the DOJ and Nassau County jointly agreed to hire a technical design advisory committee (TADC) of experts to design and validate a new exam.

A 25-component exam was developed and administered to more than 25,000 applicants, and adverse impact analyses were conducted before any employment decisions were made. The exam in its entirety had “severe” adverse impact. The TADC then examined different configurations of the 25 components in an effort to find the most job-related exam with the least amount of adverse impact. There was one configuration that eliminated adverse impact, but it was rejected for weakness on the job-relatedness criterion. The final configuration, which reduced but did not eliminate adverse impact, used only 9 of the 25 components. This nine-component exam was then challenged by 68 unsuccessful candidates, mostly White. The plaintiffs sued via Sections 106 and 107 of the Civil Rights Act of 1991 (CRA-91), Title VII, and the Equal Protection Clause of the 14th Amendment. The exam was upheld by Judge Jacob Mishler of the Eastern District Court of New York on all grounds, and Judge Mishler’s ruling was affirmed by a three-judge panel of the 2nd Circuit.

The Ricci Case

The promotional exams in *Ricci* were developed by an I-O consulting firm (we will call it “Firm-1”) in 2003. Firm-1 based the exam on a job analysis questionnaire designed to identify critical job tasks and KSAs. Had *Ricci* been a traditional adverse impact case (which it was not), the defense would be that the exams are content valid in accordance with the 2nd Circuit’s landmark ruling *Guardians v. Civil Service* (1980). *Guardians* established the following five criteria for content validity:

1. suitable job analysis
2. reasonable competence in test construction
3. test content related to job content
4. test content representative of job content
5. scoring systems selecting applicants that are better job performers

These criteria were subsequently adopted by other circuit courts (e.g., *Gillespie v. Wisconsin*, 1985; *Police Officers v. City of Columbus*, 1990; *Brunet v. City of Columbus*, 1995; *Williams v. Ford Motors*, 1999; *Association of Mexican-American Educators v. California*, 2000; and *Bew v. Chicago*, 2001), and more recently, were affirmed by the 2nd Circuit in *Gulino v. New York State* (2006). Although the issue of content validity was not litigated in *Ricci*, there is no reason to believe that the 2nd Circuit would have rejected the exams developed by Firm-1 based on *Guardians*.

However, it is not clear that the exam would have satisfied the *reasonable alternatives* criterion. Firm-1 was under significant constraints because of a collectively bargained agreement (CBA) with the firefighters' union requiring written and oral exams, a specific weighting of these exams (written = 60% and oral = 40%), and a passing score of 70%. The passing score was a lesser issue; there were substantially more passing scores than vacancies. However, the 60–40 split between written and oral exams is an arbitrary union rule that could have been challenged under adverse impact rules.

The projected results for promotion are depicted in the table below. The New Haven City Charter mandates a “rule of three” for promotions, meaning each promotion decision must be made from the top three scores available for each decision. There were seven vacancies for captain and nine for lieutenant. Based on the “rule of three”, any among the top nine passing scores for captain and top 10 passing scores for lieutenant were eligible for promotion. To illustrate, there were 25 White applicants for captain, of whom 16 passed with a score of 70% or more, and 7 were among the top nine scores. The bottom line, as depicted in the table, is that 7 Whites, 2 Hispanics, and 0 Blacks were eligible for promotion to captain, and 10 Whites and 0 Blacks or Hispanics were eligible for promotion to lieutenant.

Captain exam (7 Vacancies)			
	Whites	Blacks	Hispanics
Applicants	25	8	8
Passing score	16	3	3
Top 9 scores	7	0	2
Lieutenant exam (8 Vacancies)			
	Whites	Blacks	Hispanics
Applicants	43	19	15
Passing score	25	6	3
Top 10 scores	10	0	0

After five hearings, the five-member CSB voted 2–2 with one abstention (due to conflict of interest), and the exam was not certified. There were several interesting developments during these hearings, most notably, the telephonic testimony of the CEO of a competing consulting firm (we will him “CEO-IO”). CEO-IO testified that he finds “significantly and dramatically less adverse impact” in his exams, the 60%–40% breakdown favoring the written exam may have been responsible for the larger adverse impact produced by Firm-1, and an assessment center approach used by CEO-IO is a better alternative to the exams developed by Firm-1. Accordingly:

[A]n assessment center process, which is essentially an opportunity for candidates to demonstrate their knowledge of the...standard operating procedures, to demonstrate how they would address a particular problem as opposed to just verbally saying it or identifying the correct option on a written test. For example, there's concepts of situation judgment tests that can be developed and designed, customized within organizations that demonstrate dramatically less adverse impacts...

However, there were problems with this testimony. CEO-IO acknowledged he did not have the time to "study the test at length or in detail" and that he based his opinion entirely on statistics provided by the city. He also acknowledged "he had not looked at specific statistics from previous promotional examinations in New Haven to compare their results with the 2003 exam results." There were other interesting developments during the hearings, both pro and con, but ultimately, the city attorney found the testimony of CEO-IO to be most compelling and urged the CSB to not certify either exam.

In the lawsuit that followed, 18 applicants (17 Whites and 1 Hispanic) claimed that the decision to not certify was based solely on race and that this is a disparate treatment violation under Title VII and a violation of the Equal Protection Clause of the 14th Amendment. There were other lesser-included charges. The crux of this case, however, focused on the 14th Amendment claims as connected to the 2nd Circuit's ruling in *Hayden*. There were two major connections.

First, quoting directly from *Hayden*, Judge Arterton ruled "the intent to remedy the disparate impact of [the tests] is not equivalent to an intent to discriminate against nonminority applicants." Second, she acknowledged that the decision to not certify was race conscious but, at the same time, ruled that it led to a race-neutral "result" in accordance with *Hayden* because all exam results were discarded and nobody was promoted. In other words, making no promotion decisions obviously produced no promotion decision variability and thus could not differentially affect a group intentionally or unintentionally. Accordingly:

Thus, while the evidence shows that race was taken into account in the decision not to certify the test results, the result was race-neutral: all the test results were discarded, no one was promoted, and firefighters of every race will have to participate in another selection process to be considered for promotion. Indeed, there is a total absence of any evidence of discriminatory animus towards plaintiffs—under the reasoning of *Hayden*, 180 F.3d at 51, "nothing in our jurisprudence precludes the use of race-neutral means to improve racial and gender representation....[T]he intent to remedy the disparate impact of the prior exams is not equivalent to an intent to discriminate against non-minority applicants."

In addition, Judge Arterton credited the city's *diversity* defense for not using the promotional list because "promoting off of this list would under-

mine their goal of diversity in the fire department and would fail to develop managerial role models for aspiring firefighters.”

Diversity aside, the connection to *Hayden* was central to the 7–6 vote to deny the en banc ruling. Essentially all 13 judges viewed *Hayden* as good law. However, the seven judges voting against an en banc ruling viewed *Ricci* as being consistent with *Hayden*, whereas the six judges favoring an en banc review saw it differently.

Legal Issues Addressed in *Hayden*

As a starting point, it is important to recognize the obvious; everything about adverse impact in Title VII is race (or gender) conscious. Accordingly, proof of adverse impact based on race (or gender) by plaintiffs requires defendants to prove that its cause is job related and consistent with business necessity. Even so, plaintiffs may still argue for alternative selection tests or other devices with less or no adverse impact. This latter requirement is written into the *Uniform Guidelines on Employee Selection Procedures* (or *UGESP*) as follows:

Consideration of suitable alternative selection procedures. Where two or more selection procedures are available which serve the user's legitimate interest in efficient and trustworthy workmanship, and which are substantially equally valid for a given purpose, the user should use the procedure which has been demonstrated to have the lesser adverse impact. Accordingly, ***whenever a validity study is called for by these guidelines***, the user should include, as a part of the validity study, an investigation of suitable alternative selection procedures and suitable alternative methods of using the selection procedure which have as little adverse impact as possible, to determine the appropriateness of using or validating them in accord with these guidelines. [emphasis by authors]

If anything, this passage suggests it is a Title VII violation to not consider alternatives with less adverse impact *during* and *whenever* a validity study is called for.

The *UGESP* doctrine on alternatives is based on actual language imported from the Supreme Court's ruling in *Albemarle v. Moody* (1975). Furthermore, the ruling in *Albemarle*, as relates to alternatives with less adverse impact, was affirmed in every relevant Supreme Court ruling up to and including even *Wards Cove v. Atonio* (1989). It was subsequently codified in CRA-91, making it illegal if “*the complaining party makes the demonstration...with respect to an alternative employment practice and the respondent refuses to adopt such alternative employment practice.*”

We note that Sharf (2007) argued that employers must *first* be made aware of alternatives with less adverse impact and *then* refuse to adopt

these alternatives in order to violate Title VII. However, we think this argument contradicts plain language in the *UGESP* requiring that alternatives be considered *during* a validation process, *not* afterwards. Therefore, to interpret CRA-91 as Sharf does, we must assume that in some way, CRA-91 invalidates *UGESP* doctrine. We will not dwell on this issue, other than to question the potential disconnect. Furthermore, it is irrelevant to *Hayden*, as there were no issues related to “awareness” and “refusal to adopt” in this case.

There were four major claims by the *Hayden* plaintiffs, each of which was rejected by the 2nd Circuit. The first claim relates to Section 106 of CRA-91 (the so-called “race norming” provision), which states:

It shall be an unlawful employment practice for a respondent, in connection with the selection or referral of applicants or candidates for employment or promotion, to adjust the scores of, use different cutoff scores for, or otherwise alter the results of, employment related tests on the basis of race, color, religion, sex, or national origin.

The 2nd Circuit rejected this claim on grounds that the “exam was scored in the same manner for all applicants” and “no differential cutoffs were employed.”

The second claim relates to Section 107 of CRA-91, which states:

Except as otherwise provided in this title, an unlawful employment practice is established when the complaining party demonstrates that race, color, religion, sex or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice.

This provision relates to so-called “mixed-motive” disparate treatment cases such as *Price Waterhouse v. Hopkins* (1989). In the prototypical mixed-motive case, a plaintiff with strong evidence of an illegal motive (e.g., derogatory remarks by supervisors) forces a defendant to prove that a challenged employment decision (e.g., failure to promote) was made legally, irrespective of the alleged illegal motive. The 2nd Circuit rejected this claim, ruling that *Hayden* was not a mixed-motive case. Accordingly:

That section was plainly included to benefit plaintiffs in “mixed motive” employment discrimination cases by confirming that race need not be the sole motivating factor for an adverse employment action. This, however, is not a “mixed motive” case.

The third claim was adverse impact against White applicants because cognitive components were eliminated from the original exam. The 2nd Circuit rejected this claim, ruling that the plaintiffs “suffered no discriminatory impact in the administration or scoring of the facially neutral examination” because “on average, they scored higher than Black applicants” on the reconfigured exam.

The fourth claim was that the reconfigured exam violated the Equal Protection Clause of the 14th Amendment because it was designed and

scored “in a race-conscious way, with the intent of solely or primarily benefiting one racial group to the detriment of other racial or ethnic groups.” The 2nd Circuit disagreed, ruling “the exam was not scored differently on the basis of a candidate’s ethnicity or gender,” no “differential cut-off points used for applicants of different races or sexes” were used, and a “racial motive” is not a “synonym for a constitutional violation.” The latter rulings speak to the difference between direct attempts to reduce adverse impact as compared to “select affirmative action tools, such as quota systems, set-aside programs, and differential scoring cutoffs, which utilize express racial classifications and which prevent nonminorities from competing for specific slots or contracts.”

We do *not* endorse *Hayden* as an example of good I-O practice. Indeed, but for Title VII rules and the power of a consent decree, it is unlikely that any seasoned I-O practitioner would engage in the kind of large-scale component matching used by Nassau County. That said, the Nassau County’s central motive was to find alternatives with less adverse impact, a motive firmly supported by statutory law (CRA-91), regulatory law (the *UGESP*), and Supreme Court precedents (*Albemarle*, *Wards Cove*, and others). In addition, *Hayden* was essentially accepted as good law by all 13 2nd Circuit judges participating in the en banc argument. Thus, the central issue in front of the Supreme Court is likely to be whether and to what extent *Ricci* is consistent with *Hayden*.

Four Questions for the Supreme Court

The six minority 2nd Circuit judges were led by Judge Jose A. Cabranes. As documented by Sharf (2009), Judge Cabranes opined that the Supreme Court should address the following four questions.

1. Does the Equal Protection Clause prohibit a municipal employer from discarding examination results on the ground that “too many” applicants of one race received high scores and in the hope that a future test would yield more high-scoring applicants of other races?
2. Does such a practice constitute an unconstitutional racial quota or set-aside?
3. Should the burden-shifting framework applicable to claims of pre-textual discrimination ever apply to a claim of explicit race-based discrimination in violation of Title VII?
4. If a municipal employer claims that a race-based action was undertaken in order to comply with Title VII, what showing must the employer make to substantiate that claim?

These are not independent questions. Indeed, each one presumes, directly or indirectly, that the motive in *Ricci* was race-based promotion, not alternatives to reduce adverse impact as in *Hayden*.

1. Discarding Exam Results

Question 1 speaks directly to differences in motives in *Ricci* and *Hayden*. As stated by Judge Cabranes:

Neutral administration and scoring—even against the backdrop of race-conscious *design* of an employment examination, *see Hayden v. County of Nassau*, 180 F.3d 42, 50 (2d Cir. 1999)—is one thing. But neutral administration and scoring that is followed by race-based treatment of examination results is surely something else entirely. Where, as here, examination results are *disregarded* on the ground that too many candidates of one race qualified for promotion on the basis of those results, the fact of neutral administration and scoring may not necessarily immunize defendants from the claims of civil rights violations brought by plaintiffs.

Thus, although the motive ascribed to *Hayden* is to *design* an exam with minimal adverse impact and *then* score it irrespective of race, the motive ascribed to *Ricci* is to continue to seek alternatives *after the fact* until minorities are eligible for promotion.

Assuming this viewpoint is correct, the burden on New Haven would likely reduce to the diversity argument evaluated in *Grutter v. Bollinger* (2003) and *Gratz v. Bollinger* (2003),¹ and applied in *Petit v. City of Chicago* (2003).² In *Grutter*, the Supreme Court upheld the University of Michigan's law school diversity plan in accordance with strict scrutiny criteria, ruling that (a) diversity is a compelling government interest, and that (b) a law school admission plan was narrowly tailored to that interest. In *Gratz*, the Supreme Court struck down the University of Michigan's undergraduate admissions plan on grounds that it was not narrowly tailored. In *Petit*, the 7th Circuit read *Grutter* as a basis for supporting outrank promotion to police sergeant of 56 minority applicants (out of 458 total vacancies).

Applying strict scrutiny to *Ricci*, New Haven would have to prove both prongs of the analysis, that (a) a racially diverse fire department constitutes a compelling government interest; and (b) it is a narrowly tailored solution to, in effect, certify only those tests results that guarantee minority promotions whenever there are multiple vacancies. This is a tough sell based on either prong.

Regarding Prong A (on compelling interest), the argument in *Petit* was supported in pre-*Grutter* diversity rulings in *Detroit Police v. Young* (1979) and *Talbert v. City of Richmond* (1981). Both cases featured race-based police promotions, and both rulings, favorable to municipalities, were based on Justice Powell's ruling in *Regents v. Bakke* (1978)³ and a federal

¹ Issues related to the *Grutter* and *Gratz* rulings are discussed in **On The Legal Front** columns in the October 2002, January 2003, April 2003, and October 2003 issues of *TIP*.

² The *Petit* case and other relevant pre-*Grutter* cases on diversity in police forces are discussed in the **On The Legal Front** column in the April 2004 issue of *TIP*.

³ As discussed in the **On The Legal Front** columns cited under Footnote 1, *Bakke* was a diversity case, and a key question in *Grutter* and *Gratz*, answered in the affirmative, was whether Powell's *Bakke* ruling is good law. Only one Justice (Thomas) suggested that *Bakke* is not good law.

commission report written in the wake of the Detroit riots in 1968. The commission report emphasized that Black and White civilians need to see Black and White police officers acting in harmony, particularly in times of racial tension. An analogous ruling was rendered in *Wittmer v. Peters* (1996) on race-based promotion in a boot camp in which the majority of inmates were Black juveniles. It is questionable, however, that the arguments favoring police also favor firefighters. Indeed, at least one circuit court has ruled that diversity among firefighters is not a compelling government interest (*Lomack v. City of Newark*, 2006)⁴.

Regarding Prong B (on narrow tailoring), the criterion is that the compelling interest being addressed must be the least restrictive solution, and it can only be proven if Prong A is answered in the affirmative. The problem for New Haven is that, on its face, a process that could in theory continue indefinitely is not likely a narrowly tailored solution because of the implied delay in the promotion process. Thus, there may be other more narrowly tailored solutions that were not considered. On the other hand, New Haven could argue that the reason for any delay is the union CBA, which on its face requires an arbitrary 60 to 40 weighting of written to oral exams.

2. Implied Quotas or Set-Asides

Question 2 is an extension of Question 1. As framed by Judge Cabranes, the question reduces to whether it is tantamount to a “racial quota” if employers are permitted to “reject the results of an employment examination whenever those results failed to yield a desired racial outcome.” Judge Cabranes acknowledged that there is no “easy answer” to this question but opined that the Supreme Court should determine whether the appropriate precedent is *Hayden* or prior Supreme Court rulings in *City of Richmond v. Croson* (1989) and *Adarand v. Peña* (1995). Accordingly:

Croson and *Adarand* establish that racial quotas are impermissible under the Constitution absent specific findings of past discrimination that are not in the record here. Whether *Croson* and *Adarand* preclude the actions challenged in this case, or whether *Hayden* can fairly be read to compel judgment in defendants’ favor as a matter of law, are questions that admit no easy answer.

