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TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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Cover: Celsus Library at Ephesus.
Photo courtesy of Frank Landy.

From Kylie Harper:

Frank took the cover photo on our trip to Turkey in 2008. It represents everything he loved: diversity, travel, adventure. The library at Ephesus was one of the most important libraries in the world at its time. It burned down, and the only two works we have from it are *The Odyssey* and *The Iliad.* A citizen had removed them before the fire even though scrolls were not to be removed from the library.

Also, there is a funny story that goes with it. Frank was not big into ruins and was asking me why we needed to go to Ephesus. Who were these people, and why is it a great city? And I said to him, well Frank, you know, the Ephesians were very important people, St. Paul wrote to the Ephesians and visited here, he was imprisoned not far from here, and its all documented in the Bible. You're a Catholic, you should know all this—you know, the Ephesians? And he turned and looked at me in wonder and said, Oooooh thoooose Ephesians! He was pretty funny at times...

I took photos of him in front of the library—there are four statues and they are each named *knowledge, wisdom, intelligence,* and *virtue*. I asked him which one he wanted to be photographed in front of, and he said knowledge—so that's what we did....

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A MESSAGE FROM YOUR PRESIDENT

Kurt Kraiger

The results are in, and SIOP remains SIOP! In an **extremely** close vote, The Society for Industrial and Organizational Psychology narrowly defeated The Society for Organizational Psychology. As I said in a story on the SIOP Web site following the election, I do think that "industrial" holds negative connotations for many (but not all) members, but the acronym SIOP holds a strong emotional attachment for many of us. The call for the election was actually initiated almost 2 years ago by **Frank Landy** and was supported by many who believed the past election wasn't a "fair test" of members' preferences for a name. Although I have received many heated e-mails from members suggesting that I (and the Executive Board) was skewing the process in favor of a new name, in truth, my only objective has been to manage a transparent and fair process. I think it was, and I hope this puts calls for a new name to rest. And, I hope to see you at ~~TSOP~~ er, SIOP this April!

At dinner the night the results were announced, I explained the outcome to my wife. She knew nothing about the vote, so I explained that a number of us had worked hard over the past 18 months to ensure a clear choice of alternatives, and in the end, we wound up with the same name all along. She thought about it for a second, and said, "Well, it's not like it was over something that really makes a difference." What she meant was our name is really secondary to what we do, both as a society (in serving our members) and as a profession (serving our clients and society). But, in a broader sense, it speaks to the perception—outside our field—that maybe what we do and who we are really doesn't make a difference. And that's an issue.

As you may know, telling the message of who we are and what we do is a strong focus of the Executive Board, particularly since our last strategic retreat when we crafted a new vision ("to be recognized as the premier professional group committed to advancing the science and practice of the psychology of work") and four strategic objectives, which includes "To become the visible and trusted authority on work-related psychology." That objective led to ramping up our standing committee on visibility, which has thrived under the leadership of **Doug Reynolds** and (currently) **Chris Rotolo** and will soon be chaired by **Alexis Fink**. The primary focus of that committee has been to find new and innovative ways of telling the world who we are and what we do, as well as playing a key role in past and future branding efforts. To give you a feel for some of the committee's activities, in the past year the committee has (a) designed and implemented a brand-tracking study; (b) planned and begun development of a downloadable I-O-career Webinar; (c) cultivated relationships with Vistage and the Conference Board for I-O-related articles and speaking engagements; (d) monitored and publicized member appearances on outlets such as CNN, the *Today Show*, and NPR; (e) rewrote and updated Wikipedia pages on I-O psychology; and (f) worked on creating a "landing page" on the SIOP Web site for business professionals that presents our profession in a more relevant format to this audience. If that's not enough to convince you this is an active and effective committee, you can review past activity in a July 2009 *TIP* article by Chris Rotolo (http://www.siop.org/tip/july09/18rotolo.aspx).

However, all of that simply answers the question "How are we telling the world what we do?" and not the larger question "What *are* we doing?" I have made answering that latter question the theme of my presidential address at the conference this year. The address is titled, "The SIOP Conference at 25 Years: The World Has Changed." Implicit in the title is that the world has changed because of who we are and what we do. Those of who us consult and work in organizations would love our clients to appreciate the value added of what we do *before* we make the case. Those of us in academia would love our undergraduates to come into our classes saying, "So much for abnormal psychology or principles of management, *now* we are going to learn about things that really make a difference in the world." That can happen through SIOP's efforts to brand who we are and what we do, as well as other efforts underway to have a stronger influence on national policy. In the meantime, what we should all be confident in is that we make a difference—the work we do, the research we conduct, the courses we teach make a difference in the lives of individuals, the effectiveness of organizations, and the way we go about our lives as a society.

Want to know how? You'll need to wake up early enough at the conference to hear my address. However, I'll mention just a few examples from two endorsement letters I wrote this fall. The first was a letter of support for **Dave Baker**, who was recently elected as a SIOP Fellow. Dave is a research scientist at the American Institutes for Research (AIR) and is also a director for the Health Services Research Institute, Carilion Clinic. Dave is a past (co)winner of the SIOP M. Scott Myers Award for Applied Research and received a presidential citation from APA in 2009 for innovative practice. Dave was instrumental in the development and now national implementation of both TeamSTEPPS and a rapid-response team training module within the TeamSTEPPS training program. TeamSTEPPS is an evidence-based team training to improve communication and teamwork skills among health care professionals. The Agency for Healthcare Research and Quality is teaming with the Department of Defense to implement TeamSTEPPS nationally. So far, over 1,000 health care professionals have been trained and the long-term outcomes are anticipated to be improved patient safety, greater patient satisfaction, greater job satisfaction among health care professionals, and lives saved.

The second was a letter nominating **Wally Borman** for APA's Gold Medal for Life Achievement in the Application of Psychology. Wally has trumped Dave by winning four M. Scott Myers awards! The 2002 award (his second) was for his role in research and development related to O*Net. O*Net now contains occupational and salary information on over 900 jobs in the U.S. economy and is a critical tool used by employers, job seekers, and state workforce centers for such applications as selecting employees, providing laid-off workers with guidance on occupations for which they may be most qualified, and mapping the skill, ability, and knowledge requirements for each job in our economy. O*Net is also the foundation of an application colleagues and I are introducing into community colleges in Colorado to help students make better choices about areas of study. Hundreds of organizations and thousands of individuals use O*Net every day. Wally also won an award as part of the team that developed and validated selection procedures for our nation's air traffic controllers. Like the health care practitioners connected to TeamSTEPPS, the consequences of (big) mistakes by air traffic controllers are the loss of human lives. Each time you take off and land safely in an airliner, I-O psychologists like Wally played a part in that.

You say you aren't satisfied, you say you want more? I'll have more examples during my presidential address…at the conference. So, CU@ TSOP, JK, SIOP, LOL!

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Scholarly Productivity of Academic SIOP Members: What Is Typical and What Is Outstanding?*

Nathan A. Bowling
Wright State University

Gary N. Burns
Wright State University

The career success of academic industrial and organizational (I-O) psychologists is largely a function of the number and quality of their journal publications. One's publication record has implications for whether one receives tenure or is promoted, and it impacts one's reputation both within the discipline and within one's department and university. This paper reports normative data for the scholarly productivity of SIOP members who are employed in academia. Specifically, we report normative data for researchers at different career stages and different ranks (i.e., assistant, associate, and full professors), and we report data for psychology and business faculty and for SIOP Fellows and non-Fellows. In the following section, we provide a brief discussion of previous efforts to develop scholarly productivity norms.

Previous Research on Scholarly Productivity Norms

Several studies have reported normative productivity data within specific areas of psychology, including counseling (Royalty & Magoon, 1985), developmental (Byrnes & McNamara, 2001), and clinical psychology (Pasework, Fitzgerald, & Sawyer, 1975). Byrnes and McNamara's study of developmental science faculty, for instance, reported separate publication rates for assistant, associate, and full professors. Other research has reported normative publication rates for academic psychologists in general without reporting separate analyses for different subdisciplines (Fennell & Kohout, 2002; Joy, 2006). Joy (2006), for example, reported normative data for academic psychologists during different career stages and for researchers working in different types of universities (e.g., elite research universities vs. master's universities vs. 4-year colleges). Although Judge, Kammeyer-Mueller, and Bretz (2004) and Vancouver, Yoder, and More (2008) have examined predictors of career success among I-O psychologists, both provide very limited normative data.

Because normative publication rates may vary significantly across different disciplines, the above studies provide little information about the typical scholarly productivity of SIOP members. Thus, this paper reports normative data for academic SIOP members. We believe that this research has important practical implications. First, it can help SIOP members gauge their own performance relative to others in the discipline. Thus, the normative data reported later can serve a personal goal-setting and career-development function. Second, our

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*The authors wish to thank **Jesse Michel** for his assistance with this project.

findings could be used to help inform hiring and promotion/tenure decisions. That is, knowledge of typical levels of scholarly productivity could help departmental and university committees judge the performance of particular candidates. With information about normative productivity, committees could more easily avoid setting performance standards that are too high or too low.

Method

Participants

We identified 976 members in the SIOP Membership Directory (http://www.siop.org/memberdirectory/search.aspx) employed in academic settings. Of these academic members, 300 (30.7%) were randomly selected to serve as participants. The average participant earned his or her doctorate in 1989. Approximately 44% of participants were employed in psychology departments, 53% were employed in business schools, 61% were employed in doctoral programs, and 14% were SIOP Fellows. Assistant, associate, and full professors comprised 26%, 29%, and 41% of the sample, respectively.

Coding Participant Background Information

Information regarding year doctorate awarded was collected from the SIOP Membership Directory. Whether a participant was employed in a psychology department or business school was primarily determined from the SIOP Membership Directory. When the directory did not report this information, we obtained the participant’s affiliation from his or her school Web page. We used a number of methods to determine whether or not a participant was employed in a doctoral program. For instance, we examined their school Web page for this information, and we consulted a list of business school doctoral programs compiled by the American Assembly of Collegiate Schools of Business (AACSB; https://www.aacsb.edu/publications/dfc/phd-schools.asp). SIOP Fellowship status was determined by whether or not the participant’s name appeared on a list provided on the SIOP Web page (http://www.siop.org/siop_fellows.aspx). Academic rank was primarily determined by the SIOP Membership Directory, and in the few cases where the directory did not include rank information, we obtained it from the participant’s school Web page.

Coding Number of Publications

We recorded data for five indices of academic productivity: total number of journal publications, total number of first-author journal publications, number of articles published in the *Journal of Applied Psychology (JAP)*, number of articles published in *Personnel Psychology (PPsych)*, and number of articles published in *Academy of Management Journal (AMJ)*. Data for each of these productivity indices were gathered from the PsycINFO database. Only peer-reviewed journal articles were included in the count of total number of publications and total number of first-author publications. Thus, books, book chapters, dissertations, and other nonarticle publications were not included. Book reviews and erratum were not counted towards the number of publications in any of the productivity indices. The last three productivity indices focused specifically on *JAP, PPsych*, and *AMJ* because previous research has indicated that these are generally considered the top peer-reviewed journals by SIOP members (Zickar & Highhouse, 2001).

Results

Table 1 reports the descriptive statistics and correlations between the study variables. As shown in the table, the five productivity indices were positively related to each other. Comparisons across productivity indices were examined using MANOVA (see Table 2). Results indicated that those employed in business schools generally scored higher on the productivity indices than those employed in psychology departments (Wilk's $\lambda = .88$, $F(5, 286) = 7.50$, $p < .01$), that those employed in doctoral programs scored higher on the productivity indices than those employed in nondoctoral programs (Wilk's $\lambda = .88$, $F(5, 294) = 8.42$, $p < .01$), and that SIOP Fellows scored higher on the performance indices than did non-Fellows (Wilk's $\lambda = .52$, $F(5, 294) = 53.89$, $p < .01$). We also report normative productivity data for doctoral and nondoctoral faculty across different career stages and ranks (see Tables 3 and 4).

Discussion

This study provides important insights into the scholarly productivity of academic SIOP members. Not surprisingly, we found that the five indices of productivity were positively related to each other, that those employed in doctoral programs had higher levels of scholarly productivity than those employed in nondoctoral programs, and that Fellows had higher scholarly productivity than non-Fellows.

We also reported normative productivity data across different career stages and ranks. These data were reported separately for doctoral and nondoctoral programs. We believe that these data will be of special interest to many SIOP members. First, they can provide a basis for goal setting and career development. Second, they can assist in the development of standards used to judge the productivity of I-O researchers.

Finally, we found that business school faculty on average had higher scholarly productivity than psychology faculty. Although this difference was unexpected, we would encourage future researchers to examine its cause. Specifically, it would be beneficial to determine whether the difference was due to specific practices or procedures that differed across types of programs. Alternatively, it could reflect the possibility that business schools are more effective at recruiting productive faculty than are psychology departments.