Croson (set aside of municipal funds for minority business enterprises) and *Adarand* (incentives for federal contractors subcontracting with disadvantaged business enterprises) undoubtedly involved real quotas.⁵ Whether

⁴ *Lomack* is briefly discussed in the **On The Legal Front** column in the October 2007 issue of *TIP*, which featured the Supreme Court’s 2007 ruling in *Parents v. Seattle School District* (2007), a diversity case that passed on compelling interest but failed on narrow tailoring. In *Lomack*, the newly elected mayor of Newark wanted to create a “rainbow” by diversifying each of 108 firehouses.

⁵ In *Croson*, the City of Richmond lost on both prongs of the strict scrutiny analysis. In *Adarand*, the Supreme Court remanded for retrial, and the Federal DOT made enough changes to the program in ensuring years to prevail on both prongs at the level of the 10th Circuit (*Adarand v. Slater*, 2000). The Supreme Court never again reviewed the DOT set-aside.

New Haven had an “implied” quota is not clear. Nor, in our opinion, is it that relevant because, assuming there is such a thing as an “implied” quota, it would face the same strict scrutiny challenge and defense as discussed in connection with Question 1. Therefore, whatever answer is applied to Question 1 applies to Question 2 regardless of how a quota is defined.

3. Title VII Framework

Judge Arterton evaluated the Title VII disparate treatment claim under rules established in *McDonnell Douglas v. Green* (1973). Here, the defendant articulates (without having to prove) a legal reason the decision to not certify the test (e.g., adhering to Title VII adverse impact rules), and the plaintiff must affirmatively prove that the articulation offered is a pretext for illegal discrimination. In Question 3, Judge Cabranes opened the possibility that “impermissible motive” (i.e., race-based promotion) calls for a mixed-motive analysis established by *Price Waterhouse v. Hopkins* (1989) and codified in Section 107 of CRA-91. Accordingly:

If the plaintiff convinces the factfinder that the illegitimate factor played such a role, the employee has proved that the decision was made at least in part because of the illegitimate factor. At this point the employee is entitled to succeed subject only to the employer’s opportunity to prove its affirmative defense; that is, that it would have reached the same decision as to the employee’s employment even in the absence of the impermissible factor.

There are two good reasons for believing that *Ricci* is not a valid mixed-motive case. First, in the run of mixed-motive cases, the actions connected to the illegal and legal motive are always *separable*. For example, in *Hopkins*, the alleged illegal motive related to gender-based derogatory remarks and the alleged legal motive related to a decision to not promote. In a more recent Supreme Court mixed-motive case (*Desert Palace v. Costa*, 2003), the alleged illegal motive related to mistreatment of a woman in a warehouse and the alleged legal motive related to whether the decision to terminate her was made independently of that motive. In *Ricci*, there are no separable motives. Rather, the employer would have to prove it had a permissible reason to engage in what the court has already decided is an impermissible action. This reads like a tautology.

Second, no so-called “reverse discrimination” case has ever been decided under mixed-motive rules. Indeed, the rules for Title VII and the 14th Amendment are perfectly parallel in such cases. Thus, where the 14th Amendment calls for a “compelling government interest,” Title VII calls for evidence of an egregious violation (e.g., past discrimination) or a legitimate operational need (e.g., diversity). And where the 14th Amendment calls for a “narrowly tailored” solution, Title VII calls for temporary solutions that do not trammel the rights of nonminorities. Treating *Ricci* with traditional strict

scrutiny rules under the 14th Amendment and mixed-motive rules under Title VII would create a potentially winning case under the 14th Amendment that is doomed to failure under Title VII. This is particularly untenable for a Supreme Court that has consistently used 14th Amendment and Title VII language interchangeably in its reverse discrimination rulings.

4. Substantiating Race-Based Action Under Title VII

Questions 1 to 3 speak to specific issues in *Ricci*. Question 4 speaks to the more general issue of what is acceptable and unacceptable in efforts to reduce adverse impact. Therefore, knowing only if *Ricci* is good or bad law gives us nothing more than a single example of what to do (or not to do). We need more.

For example, in *City of Richmond v. Croson* (1989), the Supreme Court did more than simply strike down a municipal set-aside; it also established specific rules for passing the strict scrutiny tests that have been applied in other situations (e.g., *Adarand v. Slater*, 2000). A similar approach would provide much needed information on how to legally deal with alternatives with less or no adverse impact.

It has to be frustrating for practitioners who develop and validate hiring or promotion tests (or other selection devices) for police or firefighters knowing that regardless of the outcome, the municipality will be sued.⁶ Minorities will sue if there is adverse impact, and nonminorities will challenge any efforts to reduce adverse impact. An approach to *Ricci* that parallels the approach in *Croson* would help establish rules on which municipalities can rely.

Conclusion

As this article has demonstrated, *Ricci* is a complex case. It is difficult to think of a recent EEO Supreme Court case that requires the integration of multiple statutes, different theories of discrimination, various EEO doctrines, and assorted stakeholder interests. At the very least, the *Ricci* ruling should partially clarify the following section of *UGESP*: “A user may choose to utilize alternative selection procedures in order to eliminate adverse impact or as part of an affirmative action program....Such alternative procedures should eliminate the adverse impact in the total selection process, should be lawful and should be as job related as possible.” This ruling will hopefully establish whether the *Ricci* practice as a reasonable alternative is lawful, and as such, whether making no employment decision is in fact making a decision in this context (and whether that decision can have intent to discriminate).

I-O psychologists involved in personnel selection are aware that the issue of reasonable alternatives has become a legal defensibility “gray area,” little specific guidance is available via technical authorities, and the burden of demonstrating an equally valid and less adverse alternative is just

⁶ A case study illustrating the trials and tribulations of test makers who develop and validate police and firefighter tests for municipalities is provided by Barrett, Doverspike & Young (in press).

beginning to emerge in case law. Unfortunately, the *Ricci* ruling isn't going to clear up all of the ambiguities associated with the reasonable alternatives prong, primarily because *Ricci* is not a traditional adverse impact case.

For example, *Ricci* won't clarify standards for what constitutes an "equally valid" alternative. Is a correlation coefficient of equal magnitude predicting the same criterion something that is equally valid? Could this correlation stem from measuring a different construct, simply adjusting a cut score of the current test down and correlating the decisions with performance, or changing the method of measurement? What about predicting other criteria? In addition, how could the notion of equal validity apply to content-oriented and other validity strategies? Could central tendency measures of subject matter expert ratings actually be used to demonstrate "equal validity"? Certainly some strategies are more plausible than others, at least from a scientific perspective.

In addition, *Ricci* probably won't clarify what the complaining party burden is to demonstrate a reasonable alternative. For example, is the complaining party required to conduct research to "demonstrate" the existence of a reasonable alternative as the above CRA-91 language may suggest? This would seem to parallel the employer burden of demonstrating job relatedness after a selection procedure is identified as the cause of adverse impact. Could the complaining party simply identify correlations and statistics in the meta-analytic literature as alternatives, or look to what a test developer has done in the past for other clients as alternatives? Again, some strategies are more reasonable than others from a scientific perspective, yet both scientific and socially derived value judgments play a role in this context. Although *Ricci* won't clarify all of these issues, usually no single ruling does. We hope that *Ricci* is the start of a body of case law that provides legal defensibility standards around what is and what is not a reasonable alternative in the selection context.

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Promoting Industrial-Organizational Psychology

Anna Erickson, Rob Silzer, Greg Robinson, and Rich Cober

Executive Summary

A key function of the Society, according to its mission, is to promote public awareness of the field of industrial-organizational psychology. We are all aware of the importance of this function as we work to make a difference in organizations through our research and practice. As part of a larger study exploring the needs of I-O practitioners, we asked SIOP members how they valued various promotional activities performed by SIOP and what recommendations they had for better promoting the field. This article summarizes the findings in this area of the survey study.

Key Survey Conclusions

- SIOP membership places a great deal of value on efforts to support and promote I-O psychology. Of primary importance is the role the Society plays in promoting the profession among business leaders. Practitioners and non-practitioners agree on the importance of this role.
- The activity rated as most valuable is probably the most difficult to achieve:
 - Position SIOP as the leading source of organizational psychology work and thinking to the business community
- Other highly valued activities include:
 - Place I-O psychology articles in HR and business publications
 - Be more visible at related conferences or hold joint conferences with organizations such as HRPS, EAWOP, IAAP, SHRM, and so on
 - Better market I-O psychology, SIOP books, reports, and research to the HR and business community
- SIOP membership would value an increase in the external focus of the Society. Members are interested in SIOP's branding of the profession, promoting our expertise within the business community, and increasing publicity for the work that we do.
- One hundred twenty three respondents provided write-in suggestions, which were grouped into several clusters:
 - Psychology domain and focus (34%)
 - Define the domain of I-O psychology (5%)
 - Put greater emphasis on practice and practical research applications (12%)

- Bridge the science/practice gap (12%)
- Encourage SIOP to maintain academic focus (5%)
- Professional issues (21%)
 - Clarify standards for I-O practice and aggressively defend I-O areas (14%)
 - Address licensure issues (7%)
- External education/marketing (29%)
 - Educate the public on I-O areas (12%)
 - Raise profile of I-O psychology through marketing activities (10%)
 - Emphasize business-related issues and language (7%)

Recommendations for SIOP

SIOP membership is expressing a clear desire to see increased support from SIOP in helping the general public, as well as business and HR leaders, understand what I-O professionals do and the benefits we bring to the workplace and to improving business decisions. We recommend that SIOP significantly expand efforts in the defining, branding, publicizing, and marketing of I-O practice and research. Based on the results of this study, we recommend the following action steps to actively promote I-O expertise in the business community.

1. Formulate and promote an influential I-O psychology brand, extending beyond SIOP and broadly into the practice and science of I-O psychology.

- Present a proposal to whole SIOP membership (not just the EC) on the I-O psychology brand for their approval. Provide opportunities for comments and revisions.
- Do a competitive analysis of how I-O psychology fits into the larger framework of psychology professions, organizational careers, academic careers, and competitor professions.
- Specify clearly how both practice and science will be reflected in the brand and benefit from the brand.
- Prepare a white paper on the I-O psychology brand that discusses the future of both practice and science, the future of the field's contributions to organizations, and steps that need to be taken over the next 3–4 years to advance the brand.

2. Actively communicate, market, and promote I-O psychologists to the business community as the thought leaders in organizational psychology.

- Develop a detailed marketing and communication action plan.
- Provide an annual report to SIOP members on all activities, progress, and outcome metrics.
- Assign or hire a staff director to implement and manage these activities.
- Outline specific steps that SIOP members can take to promote visibility of the I-O profession. Describe how members can contribute this effort.

3. Allocate a significant budget for I-O psychology branding and promotional activities.

4. Organize a task force with full representation of both practitioners and researchers, with clear goals for placing I-O psychology content and practice articles in HR and business publications.

5. Organize, conduct and market an annual study of leading edge I-O (HR) practices in organizations. Use this as a branding and marketing tool. Design it to keep SIOP members and their clients aware of current practices. Feature results in press releases and on the SIOP home page.

6. Make specific plans for SIOP to be highly visible:

- At related professional conferences.
- Hold joint conferences with other professional organizations such as HRPS, EAWOP, IAAP, Div 13 (Consulting), SHRM, ASTD, IPMA, and regional I-O organizations.

7. Pursue activities within the profession and SIOP.

- Define current domain, scope, and standards of I-O psychology, both in practice and science, and how it fits into the larger organizational context
- Identify how I-O psychology has been and is relevant to business organizations and HR.
- Update the I-O psychology science–practice model to reflect practitioner and researcher views and organizational issues.
- Initiate a I-O psychology practitioner journal.
- Modify annual SIOP conference to better reflect current practitioner issues.

8. Educate the public and raise the profile of I-O psychology.

- Initiate a newsletter or journal (in business language) for users and consumers of I-O psychology on content and practice areas.
- Broaden the educational and outreach efforts to psychology students, HR organizations, business organizations.
- Build an electronic library for I-O practitioners, HR professionals, and business organizations covering all content topics in I-O psychology.
- Place ads in HR publications promoting I-O psychology and promoting our relevance to strategic business issues.

Many of the recommendations listed above are currently being considered by SIOP's Visibility Committee, whose mission is to increase the visibility of SIOP, SIOP members, and I-O psychology to business leaders, public policy officials, and the general public. Look for updates at the SIOP conference and in future issues of *TIP* to learn about the Visibility Committee's progress in these areas.

About the Practitioner Needs Survey

In 2008 SIOP's Professional Practice Committee conducted a survey of all SIOP members focusing on practitioner needs. The survey asked members about topics related to the practice of I-O psychology, including satis-

faction with SIOP, practice activities, professional development, licensure, science–practice gaps, and promoting I-O psychology. Of the 2,694 SIOP Members, Fellows, Associate Members, and International Affiliates who were invited to participate, 1,055 responded to the survey, resulting in an overall response rate of 37%. This article, the fourth in a series published in *TIP* summarizing the results of the survey, focuses exclusively on attitudes toward the role of SIOP in promoting industrial and organizational psychology. A report documenting results for the entire survey is available on the SIOP Web site under the “News” tab (or by following this link: <http://www.siop.org/Practitioner%20Needs%20Survey.pdf>).

Respondents were categorized based on the amount of work time spent on practice activities. Each was asked to identify the “Proportion (%) of work time devoted to being a practitioner versus educator (academic setting) versus scientist/researcher.” Based on their responses, respondents were categorized into the following four practitioner categories:

- Full-time practitioners ($n = 594$)
 - 70% or more of work time as a practitioner
- Part-time practitioners ($n = 96$)
 - 21%–69% of work time as a practitioner
- Occasional practitioners ($n = 180$)
 - 1%–20% of work time as a practitioner (a day or less a week)
- Nonpractitioners ($n = 89$)
 - 0% of work time as a practitioner

Survey Results

Respondents were asked two questions about SIOP’s activities to promote I-O psychology. The first question asked respondents to rate the value of each of 11 activities to “better promote I-O psychology practice and science by SIOP”. The second was an open-ended question asking respondents “What else can SIOP do to support and promote I-O psychology practice and science?”

The 11 activities that respondents rated are listed in Figure 1. Almost all respondents found value in various publicity and public relations functions that were included. “*Positioning SIOP as a leading source of organizational work and thinking to the business community*” was the activity most likely to be rated as highly valuable, with 72% of respondents seeing this activity as “highly valuable” and only 5% seeing this activity as “not valuable.” This was followed closely by “*placing I-O articles in human resource and business publications*,” with 62% of respondents reporting that this activity is “highly valuable.”

The activity seen as least valuable was “*promoting licensure and practice standards*,” with almost 40% stating that this was not valuable and only 20% stating that this is highly valuable to promoting the practice and science of I-O psychology. Moderate value was seen in advertising, establishing networks, and

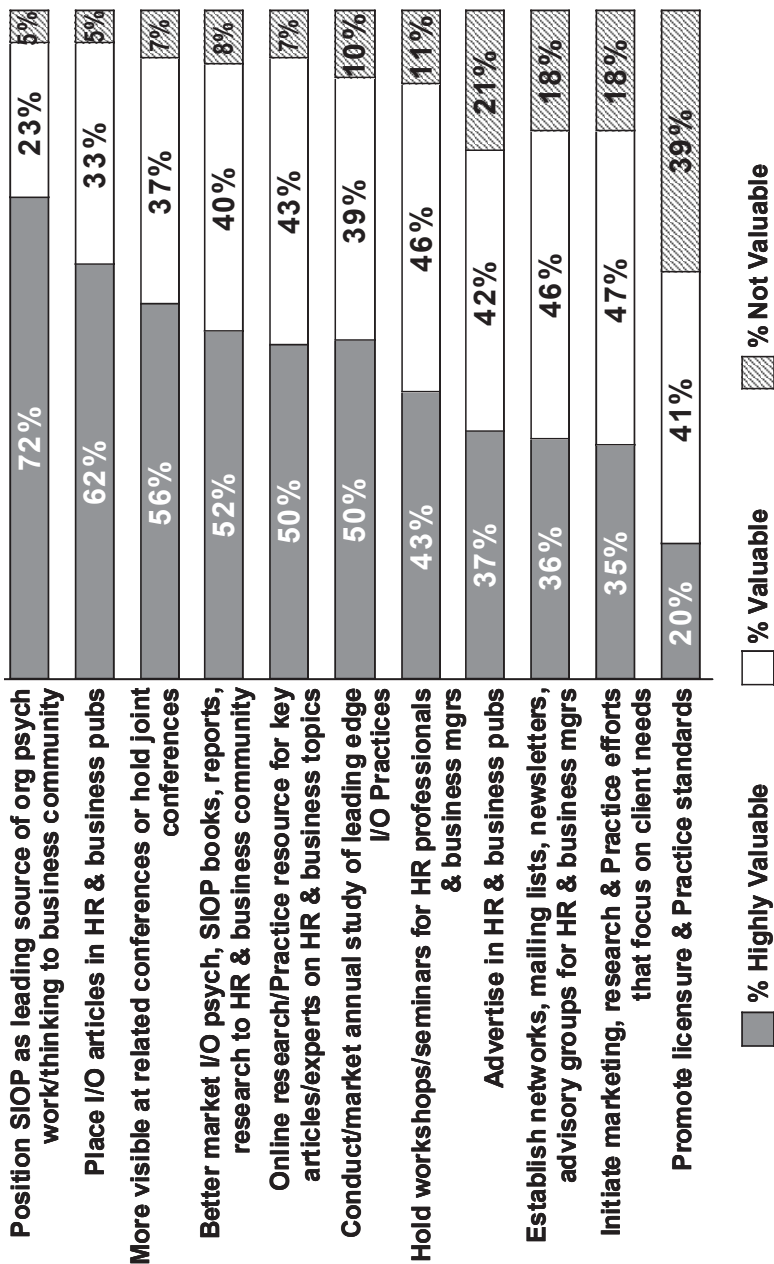


Figure 1. Percent of respondents indicating value for practitioner activities.

initiating marketing, research, and practice efforts to better focus on client needs.

Results were fairly consistent across practitioner categories, with only 4 of the 11 activities receiving value ratings which were statistically different across categories (see Table 1). It should be noted that the extent to which respondents self-identified as practitioners was related to the extent to which they found value in the placement of articles in HR and business publications, increasing visibility at conferences, and marketing activities related to I-O practice. Specifically, full-time practitioners and part-time practitioners saw more value than occasional practitioners and nonpractitioners in the following areas:

- Conduct and market an annual study of leading edge I-O practices in organizations
- Initiate marketing, research, and practice efforts that focus on client needs
- Place I-O psychology articles in HR and business publications
- Be more visible at related conferences or hold joint conferences: SHRM, HRPS, ASTD, AOM, EAWOP, IAAP, and so on

Table 1
Value of Activities by Practitioner Category

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

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

Suggestions From Members

When asked “*What else can SIOP do to support and promote I-O psychology practice and science?*” 123 out of 1,005 respondents (12.3%) provided suggestions. Individual responses were coded for content by a single reviewer into categories developed by that reviewer. A second reviewer coded the comments into these same categories. Initial agreement was 79%. Discrepancies were then discussed and a consensus was reached on the appropriate category for each comment. The resulting comment categories and the percentage of comments in each category can be found in Table 2.

Table 2

Content Categories and Frequency of Response

Content category	# Comments	% Comments
Clarify standards for I-O practice and/or more aggressively defend I-O content area	17	13.8%
Educate the public on I-O areas	15	12.2%
Greater emphasis on practical application of research	15	12.2%
Bridge the science/practice gap	15	12.2%
Raising the profile of I-O psychology through marketing activities	12	9.8%
Greater emphasis on business-related issues and language	9	7.3%
Licensure issues	8	6.5%
Define the domain of I-O psychology	6	4.9%
Encourage SIOP to maintain academic focus	6	4.9%
Miscellaneous	20	16.3%
Total	123	100%

The nine content categories seem to rationally cluster into three general domains. They are listed below in a logical order of progression.

- I-O psychology domain and focus—42 responses (34%)
 - Define the domain of I-O psychology (5%)
 - Place greater emphasis on practice and Practical Application of Research (12%)
 - Bridge the science/practice gap (12%)
 - Encourage SIOP to maintain academic focus (5%)
- Professional issues—25 responses (21%)
 - Clarify standards for I-O practice and/or more aggressively defend I-O content area (14%)
 - Address licensure issues (7%)
- External education/marketing—36 responses (29%)
 - Educate the public on I-O areas (12%)
 - Raise the profile of I-O psychology through marketing activities (10%)
 - Place greater emphasis on business-related issues and language (7%)

I-O Psychology Domain and Focus Issues

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

- *Decide what we want to be*
- *Perhaps a “what is I-O psychology” series to start would be helpful*

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

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

There is a clear interest by respondents in *bridging the science/practice gap* (12%). Typical suggestions are:

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

A smaller set of the write-in responses (5%) wanted to *encourage SIOP to maintain an academic focus*. One respondent suggested that:

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

Professional issues

The most frequently cited activity was for SIOP to *clarify standards for I-O practice/more aggressively defend I-O content area* (14%). This domain involves defining and defending the I-O psychology field against competitors in the marketplace. Examples of these comments include:

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

Although *licensure issues* were cited in 7% of comments, respondents' views were mixed; some comments were in favor of it, but others were opposed. Examples include:

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

External Education/Marketing

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

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

Numerous suggestions (19%) deal specifically with *raising the profile of I-O psychology through marketing activities*. These respondents advocated a much more proactive effort to market the I-O field. Suggestions include:

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

Related to this is an interest in putting *greater emphasis on business-related issues and language* (8%). These respondents emphasized becoming more business oriented in our practice and research. Typical suggestions include:

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

Miscellaneous comments

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

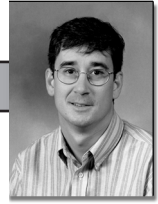
- *Pay attention to the results of this survey!!!*
- *Take the information and do something NOW! Don't discuss it to death.*
- *Practitioners have to deliver results, and SIOP is becoming increasingly irrelevant to us.*
- *Might consider having a practitioner segment of the SIOP Executive Committee.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

Conclusions

The work that SIOP does to promote I-O psychology as a field is clearly valued by its membership. As I-O psychologists work to gain recognition for their contributions and influence in the workplace, the role that SIOP can and does play is critical. The Visibility Committee and SIOP Administrative Staff are already working on a number of initiatives to meet the needs identified by this study. Look for more information at the SIOP conference and in upcoming issues of *TIP*.

Guide to Archival Research

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With any serious historical research, a trip to research archives is usually necessary. Archives typically hold unpublished information such as manuscripts, correspondence, technical reports, lecture notes, and/or personnel records. This information is often useful in providing revelatory information that may shed light on a particular topic that could not be properly understood using published information. In fact, the analysis of unpublished information is often considered necessary for top-notch historical research. In short, archives can be a goldmine for historians, though navigating archives can be difficult. In this **History Corner**, I provide some advice as well as some lessons learned for beginning historical researchers.

Some archival tidbits. Before getting into the mechanics of how to conduct archival research, I thought it would be helpful to provide a summary of some of the interesting things I have found while scouring archives. While working on a biographical article on Arthur Kornhauser, I visited the Wayne State University archives. He was hired away from Columbia University in the early 1950s during the McCarthy Era. In the personnel file was a telegram sent by the dean to Kornhauser stating that he did not need to answer the item “Do you pledge loyalty to the United States?” when he filled out the employment application. It turns out that Kornhauser was active in civil liberties groups (he would later be the president of the Detroit Area American Civil Liberties Union), and the dean was worried that Kornhauser might answer “no” out of protest. In fact, within the personnel files there was the completed application form—that question was left unanswered!

The Carnegie Mellon University has the archives of Walter Van Dyke Bingham, one of the founders of the field and the leader of the first graduate program in industrial-organizational psychology. The Bingham archives are rich in correspondence, including letters to and from Bingham as well as lots of memos related to the graduate program at what was then called Carnegie Institute. Bingham wanted to hire a person named Whiting Williams who had no formal training in psychology but had written several popular ethnographical accounts of workplaces across the United States and Europe. Within those archives is a memo from the famous quantitative psychologist L. L. Thurstone complaining to the dean that Whiting should not be hired because his research lacked rigor.

I had never seen either of these two documents cited before and they add two bits of colorful information to two important instances. The first provides a nice small snapshot into the background of a progressive academic in a time of campus repression. The second provides insight into the tensions that would later develop between quantitative (Thurstone) and qualitative (Whiting) researchers. Both of these pieces of information help provide a richer bit of context to the historical stories that lie behind them, and these bits of information would not have been available unless I visited the archives.

Archival Visits

Identify Appropriate Archives

The first step is to identify appropriate archives that might be useful for your historical research. There are several types of archives to consider. The first would be general archives that tend to have lots of information related to applied psychology. The first stop should be University of Akron's Archives of the History of American Psychology (AHAP). The AHAP contains the papers of many important figures within psychology as well as the archives for Division 14 and other important institutions. Other important archives include the Library of Congress as well as Carnegie Mellon (Bingham) and Northwestern University (Walter Dill Scott). Depending on who or what you are studying, though, you may find that other archives throughout the country have important documents. For example, many universities will have archives with information about the faculty who worked there. One of the best first steps is to use Internet search engines creatively. For example, entering the name of the person you are interested in along with "archives" often results in useful leads.

Before Heading to the Archives

Once you have identified a potentially useful collection, it is extremely important that you correspond with someone at the archives about your research questions and interests before visiting. I have found e-mail inquiries to be the most helpful initially. Afterwards, you can follow up with phone calls. Explain what it is that you are interested in researching as well as potential dates that you may visit. Archivists know their collections better than anyone else, and they will be able to provide some insight about whether a visit will be fruitful or a waste of time. They may also be able to think of other information that might be in the archives that you would not be able to find by yourself.

Also, try to request a finding aid for the collection that you are interested in. Finding aids give an overview of what is available in a particular collection. The AHAP has their finding aids online, which is extremely helpful. Some aids are quite detailed whereas others provide minimal information of what is in the collection. This information will be helpful though in narrowing down what you need to look at.

Finally, before heading to the archives, get a list of rules and regulations. For example, most archives allow pencils but not pens. Bring your own paper to take notes and perhaps some change to make photocopies. Find out the regulations beforehand so that you don't waste time or annoy the archival staff.

On Your Visit

Be friendly to the archival staff and respect their rules. They can help you and probably will if you do not annoy them. Be prepared to be tired and fatigued, and so plan some flexibility. It is tiring to look through reams of documents. Oftentimes you are looking through a series of memos or letters or papers, unaware of what you are looking for, you scan and speed read, hoping to skip unimportant information to focus on the important stuff. Therefore, take breaks frequently. And be prepared to extend your visit longer if you find that there are important documents that you did not know existed.

Take detailed notes of the information that you find as well as the location (folder, bin, etc.) of where you found that information so that you can find the materials again and/or properly cite the document if needed. Some archives let you photocopy information at a low cost; others require you to hire the archival staff at a hefty price.

Conclusions

Archival research is the most rewarding (and exhausting) aspect of historical research. Finding new gems that no one else had ever discovered or at least reported is a hallmark of historical research and helps future researchers provide a fuller understanding of the past.



**Focus on Industrial and
Organizational Psychology
Master's Programs: Benefits and Challenges**

Sylvia Roch
University at Albany

Graduate programs focusing on educating master's students have become increasingly common. Much discussion revolves around PhD programs but less attention is given to master's programs, even though their number has grown greatly in the last 20 years. Thus, I would like to focus on the benefits and challenges of master's programs. In particular, I would like to focus on the benefits to students in attending a master's program, what faculty members should expect when joining a faculty specializing in masters' education, and the hallmarks of a high-quality master's program.

Thus, I asked three directors of master's programs for their input regarding these points: **Dr. Stuart Sidle**, coordinator of I-O Psychology Graduate Programs at the University of New Haven; **Dr. Elizabeth Shoenfelt**, director of the Industrial-Organizational Psychology Graduate Program at Western Kentucky University; and **Dr. Carol Shoptaugh**, program coordinator of the Master of Science I-O Program at Missouri State University. I thank them for their useful and insightful responses.

1. What are the benefits for students of attending a master's program versus a PhD program?

Stuart Sidle: If a student isn't passionate about conducting research and is not that interested in an academic career then a terminal master's program may be a better fit. Terminal master's programs can be a relatively fast way to gain specialized knowledge that can jump start a career. In our program, most of the students are interested in breaking into corporate human resource roles or consulting jobs. We also have students already in corporate human resource positions that are looking to advance. For both of these categories of students, the terminal master's in industrial-organizational psychology provides exactly what they are looking for. Then, of course, there are the obvious benefits of master's programs regarding time and convenience (e.g., part-time programs, weekend programs, etc.).

Betsy Shoenfelt: Students can earn a degree and enter the job market in only 2 years with good technical I-O skills. Although starting salaries are typ-

ically lower than for a PhD (excluding academic salaries in psychology), this difference declines across time such that 10 years out there may be little difference between salaries.

Carol Shoptaugh: I would like to preface my responses with the caveat that my comments are reflective of my experiences with the Master of Science program at Missouri State University and may not be true of all master's level programs in I-O psychology.

- Students in I-O master's programs, like those in doctoral programs, are trained utilizing the scientist-practitioner model; for students in master's programs this affords the opportunity to choose different career paths (doctoral training or applied work) before committing to doctoral education.
- Much of the focus in the master's program at MSU is on the development of skills necessary for practitioners; e.g., research and statistical skills for job analysis, performance appraisal, measurement of individual difference, program development and evaluation, and so on. These skills in conjunction with an emphasis on communication skill development, and the role of contextual influences, philosophical, ethical and legal issues, allow our alumni to enter the workforce immediately and perform competently.
- For students choosing to continue their education, these skills also provide a stronger skill set than most undergraduates entering doctoral programs; giving our alums a competitive edge in doctoral course work. These students have completed a thesis, have likely presented their work at conferences, and hence are better able to conduct independent research than the traditional first-year doctoral student. Additionally, the master's program affords these students the time to identify areas of I-O that are of particular interest for both research and practice.

2. Are there any differences between being a faculty member in a master's program versus a PhD program?

Stuart Sidle: Yes, in addition to larger class sections, faculty in master's programs will be serving students with different goals and needs than students in PhD programs. Master's students tend to want knowledge and skills that match their specific career interests. As a result, students appreciate it when instructors put an applied spin on their classes. In other words, master's students usually want to know how the theory and research methodology will help them make decisions in their workplace. Another difference is that students in PhD programs tend to be proactive in partnering with faculty on research. Conversely, in master's programs the majority of students I've worked with are more interested in field experiences than collaborating with their faculty on research (e.g., yet, each year I get at least one with a passion for research).

Betsy Shoenfelt: Answers to Questions 2 and 3 are related (please see both responses).

Differences lie in the nature of the students and the nature of the courses. With students in the program for only 4 semesters, course content is critical to ensure requisite competencies are learned in such a short time period. Our courses have a very applied focus and target the practical skills needed upon graduation. In the classroom, student presentations may need to be “supplemented” by faculty with comments that clarify and sometimes correct misinformation. Some master’s students study “for the test” rather than because of intrinsic interest in the discipline and are likely to read only material specifically assigned for a class. Master’s students are less able to work autonomously on research, requiring more direction on a more frequent basis.

Generally, a faculty member in a master’s program needs to place a greater emphasis on teaching than research as a function of workload assignment. Master’s programs tend to have a very strong developmental focus. Our program, for example, has approximately one I-O faculty member for four students; additionally we have strong support from our experimental faculty in the areas of statistics, research methods, and other core areas. This faculty–student ratio affords considerable faculty student interaction and allows us to maintain a strong developmental focus. Students are given greater opportunity to achieve competency within their courses, research, and applied experiences.

3. What challenges, if any, do you believe are unique to master’s programs?

Stuart Sidle: Finding a home in their department, their university, and even in SIOP. Sometimes I-O master’s students may feel like the ignored middle children in their department with faculty focused on their undergraduate advisees and their doctoral student research partners. At the university level, there may not be services that actually match the needs of the master’s level I-O students. I-O master’s programs are attracting students from all over the globe and many of them are right out of their undergraduate studies. This population is unique from the typical commuting MBAs who have a few years of work experience or from PhD students who plan on making the university their home for several years. That said, the university services aimed at undergraduates, commuting MBA students, or PhD students may not match the services needed by master’s level I-O students. And, at SIOP, even though we now have programs to support a limited number MA level students, I sense that there are many master’s students who feel lost at the SIOP meeting. I believe many SIOP members are unaware of the large number of master’s level students who are at the annual meeting. These issues put the burden on the I-O master’s program faculty to help their students feel at home in their departments, their universities, and in the larger SIOP community.

Betsy Shoenfelt: It can be a challenge to maintain a research program because of a heavier teaching load (typically 12 hours/4 courses a semester) and the nature of directing multiple theses. We admit three students per I-O faculty member each year, meaning we chair an average of three theses a

year. Typically, a thesis that can be completed within the timeframe cannot stand alone as a publication. We typically direct theses outside of our immediate research focus. It is not uncommon to direct three theses each year on entirely unrelated topics.

Carol Shoptaugh: Like doctoral programs, faculty in I-O master's programs must assimilate students into their research programs. In doctoral programs faculty can reasonably expect a student to become involved in their research and eventually develop, expand, and contribute significantly to both their program of research and research productivity. This is much more challenging at the master's level. Students enter research programs in need of skill development before they are real contributors; at the point that they become most productive they graduate, enter doctoral programs, and leave projects largely unfinished. The cyclical nature of this makes research productivity more challenging for faculty teaching in master's programs.

Identifying practicum and internship experiences where students are supervised by I-O practitioners rather than human resources professionals is a second challenge. Many students must be supervised by faculty long distance to receive the I-O support needed to have positive internship experience. Lastly, securing funding for graduate assistantships for recruitment and retention of quality students is another challenge.

4. What do you think are the one or two distinguishing features between a low-quality and high-quality master's program?

Stuart Sidle: Having actual industrial-organizational psychologists as faculty who teach and advise the master's students. Though many psychology departments see the value of offering I-O programs or I-O concentrations, they may not have enough faculty with actual I-O training to support an I-O program. Students may not have the mentors they need if the program relies too heavily on faculty without I-O training or if they rely too heavily on adjuncts or faculty from other departments (e.g., management department) to teach the I-O content courses.

Betsy Shoenfelt: First, high-quality programs have faculty who are involved in the program and are willing to contribute beyond what is required in the classroom by meaningfully engaging students outside of the classroom, such as including them in consulting and research projects. This includes building cohesiveness among students and helping them develop an identity as a master's-level I-O psychologist.

Second, high-quality programs develop a solid foundation in measurement skills (e.g., statistics, psychometrics) and technical skills (e.g., job analysis, criterion development) in addition to softer skills (e.g., knowledge of leadership theory and motivation theory). An important part of this is the completion of a data-based thesis to teach program management, data management, and technical writing skills.

Carol Shoptaugh: I believe there are several features of high-quality programs:

- Student-to-faculty ratio is such that students receive considerable developmental feedback and multiple perspectives on key theoretical and practical issues
- Course work required for program completion is broad based with both I and O side skills competently represented
- Emphasis on both theory and practice versus a predominately practice only approach

5. What piece of advice would you give someone who is interested in being a faculty member in a master's program?

Stuart Sidle: Sometimes it is important to step outside of your research bubble if you want to help your students succeed. You need to be connected with the external environment that matches your students' goals. This usually includes understanding the needs of organizations that are looking to hire students with the skills your master's program provides and knowing what admission committees for doctoral programs are looking for in applicants who have already completed a master's degree.

Betsy Shoenfelt: Money should not be a top priority (because you will likely be in a psychology department where salaries are substantially less than in a business school or in industry) and you should enjoy teaching (because you will likely have a heavy teaching load). Programmatic research will be a challenge. Be prepared to demonstrate the applicability of virtually everything you teach. Despite these factors, teaching in a master's program can be very rewarding as you see your students develop, graduate, and prosper in their jobs.