Table 1

Descriptive Statistics and Correlations for Study Variables

Variable	*M*	*SD*	1	2	3	4	5	6	7	8	9
1. Total number of publications	16.71	18.84	—								
2. Number of first-author publications	7.95	9.07	.90**	—							
3. Number of papers published in *JAP*	2.47	4.37	.76**	.66**	—						
4. Number of papers published in *PPsych*	1.00	2.35	.53**	.52**	.62**	—					
5. Number of papers published in *AMJ*	0.54	1.67	.40**	.36**	.33**	.19**	—				
6. Year doctorate awarded	1989.21	11.11	-.35**	-.32**	-.22**	-.17**	-.19**	—			
7. Employer type	0.54	0.49	.06	.13*	.11*	.19**	.23**	-.06	—		
8. Employed in a doctoral program	0.61	0.48	.34**	.28**	.29**	.20**	.17**	-.07	.04	—	
9. SIOP Fellow	0.14	0.35	.61**	.58**	.61**	.49**	.40**	-.41**	.16**	.22**	—
10. Rank	2.15	0.82	.45**	.43**	.30**	.24**	.22**	-.71**	.00	.05	.42**

Note. $N = 300$. $^*p < .05$, $^{**}p < .01$. For employer type, 0 = *psychology*; 1 = *business*. For employed in a doctoral program 0= *no,* 1 = *yes*. For SIOP Fellow, 0 = *no*, 1 = *yes*. For rank, 1 = a*ssistant professor*, 2 = *associate professor*, 3= *full professor.*

Table 2

Mean Number of Publications by Field of Employment, Doctoral Program Employment, and SIOP Fellow Status

	Field of employment			Employed in a doctoral program			SIOP Fellow		
	Psychology ($n = 133$)	Business ($n = 159$)	t	Yes ($n = 184$)	No ($n = 116$)	t	Yes ($n = 43$)	No ($n = 257$)	t
Total number of publications	15.56	18.15	-1.18	21.84	8.57	7.34**	45.14	11.95	7.64**
	(16.17)	(21.07)		(21.27)	(9.96)		(28.10)	(11.25)	
Number of first-author publications	6.74	9.19	-2.35*	10.01	4.68	5.78**	20.86	5.79	7.59**
	(7.42)	(10.25)		(10.10)	(5.81)		(12.77)	(6.05)	
Number of papers published in *JAP*	1.94	2.99	-2.09*	3.48	0.86	6.27**	9.05	1.37	6.43**
	(3.52)	(5.01)		(5.12)	(1.91)		(7.78)	(1.98)	
Number of papers published in *PPsych*	0.52	1.45	-3.60**	1.37	0.41	4.02**	3.84	0.52	4.63**
	(1.17)	(2.98)		(2.73)	(1.39)		(4.66)	(1.15)	
Number of papers published in *AMJ*	0.12	0.91	-4.38**	0.77	0.16	3.75**	2.21	0.26	3.54**
	(0.47)	(2.19)		(2.04)	(0.63)		(3.60)	(0.77)	

Note. *$p < .05$, **$p < .01$. Standard deviations appear within parentheses.

Table 3

Mean Number of Publications by Year Doctorate Was Awarded

	Year doctorate was awarded						
	Prior to 1977	1977 to 1981	1982 to 1986	1987 to 1991	1992 to 1996	1997 to 2001	2002 to 2006
	n = 47	*n* = 40	*n* = 36	*n* = 35	*n* = 36	*n* = 60	*n* = 46
Total number of publications	24.91	18.78	25.56	22.00	12.50	10.50	6.98
	(22.17)	(21.03)	(26.21)	(21.30)	(13.90)	(8.60)	(5.28)
Number of first-author publications	11.15	9.50	11.08	10.84	6.97	5.07	3.20
	(10.70)	(10.34)	(10.41)	(11.74)	(8.14)	(4.50)	(2.74)
Number of papers published in *JAP*	3.72	2.48	3.39	4.03	1.39	1.67	1.17
	(4.44)	(5.38)	(4.93)	(7.69)	(2.03)	(1.96)	(1.49)
Number of papers published in *PPsych*	1.19	1.40	1.58	1.43	0.50	0.80	0.30
	(2.01)	(3.07)	(3.57)	(3.40)	(0.81)	(1.68)	(0.51)
Number of papers published in *AMJ*	1.09	0.80	0.78	0.54	0.25	0.23	0.17
	(2.38)	(2.88)	(1.79)	(1.31)	(0.73)	(0.56)	(0.48)
	Employed in a doctoral program						
	n = 32	*n* = 26	*n* = 23	*n* = 22	*n* = 16	*n* = 36	*n* = 29
Total number of publications	31.38	23.69	34.00	28.73	18.50	12.75	7.93
	(22.89)	(24.06)	(27.52)	(22.44)	(17.10)	(9.93)	(5.38)
Number of first-author publications	13.44	11.73	13.61	13.91	10.31	6.11	3.52
	(11.57)	(11.70)	(10.21)	(12.70)	(9.79)	(5.13)	(2.70)
Number of papers published in *JAP*	4.88	3.31	4.96	5.27	2.31	2.28	1.72
	(4.86)	(6.43)	(5.58)	(8.94)	(2.52)	(2.16)	(1.60)
Number of papers published in *PPsych*	1.41	2.00	2.39	1.64	0.81	1.11	0.38
	(2.21)	(3.65)	(4.27)	(3.36)	(1.04)	(2.05)	(0.56)
Number of papers published in *AMJ*	1.50	1.04	1.22	0.55	0.50	0.36	0.21
	(2.75)	(3.53)	(2.13)	(1.33)	(1.03)	(0.68)	(0.49)
	Employed in a nondoctoral program						
	n = 15	*n* = 14	*n* = 13	*n* = 13	*n* = 20	*n* = 24	*n* = 17
Total number of publications	11.13	9.64	10.62	10.62	7.70	7.12	5.35
	(12.50)	(8.68)	(15.38)	(13.46)	(8.38)	(4.44)	(4.82)
Number of first-author publications	6.27	5.36	6.62	5.62	4.30	3.50	2.65
	(6.50)	(5.41)	(9.57)	(7.84)	(5.44)	(2.78)	(2.80)
Number of papers published in *JAP*	1.27	0.93	0.61	1.92	0.65	0.75	0.24
	(1.71)	(1.85)	(0.87)	(4.48)	(1.13)	(1.15)	(0.56)
Number of papers published in *PPsych*	0.73	0.29	0.15	1.08	0.25	0.33	0.18
	(1.48)	(0.72)	(0.55)	(3.59)	(0.44)	(0.70)	(0.39)
Number of papers published in *AMJ*	0.20	0.36	0.00	0.54	.05	0.04	0.12
	(0.77)	(0.74)	(0.99)	(1.33)	(0.22)	(0.20)	(0.48)

Note. Standard deviations appear within parentheses.

Table 4

Total Number of Publications by Academic Rank

	Rank		
	Assistant professor *n* = 79	Associate professor *n* = 87	Full professor *n* = 124
Total number of publications	5.92 (4.92)	13.14 (8.83)	26.60 (24.45)
Number of first-author publications	2.91 (2.86)	6.59 (5.05)	12.44 (11.68)
Number of papers published in *JAP*	0.89 (1.32)	1.76 (2.11)	4.03 (6.11)
Number of papers published in *PPsych*	0.24 (0.45)	0.84 (1.57)	1.62 (3.28)
Number of papers published in AMJ	0.10 (0.34)	0.29 (0.66)	1.01 (2.44)
	Employed in a doctoral program		
	n = 45	*n* = 55	*n* = 79
Total number of publications	6.67 (5.26)	15.60 (8.42)	35.14 (25.44)
Number of first-author publications	3.22 (3.08)	7.58 (4.63)	15.80 (12.36)
Number of papers published in *JAP*	1.29 (1.53)	2.27 (2.26)	5.62 (6.92)
Number of papers published in *PPsych*	0.31 (0.51)	1.07 (1.86)	2.22 (3.67)
Number of papers published in AMJ	0.13 (0.34)	0.42 (0.78)	1.39 (2.92)
	Employed in a nondoctoral program		
	n = 34	*n* = 32	*n* = 45
Total number of publications	4.94 (4.32)	8.91 (7.98)	11.62 (12.78)
Number of first-author publications	2.50 (2.52)	4.87 (5.35)	6.53 (7.40)
Number of papers published in *JAP*	0.35 (0.69)	0.88 (1.47)	1.24 (2.65)
Number of papers published in *PPsych*	0.15 (0.35)	0.44 (0.75)	0.58 (2.10)
Number of papers published in AMJ	0.06 (0.35)	0.06 (0.24)	0.33 (0.92)

Note. Standard deviations appear within parentheses.

Limitations

We should note a few limitations of the current research. First, our approach did not take into account the impact of participants' publications. It is certainly the case that not all articles make an equal contribution to the field. Future research, therefore, could include citation counts as productivity indices.

Second, our focus on scholarly productivity was limited to work published in peer-reviewed journals. Of course other performance indices may be important to academic SIOP members, including teaching and service. One could further argue that the extent to which one publishes in peer-reviewed journals is a deficient measure of research performance and that other indices, such as writing and editing books and book chapters, presenting at academic conferences, and acquiring grant funding are also important. Despite this, past research has generally used peer-reviewed publication counts as scholarly productivity indices (Joy, 2006).

Finally, we should note that our method of searching for publications may have resulted in underestimates of number of publications. First, name changes and the inconsistent use of names (e.g., John Smith vs. John A. Smith vs. Jack Smith) can make it difficult to establish a complete publication count for some researchers. This in turn could artificially lower the obtained estimates of scholarly productivity. Furthermore, PsycINFO may not include every peer-reviewed journal in which SIOP members might publish their work. We should note, however, that PsycINFO does cover all of the primary outlets for I-O research, which is evident in the fact that each of the top 23 journals identified by Zickar and Highhouse (2001) are included by PsycINFO. Furthermore, the current estimates of scholarly productivity are similar to those found in previous studies employing different methods (Judge et al., 2004; Vancouver et al., 2008).

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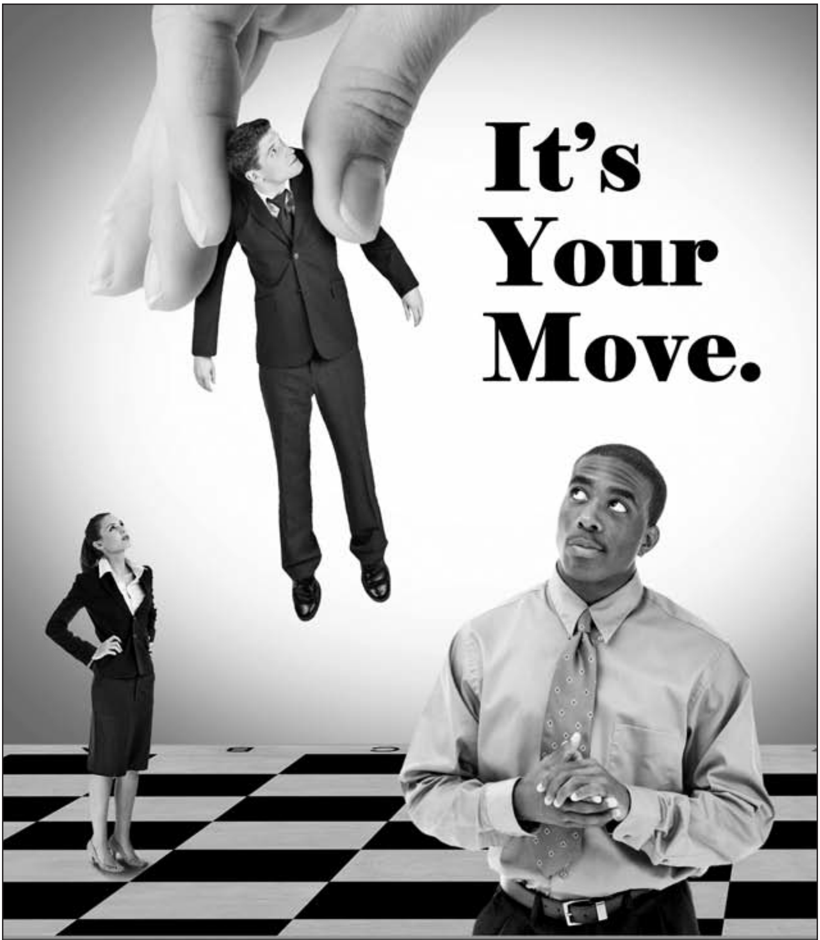

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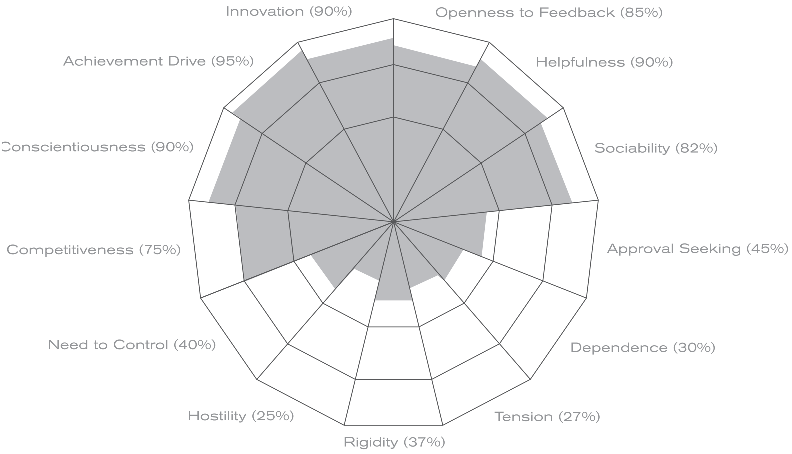

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A Hypothetical, Novel Employee Selection System to Reduce Adverse Impact and Improve Job Performance for Fire Lieutenant: Musings of a Practitioner

Joel P. Wiesen[1]
Applied Personnel Research

An innovative approach to selection might help the fire service address two major, unrelated challenges faced in the selection of fire lieutenants: high adverse impact on minority applicants and low job performance. This approach emphasizes helping applicants to learn to do a job, and so may be applicable to a range of jobs, especially promotions within an organization. I describe the current selection system and its major problems and then present an approach designed to both improve job performance and reduce adverse impact.