Carol Shoptaugh: I feel being a faculty member in a master's program is extremely rewarding for someone who enjoys a balance of teaching and research. Master's teaching is likely not conducive to the type of research productivity that is expected at most research one doctoral granting institutions. Additionally, I believe that master's programs receive more first generation college students, those generally less privileged, and those students who had a "slow" start but developed the skills necessary to be successful in graduate education. I believe a genuine love of teaching is required to meet the needs of these students.



Marcus W. Dickson
Wayne State University

Jamie Madigan
Ameren



This issue we also wanted to discuss a couple of articles that did an admirable job of theory building and addressing practical and prevalent issues through synthesizing research in related areas. Theory building is an important part of the scientific method, and one that can either be omitted in the case of business management fads or “shooting from the hip” solutions, or it can also be narrowed down to such a narrow and esoteric issue that it becomes relevant only to scholars working in a niche of a particular field. These two works, on the other hand, build scientific theories relevant to practical problems.

First is an article by **Kurt Kraiger** (2008) in SIOP's *Industrial and Organizational Psychology* journal. In this theoretical piece, the author takes a survey of past learning and development paradigms, noting that they can generally be classified into first-generation objectivist and second-generation cognitive constructionist approaches. The objectivist approaches to learning stem from industrial design and emphasize rote memorization and overlearning of precisely defined performance requirements. The underlying assumption is that there is some skill or knowledge deficiency in the worker and that it is the responsibility of the organization or its proxy to analyze that deficiency, design remedies, implement them, and evaluate their effectiveness. The training designer is the one to identify the tasks to be learned and to make it happen. The role of the student, by contrast, is treated largely as unimportant. This emphasis on the training designer and marginalization of the trainee's role persists to the point where making sure that students actually show up is often written into training programs as the first step in instruction. Second-generation models of learning focus more on the role of the learner and less on the trainer. Learners are active participants and what they get out of training are opportunities to define new cognitive structures like skills and task-relevant knowledge. The role of the trainer is more related to facilitation.

Kraiger goes on to define a new, emergent model of learning he calls (perhaps predictably) a third-generation instructional model. These models owe more to the inherent social and cultural aspects of learning, and they are uniquely suited to capitalize on new social networking technologies to facilitate learning. Objective facts may be learned, but work requires more shared understanding of roles, criteria for success, authority, and other socially defined constructs. The model emphasizes not only shared understanding

between teacher and student but between the students themselves. The idea isn't just to hand over a textbook or Internet access to students and let them go at it. Instead, the role of the instructor as a facilitator and coach are clearly intact. But students who make better use of social interactions and learning exchanges in all directions are more likely not only to learn but also to translate that learning into better job performance.

A lot of the appeal of this concept lies in how it is able to capitalize on new information technology designed to exchange information in a social context without face-to-face interaction. Thinking about this approach to learning in the context of videoconferencing, distance learning, wikis, message boards, instant messaging, crowdsourcing, e-mail, online document collaboration, open source software, and other such technologies certainly gets my mind working on ways to both enhance training and create new contexts within which to study its effectiveness. Management science is sometimes faulted for lagging behind the technology curve, so it's nice to see researchers getting out ahead of it and presenting a theory that's current with a lot of business and educational practices.

The second article we discuss in this issue to engage in a bit of practical theory building appears in the recent *Academy of Management Review*. **Christopher Barnes** and **John Hollenbeck** (2009) examine the effects of sleep deprivation on teams and build a rational model that makes several predictions based on previous research about sleep deprivation and team performance factors. As they note, sleep deprivation is actually a very heavily researched area. It wouldn't take you long to find a fist full of research examining the cognitive and physical functioning of sleep-deprived fighter pilots, medical residents, or undergraduate students. What Barnes and Hollenbeck say is missing from this body of research, however, is an examination of how teams operate when members are sleep deprived, as opposed to individuals.

Although the piece doesn't endeavor to collect data or test specific hypotheses, the authors do make a litany of predictions based on their knowledge of team dynamics, types of teams, types of team tasks, and team composition. Sleep deprived teams that are heterogeneous in terms of skills and/or knowledge, for example, might perform differently than homogenous teams whose members can pick up the slack for each other. In addition, differences in authority and attitudes towards power distance can come into play, especially when the team leader is the one who is sleep deprived. This may be mediated, in turn, by perceptions of psychological safety and how dangerous it is to go against the wishes of team leaders, no matter how punch-drunk with sleep deprivation they may be.

All in all, the article is a great starting point for anyone looking for a research agenda and a reason to keep people awake for days on end. The practical applications of this kind of research are wide reaching and potentially life saving. If, for example, you were to assemble an emergency response team at an electric utility company whose job it was to deal with outages from a winter storm, you might use some of the findings of this research to construct your team. You might do things like build in redundant

expertise, carefully arrange the power structure to minimize the effects of ill-conceived decisions, and tackle tasks that require creative problem solving first and straightforward decision making second. You might also build in systems that allow team members to safely challenge decisions (think airline piloting teams here) and rotate schedules to control sleep deprivation and limit its effects on the team when it is unavoidable.

Finally, an article by **Daniel Skarlicki**, Danielle van Jaarsveld, and **David Walker** in *Journal of Applied Psychology* (2008) was just too interesting to pass up without comment. Like sleep deprivation, there's no lack of research recently on "the dark side" of organizational behavior. Specifically, many researchers have looked at how employees might express their displeasure, stress, or animosity in the form of counterproductive work behaviors. These researchers, however, looked at this kind of phenomenon from a slightly different angle and examined how certain individual differences affected how likely employees are to sabotage customers, not their employer. Ever wondered why your luggage is in Topeka when you're getting off the plane in Chicago? This study might hold part of the answer.

Specifically, Skarlicki, van Jaarsveld, and Walker looked at how one's moral identity predicted acts of sabotage. They looked at measures of both how important morality is to a sample of customer service representatives (symbolization), as well as how likely they were to act out on what they perceive as violations of those morals in other people (internalization). As you might expect, those who were high symbolization were more likely to commit sabotage against customers, but this relationship was moderated by internalization such that those high on that trait were less likely commit sabotage. It's an interesting study that examines an issue critical to any service economy.

Segueing from personal morality towards corporate social responsibility (CSR), the current issue of *Business Ethics: A European Review* is a special issue focusing on CSR in SMEs (no, not subject matter experts, but small to medium enterprises). This is an issue that is both important—the editors of the special issue note that over 95% of all European companies have fewer than 250 employees, and in some industries, SMEs provide more than 80% of the jobs—but it is also underresearched. The editors, Mette Morsing and Francesco Perrini, suggest that one reason for the lack of research in the area is that many scholars, practitioners and politicians perceive SMEs as "little big companies"—in other words, because there has been a research focus on CSR in large multinational corporations (MNCs), there is really no need to consider SMEs because you just scale the MNC findings down to fit the SME context. Quoting some of the limited prior work on the topic, they note that:

"The small company is the dominant way of organizing," and as scholars, practitioners and politicians endeavour to understand and promote corporate CSR engagement, we contend that an improved understanding of current CSR practices in SMEs has the potential of stimulating a high

impact for the global economy and society as well as for the SMEs themselves. (Spence & Rutherford, 2003)

Within this issue are several articles that are worthwhile reading. One of my favorites is a case study, David Murillo and Josep M. Lozano, both of the Institute for Social Innovation at the ESADE Business School in Barcelona. They describe a Catalan project in which academics worked with small and medium-sized enterprises in a parallel stakeholder approach (as opposed to a model in which researchers come in with “the right way” to do it, or are subservient to all organizational demands as the researchers struggle to collect data). The goal was the creation of a network of organizations and tools to promote CSR regionally. Though it isn’t surprising that such issues as inclusion, representativeness, and legitimacy were identified as critical components for the success of the network, having a straightforward and frank analysis of how these topics mattered is really quite useful. The paper takes a public policy perspective, and tries to highlight the strengths and pitfalls of the variety of initiatives existing today to promote CSR. Unlike many CSR papers, this one actually reports on the material results, with a focus on how a consensus was created within the network, along with the tools for assessing CSR that were developed.

In a second case study, Kyla Fisher, Jessica Geenen, Marie Jurcevic, Katya McClintock, and Glynn Davis (2009) report on the efforts of Trident Exploration, a Canadian corporation, to implement asset-based community development (ABCD). “ABCD is a development approach that recognizes the strengths, gifts, talents, and resources of individuals and networks to mobilize and build on social and economic change” (p. 66). The article is a nice ethnography (How’s that for a change from what we usually read?) that includes analysis of corporate activities and strategy, along with interviews of staff and executives, and some survey data, as Trident attempted to implement this model. We also found it really helpful to have an explicit comparison of CSR issues that differ between larger corporations and SMEs, including differences in the who, the how, the why, and the what of CSR efforts.

One of the specific examples provided in the case study about implementing ABCD relates to the acquisition of mineral rights to a site, which is a process that is fraught with difficulties—you want to know that the site contains the minerals you are looking for but also have to address issues related to the surrounding community as well as any environmental issues. By putting together much more diverse site identification teams that sought out input from community leaders of all sorts, Trident was better able to streamline the mineral rights acquisition process and to build social capital both inside the organization and with the affected community at large. Trident can also show that the process has led to significant cost savings over “the old way of doing it.”

A third paper, by Eva-Maria Hammann, Andre Habisch, and Harald Pechlaner (2009), focuses on research done with German entrepreneurial organizations. Here the focus was on specific management practices that affect dif-

ferent stakeholder groups (i.e., corporate social responsibility towards employees, customers, or the society in general). The authors found relationships between the implementation of various socially responsible management practices and real organizational outcomes (cost reductions and increase in profits), and provide a model by which they make sense of the data. We found it interesting that, despite the fact that the public face of many CSR programs focus on the societal impact (e.g., green initiatives), the results presented by Hammann and colleagues suggests that it is CSR towards employees and customers that has the greatest impact on organizational performance for SMEs, though CSR towards society does have an effect. They conclude by noting that values can create additional value.

To wrap up this issue, we thought we'd present a contrarian position for your edification and our own. The point of this column is, of course, to highlight research that simultaneously advances theory and that is of direct practical use in some way to practitioners. Clearly, this linkage between theory and practice, between academe and industry, is an issue for many in our Society. The recent survey and report by **Rob Silzer** as chair of the Professional Practice Committee, the current survey work being done under the aegis of the Education and Training Committee (Keep an eye out for this!), and the on-going discussion at every SIOP conference about the balance between practitioners' concerns and academic researchers' focus, tells us that this is an important issue. Catrina Alferoff and David Knights (2008), in the *British Academy of Management*, argue:

If knowledge in the physical sciences and engineering unfolds slowly and unevenly in the face of many disputes, disruptions, and setbacks... then how much more likely is this to be the case in the social sciences? Consequently there should be no expectations of one-to-one, direct causal chains between knowledge production and application, as some business school critics seemingly demand. (p. 125)

This paper examines, again in a more qualitative way, the development and mobilization of several networks between industry and the academy. In some cases, the networks were established to support the ongoing work of a research center: in some cases, to formalize informal relationships between firms and academic research settings; in some cases, to facilitate entrepreneurial efforts; and so on. They may have government or other funding, and they ostensibly serve the purposes of both the organizations (in that they have access to researchers who will work on problems of interest to the organizations) and academic researchers (in that they have access to organizational data in a way that they would likely not otherwise have). The paper examines the sustainability of the networks and the reasons for their success or failure.

We highlight this paper not so much for what it covers but because it raises in a provocative way the fundamental question we all wrestle with as I-O psychologists trained in research-oriented programs—what ought to be the

connection between the work published in our journals and the work done for our employers and/or our clients? Alferoff and Knights suggest that the connection ought not be expected to be nearly as tight as some might hope. Clearly, we think the connection is a good thing—otherwise we wouldn't do this column! But ought it be expected?

Let us know your thoughts and comments on this issue, or to recommend articles, books, seminars, movies, cars (no, not cars) we could highlight in this column. Marcus can still be found at marcus.dickson@wayne.edu, and Jamie, as ever, is at jmadigan@ameren.com.

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SPOTLIGHT ON GLOBAL I-O



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Greetings, *TIP* readers, and welcome to the newest edition of the **Spotlight** column. April has finally arrived, and you know what that means: Arbor Day is just around the corner. It's time to plant a tree! Or at least don't cut one down. Do you find yourself searching for something worthwhile to do during your tree-chopping hiatus this Arbor Day? If so, this column is for you! This issue provides an informative synopsis of I-O psychology in Israel that promises to keep you engaged for a spell. Read on for a detailed account of how our Israeli colleagues go about advancing, developing, networking, and collaborating with like-minded others.

Networking in Israel: Schmoozing in the Holy Land

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Israel, otherwise known as “the Holy Land” (holy for Jews, Christians, and Muslims), is a small country in the Middle East. It has 7,373,000 inhabitants and is about the size of the state of New Jersey (22,000 sq km). Israel is a beautiful country where history, religion, and modern times intertwine into a very colorful mosaic. But because Israel is also a country lacking most basic natural resources, its leaders have long promoted the notion that people are our only source of competitive advantage. Consequently, I-O psychologists are widely recognized in Israel as playing a central role in enhancing our country's fundamental resource and bringing it to its full potential. Quality graduate education, excellent research, strong academic–industry relations, and a good deal of old-fashioned “schmoozing” (Yiddish for friendly chatting as a basis for building or strengthening social relations) have contributed to the success of I-O psychology in Israel.



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

I-O psychology is taught at the master's or doctorate level in five of Israel's six public universities with about 60 graduates each year. In the University of Haifa and at the Technion there are distinct I-O psychology programs, whereas at the Hebrew University, Bar-Ilan University, and Ben-Gurion University the program is a combination of social and I-O psychology. The number of full-time I-O psychology faculty members in each university varies from three to seven. Most of these programs combine theoretical studies with practical experience.

As the distance between the northern-most and southern-most universities is only about 200km (125 miles), networking is more like schmoozing among next-door neighbors. Practitioners and academics can easily meet with one another to collaborate on research or consulting efforts as driving times rarely exceed 2 hours. Tight proximity to one another has generated tight social networks, with these dense networks enhancing graduate education (e.g., joint courses), promoting research collaboration, and facilitating academic-practitioner cooperation. Tight proximity also facilitates the cross-fertilization of ideas with each I-O program typically inviting colleagues from other I-O programs to present their research several times per year. Aside from offering us the opportunity to compare the quality of the food in each university's respective faculty club, these visits allow us to keep up to date on each others' research, share our new research ideas, and get early feedback from faculty and students on our work.

Given Israel's tiny size, when an Israeli academic I-O psychologist talks about networking he/she is usually referring to relations with colleagues from Europe or the U.S. Many faculty members go to both the SIOP conference and the Academy of Management conference on a yearly basis and complement these with different I-O psychology conferences in Europe. Thus, we spend a lot of our time traveling out of Israel to maintain relationships and to keep up with the development of the field. We also encourage our students to present their work at international conferences and often find creative ways to help fund these trips.

When a quality student finishes his/her doctorate and is interested in a post-doc, he/she is almost always recommended to go abroad for this purpose. Having such a small and tight community in Israel, most academics in our field believe that such an experience is necessary in order for the budding academic to build his/her own network and to be exposed to new and different methods and approaches.

In Israel, we have a strong belief that it is not the numbers that count but the quality. Thus, although the I-O community here is small, we have managed to produce some leading figures in the field. These individuals have served or are currently serving in key positions in our community, either on the boards of our various academic institutions or as editors and associate editors of such top tier journals as the *Journal of Applied Psychology*, *Academy*

of Management Journal, and the *Journal of Organizational Behavior*.

Graduates from a certified I-O psychology program in Israel are eligible for listing in the National Registry of Psychologists, which is a list of all certified psychologists in Israel. This list belongs to the Israel Ministry of Health; once enlisted, the individual is considered licensed. There are currently 8,703 psychologists on this list. However, because many I-O psychology graduates end up in jobs that do not require a license number (unlike clinical or developmental psychologists), relatively few I-O psychologists actually register. I-O psychologists may also enroll as members of the Israeli Psychological Association (IPA; www.psychology.org.il) whose espoused mission is to maintain and enhance the status of the profession in Israel. The IPA has defined the criteria for professional residency in the different branches of psychology and credentials the various residency programs. The IPA has six sections corresponding to different areas of psychological specialty. There are 120 members registered in the I-O section; however, there are likely many more practicing I-O psychologists in Israel. The I-O section hosts a number of workshops each year with the upcoming workshop entitled "Occupational Diagnosis in an Era of Change—Innovations in the Selection Process in the Israeli Defense Force."

Other organizations in which practicing I-O psychologists play an active role are the Israeli Association for Organizational Development (IAOD) and the Israeli Association for Management, Development and Research of the Human Resources. IAOD's goal is to enhance the area of organizational consultancy and development. IAOD has 292 registered consultants and has an annual conference. The upcoming conference is titled "Aiming High: The Organizational Consultant and the Places Organizations Get Made." The Israeli Association for Management, Development and Research of the Human Resources is an association focused on enhancing the discipline of human resources in Israel and turning this discipline into a key factor that influences business processes in organizations. It aims to assist in the professional development of all those practicing the discipline of human resources and to create a supportive community for its members. The annual conference in 2008 was dedicated to the role of the human resources manager in organizations. I-O psychologists involved in these associations typically find these conferences a great opportunity to network and catch up on new field-based technologies and insights. In addition, members of our community often play a key role in these conferences, offering keynote addresses, leading workshops, and participating in paper and/or poster sessions.