Traditional Selection Systems for Fire Lieutenant

Fire lieutenants, almost all first-line supervisors, are usually selected from within the department. The traditional promotional process for fire lieutenant in larger cities, dating back more than 50 years (and perhaps a century), ranks applicants based a multiple-choice (M/C) test. Now many fire departments supplement the M/C test with another component, such as a structured oral interview or an assessment center (Frederick, Ho, Hester, & Peresie, 2009, page 31).

A typical promotional examination may include a minimum requirement of 3–5 years experience as a firefighter and an examination with one or more components, such as a M/C test covering fire science and supervision and an oral or practical exam covering such topics as strategy/tactics and interpersonal skills. Applicants are ranked based on the examination and promoted in order of overall score. The M/C test is typically based on a reading list of textbooks on such topics as supervision, strategy and tactics, fireground safety, building construction, and hazardous materials. Some departments also have questions on departmental standard operating procedures/guidelines. Typically fire departments do not train applicants to do the job tasks of promotional job titles (the SIOP amicus brief in the *Ricci* matter does not even mention training for promotion to fire lieutenant; Frederick, Ho, Hester, & Peresie, 2009).

Two Vexing Problems

Many and probably most municipalities experience adverse impact when making promotions to fire lieutenant (e.g., in the *City of New Haven*; Bishop & Thompson, 2009, page 22; Outtz, 2009b, especially slide 31). The adverse impact problem is very familiar to us: The M/C test often has adverse impact on minority applicants that may be attributed, in part, to the academic nature of many of the books on the reading list and the rote-recall nature of many of the test questions (Outtz, 2009a, on crystallized intelligence). The books may provide comprehensive coverage of a topic rather than simply the information a fire lieutenant might need, and they may be difficult to read, particularly for firefighters who may have no college education and whose job duties do not include much reading. For example, the description of halo effect in a book often included in fire lieutenant exam reading lists begins as follows, "This effect is a phenomenon of assessment in which the company officer's judgment of a subordinate's ability is biased by an evaluation of some previously observed action or behavior" (Stowell, 2007, page 599). The adverse impact can lead to costly litigation. Even if there is no litigation, there is reduced diversity in the workplace.

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When creating and administering fire incident simulations for promotion to fire lieutenant, I noticed that, often, all of the applicants were weak in strategy and tactics—the most important subject area for a fire lieutenant, especially at the scene of an emergency. A comparison of even the best applicants with the lieutenants and captains who were serving as subject-matter experts and examiners was telling. The examiners were much more capable than applicants in terms of sizing up fire emergencies and describing suitable strategies and tactics to address the pressing needs of the emergency. This lack of facility with strategy and tactics is a serious problem. A newly promoted fire lieutenant is immediately put in charge of a company of firefighters and is expected to take charge and deal with fire and other life-safety emergencies in the very crucial first minutes before a more senior officer arrives (e.g., positioning of fire engines, which may be impossible to reposition after hose is deployed and in operation; prioritizing actions and avoiding counterproductive actions, such as driving fire in the wrong direction by poor placement of fire streams; and calling for specific additional resources).

There appear to be several reasons why the promotional applicants are so poorly prepared. First, there is no department-sponsored training for promotion. Second, new building codes have resulted in many fewer fires than in the past, so many fire departments have relatively little experience fighting fires. Third, it is difficult to learn strategy and tactics from a textbook. Fire emergencies are quite diverse in cause, progression, and associated fire hazards and life-safety issues. It is difficult to present this complexity in a textbook. As a result, it can take 5–10 years, or more, before a fire lieutenant becomes really proficient in strategy and tactics, or so fire chiefs have told me (e.g., R. Arwood, personal communication, December 10, 2009; H. Lipe, personal communication, January 12, 2010).

Novel Employee Selection System

Working within the near universal "promote-from-within" system, I suggest a novel approach that would base promotion to fire lieutenant on taking and passing numerous pre-exam, multimedia, interactive courses, followed by a competitive exam, such as a structured oral. Instead of expecting applicants to teach themselves to be fire lieutenants by reading textbooks, the fire department would offer appropriate training for the promotional title. Applicants would have to take and pass various courses to be eligible to take the promotional exam. Retaking of courses would be allowed, as needed. This approach will probably be well received as many firefighters desire promotional training (e.g., Lewis, 1998, especially Appendix C). The promotional examination (e.g., a structured oral exam) would provide the basis for ranking.

There are existing courses that could serve as components or models for the training programs. My initial thought is to have many mini courses rather than a few longer courses. The courses would cover incidents involving strategy and tactics, supervision, leadership, interpersonal skills, hazardous materials, building construction, and so forth. Basing each course on one incident would allow for in-depth coverage of the material. Entrance to the promotional examination might require completion of certain core courses and perhaps also a certain number of elective courses. I envision completion of many (perhaps 100+) such courses, each taking a few hours to master. I expect that such training courses will be more effective than typical textbooks in teaching strategy and tactics and other complex subject matter. A few dozen 1- to 3-hour courses are already available, online, from the U.S. Fire Administration (usfa.dhs.gov), along with longer courses.

Such a training-based approach is expected to be practical for three reasons. First, most firefighters have down time in the fire station that could be used for study. The work schedules for firefighters have long stretches of time at the fire station. For example, they may be on the job for 24 hours and off for 24 hours, followed by on the job for 48 hours and off the job for 48 hours. Second, incumbent fire lieutenants work the same type of schedule and so should have time to teach the required courses, if appropriate curriculum material was available. Alternatively, multimedia courses could be made available online, perhaps with the assistance of the National Fire Academy. Finally, some larger fire departments have experience developing training programs based on practical exercises.

The assembled promotional examination might take the form of a structured oral interview, fire/emergency incident simulations, or an assessment center. The examination subjects might include the same topics as the training courses. The promotional examination could be used to create a ranked list of qualified applicants.

We need to consider possible constraints due to state or local civil service law. In some jurisdictions the nature of civil service exams is fixed by law or union contract. However, in many jurisdictions there is no civil service law, and the format of the exam is determined by management. Even where there is a strong civil service law, the appointing (or examining) authority often has wide leeway in the type of examination to use. For example, employee performance evaluations are specifically allowed as an examination component by law in some large jurisdictions (e.g., all the cities in the commonwealth of Massachusetts, including Boston), even if they are rarely used.

Any new approach to selecting among applicants for promotion will be carefully scrutinized by the applicants and may encounter resistence, especially in the fire service, which emphasizes tradition. However, both applicants and management recognize the need for better trained incoming fire lieutenants and may see this new approach as helping to achieve that goal.

A Note on Adverse Impact

There are three reasons to think this new selection system will have reduced adverse impact. First, the pass–fail nature of the course approach will serve to reduce adverse impact as compared to traditional M/C tests on a textbook reading list. Second, ranking based on oral exams will have less adverse impact because structured oral exams, in general, are valid and show less adverse impact than M/C tests (e.g., Bobko, Roth & Potosky, 1999; Huffcutt, Conway, Roth, & Stone, 2001; Ployhart & Holtz, 2008). Third, the relatively supportive environment of taking a live or even a multimedia online course may reduce adverse impact over the more traditional textbook reading list approach to learning. Wiesen and Ammerman (2008, page 17) showed that few new firefighters fail the fire academy program that is required prior to placing a new firefighter on the job. I think that is because such academies include considerable hands-on instruction and offer coaching when needed. Others have found that training can exacerbate adverse impact (Ceci & Papierno, 2005). However, Ceci and Papierno's study concerned mainly young students and focused on mean test performance, whereas the proposed new selection system involves employees and focuses on percent of people who master the material at a predetermined level. Also, the current system envisions self-paced training, coaching, and multiple opportunities to take the courses, which were not considered by Ceci and Papierno. For these reasons, it may be that the proposed new selection system will reduce rather than exacerbate adverse impact in passing rates.

A Note on Validity

I think this new selection system will work better than typical, traditional systems in so far as the new hires are expected to do dramatically better on the job, and there would be less adverse impact. How much of the expected improved job performance is due to validity and how much to training will be difficult to ascertain. However, at the least, structured oral exams are generally valid (Huffcutt, Conway, Roth, & Stone, 2001), and there is some indication that using a pass–fail screen maintains much of the validity and utility of the selection system (Wiesen & Aguinis, 2010), perhaps especially when some of the graded portions of the selection battery are correlated with the pass–fail screen. To the extent that there is less *g* loading in job performance than training, allowing more of the motivated applicants to complete training may increase validity by reducing irrelevant variance in the predictor. Further, availability of suitable training may be seen as a context variable (as in the *in situ* model of Cascio & Aguinis, 2008), affecting job performance but largely independent of the traditional staffing model, which focuses on attributes of individuals to predict job performance. It may be that we, as practitioners, need to pay more attention to such variables if we wish to maximize our beneficial impact on organizations. In any case, it is hard to argue with dramatic improvements in job performance.

Conclusion

I presented here a skeleton of an approach that is scientifically sound, will be appreciated by potential applicants, and can be implemented with current technology and at a modest cost. Only after a few implementations will we know how difficult it will be to put these ideas into practice. But based on my understanding both of the fire service and of test development and validation, I think the implementation can be straightforward. The approach suggested here is designed for a particular application to address particular problems that include but go beyond personnel selection. I do not offer this approach as a panacea for the job of fire lieutenant nor for all job titles but can envision adaptations of this approach that would be appropriate to other promotional job titles, with promise of lower adverse impact and higher job performance.

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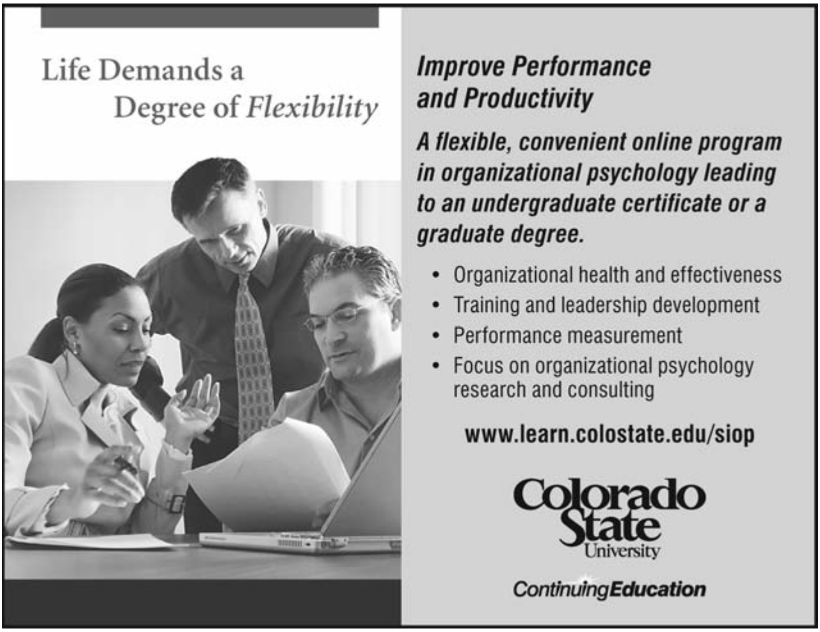

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Moving Into an HR Generalist Role: A Good Career Move?[1]

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Most organizations have human resource (HR) generalist roles. Although it may not be common for industrial-organizational (I-O) psychologists to transition into such roles, the move can be beneficial for both the psychologist and the company. Generalist experience is likely to expand the I-O psychologist's skill set and career options. In addition, HR generalists are increasingly being asked to assume strategic responsibilities and are held accountable for improving organizational performance. I-O psychologists should be well suited for this strategic aspect of the generalist position.

However, such moves are not without career risks, as specialists and generalists have quite different roles (Yeung, Woolcock, & Sullivan, 1996). A literature search yielded little information that might assist I-O psychologists or other HR specialists who may be considering moving into a generalist role. This article expands on two previous articles that appeared in *The Industrial-Organizational Psychologist* (Foster & Riddle, 2000; Harris, 2000) and is intended to help an I-O psychologist determine if the generalist role matches one's interests and skills and, for those who move into a generalist position, offer suggestions to enhance one's effectiveness in the role. The article is based on our personal experiences moving from I-O psychology to HR generalist positions in large U.S.-based organizations (brief biographies appear at the end of the article).

The HR Generalist Role

The HR generalist is typically assigned to one or more business units such as marketing, production, or supply chain and serves as the initial point of contact for all people issues. The generalist is responsible for securing and aligning all human capital to help the business unit achieve its strategic and operational objectives. The responsibilities of an HR generalist vary widely, ranging from strategic initiatives such as designing business processes or modifying organizational structures to more routine administrative tasks such as responding to employee inquiries regarding benefits or gathering information to correct payroll errors. The generalist usually works in a matrixed organizational structure and reports to the head(s) of the business unit(s) he/she is assigned to and to a senior HR manager. Although the generalist is expected to address many requests independently, he or she must rely on the HR specialist functions such as staffing, organization effectivevness or compensation for complicated technical issues or significant initiatives. A typical day for a generalist, as displayed in Table 1, has tremendous variety.

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[1] An earlier version of this paper was presented at the 24th Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Table 1
Typical Day for HR Generalist

7:30	Meet senior leader to review short-term business goals
8:00	Discuss employee termination issue with attorney
9:00	Review staffing activity with marketing department
10:00	Draft communication materials for structure changes
11:00	Review proposed promotion with compensation
12:00	Conduct lunch interview with job candidate
1:00	Attend HR meeting with other generalists
2:00	Attend HRIS meeting to review employee self-service features
3:00	Collect information to support arbitration hearings
4:00	Present changes in benefits package to logistics department
5:00	Facilitate a consensus meeting regarding a job candidate

Career Implications

Traditionally, the primary reason for moving from a specialist to a generalist role is to prepare for the top HR job (Lovewell, 2006). In order to lead the HR function, it is important to have at least a general understanding of all areas of HR. In many respects, the generalist holds a "scaled-down" version of the top HR job. In addition, generalist work allows one to build stronger relationships with line management, and such relationships are critical for obtaining and being successful in senior HR positions (Foster & Riddle, 2000).

However, the generalist role provides a few other career options as well. First, the I-O psychologist can return to the organization effectiveness (OE) department with an improved skill set and perspective.[2] Working as a generalist allows one to learn more about the business (Foster & Riddle, 2000). It also allows one to view I-O psychology work through the eyes of the customer. This experience is likely to improve the I-O psychologist's design and implementation skills.

Second, the generalist can move into a different specialist role such as staffing or compensation. Because generalist work provides exposure to all of the specialty areas, over time one could gain sufficient skill to enter another area of HR.

Finally, one could remain in the generalist role. There are many ways to build one's career as a generalist, such as assuming responsibility for larger or more critical functions or managing other generalists.

We should note that it is likely that an I-O psychologist would only be able to transition into a generalist role within one's current organization. In our experience, the skill sets of the I-O psychologist and career generalist are sufficiently different that most organizations would not hire an I-O psychologist from outside the organization to fill a generalist position. When the transition is considered within an organization, there are additional factors that may support the move such as the psychologist's knowledge of the organization and the organization's commitment to the psychologist's long-term career development.

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[2] We use the term "organization effectiveness" or OE to refer to the department within the broader HR function in which the industrial-organizational (I-O) psychologist works. In practice, many other terms are also used for this unit such as organization development, management and leadership effectiveness, and learning and development.

Enjoyable Aspects

There are aspects of the generalist role that are likely to be viewed as interesting by I-O psychologists. We used a few of the job characteristics identified by Hackman and Oldham (1980) to organize our thoughts.

The generalist job has tremendous variety (Harris, 2000). One is exposed to all aspects of human resources. We were amazed at the number of HR activities we were unaware of despite having spent a large portion of our careers working in OE. In addition, one is exposed to many strategic and tactical business challenges.

The job also provides a significant amount of "identity." A generalist works closely with the business and is involved in all aspects of HR from end-to-end. This allows the generalist to identify with the business.

Finally, a generalist has a direct and significant impact on the lives of other employees and the business. Those in I-O psychology positions tend to focus on the conceptual design and development of systems and solutions. Generalists, on the other hand, have a strong voice in tangible decisions such as who is hired, how much an employee should be paid, or whether someone who engaged in inappropriate behavior should be terminated. Generalists also address strategic HR issues that have a direct impact on the business.

Not-So-Enjoyable Aspects

Naturally, there are aspects of the job that are less attractive. One challenge is the flip side of the tremendous amount of variety in the job. The job can be extremely stressful during the first few months. Initially, an I-O psychologist is not likely to have the knowledge required to respond to most inquiries or issues. For instance, during the first week as generalists, one of us had a manager die and the other faced a major labor strike. The necessary knowledge is generally available in the organization, but it requires a significant amount of time to become familiar with one's resources and gather the appropriate information.

Another challenge related to the amount of variety is that one may spend a fair amount of time doing things that are not interesting or enjoyable. This might involve tasks that are inherently unpleasant such as managing individual terminations and large-scale layoffs. Generalists often spend a significant amount of time exiting employees for poor performance. It can also involve work that is basic and repetitive. For example, tasks such as tracking down benefits information, managing reporting relationships in the HR information system, or collecting signed ethics statements are often assigned to generalists.

Perhaps the biggest challenge is having significant responsibility for delivering HR solutions to a business unit with little formal power or resources. Virtually all HR requests are directed to the generalist, but the generalist does not have the time, expertise, or budget to handle these requests. Support can generally be obtained from the specialists, but the generalist has limited control over how and when such support is provided. In our view, this lack of control can be particularly stressful for I-O psychologists who are accustomed to being the expert in an area and having a fair amount of control over technical issues within this area.

Requirements

What characteristics should the I-O psychologist have to be successful in the generalist role? The first is flexibility, and this applies to one's schedule and the work. Compared to the practicing I-O psychologist, the generalist has less control over his or her own schedule (Harris, 2000). Business leaders may request a meeting at a moment's notice, and organizational crises can appear out of nowhere. I-O positions certainly have some of these demands, but they tend to offer more autonomy in how and when projects are completed. In terms of type of work, a generalist must be willing to do things that may be unpleasant or boring and that are not always aligned with one's interests, education, or skills.

One must be willing to "let go" of I-O psychology (Foster & Riddle, 2000). This can be extremely difficult as we can identify with our field in many ways. Arguably, a generalist can apply I-O psychology on a daily basis such as when interviewing, coaching leaders, or managing change (Harris, 2000). However, a generalist is not involved in the technical aspects of I-O psychology and must be willing to defer to others in the OE function on technical matters.

Moving into a generalist role may involve a slight reduction in status or prestige. The two previous *TIP* articles (Foster & Riddle, 2000; Harris, 2000) suggest that HR generalist roles may involve higher levels of compensation and status. This is true if the move involves a promotion to a higher level such as from "director, organization effectiveness" to "vice president, field human resources." However, assuming a lateral move, our view is that the generalist position may have less status than the I-O psychology position. The difference is not dramatic as both roles have strategic responsibilities, but the generalist role, at least historically, has involved more administrative and less strategic work than the I-O psychology role, so business partners may hold the I-O position in slightly higher regard than the generalist role.

Finally, and perhaps most importantly, the generalist role involves an extensive amount of interaction with other people. Thus, one must enjoy and be effective in building relationships, communicating, negotiating, influencing others, being empathetic, and managing conflict.

Tips for Success

This transition can be extremely rewarding but is not risk free, particularly in a down economy. Before making a decision, one might trial test the generalist role to get a realistic preview. Shadowing a generalist for a few days should provide insight into the role. In addition, a few generalists can be interviewed to better understand the responsibilities and challenges. We should note that the generalist role can vary dramatically depending on the type of function one is supporting (e.g., corporate office, field operations, manufacturing with union presence).

Assuming one wishes to make the transition into a generalist role, our view is that it is probably better to make this move earlier rather than later in one's career. The expectations and compensation are lower earlier in one's career, so there is less pressure to get up to speed quickly. In addition, one is able to benefit more from the experience if it's done earlier.

It is probably useful to have multiple exit strategies before making the transition. What if one doesn't like the role or is viewed as ineffective after 3 months? Is the plan to return to OE after a couple of years? How does this move fit into one's long-term career goals? One's plans are likely to change over time, but it's useful to discuss these issues from the very outset and communicate on a regular basis with one's management team in HR.

Once one has moved into a generalist role it is important to make a concerted effort to avoid having one's technical background interfere with the new role. There will be times when one's I-O background will be useful such as in helping to write goals, coaching leaders, or explaining survey results (Harris, 2000). However, the generalist role is nontechnical, so it is best to avoid scientific jargon, complicated explanations, and references to one's technical background.

At the same time, one should probably stay connected to I-O psychology to keep one's career options open, particularly if one plans to return to the OE function. But these efforts should be viewed as developmental work outside one's day job. For instance, one may offer to review or pilot new initiatives from the OE function. One might continue to read the literature, write articles, or attend conferences.

We believe one should have two major goals during the first 60 days as a generalist. First, become an expert on the most critical customer or operations jobs in the business, such as product engineer or sales representative. Not only are these jobs important to the success of the business, but they occupy most of the generalist's time and will be the key to one's success. What are the major responsibilities of these roles? What is the typical day like? What are the most important knowledge, skills, and abilities needed for success? This is an opportunity to use one's job analysis skills without ever using the term "job analysis" with one's business partners.

Second, work with the leaders in one's business unit(s) and HR to develop an HR strategy that will help one's business achieve its objectives. One should identify the two or three main HR initiatives that will contribute to the success of the business and stay focused on driving these initiatives every week. At the end of the year, the goal is to be able to point to specific business results, such as reduced labor costs or increased revenue, that were produced through improved HR solutions.

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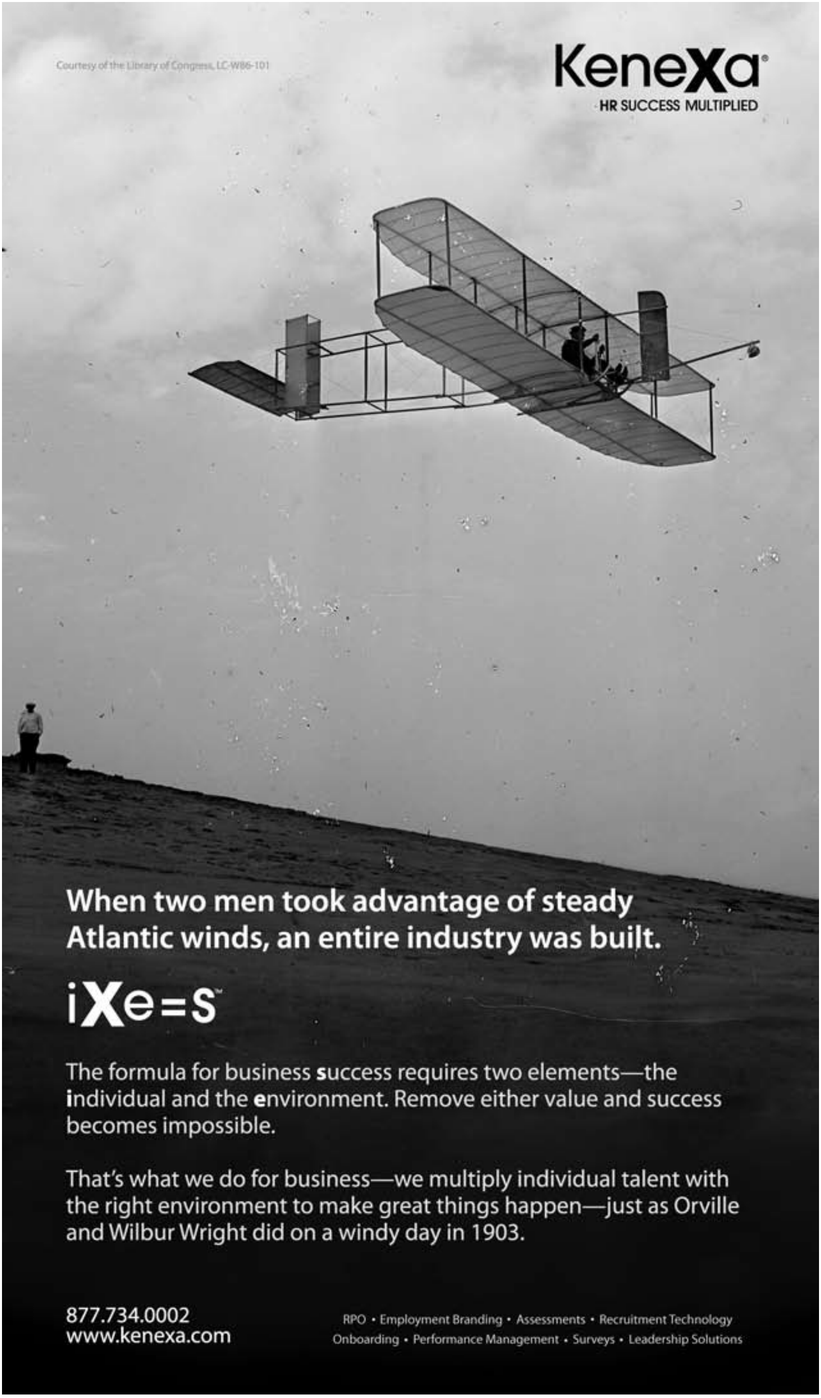

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Sexual Minorities in the Workplace: The Status of Legal and Organizational Protection

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Lesbian, gay, and bisexual (LGB) individuals face many challenges when it comes to managing their sexual orientation in the workplace (Chrobot-Mason, Button, & DiClementi, 2002), and the decision to disclose their orientation at work may be accompanied with a myriad of both positive (see Day & Schoenrade, 1997; 2000) and negative outcomes (see Croteau, 1996; Ragins, 2008). Understanding the experiences of LGB individuals in the workplace is important for industrial-organizational psychologists because perceptions of discrimination by LGB employees have been linked to decreased job satisfaction (Button, 2001; Driscoll, Kelley, & Fassinger, 1996; Griffith & Hebl, 2002) and organizational commitment (Button, 2001), and increased job anxiety (Griffith & Hebl, 2002), turnover intentions, and organizational self-esteem (Ragins & Cornwell, 2001).