The I-O psychology graduates opting to pursue their careers outside of academia find employment in a variety of organizations, both private and public. As Israel is known for its high-tech industry, many graduates are recruited by such high-tech companies to serve as internal consultants or senior HR executives. In addition, as can be seen from the title of the upcoming

conference of the IPA, the Israeli Defense Force (IDF) is also a major employer of I-O psychologists. Military service is compulsory in Israel with a large portion of the population remaining in the reserves. A citizen army, the IDF is the largest organization in Israel, with a unique set of organizational needs. Recognizing these needs, the IDF established “the behavioral sciences unit” consisting of a few dozen I-O psychologists and sociologists serving either as career soldiers or as reserve duty specialists. This unit is responsible for developing the IDF’s systems of selection and deployment at all levels, running motivation studies, developing and conducting leadership training and development programs, and offering organizational consultancy services. Indeed, a good number of those serving in this unit are deployed as in-house organizational consultants at bases across the country. With many of Israel’s leading I-O psychologists doing their annual reserve duty in this unit, it is not surprising that this unit is heavily research oriented. Studies conducted by or in conjunction with this unit validate innovative new instruments for selection and deployment, and examine new approaches to enhance performance assessment and management, group and team processes, training efficacy, and learning. Indeed, a significant portion of this research has been published in some of the leading I-O journals, offering new insights into peer appraisal, team learning, and individual self-efficacy.

In sum, although Israel’s I-O psychologists are few in number, the contributions that we have made to the field, to high-tech industry in Israel and abroad, as well as to the security and growth of our State are quite significant. Although many of these contributions are the result of simple hard work, there is no doubt that a strong culture of “schmoozing” has played a significant role.

Concluding Editorial

So there you have it—an excellent and informative overview of I-O psychology in Israel, which just happens to be the only country that entered the 21st century with a net gain in the number of trees (Lavi, 2003). As you can see, trees are not the only thing flourishing in this region, where our profession itself continues to thrive. Thanks to our Israeli colleagues’ keen appreciation for networking, collaboration, and scientific advancement, this area of the world has contributed significantly to our collective knowledge base, thereby facilitating important I-O developments across the globe.

היפרגוילביב

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Transitioning to Life After Graduate School— Job Search Strategies for Academic and Applied Careers

Jenn Lindberg McGinnis, Clara Hess, Jane Vignovic, Reanna Poncheri Harman, Tara Behrend, and Amy DuVernet

This column is bittersweet for us, as it marks the end of our 2-year tenure as the editors of **TIP-TOPics for Students**. As we transition this column to new editors, it seems appropriate to dedicate our final column to a highly relevant topic for graduate students who are transitioning to the post-graduate school stage of their lives—the job search process. Undoubtedly, the job search process can be an anxiety-provoking experience. In addition, the challenging economic times that our nation faces do not make this process any easier or less stressful. A recent report by the Bureau of Labor Statistics (BLS, 2009) indicated that the national unemployment rate rose from 6.8% to 7.2% between November and December 2008, with the number of unemployed persons increasing from 632,000 to 11.1 million. Despite the severity of the current unemployment situation in our nation, we feel that the knowledge, skills, and abilities (KSAs) gained from a graduate education in I-O psychology provide a unique opportunity for recent graduates to market themselves for a wide variety of job openings. Indeed, the BLS (2008) projects that the number of employed I-O psychologists will increase by 21% from 2006 to 2016, which is faster than average for all other occupations.

In this column, we aim to better prepare you for your job search by describing job search strategies for both academic and applied careers. We interviewed six recent graduates who offered their advice and insights based on their experiences during the job search process. The academic interviewees were **Dr. Mark Bowler**, assistant professor of psychology at East Carolina University; **Dr. Eden King**, assistant professor of psychology at George Mason University; and **Dr. Christopher Warren**, assistant professor of psychology at California State University–Long Beach. The applied interviewees were Dr. Jaime Durlay, U.S. Department of Health & Human Services, Office of Inspector General; **Mr. Christopher Jewett**, Research Triangle Institute; and **Dr. Tina Malm**, Google. The column contains separate sections for academic and applied careers and concludes with advice relevant to both career paths.



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

Job Search Strategies for Academic Careers

Beyond the age-old advice to publish, publish, publish, our academic interviewees provided us with some great advice about finding and securing a job in academia. This advice is organized in two sections: (a) places to apply and (b) the process of applying.

Places

Where to Find Jobs

Bowler, King, and Warren looked for academic job openings online. The most common Web sites include the SIOP's JobNet, the Academy of Management, and *The Chronicle of Higher Education*.

The Placement Center at the SIOP conference was also mentioned as a great place to look for openings. For more information about how to make the most of the SIOP Placement Center, see Munson and Bergman's (2006) *TIP* column; for *TIPs* on behavior to avoid at the placement center, see Sasaki, Barbera, Frame, and Crawshaw (2003).

Where to Apply

Consider the type of school where you would want to work. You can choose among research universities, teaching colleges, hybrids, psychology departments, business schools, schools where you may be the only I-O, and schools with or without graduate programs. Know the research and teaching expectations, make sure the balance is right for you, and realize that moving from one type of school to another (teaching to research or vice versa) may be a challenge in the future.

Bowler suggests casting a wide net and being flexible with regard to location. However, "if you need to be specific about a geographic location, you may need to expand your search in other ways," says King. Consider applying to research universities, teaching colleges, and business schools within the same geographic area.

Warren advises to be honest about the places where you would want work; be focused and do your homework on the schools with openings. You do not want to waste the institutions' time or your time with unnecessary applications. As Warren noted, "If you apply to 10 schools in a very detailed, knowledgeable fashion, you'll know if they have openings in your area, you'll know if you're qualified, you'll know that you'll be happy there, and if all those things are there, you should have a good shot."

These *TIPs* should get you started on finding openings; below are more *TIPs* on the job search process.

Process

The Application Process

Start early. "The process is faster than you realize," says King. She advises you start searching in the summer before you graduate by looking for openings

and preparing your materials (i.e., curriculum vitae, job talk, letters of recommendation). King warned, “It is an ongoing process; you look for jobs, you find the job, you apply, and then you do it all again because the jobs don’t all come out at one time, so you have to keep looking and keep applying.”

“Keep your letter writers in the loop,” advises Warren. The process can get hectic, and with each position possibly on a different schedule, you want to make sure your letter writers know which searches are active.

The Job Talk

After reviewing the applications that are submitted for an academic job opening, most institutions ask their top candidates to present a job talk, which should paint a broad picture of you as a person and your research agenda (Barbera, Carr, & Sasaki, 2004). Here are two recommendations for preparing and presenting an effective job talk.

1. Find out how much time will be allotted for the job talk and follow-up questions, who will be attending, and the expectations for the job talk. Bowler, King, and Warren suggest that you prepare for a diverse audience; you could be presenting to a room of I-O psychologists or to the entire psychology department.

2. Practice your job talk. Our interviewees recommend practicing in front of peers, faculty, or even your family. Someone unfamiliar with your research may be able to point out unclear or confusing parts. Likewise, try to observe others giving a job talk.

The Acceptance Process

1. Congratulations! You’ve got an offer. Be prepared to respond quickly—some of our interviewees had as little as 2 days to make a decision. Two weeks is more common but that can still feel rushed when you’re making a big decision and may have a family or partner to consider.

2. Know how much start-up money you will need to break ground on your research program. Bowler suggests asking friends or mentors for estimates and be able to provide the rationale for how that will help you secure external funding in the future.

Job Search Strategies for Applied Careers

In this section of the column, we describe some of the places to search for applied jobs, the job titles for which to search, and some important elements of the applied job search process.

Places

It can be difficult to ensure that you have adequately covered the bases when searching for applied jobs. Our applied interviewees shared the places where they searched for jobs, which we organized into three categories:

1. *Discipline-specific sources.* These sources included SIOP's JobNet, the Placement Center at the SIOP conference, and *TIP*. Try searching for jobs on your local I-O professional chapter's Web site, if available, and the Society for Human Resource Management's Web site. Search the recruitment Web sites of consulting firms and companies with reputations for hiring I-Os, and browse the SIOP conference program for ideas about which companies hire I-O psychologists.

2. *Nondiscipline-specific sources.* Some of our interviewees searched for applied job openings on popular recruitment Web sites, such as CareerBuilder, Monster, and YAHOO! HotJobs. Your area may also have a recruitment Web site that is specific to that geographic region (e.g., www.trianglejobs.com). In addition, Durley suggested that job seekers search for openings on the federal government's recruitment Web site, www.usajobs.gov. Finally, utilize resources available in your college or university's career center.

3. *Other sources.* Attend career fairs in your area. Come equipped with a one- to two-page resumé and be prepared to briefly describe I-O psychology to recruiters and provide a rationale for how your KSAs could benefit them. In addition, your previous or current internship experiences could possibly be turned into full-time job opportunities. Finally, let colleagues and professors, and even family members and friends, know that you are looking for a job.

When searching for applied jobs, it can also be challenging to determine which job titles to use as search terms. Our interviewees suggested the following: human resource (HR) analyst, HR business partner, HR consultant, HR manager, program analyst, psychology analyst, and research analyst. However, as Jewett and Malm cautioned, many of the job openings you will encounter in your searches may be HR-only positions. You will need to decide if an HR job opening has enough of an I-O slant to maintain your long-term interest in the position. If you are having minimal luck searching with these terms, use search terms that highlight the subdisciplines within I-O, such as recruitment, selection, training, or learning and development. Finally, if you are still having trouble finding job openings, then consider Durley's advice, "You can apply I-O to a lot of different things. We are prepared with such a global set of skills that you really could spin it for anything that you find interesting, which is a great benefit of our background." Even if a position does not require an advanced degree in I-O psychology or a related field, the KSAs that are required for the position may be directly related to I-O. Think creatively about how your KSAs may apply to openings that are of interest to you.

Process

The Application Process

One of the first items of business is to develop a resumé. In many graduate programs, curriculum vitae (CVs) are more common than resúmes; however, resúmes are typically more appropriate than CVs for applied jobs.

Whether you are developing a resumé for the first time or are updating an existing resumé, here are a few *TIPs* regarding resúmes.

1. Despite the old adage that resúmes should be kept to one page, feel free to extend your resumé to two pages to fully showcase your education and KSAs.

2. Listing your presentations and publications on your resumé may be unnecessary, unless you are applying for an applied research job; however, you may want to create a separate handout showcasing your presentation and publication record in case a prospective employer requests this information.

3. Have others review your resumé. Although these reviewers may provide conflicting advice, “even conflicting advice really helps,” said Jewett.

4. Consider the outlet. “If you’re going to a career fair,” said Durley, “I would just have a general resumé. If you’re applying to a specific job, I can’t emphasize enough the need to tailor the resumé to that specific job.”

One dilemma you may encounter when applying for jobs is that they require a certain length of experience (e.g., 2–5 years), which you do not have. In regards to this dilemma, our interviewees stated the following:

1. “I would not be intimidated by the number of years posted on the announcement,” said Durley. “A lot of times that’s the ideal and it really depends on who else is applying for it.”

2. Malm mentioned that “you can compensate a little through your education” and should “count internship experience as work experience.”

The Selection Process

Once you are ready to apply for a job, it is important to gain some familiarity with the selection process. The selection interview was encountered by all of our interviewees; these interviews differed with regard to their purpose (i.e., screening, recruitment and selection, selection only), degree of structure, communication medium (e.g., telephone, face-to-face), and type (e.g., panel interview, serial interview). Regardless of the type of interview, one thing seems certain—you will be interviewed. To practice interviewing, we suggest scheduling a mock interview through your college or university’s career center or asking a colleague or friend to help you practice. Our interviewees also offered the following *TIPs* with regard to interviewing:

1. “Answer the question you’re asked,” said Durley. “Employers are busy; they ask you a question because they want an answer. Try not to deviate from the actual question too much.” Malm noted, “Stay calm and take a few seconds to think about an answer. Don’t ramble.”

2. Research the job and the company before your interview.

3. Ask good, thoughtful questions about the job and the company. Prepare these questions beforehand and bring them with you to the interview.

The Acceptance Process

1. Congratulations! You’ve got an offer (or multiple!). Now you have to figure out where you will be happiest. Our interviewees suggest assessing

both person–job and person–organization fit by reflecting on the responses you received to questions you asked during the interview and other indications of the organizational culture; after all, you are selecting them, too. If you are struggling with whether or not to accept a job offer, then Durley suggests that you seek advice from your major professor or someone else who knows you well and can speak to whether or not the job would be a good fit for you.

2. Malm suggests a few more considerations: (a) your potential supervisor’s management style; (b) whether or not your coworkers will be familiar with I-O (and if not, what benefits/frustrations may follow); and (c) the degree of challenge associated with the position.

TIPs for All Searches

The following *TIPs* from our interviews are applicable to both academic and applied job searches.

1. *Keep your options open.* Warren suggested that if you’re not sure where you want to end up, get some experience on research projects, try teaching, and find opportunities to work on consulting projects. Durley agreed by stating, “I wanted to prepare myself for a lot of different things and then see what opportunities were available when I actually got on the job market.” Explore your options, experiment, and examine where you flourish.

2. *Do research.* Publications and research experience are necessary for academic jobs but can be indispensable to applied jobs. As Durley noted, “Do the research while you’re in graduate school to give yourself exposure to different types of positions.” Although an applied employer may not require (or expect) publications, managing research projects is a transferable skill that could be useful for any job.

3. *Seek out mentors.* Seeking mentorship from junior faculty can be helpful when you start to apply for academic positions. Likewise, recent alumni who’ve taken applied positions can provide support to current students seeking applied jobs. Mentors can provide advice, serve as sounding boards, and provide psychosocial support throughout the job search process. In addition, mentors may be willing to serve as letter writers or references and can offer you advice when you’re deciding whether or not to accept a job offer.

4. *Network.* All of our interviewees emphasized the importance of networking throughout graduate school. Although networking can be intimidating, it doesn’t have to be. As Durley noted, “You don’t have to have some specific question; you don’t have to have some novel point. It’s just a matter of going up, introducing yourself, and expressing some interest in something they said.” When King went on the job market, she used her networks to find out about openings. You can broaden your search by networking at conferences, utilizing your professors’ networks, and through LinkedIn, an online professional networking tool.

5. *Negotiate before accepting a job offer.* In both the academic and applied job markets, our interviewees said that you should know your market value so you have a solid foundation from which to negotiate. This information can be found online or by asking people who've recently taken a similar job. We also suggest that you consult the "Salary Survey of SIOP Members" (Khanna & Medsker, 2006) for information to help you prepare for salary negotiations. Also, keep in mind that "money isn't everything; make sure to have good benefits" said Jewett. "All the little perks add up to money anyway."

Conclusion

Although the job search process can be stressful, we encourage you to keep the faith and stay the course. As King stated, "I wish I knew that it would all work out. I wish I knew there were a lot of good jobs out there and I could be happy in a lot of places. I wish I'd seen it more in a positive light rather than, 'Oh my god, I'm never going to get a job!'" We hope the strategies we have shared in this column will be helpful as you begin the job search process, and we wish you great success in your endeavors.

Many thanks to our interviewees, Drs. Bowler, King, and Warren, Dr. Durley, Mr. Jewett, and Dr. Malm, for their valuable contributions to our column. We appreciate your advice and insights and thank you for sharing your experiences with us.

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LETTERS TO THE EDITOR

To the Editor:

I read the thoughtful comments suggesting a name change with great interest (*TIP*, 46, 2, October 2008), and I'd like to offer a different perspective.

There is market power in calling ourselves **Psychologists** and differentiating ourselves through our professional training, discipline, and ethics; the rigor of our methods; ability to be licensed; and by the nature of our calling—helping others. In addition, our training in a range of methodology; our knowledge of validity, reliability, statistics, and test theory; along with grounding in a historic and academic tradition, gives us a platform from which we can provide impartial and unbiased insight.

Psychology is the study of human behavior. Business people are interested in the behavior of employees, managers, and executives; they want to understand how to influence, motivate, shape attitudes and drives, and most importantly—how to lead them. As psychologists we are professionally qualified to make judgments in that arena, a unique focus central to the interests of C-suite executives.

The “industrial” part of our name places us squarely in the heart of American industry, suggests where we work, where we have influence, and where we’ve made our greatest contributions—the for-profit market sector. Whether it’s the Hawthorne experiments, job analyses, performance management, or compensation theory, industry has traditionally benefited from our ideas, and it is where we continue to make our greatest contributions.

Looking closely at the tools/methods and interventions that business people value reveals our core practice and research areas: performance appraisals, psychological testing, 360 surveys, human factors, interviewing methods, leadership, executive assessment, assessment centers, executive coaching, job appraisals, etc., all influence the performance of the individual in the workplace.

While “organization” aptly describes where we conduct our work, the term has been co-opted by organizational behaviorists and organizational consultants with PhDs in “organizational behavior” (whatever that is). Now we all know that organizations don’t “behave,” people behave. And I may be splitting a definitional hair, but an organization is a construct, a concept, a legal entity, that in fact does not exist and is not a real being. When the government prosecutes to recover the trillions of dollars of corporate value lost over the last decade, they will prosecute individuals—not corporations or organizations. Organizations do not have thoughts, do not plan for the future, do not develop strategies, and do not build product. People do those things. Our ability to comment on individual behavior and motivations, based on disciplined and rigorous analysis drawing on objectively collected data, will continue to be of marked value and interest to others.

In graduate school over 30 years ago I wrote a paper on this topic and commented that organizational consulting and organizational intervention represent far too broad and inclusive concepts. Organizational consulting and organization

change result from team building, socializing work groups, and restructuring the hierarchy, but they also result from new marketing methods, different supply chains, and using different communication channels. In fact, changes can come from restriping the parking lot and changing the logo color. All of these changes ultimately effect the organization and can properly be called interventions as defined by organizational consulting. So, while it is useful to include “organization” in our title, the “O,” it is not our core, which is psychologist.

I disagree with the term “work psychologist.” While consistent with our European colleagues, it offers little descriptively to the U.S. business market, since everyone we deal with “works.” Do we study work, do we theorize about work, or do we work? All legitimate questions raised by this name. Work is an activity, and one of many activities that occur in an organization—but our expertise is in understanding the individual and what may lead him/her to do what they do.