King and Cortina (in press) suggest although organizations have an economic interest in providing protection for LGB employees, they also have a social responsibility to protect all of their employees, including sexual minorities. One of their arguments is that LGB employees do not have legal protection in most locations across the United States. As one of the cochairs of the LGBT Adhoc Committee within SIOP, *I believe it is important for members in the industrial-organizational psychology community to have an update on the state of LGB workplace rights*. The purpose of this paper, then, is to highlight some of the efforts being made at the organizational and legislative level that work to protect LGB individuals in the workplace. We begin by discussing efforts at the federal level to provide protection for sexual minorities including the Employment Nondiscrimination Act (ENDA), the Family and Medical Leave Inclusion Act, the Domestic Partnership Benefits and Obligations Act, the Family Leave Insurance Act of 2009, and the military's "don't ask, don't tell" policy and the Military Readiness Enhancement Act. We then summarize the patchwork protection that various states provide LGB employees and end with a discussion on the organizational efforts that some of the most successful companies in the United States make to protect LGB employees. We also present a brief summary of the significant efforts being made to provide protection for sexual minorities in the workplace, as well as a summary of the laws that already exist that provide a small measure of protection. Much of the following information that we summarize below was obtained from the Human Rights Campaign (HRC), an organization dedicated to the advancement of civil rights for sexual minorities.

Federal Protection

In 1998, President Clinton issued Executive Order 13087, which prohibited discrimination based on sexual orientation for most of the civilian workforce in the federal government. However, to date there exists no overarching federal protection for LGB employees in the workplace. Nonetheless, there are multiple efforts being made to provide LGB employees commensurate workplace rights. All of the following acts have been introduced to Congress but have not yet passed.

Employment Nondiscrimination Act

Title VII of the Civil Rights Act of 1964 prohibits discrimination based on race, color, religion, sex, or national origin. Additional legislature has made it illegal to discriminate based on age, disability, and pregnancy status. Organizations are prohibited from making employment decisions such as personnel selection, compensation, classification, and promotions based on those protected criteria. Currently, sexual orientation and sexual identity are not protected by federal legislation. The Employment Nondiscrimination Act (ENDA) would provide protection for all American sexual minority (gay, lesbian, bisexual, and transgender [LGBT]) individuals in the workplace, similar to the protections provided based on race, religion, sex, national origin, age, and disability. Essentially, ENDA would prohibit public and private employers from making employment decisions based on an individual's sexual orientation. For example, employers could not make personnel selection, promotion compensation, or termination decisions based on an individual's sexual orientation. Although ENDA provides protections similar to those afforded under Title VII of the Civil Rights Act, there are many limitations. Organizations with fewer than 15 employees, religious organizations, and the military would all be exempt from the act. In addition, ENDA does not provide for a disparate impact claim, and it does not allow for the imposition of affirmative action for those organizations that violate the act.

The Employment Nondiscrimination Act was first introduced to Congress in 1994, although the first hearings on the act were not held until 1997. In 2007, lawmakers introduced a new version of the law, which included gender identity. The current version of the ENDA, which also includes gender identity, was introduced to the 11th Congress in June 2009 (HRC, 2010a).

Family and Medical Leave Inclusion Act

The Family and Medical Leave Act of 1993 allows employees to take up to 12 weeks of unpaid sick leave to take care of family members with medical needs. Employees who are eligible (worked for a covered employer in the United States for at least 12 months and at least 1,250 hours) can take those 12 weeks for events such as the birth of a child or the placement of a child into adoption or foster care, and the care of a spouse, child, or parent who has serious health conditions. Furthermore, the employee does not have to take the 12 weeks all at one time. The act also allows employees to take the 12 weeks at one time, or intermittently.

Currently, the Family and Medical Leave Act of 1993 does not provide the same benefit to sexual minorities. This means that some employees are unable to be with their partners during times of medical need. The Family and

Medical Leave Inclusion Act would allow employees to take 12 weeks of unpaid leave from work if a domestic partner or same-sex spouse has a serious health condition. This act would also allow employees the same time off to care for a parent-in-law, adult child, a sibling, or a grandparent. The Family and Medical Leave Inclusion Act was introduced to the current congress on April 28, 2009 (HRC, 2010b).

The Family Leave Insurance Act of 2009

The Family Leave Insurance Act builds on the Family and Medical Leave Act of 1993 by providing 12 weeks of paid leave to employees who need time to care for their families. This act includes domestic partners and same-sex partners. The Family Leave Insurance Act of 2009 was introduced to the current Congress on March 25, 2009 (HRC, 2010c).

The Domestic Partnership Benefits and Obligations Act

Many organizations include benefits such as health insurance and retirement savings to family members of different-sex partners. Because LGB individuals are unable to legalize their relationship in most areas of the country (i.e., they cannot get married or have their marriage legally recognized in most states), family members of same-sex partners are not guaranteed the same benefits as their heterosexual counterparts. In essence, this means that LGB individuals are not equally compensated for their workplace contributions. This inequality could be problematic for the federal government because many civilian organizations do extend those benefits to same-sex partners. Qualified federal employees might opt to work in the private sector simply because these organizations may provide benefits for same-sex partners.

The Domestic Partnership Benefits and Obligations Act (DPBO) would provide the benefits to domestic partners for both same- and opposite-sex relationships. Those benefits would include participation in the civil service retirement programs (if applicable), participation in the federal employee's retirement program (if applicable), life insurance, health insurance, and compensation for work injuries.

In order to be eligible to receive benefits for nonmarried couples (both same- and opposite-sex couples), a federal employee (excluding members of the armed forces) would be required to submit an affidavit to the Office of Personnel Management certifying that they live with their partner in a committed and intimate relationship and that they are responsible for each other's welfare and financial obligations. DPBO is a bipartisan bill introduced to the current congress on July 8, 2009 (HRC, 2010d).

Don't Ask, Don't Tell and The Military Readiness Enhancement Act

In 1993 President Clinton signed a law popularly called the "don't ask, don't tell" (DADT) policy. According to the DADT policy, a homosexual military member should be discharged if that member engages in or attempts to engage in a homosexual act, if that member states that he or she is homosexual, or if that member has married or attempts to marry a person of the same biological sex (See Belkin & Bateman, 2003). Since the law was passed, over 13,500 LGB military members have been discharged from active duty (SLDN, 2010). This is the only law that requires punishment (e.g., job loss) and possibly even imprisonment of an individual for expressing their LGB sexual orientation. Although we have previously outlined the lack of federal protection and the push for a modicum of protection for sexual minorities, we have not indicated that any laws exist that require an employer to discriminate against LGB employees. The DADT law is the only law that actually requires an employer (the U.S. military) to discriminate against LGB service members.

The Military Readiness Enhancement Act was introduced to the current Congress on March 3, 2009. This act, if passed, would repeal the DADT law. Essentially, this bill would replace the DADT law and would prohibit discrimination based on sexual orientation in the armed forces. The act would keep current regulations regarding the personal conduct of military members but would ensure that those policies were enforced in a sexual-orientation neutral manner. In addition, service members who had been previously discharged under the DADT policy would be allowed to rejoin the military. This act would not provide benefits for same-sex partners or spouses because other current federal law (Defense of Marriage Act) currently prohibits such benefits (HRC, 2010e).

State Protection

Although there currently is no federal protection for sexual minorities in the workplace, there exists a patchwork of state-level protection for LGBT individuals in the workplace. An exhaustive discussion of laws for each state would be well beyond the scope of this discussion, but we feel it is important to summarize the legal status for sexual minorities at the state level. A number of states and localities have passed laws and regulations that protect LGBT individuals. Gay, lesbian, and bisexual employees face the possibility of workplace discrimination in 29 states due to their sexual orientation, and it is legal in 38 states to discriminate based on gender identity. Twelve states (California, Colorado, Illinois, Iowa, Maine, Minnesota, New Jersey, New Mexico, Oregon, Rhode Island, Vermont, and Washington) and the District of Columbia have passed laws that prohibit discrimination based on sexual orientation and gender identity. Another nine states (Connecticut, Delaware, Hawaii, Maryland, Massachusetts, Nevada, New Hampshire, New York, and Wisconsin) prohibit discrimination based on sexual orientation (and not gender identity).

There are also a number of states with pending legislation that may protect sexual minorities in the workplace. Arizona, Connecticut, Delaware, Florida, Indiana, Kansas, Maryland, Massachusetts, Michigan, Missouri, Montana, New York, North Carolina, North Dakota, Pennsylvania, South Carolina, Texas, Virginia, West Virginia, and Wyoming have all had active legislation in the past year that addressed legal protection for sexual minorities. Although the legislation will not pass in some of these states (e.g., the legislation died in Wyoming when the legislature adjourned in March 2009), it is likely that some of these states will be added to the list of states that protect sexual minorities from workplace discrimination (HRC, 2009).

Organizational Protection

Although the federal government has not yet passed legislation protecting sexual minorities in the workplace, many successful organizations have recognized the importance of protecting all employees. Since 2000 there has been a significant increase in the number of organizations that provide protection to sexual minorities. In 2000, only three of the *Fortune* 500 businesses provided protection to employees based on gender identity. In 2009 that number had increased to 176 (35%). In addition, 61 of the *Fortune* 100 businesses now include protection based on gender identity. In 2000, 51% of the *Fortune* 500 businesses provided protection based on sexual orientation. That number increased to 85% in 2009. Furthermore, 94 of the *Fortune* 100 businesses include protection for sexual orientation (HRC, 2009).

As research shows (see Ragins & Cornwell, 2001), LGB employees who work for organizations that provide benefits to same-sex partners are less likely to perceive workplace discrimination and more likely to have positive workplace attitudes. Successful organizations are also beginning to see the importance of providing same-sex benefits to employees. Fifty-seven percent (286) of the *Fortune* 500 businesses and 64% of the *Fortune* 100 businesses offer domestic partner benefits. In fact, 217 of the *Fortune* 500 and 70 of the *Fortune* 100 businesses offer COBRA coverage to domestic partners, and 182 *Fortune* 500 and 61 *Fortune* 100 businesses offer FMLA coverage to domestic partners. Recently sexual identity has also become more important for businesses, with 28 *Fortune* 500 (6%) and 18 *Fortune* 100 (18%) businesses providing health insurance benefits for transgender individuals (HRC, 2009).

Conclusion

Although current federal legislation does not cover sexual orientation or sexual identity as a protected class, there are efforts being made to remedy that situation. While those efforts make their way through Congress and the courts, a number of states have begun to provide protection for sexual minorities. Notably, the most successful organizations (e.g., the *Fortune* 500 businesses) in our country provide protection against discrimination for LGB individuals and are increasingly providing domestic partner benefits. Although less visible, those organizations are also beginning to recognize the importance of providing the same protection and benefits to transgender employees. As mentioned, the decision of these organizations to extend same-sex benefits to their employees may be a significant factor in the decision for LGB employees to disclose their orientation, which in turn could improve employee workplace attitudes.

As King and Cortina (in press) suggest, due to the absence of legal protection for most LGB employees, organizations have an ethical responsibility to protect sexual minorities in the workplace. I-O psychologists could play an important role in helping organizations to better understand the economic advantages of protecting LGB employees, as well as the social responsibility that organizations have to all of their employees.