I agree with Milt Hakel about the need to put this issue to a vote of the membership. I prefer our traditional nomenclature, industrial-organizational psychologist. Psychologist connotes the methods, thoroughness, and depth of our training, professional ethics, our rigor and discipline—and suggests we are focused on the individual—not the department, not the group, not the overall structure, not the organization, but the individual within the context of the organization. I do not think we want to lose or dilute that important role.

Randall Cheloha, PhD
Principal and Managing Director
Cheloha Consulting Group

To the Editor:

My deepest thanks to Antonio Mladinic and Viviana Rodriguez for their recent *TIP* article about I-O psychology in Chile. I lived in the capital, Santiago, for a brief 22 months in the late 1990s and quickly became captivated by their culture, people, traditions, history, and general way of life. Reading about the beginnings, journey, and current trends of I-O psychology was a treat, especially the descriptions of how I-O psychology is being utilized in both research and practice. It truly brought a smile to my face and, coincidentally, to that of my wife, a native Chilean.

Before the *TIP* column, she questioned if Chile was an active consumer of I-O psychology. Upon completing my graduate training in the field, we now have the perfect excuse to make the leap and, once again, call Chile “home”!
¡Viva Chile!

Mark North
Operations Officer
Salt City Countertops, Inc.

Call for Nominations and Entries: 2010 Awards for the Society for Industrial and Organizational Psychology

Anna Erickson, Chair
SIOP Awards Committee

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

DEADLINE FOR RECEIPT OF NOMINATIONS: **June 30, 2009**

All nominations must be made online. A portal for submission of online nominations and entries for the 2010 SIOP awards will be available through the SIOP Web site starting in May.

Nomination Guidelines and Criteria

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

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

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

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

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

5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be submitted online by **June 30, 2009**.

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

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

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

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

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

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

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

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

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

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

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

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

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

Distinguished Service Contributions Award

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

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

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

Criteria for the Award

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

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

Distinguished Early Career Contributions Award

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

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2010 award, nominees must have defended their dissertation no earlier than 2003. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice.
2. The most important contributions to science and/or practice.
3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.
5. Although the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.
6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 2003.

Distinguished Teaching Contributions Award

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

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

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

Criteria for Evaluation of Teaching

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O psychology courses or related areas is expected. The criteria are flexible and may involve the following:

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

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

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

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

Administration Procedures

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

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

M. Scott Myers Award for Applied Research in the Workplace

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

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

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

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

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

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.
2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.
3. Each nomination must contain the following information:
 - a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.
 - b. A technical report which describes the project or product in detail. This may be an existing report.
 - c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.
 - d. A list of three client references who may be contacted by the Myers Award Subcommittee regarding the project or product.
 - e. (Optional) Up to 6 additional documents that may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).
4. If appropriate, nominators of highly rated nonwinning candidates will be contacted to encourage renomination of a candidate for up to 3 years.
5. The Awards Committee will maintain the confidentiality of secure materials.
6. Nominations must be submitted online by **June 30, 2009**.

Administrative Procedures

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

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2008).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to

significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2008 publication date will be considered.

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The potential impact or significance of the publication to the field of I-O psychology.
3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

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

2. Publications having multiple authors are acceptable.
3. Publications must be submitted online by **June 30, 2009**.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning publication and, if appropriate, a publication deserving honorable mention status.

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

4. In the absence of a publication that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.
4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
5. The degree to which the research yields information that is both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the Association for Psychological Science, or the American Psychological Association.
2. Each entrant should submit a copy of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before June 20, 2009, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be submitted online by **June 30, 2009**.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of SIOP.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.

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

4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Past SIOP Award Recipients

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards.

Distinguished Professional Contributions Award

1977	Douglas W. Bray	1994	Patricia J. Dyer
1978	Melvin Sorcher	1995	Allen I. Kraut
1979	Award not presented	1996	Erich Prien
1980	Award not presented	1997	John Hinrichs
1981	Carl F. Frost	1998	Gary P. Latham
1982	John Flanagan	1999	Lowell Hellervik
1983	Edwin Fleishman	2000	Joseph L. Moses
1984	Mary L. Tenopyr	2001	David P. Campbell
1985	Delmar L. Landen	2002	George C. Thornton III
1986	Paul W. Thayer	2003	George P. Hollenbeck
1987	Paul Sparks	2004	Frank Landy

1988	Herbert H. Meyer	2005	David A. Nadler & Frank W. Erwin
1989	William C. Byham		
1990	P. Richard Jeanneret	2006	Michael Beer
1991	Charles H. Lawshe	2007	W. Warner Burke
1992	Gerald V. Barrett	2008	Morgan McCall
1993	Award not presented		

Distinguished Scientific Contributions Award

1983	William A. Owens	1998	Terence Mitchell & Victor H. Vroom
1984	Patricia C. Smith		
1985	Marvin D. Dunnette	1999	Neal Schmitt
1986	Ernest J. McCormick	2000	Benjamin Schneider
1987	Robert M. Guion	2001	Daniel R. Ilgen
1988	Raymond A. Katzell	2002	Gary P. Latham & Robert D. Pritchard
1989	Lyman W. Porter		
1990	Edward E. Lawler III	2003	Walter C. Borman & Paul R. Sackett
1991	John P. Campbell		
1992	J. Richard Hackman	2004	Kevin Murphy
1993	Edwin A. Locke	2005	Robert G. Folger & Angelo DeNisi
1994	Bernard M. Bass		
1995	Frank Schmidt & John Hunter	2006	Jerald Greenberg
		2007	Ruth Kanfer
1996	Fred Fiedler	2008	Fritz Drasgow
1997	Charles L. Hulin		

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell	2000	Paul Sackett
		2001	James Farr
1990	Paul W. Thayer	2002	Award not presented
1991	Mary L. Tenopir	2003	Award not presented
1992	Irwin L. Goldstein	2004	Wayne Camara & Nancy Tippins
1993	Robert M. Guion		
1994	Ann Howard	2005	P. Richard Jeanneret
1995	Milton D. Hakel	2006	Janet Barnes-Farrell
1996	Sheldon Zedeck	2007	Laura K. Koppes
1997	Ronald Johnson	2008	Award not presented
1998	Neal Schmitt		
1999	Richard Klimoski & William Macey		

Distinguished Teaching Contributions Award

2004	Paul Muchinsky	2007	Charles L. Hulin
2005	Marcus W. Dickson	2008	Mikki Hebl
2006	Roseanne J. Foti		

Distinguished Early Career Contributions Award*

1992	John R. Hollenbeck	2000	Award not presented
1993	Raymond A. Noe	2001	Daniel M. Cable & José Cortina
1994	Cheri Ostroff		
1995	Timothy A. Judge	2002	Michele J. Gelfand
1996	Joseph Martocchio	2003	David Chan
1997	Stephen Gilliland	2004	Jeffrey LePine
1998	Deniz S. Ones & Chockalingam	2005	Jason A. Colquitt
	Viswesvaran	2006	Filip Lievens
		2007	Gilad Chen & Joyce Bono
1999	Richard DeShon	2008	Remus Ilies

*Prior to 2001, this award was named the Ernest J. McCormick Award for Distinguished Early Career Contributions.

M. Scott Myers Award for Applied Research in the Workplace

1998	Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance
1999	Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, & Therese Revitte
2000	HumRRO, PDRI, RGI, Caliber, & FAA
2001	Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kimberly A. Smith-Jentsch, Carol Paris
2002	Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, & Edwin A. Fleishman
2003	Award not presented
2004	Elaine Pulakos, Sharon Arad, Wally Borman, David Dorsey, Rose Mueller-Hanson, Neal Schmitt, & Susan White
2005	Robert J. House, Paul J. Hanges, Mansour Javidan, Peter W. Dorfman, Vipin Gupta, Mary Sully de Luque
2006	Elizabeth Kolmstetter, Ann Quigley, Deborah Gebhardt, James Sharf, Todd Baker, & Joanna Lange
2007	David Baker, Eduardo Salas, Alexander Alonso, Rachel Day, Amy Holtzman, Laura Steighner, Catherine Porter, Heidi King, James Battles, & Paul Barach
2008	George Alliger, Winston Bennett, Charles Colegrove, Rebecca Beard, & Michael Garrity

William A. Owens Scholarly Achievement Award

1998	Avraham N. Kluger & Angelo S. DeNisi
1999	David Chan & Neal Schmitt
1999	Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, & Arnoldo Bautista
2000	Paul Tesluk & Rick Jacobs
2001	Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, & Murray R. Barrick

- 2002 E. Allan Lind, Gerald Greenberg, Kimberly S. Scott, & Thomas D. Welchans
- 2002 Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, & Kevin E. Plamondon
- 2003 Katherine J. Klein, Amy B. Conn, & Joann Speer Sorra
- 2004 Benjamin Schneider, Amy Nicole Salvaggio, & Montse Subirats
- 2005 Philip M. Podsakoff, Scott B. MacKenzie, Jeong-Yeon Lee, & Nathan Podsakoff
- 2006 Ruth Kanfer & Philip Ackerman
- 2007 Joshua Sacco & Neil Schmitt
- 2008 David Harrison, Daniel Newman, & Philip Roth

Edwin E. Ghiselli Award for Research Design

- | | | | |
|------|-------------------------------|------|----------------------------------------------|
| 1984 | Max Bazerman & Henry Farber | 1992 | Julie Olson & Peter Carnevale |
| | | 1993 | Elizabeth Weldon & Karen Jehn |
| 1985 | Gary Johns | 1994 | Linda Simon & Thomas Lokar |
| 1986 | Craig Russell & Mary Van Sell | 1995 | Award not presented |
| | | 1996 | Award not presented |
| 1987 | Sandra L. Kirmeyer | 1997 | Kathy Hanisch, Charles Hulin, & Steven Seitz |
| 1988 | Award not presented | | |
| 1989 | Kathy Hanisch & Charles Hulin | 1998 | David Chan |
| | | 1999 | Award not presented |
| 1990 | Award not presented | 2000 | Award not presented |
| 1991 | Award not presented | 2001 | Award suspended |

S. Rains Wallace Dissertation Research Award

- | | | | |
|------|--------------------------------|------|----------------------------------|
| 1970 | Robert Pritchard | 1990 | Award not presented |
| 1971 | Michael Wood | 1991 | Rodney A. McCloy |
| 1972 | William H. Mobley | 1992 | Elizabeth W. Morrison |
| 1973 | Phillip W. Yetton | 1993 | Deborah F. Crown |
| 1974 | Thomas Cochran | 1994 | Deniz S. Ones |
| 1975 | John Langdale | 1995 | Chockalingam Viswesvaran |
| 1976 | Denis Umstot | 1996 | Daniel Cable & Steffanie Wilk |
| 1977 | William A. Schiemann | 1997 | Tammy Allen |
| 1978 | Joanne Martin & Marilyn Morgan | 1998 | David W. Dorsey & Paul E. Tesluk |
| 1979 | Stephen A. Stumpf | 1999 | Taly Dvir |
| 1980 | Marino S. Basadur | 2000 | Steven E. Scullen |
| 1981 | Award not presented | 2001 | Robert E. Ployhart |
| 1982 | Kenneth Pearlman | 2002 | Award not presented |
| 1983 | Michael Campion | 2003 | Mark G. Ehrhart |
| 1984 | Jill Graham | 2004 | John Hausknecht & Joshua Sacco |
| 1985 | Loriann Roberson | | |
| 1986 | Award not presented | 2005 | Lisa H. Nishii |

1987	Collette Frayne	2006	Remus Ilies
1988	Sandra J. Wayne	2007	J. Craig Wallace
1989	Leigh L. Thompson	2008	Subrahmaniam Tangirala

John C. Flanagan Award for Best Student Contribution at SIOP

1993	Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick L. Oswald & Jeff W. Johnson
1997	Syed Saad & Paul Sackett
1998	Frederick P. Morgeson & Michael A. Campion
1999	Chris Kubisiak, Mary Ann Hanson, & Daren Buck
2000	Kristen Horgen, Mary Ann Hanson, Walter Borman, & Chris Kubisiak
2001	Lisa M. Donahue, Donald Truxillo, & Lisa M. Finkelstein
2002	Remus Ilies
2203	Amy Colbert
2004	Christopher Berry, Melissa Gruys & Paul Sackett; Ute-Christine Klehe & Neil Anderson
2005	Stacey Turner, Sarah Singletary, Jenessa Shapiro, Eden King, and Mikki Hebl
2006	Meagan M. Tunstall, Lisa M. Penney, Emily M. Hunter, & Evan L. Weinberger
2007	Katherine Ely, Jordan M. Robbins, & Megan Noel Shaw
2008	Elizabeth Conjar & Dan Horn

Robert J. Wherry Award for the Best Paper at the IO/OB Conference

1981	Mary Anne Lahey	1996	Adam Stetzer & David Hofmann
1982	Missing	1997	Scott Behson & Edward P. Zuber III
1983	Maureen Ambrose		
1984	Missing	1998	Dana Milanovich & Elizabeth Muniz
1985	Alene Becker		
1986-87	Missing	1999	Michael Grojean & Paul Hanges
1988	Christopher Reilly	2000	Jennifer Palmer
1989	Andrea Eddy	2001	Steven M. Rumery
1990	Amy Shwartz, Wayne Hall, & J. Martineau	2002	Damon Bryant & Dahlia Forde
		2003	Renee DeRouin
1991	Paul Van Katwyk	2004	John Skinner & Scott Morris
1992	Sarah Moore-Hirschl	2005	Michael Woodward, Kenneth Randall, Bennett Price, & Andrea Saravia
1993	Daniel Skarlicki		
1994	Talya Bauer & Lynda Aiman-Smith	2006	Aleksandra Luksyte
1995	Mary Ann Hannigan & Robert Sinclair	2007	Elizabeth Conjar

**Best Poster on Lesbian/Gay/Bisexual/Transgender (LGBT) Issues at
the SIOP Conference**

2007	Nancy Day & Patricia Green	2008	Frank Golom & Benjamin Lieberman
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SIOP Gold Medal Award

2002	Lee Hakel
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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
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Distinguished Scientific Award for the Applications of Psychology

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

***Distinguished Scientific Award for an
Early Career Contribution to Psychology***

1989	Ruth Kanfer	2005	Frederick Morgeson
1994	Cheri Ostroff	2009	Robert Ployhart

***Award for Distinguished Contributions to the
International Advancement of Psychology***

1994	Harry C. Triandis	1999	Edwin A. Fleishman
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SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	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
2007/2008	Frank L. Schmidt

Work Psychology White Papers Series: A New International Collaboration to Produce Evidence-Based Papers on Current Policy Topics

Virginia E. Schein

I want to introduce SIOP members to the Work Psychology White Papers Series (WPWP), a new and exciting international collaboration designed to produce evidence-based papers on current policy topics. The two primary goals of the papers are (a) to influence policy-making bodies on topics of broad societal importance by promoting the I-O and work psychology field as one that has relevant inputs to public and private organizations; and (b) to translate our research findings from academic and applied settings into a form decision makers can use thereby rendering a service to society. In his letter to then President-Elect Obama, **Gary Latham** stated, "Our members are committed to finding ways to use their research to benefit society." The Work Psychology White Papers support this commitment.

The WPWP Series is a collaboration of three psychology associations: SIOP, the European Association of Work and Organizational Psychology (EAWOP), and the Work and Organizational Psychology Division of the International Association of Applied Psychology (IAAP). The effort seeks to foster interaction between several different I-O and work psychology associations, as well as promote the use of scientific evidence in management and policy making.

The topics for the papers will be of broad interest internationally and have the potential for sufficient evidence-based contributions. They also will be high on the political agenda so that we can influence policy decisions in a visible way, as well as have influence on specific organizational concerns.

The papers will be short, about 5–20 pages is the current estimate, and written for policy makers and managers. The titles will be couched in questions relevant to policy makers (e.g., rather than "The Aging Workforce," we think of titles like "Employing the Workers As They Age," "Working Past Retirement," or "What Should the Retirement Age Be for Air Traffic Controllers?"). Inputs from policy makers will be obtained early in the process. There may be several different short papers on different aspects of the issue or one longer paper with separate chapters. If so, the chapters will be on a common theme and integrated together. The papers will be written by both academics and practitioners.

The white papers will be endorsed by and published as a joint effort of the three organizations. The members of a newly formed steering committee will serve as action editors, one from each of the three organizations. The current members of the Steering Committee/action editors are **Nik Chmiel** (EAWOP), **Robert Roe** (IAAP Division 1), and myself as interim chair, representing SIOP. **Robert Pritchard** served as the initiating chair of the

WPWP Series. The action editors will select a writing team for each topic and serve as reviewers of their efforts. The writing team will do the actual writing, and there will be members from each of the three organizations represented. The writing team members will be knowledgeable about the area, willing to translate research to practice, willing to be inclusive of many points of view, and committed to the evidence-based approach. The writing team will be listed as authors, the order determined by the team members, and these names used when the article is referenced.

The topic selected for the first Work Psychology White Paper is Employing Workers as They Age. Nik Chmiel will serve as the action editor for that topic. The committee's goal is to have a draft of the first paper and approval by the three organizations by the end of 2009. The paper will be published and distributed in 2010 and plans for one or two more white paper topics put in place, with publications in 2011. Some suggested future topics include creating inclusive organizations, health and stress, safety, and decent work.

SIOP will host a WPWP Series panel discussion—"Evidence-Based White Papers: The Aging Workforce: An International Collaboration Between EAWOP, IAAP, and SIOP"—at its annual conference in New Orleans in April. EAWOP will also sponsor a roundtable on the WPWP Series at its annual meeting in Santiago de Compostela, Spain in May. Another roundtable will be held at the International Congress of Applied Psychology in Melbourne in 2010. We welcome your comments and input on the Work Psychology White Papers Series mission and process, as well as on future topics.

PREPARE AND PRINT A SCHEDULE WITH THE SIOP CONFERENCE PLANNER



WWW.SIOP.ORG/CONFERENCEPLANNER/LOGIN.ASPX

Journal of Business and Psychology: A New Direction

Steven Rogelberg
University of North Carolina Charlotte

Starting January 2009, I will be taking over as editor of *Journal of Business Psychology (JBP)*. I wanted to take a moment to reintroduce *JBP* to our community and share with you some of the directions the journal will be taking. First, allow me to introduce the journal's new Senior Advisory Board. This distinguished group of individuals has provided terrific advice and counsel regarding the vision of the journal, candidates for associate editor, and special features. They are:

Russell Cropanzano, University of Arizona
Angelo DeNisi, Tulane University
Michael Frese, University of Giessen
Tim Judge, University of Florida
Gary Latham, University of Toronto
Ann Marie Ryan, Michigan State University
Sheldon Zedeck, University of California Berkeley

Second, I want to introduce the terrific team of associate editors:

Jim Diefendorff, University of Akron
Eric Heggestad, University of North Carolina Charlotte
Julie Olson-Buchanan, California State University, Fresno
Stephanie Payne, Texas A&M University
Jerel Slaughter, University of Arizona
Steve Zaccaro, George Mason University

We have also selected guest editors for our two special feature editions in the works:

Allan Church, PepsiCo
David Altman, Center for Creative Leadership

JBP is an international outlet publishing high-quality empirical, theoretical, and conceptual papers designed to advance organizational science and practice. Since its inception in 1986, the journal has published impactful scholarship in industrial-organizational psychology, organizational behavior, human resources management, work psychology, occupational psychology, and vocational psychology. We also welcome work from other behavioral science disciplines, including but not limited to organizational communication, organizational sociology, and public administration.

JBP has three interrelated goals:

- To publish high-quality/impactful organizational science research in general, and especially research with an applied focus
- To bridge the science/practice divide
- To promote interdisciplinary research connections

Typical subject matters include but are not limited to:

Careers/mentoring/socialization	Legal issues/employment law
Coaching/leadership development	Measurement/statistical techniques
Counterproductive behavior	Motivation/rewards/compensation
Emotions at work/emotional labor	Occupational health/safety/stress
Employee withdrawal/retention	Organizational culture/climate
Global/international/cross-cultural issues	Organizational justice
Groups/teams	Organizational performance/change
Inclusion/diversity	Performance appraisal/feedback
Innovation/creativity	Research methodology (e.g., surveys)
Job analysis/job design	Staffing and selection
Job attitudes	Strategic HR/changing role of HR
Job performance/citizenship behavior	Testing/assessment
Judgment/decision making	Training
Leadership	Work and family/Nonwork life/ leisure

Rigorous quantitative, qualitative, field-based, and lab-based empirical studies are welcome as are novel and important theory development, synthesis, and conceptual papers. Interdisciplinary scholarship is valued and encouraged. Submitted manuscripts should be well-grounded conceptually and make meaningful contributions to scientific understanding and/or the advancement of science-based practice. Papers will be evaluated on the following criteria:

- Significance of the article
- Appropriateness for *JBP*
- Appropriateness of literature review
- Strength of methodology/approach
- Strength of data analysis (quantitative or qualitative)
- Conceptual strength
- Quality of writing
- Potential impact for practice
- Potential impact for scientific advancement

In addition to publishing high-quality research on a regular basis, every 2 years one of the following special features editions will be released to promote our aspirations:

A “State of the Practice” edition. This edition will have about 12 pieces (around 3000 words each), typically written by scientist–practitioners. Each peer-reviewed piece will discuss best practices in a particular practice area that are extremely relevant in today’s business world (e.g., succession planning; high-potential identification). In addition, and most importantly, the piece would discuss the type of research that is needed to help in this area from a practice perspective. This will hopefully promote our science/practice ideals and further support the notion of evidence-based management.

Interdisciplinary "Connections" edition. A topic relevant across a wide range of disciplines will be chosen. For each topic, four to six articles will be written. Each article discusses the topic from a particular disciplinary perspective, the methods that discipline would typically use to study it, the most relevant literature for them, and their general thinking about it. These articles would not be critiques of other disciplines. They are designed to stimulate thought and boundary spanning for future work. The first such special feature will be on Millennials and the world of work. The contents will be:

- i. Millennials and the World of Work: An Organizational Sociological Perspective
- ii. Millennials and the World of Work: An Organizational Communication Studies Perspective
- iii. Millennials and the World of Work: An Economic Perspective
- iv. Millennials and the World of Work: A Practitioner Perspective
- v. Millennials and the World of Work: A Psychological Perspective
- vi. Millennials and the World of Work: An Integrative Interdisciplinary Perspective

A Few Final Notes

We strive for a timely, high-quality and constructive review process. We expect to make decisions in no more than 90 days after the receipt of the manuscript.

Although *JBP* is a paper-based journal, it is also part of Springer's Online First Program. This program is designed to reduce the delay between acceptance of a manuscript and dissemination of its timely findings. Namely, manuscripts accepted for publication and awaiting publication in paper format are immediately published online.

We have assembled a first-rate board of over 100 consulting editors. They have distinguished records and come from four different continents and 13 countries. Their names are listed below. We could not produce the journal without them.

If you are interested in doing ad hoc reviews, contact me at rogelberg@uncc.edu or our excellent student assistant editors Marisa Adelman (madelman@uncc.edu) and David Askay (daskay@uncc.edu).

We look forward to reviewing your excellent work.

Neil Anderson	Lisa Finkelstein	James LeBreton
Benjamin Schneider	Derek Avery	Sandra Fisher
David Lepak	Linda Shanock	Carolyn Axtell
John Fleenor	Paul Levy	Evan Sinar
Boris Baltes	Franco Fraccaroli	William Macey
Brent Smith	William Balzer	Yitzhak Fried
Debra Major	Kimberly Smith-Jentsch	Peter Bamberger

Marylène Gagné	David Mayer	Sabine Sonnentag
Janet Barnes-Farrell	William Gentry	Lynn McFarland
Christiane Spitzmueller	Wendy S. Becker	Terry Beehr
Timothy Golden	Alan Mead	Gretchen Spreitzer
Mindy Bergman	Harold Goldstein	Kathi Miner-Rubino
Florence Stinglhamber	Kamal Birdi	Gary Greguras
Stephan Motowidlo	Jian-Min Sun	Ingwer Borg
Markus Groth	Morell Mullins	Simon Taggar
Nathan Bowling	Leslie Hammer	Deniz Ones
Ben Tepper	Lisa Boyce	Michael Harris
Frederick Oswald	Paul Tesluk	Phillip Braddy
Michelle Hebl	Charles Pierce	Scott Tonidandel
Jill Bradley	David Holman	Nathan Podsakoff
John Trougakos	Stephane Brutus	Michael Horvath
Tahira Probst	Donald Truxillo	Shawn Burke
Allen Huffcutt	Jochen Reb	Nick Turner
Wendy Casper	Nina Keith	Erin Richard
Jeffrey Vancouver	Jim Conway	John Kello
Chet Robie	Robert Vecchio	Helena Cooper-Thomas
Eden King	Sylvia Roch	Vish Viswesvaran
Deanne Den Hartog	Ute-Christine Klehe	Eugene Stone-Romero
Daan van Knippenberg	Robert Dipboye	Deirdre Knapp
Daniel Sachau	J. Craig Wallace	John Donovan
Laura Koppes	Jesús Salgado	Mo Wang
Denis Doverspike	Meni Koslowsky	Michaéla Schippers
Sheila Webber	Bryan Edwards	Kurt Kraiger
Aaron Schmidt	Mina Westman	Jill Ellingson
David Kravitz	James Schmidtke	Kevin Williams
Amir Erez	Ronald Landis	Mark Schmit
Mike Zickar	James Farr	Frank Landy
Kimberly Schneider		

SIOP Programming Highlights for the 117th Annual APA Convention

Robert R. Sinclair, PhD
Clemson University

The American Psychological Association will hold its 117th Annual Convention in Toronto from August 6 to August 9, 2009. Industrial-organizational psychology will have a strong showing at the conference with 27 hours of programming promising to appeal to a wide range of SIOP members and to the general APA membership. We also will continue our traditional joint social hour with APA Division 5 (Evaluation, Measurement, and Statistics). As many of you know, Toronto is a great convention city, and I hope that the combination of a strong program, ample networking opportunities, and a desirable location will encourage many of you to attend. Some of the session highlights include:

Invited Addresses and Special Sessions

- SIOP President-Elect **Kurt Kraiger** will give an invited address titled “When Worlds Collide: What Training Research Tells Us About Learning.”
- **Julian Barling** will give an invited presentation titled “Workplace Aggression and Violence: Myths, Realities, and Remaining Questions.”
- SIOP is cosponsoring a session with Division 5 titled “Revising the Standards for Educational and Psychological Testing” that will be chaired by **Wayne Camara** and includes Laress Wise, **Nancy Tippins**, Anthony Puente, and Frank Worrell.

Convention Within the Convention Programming

APA President James Bray created a special Convention Within the Convention (CWC) initiative to highlight current issues of particular interest to scientists and practitioners. As part of this initiative, SIOP worked with Division 5 to create two invited speaker sessions: “Multilevel Analysis and Mediation” (by Kris Preacher) and “Meta-Analysis: The State of the Art and Opportunities in Psychological Research” (by Noel Card). Division 5 also has several other CWC sessions of potential interest to SIOP members including topics such as statistical analysis of intervention data, factorial invariance, and daily diary methods.

Practitioner-Focused Sessions

We also have several sessions sure to spark interest from SIOP practitioners. The centerpiece of these sessions is a special “Evidence-Based Practice in Industrial-Organizational Psychology” session. **Rich Klimoski** led the effort to assemble this session, which will consist of a panel discussion with

Nancy Tippins, Larry Fogli, and other participants to be announced. We also have several other panel discussions and symposia focused on I-O practice topics such as 360-degree feedback, survey design, disabilities in the workplace, personnel selection, diversity, mentoring, and training effectiveness.

Empirical Research

Of course, the Division 14 program also includes paper and poster sessions addressing many I-O topics. These range from traditional I-O topics to a symposium contemplating the connections between organizational and evolutionary sciences. The APA Program Committee reviewers worked hard to ensure the quality of the program, and I am confident that you will find many interesting and valuable presentations to attend.

So, I am proud to announce this exciting program and will look forward to seeing you this summer in Toronto! If you have any questions, please contact me at rsincla@clemson.edu.

2009 SIOP Program Acceptance Statistics

John C. Scott
SIOP Conference Program Chair

This year the SIOP Program Committee received well over 1,200 submissions that spanned a variety of formats and topic areas. Each submission was evaluated by at least three reviewers who were assigned by matching their area(s) of expertise with the submission's content (and taking into account an appropriate academic/practitioner balance). Drawing upon a pool of 1,171 reviewers, the review process resulted in an overall acceptance rate of 72.1%. When posters are removed from the equation, the overall acceptance rate was 65.2%. Table 1 presents the acceptance rates by format and overall.

Table 1

Format	Total submissions	Accepted	Percent accepted
Poster	879	659	74.9
Symposium	245	150	61.2
Panel	86	66	76.7
Roundtable/Conversation Hour	27	17	62.9
Master Tutorial	6	4	66.7
Debate	1	1	100.0
Total	1,244	897	72.1
Total without Poster	365	238	65.2

Another interesting statistic was the relative mix of sessions in terms of their relevance for practitioners, academics, or both. During the submission process, each submitter was asked to identify who they thought was the most likely audience for their proposed session. Table 2 shows this breakdown for accepted submissions.

Table 2

Intended audience	% Relevance excluding Posters	% Relevance including Posters
Mixed (academics and practitioners)	55	52
Practitioners	28	13
Academics	17	35

The majority of accepted sessions are intended for a mixed audience regardless of whether posters are considered in the equation or not. When posters are excluded, 83% of the sessions are relevant for practitioners (55% mixed + 28% practitioners) versus 72% of the sessions that are relevant for academics. When posters are included in the mix, 67% of the sessions are considered relevant for practitioners versus 87% for academics.

These numbers do not include the special events, theme tracks, invited speakers, communities of interest, or interactive posters. These results show that the 2009 conference offered something for everyone regardless of affiliation or interest!

SIOP MEMBERS IN THE NEWS

Clif Boutelle

SIOP members can be important sources of information for reporters' 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 2,200 SIOP members who can serve as resources to the news media.

SIOP members 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 reporters to call.

SIOP members should periodically check and update their information, if needed.

It is not just the traditional newspaper and magazine outlets that are writing work-related stories. There are numerous online sites doing some excellent reporting on the kinds of issues in which SIOP members have a vast amount of expertise.

Every mention in the media is helpful to SIOP's 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:

Christian Resick of Drexel University contributed to a February 2 MLB.com story on leadership qualities of Negro League executives. Operating in the shadows of the major leagues, many Black baseball executives were successful. The reason, said Resick, is enlightened leadership, which includes work ethic, willingness to sacrifice for the greater good, and strong organizational and communication skills. "Great leaders are visionaries and are committed to that vision," he said, and the owners of Black baseball teams had a strong will and determination to hold their leagues together and make them thrive.

Ben Dattner of Dattner Consulting in New York City was quoted in a February 2 *Wall Street Journal* story on how job candidates can answer the often-asked question "What is your greatest weakness?" Developing a careful game plan to prepare for that question is important. Dattner said it is equally important to consider an employer's corporate culture.

He was also interviewed on the January 18 *Today Show* where he discussed how people reenact family dynamics in the workplace. The interview was a follow-up of a December 4 *New York Times* story about how a growing number of business psychologists are looking at the influence of birth order and other

family roles and niches on office behavior. In that story he pointed out how the use of personality tests to measure employees' "emotional intelligence" or, for example, how they handle conflict has become increasingly common.

And Dattner was quoted in a January 8 *BusinessWeek* story on managing through a crisis. It is important for executives to take the lead in cost-cutting measures, including their own salaries. "The last thing you want is for people to perceive that you're in it for yourself," he said.

The January issue of *HR News* (IPMA-HR magazine) focused on benefits and included a story that featured SIOP members **Wayne Cascio** of the University of Colorado Denver, **Ellen Kossek** of Michigan State University, **Nancy Santiago**, an HR consultant from Coconut Creek, FL, and **Jeff Bailey** of the University of Idaho. They discussed how some organizations are using nontraditional benefits as money-saving measures while still keeping employees happy.

An Associated Press story about the emotions experienced by workers who survive layoffs that appeared in newspapers around the country the week of January 26 quoted **Stuart Sidle** of the University of New Haven (CT). He said workers should concentrate on doing work that matters, showing the boss that they are not expendable.

A similar story also appeared in the December 13 *Connecticut Post*, and Sidle was interviewed on the subject for a *MarketWatch* radio program.

Brooks Holtom of Georgetown University contributed to a *Wall Street Journal* article about incentive-based payoffs increasingly being tied to performance. In addition to bonuses, employers are doling out cash awards to employees who exceed expectations. Holtom said cash awards typically are given on the spot, which is "particularly motivating workers to achieve better results. The closer the award is to the actual performance, the stronger the reinforcing effect."

Terry von Thaden of the University of Illinois at Urbana-Champaign, **Diane Damos** of Damos Aviation Services in Gurnee, IL, and **Tahira Probst** of Washington State University Vancouver offered their comments in a January 23 *Salem (OR) News* story on the January airplane landing in the Hudson. Von Thaden noted the pilot, Chelsey Sullenberger, had a master's degree in I-O psychology and added that people who study behavior and workplace safety are really cognizant of looking at emergencies in terms of all the things that can go wrong. Damos credited Sullenberger's reactions to his "highly technical training. He is a product of an American air system that is the safest in the world." Probst noted although the knowledge that individuals have is important, the organization has to create a climate of safety because "things happen so fast, it really is about creating a culture of work safety for individuals."

On the January 23 edition of *MSN Money*, **Constance Dierickx** of RHR International (Atlanta) commented how when a star CEO leaves the organization, it is sometimes difficult for the successor if the former CEO stays around in some capacity. "The Board has to say to the old CEO, 'Get out of the way,'" she advised. And she also noted that it is a failure of the succession process if a CEO change leads to the loss of key talent.

A January 18 *San Francisco Chronicle* story on the expectations facing President Barack Obama included comments from **Deniz Ones** of the University of Minnesota. She noted that Obama possesses many of the traits that lead to success not only in the presidency but in any pursuit: intelligence, including not just intellectualism but judgment and “smarts”; openness to new ideas; an ability to influence and inspire others; competence and dependability.

For a January 16 *Wall Street Journal* story on succession planning as it relates to Apple and CEO Steve Job’s health issues and faulting Apple’s board for not making it clear who is in charge, the writer called on **Paul Winum** of RHR (Atlanta) for his comments. He said it was important for the person (Tim Cook) who is handling the day-to-day management of the company to increase his visibility both inside and outside the company. He advised holding a monthly meeting with analysts updating the business so that investors can understand “how the current executive team is taking care of business.” He also suggested that Cook hold an electronic “town hall” meeting with Apple employees every 2 weeks about similar developments.

David Scarborough of Kronos, Inc. was a major contributor to a January 7 *Wall Street Journal* story on personality testing and whether they are susceptible to cheating. Despite Internet tips on how to be successful in employment tests, Scarborough said, “We see absolutely no evidence of any significant cheating taking place in the use of our assessments or that the cheating is substantially affecting the validity of the assessments.”

The January–February issue of *The California Psychologist* carried a story on women leaders written by **Judith Blanton** of RHR International (Los Angeles). She cited research that showed career paths and experiences of men and women are subtly, but significantly, different, suggesting that both women and their organizations need to adapt in order for women to become effective leaders. She also described how RHR developed The Authentic Leader Model, which can be used as a tool to demonstrate how the dimensions of an individual woman leader’s psychology and her professional and personal environment work together to create leadership excellence.

David B. Peterson of Personnel Decisions International (Minneapolis) contributed a commentary to a December *Harvard Business Review* research report entitled “The Realities of Executive Coaching.” Coaching today is usually on the positive side—developing high-potential talent and facilitating a transition in or up, he wrote. Although most coaches provide qualitative assessments of progress, they do not often give feedback in the form of quantitative data on behaviors or business outcomes of the coaching engagement. Companies should ask for these kinds of assessments if they want to get value for the money they spend on coaching.