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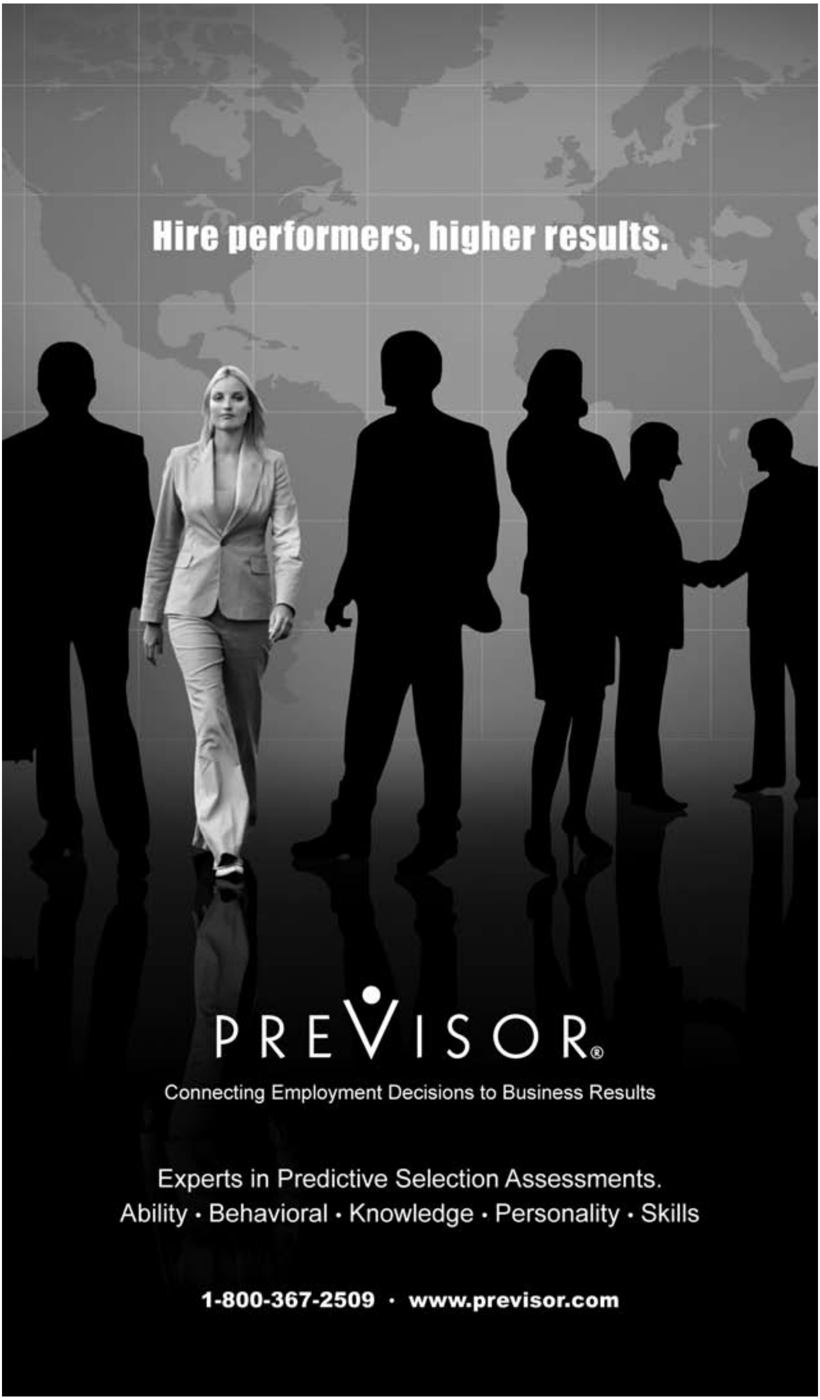

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Does Globalization Change I-O Research?
Not That Much, So Far

Lauren J. Mondo and Allen I. Kraut
Baruch College

The field of I-O psychology is undergoing some major changes. For one, SIOP today has much more of a global membership than it did just 20 years ago, a fact that was reported in *TIP* recently (Kraut & Mondo, 2009). At the same time, we saw a dramatic increase in the share of journal articles authored by non-U.S.-based I-O psychologists. This shift raises major questions about the kind of research that would be done by this globalized base of I-O psychologists.

In this report we will look at some of the changes in the *topics and samples used* in the published research that have accompanied that shift. Are there more cross-cultural studies or perhaps more testing of traditional topics among cross-cultural populations? What topics would be most different? The results we found are not quite what we expected.

- In our prior report we noted that the total number of SIOP members has increased during the last 2 decades from 2,556 in 1991 to 3,945 in 2007, a gain of 54%. During that same time, the number of non-U.S. members has risen 10 times as fast, from 86 to 479, which is a gain of 557%. The trend continues, and in 2009 more than 26% of SIOP's new professional members had addresses outside of the United States. (T. L. Vanneman, personal communication, January 22, 2010).
- At the start of 2010, 15% of SIOP's nearly 4,000 members, or almost one in every seven SIOP members is based outside of the United States. (Student Affiliates are not included, only Fellows, Members, Associates and International Affiliates.)
- This rise in the number of non-U.S.-based SIOP members is accompanied by a large increase in non-U.S.-based authors and their articles in the leading journals in our field, *Personnel Psychology* and *Journal of Applied Psychology (JAP).*
  - The number of articles in *JAP* with at least one non-U.S.-based author rose from 10% in 1967 to 43% in 2007. In *Personnel Psychology*, the comparable number rose from almost 4% to about 21% in 2007.
  - There was also a sharp rise in the number of authors who are non-U.S. based. In *JAP* the number of authors goes up from 8% in 1967 to 33% in 2007. In *Personnel Psychology* the comparable number rises from 5% to 14% over that period.

Thinking about these findings made us curious about shifts we might see in the kind of topics researched and the samples used in these studies. Would there be a shift to different issues, perhaps more of cross-cultural research, and even refutations of earlier American-based findings? We had already noted (Kraut & Mondo, 2009) there was more collaboration among I-O psychologists from different countries. In *JAP*, articles by U.S.-only authors declined from 90% in 1967 to 57% in 2007. Collaborative articles, involving both U.S.-based and non-U.S.-based authors, rose from 0% to 20% over that time. In *Personnel Psychology* over the same period, articles by U.S.-only authors went down from 96% to 79%, and collaborative articles rose from 0% to 7%.

Furthermore, there was a greater use of samples that included non-U.S. groups and even some cross-national groups. In *JAP*, studies with samples that included or were made up of non-U.S. subjects went from 10% in 1967 to 36% in 2007. In *Personnel Psychology* over the same period, studies with non-U.S. samples rose from 0% to 28%. Still, the nagging and important topic that remains with us is *what kinds of topics and areas* are studied in the research published by non-U.S.-based I-O psychologists?

This concern is highlighted as extremely important by the recent research of Cascio and Aguinis (2008). They did a content analysis of all articles published in *JAP* and *Personnel Psychology* from 1963 to 2007 and found that most of the topics and areas studied over those 45 years had not changed very much in relative popularity. More important, perhaps, was their judgment that the research being published was not changing to make I-O more visible or relevant to current societal or organizational issues (such as human capital issues).

Although Cascio and Aguinis (2008) noted the increased number of non-U.S.-based authors in the top two I-O journals, they did no analysis of differences in the topics and areas studied by these two sets of authors. We felt such an analysis, even with our more limited sampling, would be a helpful follow-up to our earlier findings of an increased non-U.S.-based membership of SIOP.

Methodology

We decided to examine the topic distribution just for *JAP* because there were too few publications in *Personnel Psychology (PP)* by non-U.S.-based authors. More specifically, there were only two (12.5%) non-U.S.-based articles in 1997 and four (20.7%) non-U.S.-based articles in 2007 in *PP*.

Using the coding taxonomy and methodology developed by Cascio and Aguinis (2008), we content-coded all of the 210 articles from the 1997 and 2007 issues of the *Journal of Applied Psychology*.

To facilitate reporting, we used the top six categories as identified by Cascio and Aguinis (2008) along with a seventh category for all the articles not included in the top six categories. These six most frequent categories found by Cascio and Aguinis were (1) methodology/psychometrics issues, (2) work motivation and attitudes, (3) predictors of performance, (4) performance measurement/work outcomes, (5) human factors/applied experimental psychology, and (6) leader influences. In cases where an article fit with more than one category, we chose the category with the best perceived fit for the article's content.

Table 1 displays the percentage distribution of topics for 1997 and 2007. Because the 1997 and 2007 *JAP* distributions were so similar we combined them in the following charts to gain stability. A chi-square test of independence confirmed that the topic distributions for 1997 and 2007 were not significantly different ($\chi^2 = 11.83$, $p > .05$), which provides empirical support for combining the 2 years.

Table 1
Distribution of Topics for 1997 and 2007 JAP *Articles*

Topic	1997 articles ($n = 74$)	2007 articles ($n = 136$)
Methodology & psychometrics issues	20%	12%
Work motivation & attitudes	14%	18%
Predictors of performance	10%	16%
Performance measurement/work outcomes	7%	5%
Human factors/applied experimental psychology	12%	4%
Leader influences	7%	13%
All other/not in top six categories	31%	32%

Findings and Discussion

Although we might expect the *topic* researched to vary with the geographic location of the authors, the results of our study do not support that prediction. Table 2 displays the topic distribution of the articles in our sample by author group.

Table 2
Topics Studied by Location of Authors

	JAP articles, years 1997 and 2007 (n = 210 articles)		
Topic category	U.S.-based only ($n = 134$)	Collaborative (both U.S. & non-U.S. based) ($n = 31$)	Non-U.S.-based only ($n = 45$)
Methodology & psychometrics issues	16%	16%	9%
Work motivation & attitudes	15%	13%	24%
Predictors of performance	16%	16%	7%
Performance measurement/work outcomes	5%	10%	7%
Human factors/applied experimental psychology	6%	3%	11%
Leader influences	13%	7%	9%
All other/not in top six categories	30%	36%	33%

By inspection, there does not seem to be any substantial difference in the topic distributions of the three author groups. (A chi-square test of independence was not possible because the necessary statistical assumptions were not met.) If anything, the topic distributions of the U.S.-based and the collaborative (both U.S. and non-U.S.-based) author groups seem more alike than the non-U.S.-based-only authors' topic distribution. Compared to these two groups, the data for the non-U.S.-based-only authors suggest less interest in studies of methodology and psychometrics and predictors of performance and more interest in work motivation and attitudes as well as human factors and applied experimental psychology.

Nationality of Samples Does Shift

The results for the nationality of samples used in the studies we looked at are presented by author location in Table 3. Authors seem to favor "local" samples. That is, articles by non-U.S.-based authors use more non-U.S. samples, but articles by U.S. authors use more U.S. samples. Articles by collaborative (both U.S. and non-U.S.) authors have more cross-national samples than either U.S.-based-only authors or non-U.S.-based-only authors. (Though the pattern is clear, a chi-square test of independence could not be conducted due to unmet assumptions.)

Table 3
Use of Samples by Location of Authors

	Author location (*n* = 180 articles)		
Sample used*	U.S.-based only (*n* = 129)	Collaborative (both U.S. & non-U.S. based) (*n* = 7)	Non-U.S.-based only (*n* = 44)
U.S. samples only	96%	48%	19%
Cross-national samples	2%	20%	-
Non-U.S. samples only	2%	32%	81%

*These percentages exclude nonempirical articles (*n* = 29) and articles for which there were inadequate descriptions of the nationality of the sample used (*n* = 1).

One interesting finding is that collaborative authors (both U.S. and non-U.S.) use more U.S. samples (48%) than non-U.S. (32%) or cross-national (20%) samples. This could be due to the fact that U.S. samples are more easily available for research. It might also reflect greater influence by U.S.-based authors who collaborate with non-U.S.-based authors.

Out of all the articles by non-U.S.-based authors, more than 8 out of 10 include non-U.S. samples. Out of all the articles by collaborative (both U.S. and non-U.S.-based) authors, just over half used either cross-national or non-U.S. samples. Finally, out of all the articles by U.S.-based authors, less than 5% used samples that included people from outside of the U.S.

As shown in Table 4, the topic distribution for studies involving non-U.S. samples (including both non-U.S. samples and cross-national samples) is not vastly different than that for studies involving U.S. samples. A chi-square test for independence was conducted to examine whether the distribution of topic categories differed significantly for U.S. samples and non-U.S. samples. The Pearson chi-square value was 5.647 ($p > .05$), leading us to conclude that the distribution of topic categories did not differ significantly depending on the nationalities of the samples. However, it is worth noting that studies involving non-U.S. and cross-national samples seem twice as likely to investigate work motivations and attitudes than studies involving U.S. samples.

Table 4

Topic Distribution by Nationality of Sample (Including Non-U.S. and Cross-National Samples)

	Sample nationality (n = 180 total samples)	
Topic category	U.S. samples only (n = 129)	Non-U.S. or cross-national samples (n = 51)
Methodology & psychometrics issues	11%	8%
Work motivation & attitudes	14%	28%
Predictors of performance	15%	10%
Performance measurement/work outcomes	7%	4%
Human factors/applied experimental psychology	8%	8%
Leader influences	13%	10%
All other/not in top six categories	33%	33%

A Caveat on Generalization

Table 5 displays the distribution of topics for our smaller sample of 210 articles and that of Cascio and Aguinis' (2008) larger set of over 1,200 articles. A chi-square test of independence found that these two topic distributions are significantly different ($\chi^2 = 35.9$, $p < .01$). So, although the 2 years of studies we examined are a substantial number, they may not be safely generalized to all of the 15 recent years in *JAP* covered by Wayne and Cascio.

Table 5

Comparison of Our Data and Cascio and Aguinis (2008) on Topics Studied in JAP

	Percentage of articles	
Topic category	Cascio & Aguinis* (n = 1,272 articles)	Mondo & Kraut** (n = 210 articles)
Methodology & psychometrics issues	29%	15%
Work motivation & attitudes	17%	17%
Predictors of performance	10%	14%
Performance measurement/work outcomes	9%	6%
Human factors/applied experimental psychology	3%	7%
Leader influences	6%	11%
All other/not in top six categories	26%	31%

* Covers 1993 through 2007. ** Covers 1997 and 2007.

Concluding Thoughts

Based on the studies we have described in this review, the growth of non-U.S.-based I-O psychologists has not made for much change in the *topics studied* in our field. This was not a finding we expected, and the conclusion may be illusory, as there could be many reasons for this seeming stability.

For example, the coding system we used for the content analysis may obscure differences in the work done by researchers from different nations. The broad "umbrella" topics used may mask important shifts in narrower subtopics.

It is also important to note that *JAP*, the premier I-O journal we looked at, publishes only about 5% of all the manuscripts submitted to it. Many of the articles not accepted by *JAP* wind up in other journals, and we did not look at those.

In fact, many non-U.S.-based I-O psychologists may prefer to publish in their own national journals, especially if they can do so in a native language that is not English. Such choices may make it easier to get local readers and make it more likely their submissions will be published. Anecdotally, we have heard that academics out of the U.S. would like to be read in *JAP* because of the higher prestige it carries in academic circles than do less well-known journals. However, the majority of SIOP members are not academics and may not seek to be published in *JAP*.

Of course, it is possible that there is stability in the topics studied due to the influence of U.S.-based authors, even in collaborative studies. It seems reasonable that non-U.S.-based researchers who join SIOP might first be interested to replicate or extend the work done by U.S. scholars before heading off into new areas.

Also, because more than half of the non-U.S.-based SIOP members come from the "Anglo" set of countries outside the U.S., like Canada and Australia, there may be a common cultural set of values and interests, as well as a common language, that perpetuates the inertia to continue working on similar topics as U.S.-based scholars.

A sign of change does exist, though, in the *greater use of non-U.S. samples* by researchers who are non-U.S. based or are working collaboratively with I-O psychologists not based in the U.S. In the research studies we analyzed, there is a preference for non-U.S. samples in collaborative research.

Over the long term, the use of cross-national and non-U.S. samples holds promise for testing the universal power and validity of findings and theories developed mostly in the U.S. This would be a positive development for a truly global I-O psychology. A good bit more research is needed to assess meaningful shifts. In summary, while we see a rise in the globalization of I-O psychology membership, there is not much change visible in the research being done, so far.

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SPECIAL FEATURE: MEMORIES OF FRANK LANDY

Eulogy: Frank Landy

Rick Jacobs

Kylie asked me to do the eulogy. I am grateful to be the one and deeply honored, but you should know I have little faith in my ability to make it through what I have written on these pages without breaking down. Can't you just hear Frank's voice saying, "Hey let's do a lottery. Everyone give me a dollar, come on, come on give it to me, here's mine. Now everyone pick a number corresponding to the word where Rick falls apart. I'm taking 3, the 3rd word and no one is allowed to pick 1 or 2." Can't you just hear him? The bet—the rules—the sense of urgency, it is all so Frank. Bear with me as I struggle through this.

Kylie lost her husband, Erin and Betsy lost their Dad, Maryanne and Chris lost their brother. Nieces, nephews, and grandchildren all lost someone they love. What brings us all together—the common bond everyone here shares—is we lost our dear friend. We have lost someone who has been an important part of our life. We are all here to remember our friend and celebrate the gifts he gave us. My job is to help that process along with my recollections and thoughts. I have so many memories with Frank it is hard to settle on the ones that best capture his spirit and what he meant to me, and the ones that will help all of us think about the sunny days we had with him.

Frank and I were best friends for a long, long time. We shared so much over the past 31 years. We raised families together, we dealt with challenges in our personal lives together, we literally ran thousands and thousands of miles together, summer after summer we sat on the beach in Maine together, we traveled the world together, we wrote papers together, we met with clients together, we built a business together, we sold that business together, about 2 years ago we even fought against each other as experts in a fair employment case in Massachusetts but in a strange way I felt we did it together. Together we created very comfortable lives. Together we had enough fun for four or five people.

Just to balance the picture we also did really stupid things together like ran marathons, traveled on small private airplanes through thunderstorms, climbed mountains with lightning striking all around us, and battled university administrators. Oh my, talk about stupidity and wasting our time, what were we thinking? We did all of this together, a two-person team; we were a good team, we helped each other in so many ways, and we accomplished so many good things that I know neither of us would have done individually. I already miss my teammate.

Frank was a remarkable individual and remarkable individuals are not just born, they are nurtured and they are supported. Frank had a great deal of support from everyone here in this room. I don't mean to slight anyone by leaving them out but I do want to talk about the four women in his life I know best. Ann and Frank shared their lives for a long time earlier in Frank's career. Many of us know Ann well. She is gracious, she is accomplished, and I am proud that she is my friend. Ann and I conspired on Frank's 40th birthday to get him out of the house so lots of people could come in for a surprise party. He was expecting me to come over and watch a bowl game. I called and told him that on my way over to their place I stopped at the university to pick something up, and when I got back in the car, it wouldn't start. I needed a jump. Fifteen minutes later Frank pulled into the parking lot looking very, very angry. When he got out of his car he glared at me, we have all seen "the look," and said, "All the (expletive deleted) money we are making and you can't afford an (expletive deleted again) battery." He was not happy. Then in typical Frank fashion he took charge. We connected his battery to mine and I went through the unnecessary motions. We started my car and he said, "I'm going to follow you and make sure nothing is really wrong with your car." I saw this as another opportunity to make sure everyone got in the house for the surprise. I drove really slowly. I'm not sure anyone here has been in the position of forcing Frank to drive slowly. It wasn't pretty. I kept looking in the rearview mirror. He was really, really unhappy. Of course the rest of the night was grand. Frank loved his party. I loved spending time with Frank and Ann, they made me part of their family.

Of course during that same time I got to know two little girls, Erin and Betsy, Frank and Ann's two wonderful daughters. They are remarkable women now, and when I spend time with them it is hard to believe how much they have grown, how accomplished they have become, and how successful they have been in taking Frank's best characteristics and merging them with all they bring to this world. They are almost like a softer Frank. Erin, you were the English major, isn't that the perfect example of an oxymoron, a softer Frank? They visited Jen and me this past November, and it was almost like having pieces of Frank there with us. Erin and Betsy love Frank so very much and Frank loved them back in equal measure. As time moves on and parents age we see that switch in family roles, Frank was there for Erin and Betsy as they grew up and more recently they were there for Frank. I loved talking with Frank and watching him light up when Erin or Betsy came into the conversation.

Frank would have loved the e-mail I got from Betsy on Thursday. She said she was going to ask me during this eulogy to ask all of you to pray for Frank's speedy entrance into heaven. She said she thought about it but realized Frank had departed about 48 hours earlier, and even if had been asked to wait, by now he would have argued his way in. I can hear him laughing with pride over Betsy's sense of humor.

I am at a loss for words when it comes to describing Kylie. She and Frank were truly meant for each other. They shared passions for reading and learning, for travel and debate, for exotic food and far off adventures, and most importantly for friends and family. When Frank first introduced me to Kylie I believe I was kinder to Kylie than he was to my wife, Jennifer. Just an aside, when Frank and Jen first met, he smiled at her and said, "Hurt my friend and I'll kill you." True story but that was Frank always looking out for me. Back to Kylie, I didn’t know what to make of her, this beautiful, opinionated, and charming woman from far, far away. I did know that Frank was happy and very much in love. That was all I really needed to know. Kylie and Frank, Jen and I became great friends. Believe it or not, we spent part of their honeymoon together. We had a great time in Arizona. We hiked, we hung out by the pool, we had fabulous meals, and we played poker for an hour every night, of course Frank kept score. Jen won the three-day tournament because I forgot to tell her Frank does not lose easily, my bad. Frank was not happy about the poker setback, anyone here surprised? I didn’t think so. He got over it. We have built on that friendship over the years. I have come to realize that Frank is always around truly remarkable women. The more time I spend with Kylie the more I learn and the more I admire her. For so many of us Frank has been our rock. For the past few years Kylie has been Frank’s rock. She loves Frank deeply, completely, and as a community of friends and family we will be her rock moving forward.

It is not easy to find the best way to remember Frank but I will try by putting it in the context of a topic that was near and dear to him, his career in psychology. First and foremost, Frank was a student of our discipline. Of course he was a luminary in our field, a true giant of industrial psychology. I have heard from many of our colleagues over the past week, and they use phrases like a leader in our field, a major force, a massive influence on the entire field of psychology, and we will never see another like him.

He was a first-rate educator with students who consider it an honor to have studied with him and many more who wish they had that opportunity. Even after he left this world, just this past week, he taught me something. As I wrote these words he taught me a new skill. I can now compose, type, laugh, and cry all at the same time. What a teacher.

He was an incredible consultant who solved very difficult problems for his clients. Many of those problems were extremely complex, involving psychology, physiology, and the law. These are ways he will be remembered by most but to me he was always first and foremost a student, always studying, always learning, always finding unique relationships among concepts, and always encouraging others to do the same, to think broadly and to think in ways that challenged established thinking. He motivated me and so many of our colleagues. He caused everyone around him to think in new and innovative ways. His work and the work he inspired pushed our field forward and made so many of us better at our profession.

I like thinking of Frank as the insatiable student and as someone who is best described in terms of concepts frequently found in the study of psychology: HEAD, HEART, and SPIRIT.

Why not start at the top? Frank was smart. He was very, very smart. He wrote text books and he organized topics in our field in ways that no one else could. His articles were numerous, insightful, and impactful. Today students in graduate programs around the world read his books and papers. The papers they read are filled with fresh ideas even though some were written over 25 years ago. He testified in front of Congress, he influenced national policy, he helped shape fair employment law, and he gave talks that made colleagues think in new and different ways.

Frank was controversial in his views, but those views were always well supported. He was well-versed in industrial psychology of course but also in topics ranging from developmental psychology to medicine, from business to politics, whether those politics were part of the U.S. scene or from a foreign country. He could speak multiple languages. His head was truly that of a scholar. He was not only smart, he helped others to become smarter. He knew a lot, and even when he was uncertain, you would never know it.

One day Jim Farr, Frank, and I were meeting with our graduate students. We were talking about a survey research project the program was working on, and one of the students asked, "What response rate do you think we will get?" Frank didn't hesitate; he said "26.2%." Jim and I looked at each other and we were pretty surprised. At lunch time Frank and I headed over to the gym to go for our run and I asked about the 26.2% figure and where it came from. His answer, "I made it up." Unashamed, unapologetic, he said they wanted an answer. Wouldn't you know it about 6 months later in one of our journals there is an article on survey characteristics and their impact on response rates. What it showed was that given the characteristics of our survey the expected response rate was about 26%. Frank had a copy of the journal in his hand the day it came out, brought it up to my office, and said "I was right." Frank was a very, very smart guy, he knew a lot, and even when he didn't really know, somehow he knew.

What about the heart? Frank cared. His heart was huge although much of the time he didn't want us to know how much he really cared. He never stopped caring. Even in his final days, he reached out to others to provide support and comfort. A dear friend of ours lost his son a few months ago and in spite of Frank's own decline in functioning he spent time consoling that friend. In the best of times and in times that were more difficult, I always knew if there was anything I really needed he would be there. I knew that in my times of need he could be counted on for a hug, kind words, and good advice. He gave those things freely to all his friends.

One day over 20 years ago Frank and I met on the golf course for our daily run. As usual we were talking about a host of topics as we reeled off the miles when he asked what was going on with my parents in California. I told him that my Dad's 70th birthday was coming up in a couple of weeks. When he asked when are you leaving, I proceeded to tell him about how I couldn't go because I had a client meeting in Pittsburgh and a talk to give in Philadelphia. He listened patiently, said he would do both for me, and I should go west and be with my family. I declined and he simply said, "Great go to your dad's next 70th birthday." I asked if he would really do my work given his busy schedule, and he of course said yes and then added the great Groucho Marx line, "aside from the improvement no one will notice the difference." My dad's 70th birthday party was unbelievable. My dad is now 92, and he is remembering less and less as time moves forward, but he never forgets this story and Frank's kindness, Frank's big, big heart.