The History Channel in late December and early January aired a series exploring envy, one of the seven deadly sins. The late **Robert Vecchio** of Notre Dame University was interviewed for the program and discussed well-known

literary and historical examples of envy, such as David and Saul, the slaying of Caesar, as well as recent findings pertaining to envy in the workplace.

Rebecca Schalm of RHR International (Calgary) produces a regular HR column for Troy Media Corp., which is picked up by a variety of publications in Canada. Her December 21 column focused on how workers can regain control of their careers and adjust to economic crises that threaten their jobs.

Harry Martin of Cleveland State University authored an article that appeared in the December 15 *Wall Street Journal*. Writing about training, much of it never actually used on the job and therefore wasted, he said organizations would get better results from their training programs if they create an environment that encourages people to make changes. He said anxiety and old habits often keep trainees from using new skills and knowledge on the job. So the key to effective training, he says, isn't necessarily what happens in the classroom, but it's what is done with that training afterwards.

A December 12 story that moved on Reuters and appeared in several newspapers around the country and in Canada, including the *Toronto Globe and Mail*, was based upon a study by Cornell University professor **John Hausknecht**. The study found that the most dissatisfied workers have the most absences when times are good, but their work attendance is good when times are bad because they feel they can't afford to take extra days off. He said the good news is that committed and satisfied workers tend not to take days off no matter how the economy is doing.

The December 8 *Albany Times Union* featured a story on the recovery of Matthew Ramige, the son of SIOP member **Wendy Becker**, who was badly injured in a small plane crash in Montana in 2004. The article discussed how Becker has turned the incident into a case study on how organizations deal with accidents and their aftermath.

The December issue of *Aerosafety* had a story on how management can prevent pilot job insecurity from affecting safety that cited research by Tahir Probst of Washington State University Vancouver. Her studies showed that a positive company safety climate, with top-level commitment, in addition to safety training and safety management systems, can moderate the negative effects of job insecurity.

She also was interviewed on a January 9 Minnesota Public Radio program about coping with layoffs and job insecurity in times of economic turmoil.

Robert Hogan of Hogan Assessment Systems in Tulsa, OK authored a column in the November 19 HR Executive Online about significant challenges facing the HR profession. He said the major challenge is talent retention and added that one of the main reasons people leave organizations is because of their bosses. The key to employee retention is finding and employing managers who know how to engage their staff.

He also was interviewed on an October 16 wsRadio.com program about the dark side of leadership, and said that in corporate America more than

65% of the managers and leaders are incompetent, defective, or badly flawed. WsRadio.com is an Internet talk radio program that can be heard on Web sites throughout the world.

Research by **Mark Roehling** of Michigan State University was reported in several media outlets including the November 17 *Detroit Free Press* and *Toledo Blade*. The research, which rebutted stereotypes about heavy people, showed that overweight and obese workers are no different than their thin counterparts and no more likely to be less efficient in their work.

The November 17 issue of *Workforce Management* had a story about the tendency to blame others during economic downturns that quoted **Paul Harvey** of the University of New Hampshire. He noted that as a culture people are obsessed with assigning blame and that scapegoating behavior is bad for organizations, especially when practiced by leaders.

Scott Erker of Development Dimensions Inc. in Bridgeville, PA contributed to an October 22 *Workforce Management* magazine story about the importance of employment branding. "If you believe that getting the right people creates a competitive advantage, then competitive employment branding is essential," he said. Also, companies must show, rather than just tell, about the opportunities they offer. One way to do this is to have video testimonials from recent hires about the opportunities they had and what they accomplished in the first year on the job.

The October issue of *Facility Safety Management* included an article written by **Ryan Ross** of Hogan Assessment Systems discussing the impact of different personality tests on safety practices, pointing out how safety-related personality characteristics can predict specific types of behavior.

Paul Babiak of HRBackOffice in Hopewell Jct., NY was included in a featured cover story in the July/August issue of *Fraud* magazine, a publication of the Association of Certified Fraud Examiners. He discussed psychopaths and the effect they can have on organizations.

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

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

Robert P. Vecchio

Robert P. Vecchio, Franklin D. Schurz Professor of Management in the University of Notre Dame's Mendoza College of Business, died February 9 at Memorial Hospital in South Bend of injuries sustained in a fall from the rooftop of his home. He was 58.

"Bob had an early and formative leadership role in the college," said Carolyn Y. Woo, Martin J. Gillen Dean of the Mendoza College. "He was extremely dedicated to his research on leadership and to developing high standards of scholarship. He provided the foundation for the Management Department to attain the reputation it enjoys today. Our hearts and our prayers are with the family to which he was so devoted."

A Chicago native, Vecchio graduated from De Paul University in 1972. He earned master's and doctoral degrees in industrial psychology from the University of Illinois in 1972 and 1976, respectively.

A member of the Notre Dame faculty since 1976, Vecchio chaired the Management Department from 1983 to 1990. He taught popular courses and published highly regarded articles on a variety of issues in organizational behavior and corporate management, especially emphasizing leadership, motivation, workplace emotion, and employee envy.

Vecchio was the author of *Organizational Behavior*, the sixth edition of which was published in 2006 by Thomson/Southwest. He was the editor of *Leadership: Understanding the Dynamics of Power and Influence in Organizations*, and he served from 1995 to 2000 as the editor of the prestigious *Journal of Management*.

A prodigious business scholar, Vecchio published numerous articles in the *Journal of Applied Psychology*, *Academy of Management Journal*, *Academy of Management Review*, *Organizational Behavior and Human Decision Processes*, *Personnel Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, and *Leadership Quarterly*. He also served on the editorial boards of the *Academy of Management Review*, *Academy of Management Learning & Education Journal*, *Journal of Management*, *Leadership Quarterly*, *Journal of Occupational and Organizational Psychology*, *Group and Organization Management*, *Employee Responsibilities and Rights Journal*, and other journals.

Vecchio was a Fellow of the American Psychological Association, the Society for Industrial and Organizational Psychology, the Southern Management Association, and the American Psychological Society.



Anna L. Sackett
University at Albany

Awards & Recognition

Robert M. Guion was honored by the Foundation for the Advancement of Behavioral and Brain Sciences (FABBS) for significant contributions to the theory and practice of industrial and organizational psychology. Guion joins a distinguished list of scientific honorees; FABBS honors scientists who make important and lasting contributions to the behavioral and brain sciences.

Rob Ployhart was honored with a 2009 APA Distinguished Scientific Award for Early Career Contribution to Psychology.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Milton Hakel was elected as the new president of the SIOP Foundation. He will take over from **Paul Thayer** who was president of the Foundation for the past 6 years; Thayer will remain on the Foundation Board.

Judith Blanton, senior consultant and director of professional affairs for RHR, was recently elected to the American Psychological Association (APA) Board of Professional Affairs. The nine members of the board develop recommendations for and monitor the implementation of APA policy, standards, and guidelines for the profession of psychology.

Jennifer E. Yugo has accepted an appointment at Oakland University's School of Business Administration beginning the 2009–2010 academic year. Yugo will be joining the OB/HRM faculty Howard Schwartz, **Lizabeth Barclay**, **Kenneth York**, and Karen Markel in the Department of Management and Marketing.

BEST OF LUCK!

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

Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of February 26, 2009.

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WELCOME!

CONFERENCES & MEETINGS

David Pollack
Sodexo, Inc.



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

2009

- April 2–4 Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, www.siop.org. (CE credit offered.)
- April 13–17 Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
- April 13–15 Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (608) 443-2487 or www.ncme.org.
- May 7–9 Cognitive Fatigue Conference. Atlanta, GA. Contact: <http://www.psychology.gatech.edu/fatigue>.
- May 13–16 European Congress of Work and Organizational Psychology. Santiago de Compostela, Spain. Contact: www.eawop2009.org.
- May 22–25 Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
- May 31–June 1 Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, www.astd.org.
- June 11–13 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Montreal, Quebec. Contact: www.psychology.uwo.ca/csiop.
- June 29–July 1 Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, www.shrm.org. (CE credit offered.)

- August 2–6 Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, www.amstat.org. (CE credit offered.)
- August 6–9 Annual Convention of the American Psychological Association. Toronto, Ontario, Canada. Contact: APA, www.apa.org. (CE credit offered.)
- August 7–12 Annual Meeting of the Academy of Management. Chicago, IL. Contact: Academy of Management, www.aomonline.org.
- Sept. 12–16 Annual Conference of the International Personnel Assessment Council. Nashville, TN. Contact: IPAC, www.ipacweb.org.
- Sept 16–19 European Conference on Psychological Assessment. Ghent, Belgium. Contact: www.ecpa10.ugent.be.
- Oct. 16–17 SIOP Leading Edge Consortium. Denver, CO. Contact: SIOP, www.siop.org. (CE credit offered.)
- Oct. 19–23 Annual Conference of the Human Factors and Ergonomics Society. San Antonio, TX. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
- Nov. 2–5 Annual Conference of the International Military Testing Association. Pensacola, FL. Contact: www.internationalmta.org.
- Nov. 9–14 Annual Conference of the American Evaluation Association. Orlando, FL. Contact: AEA, www.eval.org.

2010

- Feb. 18–21 Annual Conference of the Society of Psychologists in Management (SPIM). Tampa, FL. Contact: www.spim.org. (CE credit offered.)
- April 8–10 Annual Conference of the Society for Industrial and Organizational Psychology. Atlanta, GA. Contact: SIOP, www.siop.org. (CE credit offered.)
- April 9–13 Annual Conference of the American Society for Public Administration. San Jose, CA. Contact: ASPA, www.aspanet.org.

Special Issue Call for Papers From *Journal of Managerial Psychology*: Excellence in Teams: How to Achieve Performance Gains in Working Groups

**Guest Editor: Guido Hertel, Department of Organizational Psychology
University of Münster, Germany**

This special issue will provide a platform for research on performance gains in teams. Performance gains in teams describe accomplishments of teams or members that exceed an appropriate baseline of non-teamwork—usually individual work or nominal groups, but others are conceivable.

Conceptual and empirical contributions are welcome. Empirical contributions should demonstrate performance gains in teams compared to an appropriate baseline either in field settings or controlled laboratory research. Topic areas include, but are not limited to:

- Relational or non-experimental studies conducted in field settings on performance gains
- Experimental studies conducted in laboratories that assess factors triggering process gains, including a discussion of potential applications
- Conceptual papers discussing new sources of process gains and/or describing theoretical models that predict and explain process gains
- Papers that focus on specific HR strategies that trigger process gains
- Development and/or evaluation of training interventions that facilitate process gains
- Demonstration of team learning that leads to performance gains
- Examination of robustness and time-related changes of performance gains

Viable papers specify clear links between process and outcome variables, and provide guidelines and lessons to be learned for both practitioners and future researchers.

Submission deadline is **July 31, 2009**, and the issue is scheduled for early in 2010. Submit manuscripts via e-mail attachment to **Kay Sutcliffe, Editorial Administrator**, at ksutcliffe@emeraldinsight.com with a brief note designating the manuscript for the special issue on “Excellence in Teams.”

Manuscripts are expected to follow the JMP submission guidelines: http://info.emeraldinsight.com/products/journals/author_guidelines.htm?id=jmp.

This special issue is open and competitive. Papers will undergo the double-blind peer-review process for relevance and quality. Authors are encouraged to e-mail a short exposé to the guest editor to facilitate planning of the special issue: ghertel@uni-muenster.de. Questions about the issue may be sent to the guest editor directly.

Special Issue Call for Papers From *Journal of Managerial Psychology*: Organizational Psychology and Poverty Reduction

Guest Editors: Christopher Burt, University of Canterbury
Stuart C. Carr, Poverty Research Group, Massey University

In 2000, the United Nations collectively signed the Millennium Development Goals (<http://www.un.org/millenniumgoals/>), focusing on poverty reduction by 2015. They encompass a range of integral human freedoms and are inherently interdisciplinary, creating an opportunity for disciplines and professions, such as organizational psychology, that have to date been relatively silent on poverty to step up and make a contribution.

Millions of organizations worldwide are focused on reducing poverty (international aid agencies, government civil services and national aid agencies, nongovernment organizations, joint ventures between not-for-profit and for-profit sectors). We want to hear from organizational psychologists whose work and research falls into any of these categories. We are especially interested in empirical papers that include, but are not limited to, the following:

- Job analysis and competency modelling in aid work, joint ventures, and capacity development partnerships
- Recruitment and selection of aid workers
- Training needs analysis, intervention, and evaluation for aid work and joint ventures
- Interaction of sociocultural and socioeconomic diversity
- Aid-workers' work attitudes, leadership, well-being, and motivation
- Teamwork in poverty reduction
- Organizational psychology of capacity development, remittances, foreign direct investment, financial markets, governance, and/or free trade
- Ethical issues in poverty reduction consultancy
- Corporate social responsibility/stakeholder models in poverty reduction
- Poverty images and their role in socially responsible aid appeals
- Managing brain drain from developing and/or transition economies
- Negotiation and bargaining in stakeholder models for development

Papers (5,000 word maximum, excluding end matter) cannot have been previously published nor be under consideration for publication.

Papers will undergo a peer-review process and comply with submission requirements available at http://info.emeraldinsight.com/products/journals/author_guidelines.htm?id=jmp.

Submission deadline is **July 31, 2009**.

Submissions are requested by e-mail attachment to **Kay Sutcliffe, JMP Editorial Administrator**, at ksutcliffe@emeraldinsight.com. Indicate that the paper is for the *Journal of Managerial Psychology* special issue "Organisational Psychology and Poverty Reduction."

Call for Abstracts/Chapters:
The Handbook of Employee Engagement: Models, Measures and Practice

Edward-Elgar Publishing House
Editor: Simon Albrecht

The Handbook of Employee Engagement is designed to offer evidence-based perspectives on the definition, drivers, outcomes, and utility of this increasingly influential construct. Despite widespread claims in support of the impact that engagement can have on individual, team, and organizational outcomes, there is no single resource available to help researchers and practitioners wanting to understand and critically evaluate the “state of play” of employee engagement. Furthermore, there is no single resource that describes tested and practical steps that can be used by consultants and HR managers to improve engagement in differing organizational contexts. The handbook has the ambitious goal of covering a broad range of topics relevant to both the science and the practice of employee engagement. The book is intended as a comprehensive collection of conceptual pieces, research studies, and case studies aimed at summarizing the “state of play” of employee engagement from across the globe.

If you are interested in contributing to the *Handbook of Employee Engagement*, please send an abstract directly to the editor as per the contact details below.

Submitted papers should not have been previously published nor be currently under consideration for publication elsewhere.

Abstract submission deadline: **May 1st, 2009**

Manuscript submission deadline: **October 31st, 2009**

The book is scheduled for publication in 2010.

All submissions should be made electronically (use e-mail attachment files in MS Word format).

Acceptance is subject to a double blind review process by an ad-hoc editorial board.

Please feel free to contact the editor if you have any questions about the project at:

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The APA Board of Scientific Affairs

Nominate Your Department for a Culture of Service Award

The APA Board of Scientific Affairs (BSA) seeks nominations for the Departmental Award for Culture of Service in the Psychological Sciences. This award recognizes departments that demonstrate a commitment to service in the psychological sciences. Departments selected will show a pattern of support for service from faculty at all levels, including a demonstration that service to the discipline is rewarded in faculty tenure/promotion. Successful departments will also demonstrate that service to the profession is an integral part of training and mentoring.

Service to the discipline includes such activities as time for serving on boards and committees of psychological associations, editing journals, serving on a review panel, or chairing an IRB. Others include mentoring students and colleagues, advocating for psychological science's interests with law-makers, and promoting the value of psychological science to the public. The focus of this award is a department's faculty service to the discipline and not scholarly achievements.

Both undergraduate and graduate departments of psychology are eligible. Self-nominations are encouraged.

Nominations require:

- A letter of no more than 3 pages that illustrates the department's commitment to a culture of service (e.g., nature of the department's commitment, effect on tenure and promotion, mentoring, effect on current/former students' activities as a result of the department's focus on service, etc.).
- Three letters of support from individuals familiar with the department's support for a culture of service. (e.g., current or past faculty members, a dean familiar with the department's service program, etc.)

Winners will receive an award of \$5,000 for departmental activities. Electronic nominations only will be accepted to **cultureofservice@apa.org**. Nominations packages must include all the required letters.

The deadline is **April 1, 2009**. For more information, please contact swandersman@apa.org.

Past Recipients

2008	James Madison University University of Miami
2007	George Mason University University of Florida
2006	Davidson College University of Minnesota

The APA Board of Scientific Affairs Nominate Your Colleague for a Culture of Service Award

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Award for Distinguished Service to Psychological Science. This Award recognizes individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. Nominees will have demonstrated their service to the discipline by aiding in association governance; serving on boards, committees, and various psychological associations; editing journals; reviewing grant proposals; mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. Nominees may be involved in one service area, many of the areas, or all of the service areas noted above. An individual's service to the discipline and not a person's scholarly achievements are the focus of this award.

To submit a nomination provide the following:

- A letter of nomination that describes and supports the individual's contributions (e.g., nature of the individual's service to psychological science, positions held, etc.). The nomination letter should be no more than two pages long.
- A curriculum vita.
- Three letters of support from individuals familiar with the nominee's service to the discipline (These letters can be from colleagues who have served with the nominee, a dean familiar with the nominee's service, former students, association/society presidents, etc.).

Award recipients will receive an honorarium of \$1,000. The deadline for nominations is **April 1, 2009**.

Nominations for both departments and individuals will only be accepted as electronic submissions to **cultureofservice@apa.org**. Please be sure to submit the nomination as a package that includes everything you need for the nomination.

Past Recipients

2008	Janet Shibley Hyde Wilbert McKeachie
2007	Roxane Silver
2006	Robert Balster Nora Newcombe
2005	Robert Bjork J. Bruce Overmier