Frank's heart was always open and he was always willing to help. His actions spoke to his level of caring, he often used his words to mask how much he really cared but we all know he cared deeply and the words were just Frank being Frank. He loved to help others and we are all grateful for that heart that he shared with us.

Frank's spirit was multifaceted. Frank was curious, adventuresome and daring. One day Frank and I met at the Columbus airport. We had work there the next day, and we were both coming off of a tough couple of days on the road at different client sites. I got the sense he was tired and just needed some quiet time. We got into a cab and wouldn't you know it the cabbie wanted to talk. I did my best to answer and try to minimize the chatter. He asked what we were doing in town, and I told him we were going to be working with the police department. The cab driver said, "I hate the cops and they hate me." That was it, Frank had to join in. He responded, "Do you think they hate you because you drive a cab, because you're Black, or because you're fat?" Frank claims he saw me reach for the door handle even though we were on the highway going in excess of 60. The poor cabbie didn't know what to make of Frank but then he looked into his rearview mirror, smiled and said, "You know I'm not sure, never thought about it that way, but now that you mention it could be all three." To this day I cannot believe how Frank could make people smile while they explored new ideas.

He took chances, he liked to challenge conventional thinking and he loved to see others do something new and exciting. He was great at shaking things up. It wasn't interesting to Frank unless there was something new, something different, something exciting—better if it was really on the edge. In an earlier time I think Frank would have been part of the Lewis and Clark expedition but of course then it would have been the Landy, Lewis, and Clark expedition. Frank loved his adventures and he loved retelling the stories of those adventures, it was his way of inspiring others to have their own. I loved Frank's spirit for life, his ability to laugh at himself, and for helping others see the funnier side of their own actions. He was a model of what can be great when it comes to the human spirit. That spirit lives on in my memories and my stories of Frank. I truly hope a part of his spirit is finding its way into my own.

I moved to Bellefonte in 1979 to begin my job as a professor at Penn State. Moving day was in the summer and it was hot and sticky. This was about 6 months after my first trip to the area to see if I liked the place and if the place liked me. That worked out. During my January visit I asked Frank about the summertime humidity in Pennsylvania since I grew up on the west coast and really didn't like walking around dripping wet. He told me that because of the unique location, the mountains, the valley, and the cool breezes, it was really not humid. We have all been there once; he gets on a roll, he tells a really believable story. The day I moved in I was covered in sweat. Frank called and asked how it was going, did I need any help? The answers were things were going well, they were under control, but I was hot and sticky and thought I remembered him telling me there was no humidity in Centre County. Of course his answer was simple, “I lied, I was worried you wouldn’t take the job if I told you all summer you would sweat like a pig,” his exact words, I remember them vividly. He loved people, he loved life, and he loved to make life more fun for those around him.

Frank’s spirit also shines through in my favorite running story. We were out for a long run late in winter toward early spring. We were in a remote area about 6 miles into it and we both heard a loud noise on this isolated, narrow trail. Neither of us said a word for another 3 miles, which is pretty unusual for us, downright rare for Frank. Finally Frank broke the silence and said, “Did you hear that noise a while back?” I said “YES, that horse noise?” He said, “NO, the bear noise.” I said, “I was really scared.” He said, “I wasn’t” and then told me a story. There was this city slicker and this professor—they were friends from childhood but went their separate ways after high school. Regularly they would get together and go for walks in the forest. One day they were walking and arguing as they always did about what was more important, basic knowledge or street smarts. The professor always concluded that knowing basics was critical while the city slicker said it was a lot of nonsense and you had to know how to handle yourself in real-world situations. They argued and argued that day until they came upon a bear standing on the path ahead. The city slicker calmly sat down on a log, removed his hiking boots, took his running shoes out of his backpack and started to put them on his feet. The professor said, “See, since you don’t know any basics you don’t even know that you can’t out run a bear, bears are faster than humans.” The city slicker smiled and said, “It really doesn’t matter, all I have to do is out run you.” Frank looked at me and said, “The reason I wasn’t scared when we heard the bear back there is I can always out run you.” He had a story for every occasion and those stories always showed his spirit for fun, adventure and helping others enjoy life.

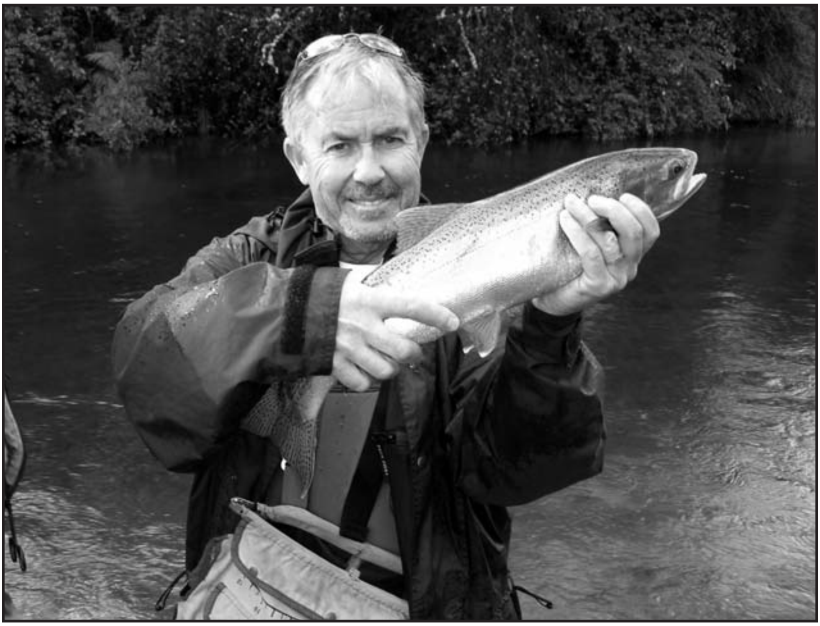
By now it should be obvious I love Frank; I always will. I remember sitting on the beach in Maine with someone else who loved him, his mom, Kitty. Kitty and I were enjoying a very sunny day at Goose Rocks just chatting away and having a great afternoon. At one point Kitty got very serious, her eyes got very animated, she put her hand on my arm and said, “Thank you for being such a good friend to Francis.” It was serious when Kitty said Francis. My comment was simple; I said, “It isn’t easy.” As was Kitty’s way she could out do you without even trying, her response was even simpler, all she said was “I know.” Really, Frank’s friendship was a bright light in my wonderful life, a life that would not have been nearly as wonderful without him.

I thought I would close by asking those who have a good Frank story to come forward and share it with the group. I decided against it because all of us have so many great Frank stories and I don’t think we have the church for the next 48 hours. That was part of his magic—he always left you with a FRANK STORY, from now on I am going to refer to mine as PERFECTLY FRANK STORIES.

Speaking of PERFECTLY FRANK STORIES, you should hear the ones I didn't include. Writing this was truly my adventure. So many things I wrote I had to take out because they lacked tact, sensitivity, or taste and many lacked all three. What else would we expect after 30 plus years with Frank?

I know many of us share the feeling that Frank has blessed us with wisdom and laughter, with a sense of adventure, and with the knowledge that anything is possible if you believe in yourself. Frank has made me think better, feel more deeply, create and explore more options whenever I have decisions to make and he has helped me challenge myself in so many ways I never would have done without his encouragement and mentoring. My life has been blessed beyond expectations and many of those blessings are because of Frank. I will miss him beyond words. I know we all share these sentiments and that we will all be smiling very soon as our sadness recedes and as we remember Frank will be a part of our lives forever.

NOTE TO SELF: IN THE EVENT OF A COMPLETE BREAKDOWN, use this: There's Frank's voice again, "Come on Rick can't you even do this right? I ask one simple thing and you screw it up. Give me the paper, I'll read it."



Frank, We Hardly Knew Ye: Some Frank Landy Stories

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One of the giants of our field, Frank Landy, passed away on January 12, 2010. His obituary appears in the *New York Times* (http://www.legacy.com/obituaries/nytimes/obituary.aspx?n=frank-landy&pid=138550515), and his eulogy appears in another paper in this issue. We thought it would be in keeping with the memory of our friend and colleague to supplement the standard obituaries with a few “Frank Landy” stories. Frank was a larger than life character, and just about everyone out there who knew Frank has a collection of “Frank Landy” stories. We share a few of these below from our over 100 years of collective experiences with Frank. That’s right, each of us has 30+ years of history with Frank, and all three of us wish there were more.

Frank Landy was once described as the only person in America who looked forward to Internal Revenue Service audits. It is actually an accurate description. His love for research, data collection, analysis, debate, and a pure desire to win made him the perfect person to do battle with IRS auditors. Frank had a passion for everything he did, even his “meetings” with the IRS. When I (RRJ) had the pleasure of meeting with an auditor in State College, PA back in the 1980s, the auditor looked at my W2 from our little company, Landy, Jacobs, and Associates, and she asked, “Is the Landy, Frank Landy?” When the answer was yes, the auditor looked worried. She had been one of Frank’s auditors, and I could tell she was wondering if I might have been coached by Frank. JLF adds: What the local IRS auditors did not know was that one of Frank’s brothers-in-law was a middle-level IRS manager in another region of the country who provided Frank with the gist of recent internal IRS memos and decisions regarding current interpretations of tax law. One morning Frank proudly walked into my office and announced that his scheduled meeting with an IRS agent that morning had been cancelled by the agent who reported “having a severe headache.” He was very pleased. Frank also was a world traveler who visited many countries. He was sure to have an I-O-related purpose for his trips so they became, at least in his mind, deductible expenses, sometimes resulting in more visits to see the IRS. We often kidded him that deducting the GDP of each country he visited was likely to raise red flags about his tax return.

Frank’s love for research was obvious to everyone who talked with him. His particular passion was combining ideas and constructs from diverse fields. He published a paper describing an “opponent process” theory of job satisfaction. None of us is completely convinced he really cared much about job satisfaction; he just seemed to have a great deal of fun incorporating a concept from research on visual acuity (where opponent process models are sometimes used) into I-O psychology. But he would no doubt be pleased that the 26 articles and chapters that have cited this *Journal of Applied Psychology*-published paper appear in almost 20 different journals and annual volumes across diverse scholarly fields. We have to secretly wonder if he was more interested in the concept of opponent processes and simply searched for a topic area that might allow him to use it.

The article that likely caused Frank and me (JLF) to be roundly cursed by several generations of I-O graduate students (Landy & Farr, 1980) came close to being accepted for publication by two journals. We submitted the manuscript to *Psychological Bulletin* and about 6 months later it was rejected by the editor, Richard Herrnstein, on the basis of a single review. Arguing that it was not reasonable to reject an article on the basis of one review (Herrnstein had anticipated our reaction and stated in his editorial letter that it was "difficult to obtain reviews of topics in industrial psychology"), we requested that he reconsider his decision and seek additional reviews (while recognizing the irony of a paper reviewing performance-rating research being rejected by one rating). Hearing not a word from Herrnstein for about 4 months, we revised the paper and submitted it to *Organizational Behavior and Human Performance*. Several months after that submission, we received a letter from Herrnstein at *Psychological Bulletin* stating that he had obtained another review of our original manuscript and would accept the paper if we revised it in accord with several of the points made by the second reviewer. Ooooppppssssss!! We quickly wrote (ah, those "slow" days before e-mail!) Jim Naylor, editor of *OBHP*, and explained the situation to him, while requesting that our submission to his journal be withdrawn and profusely apologizing. We received a letter back from Naylor, noting that he had received our request while he was in the process of drafting an encouraging revise-and-resubmit editorial decision for our manuscript. He admonished us for wasting both his and his reviewers' time but noted that the editorial procedures at *Psychological Bulletin* at that time were well known to be chaotic among other journal editors. Frank used this story many times to tell Penn State graduate students to argue for their ideas and papers and to persist with manuscript submissions following initial "bad news." The 500+ citations that this paper has received over 30 years validates his advice.

His love for research was complemented by his desire to help others improve their research skills. Frank was responsible for my first book (KRM). He convinced me that I could write a textbook that would change the way undergraduates understood testing and measurement. Concerned that I was a pretty junior assistant professor at the time, he saddled me with an assortment of senior co-authors who, for a variety of reasons, did not work out. This dragged out the process of writing the book by several years! In the end, Frank had to work a lot harder as an editor than he had ever bargained for, but his relentless stream of input, suggestions, and criticisms taught me how to write for an audience of undergraduates.

His stamp on our field is substantial and permanent. Frank managed to do a lot more than most in any given year, and in the 40+ years he worked as an industrial psychologist he amassed a record that few can match. He retired professor emeritus from Penn State, and he was a visiting faculty member at prestigious universities including UC Berkeley, Stanford, University of Colorado, City University of New York, and Griffith University in Queensland. He was founding editor of *Human Performance* and twice associate editor of *Journal of Applied Psychology*. He was a Fulbright Scholar and a Fellow in multiple divisions of APA. He was our SIOP president in 1989. Frank also testified before congress on mandatory retirement, influenced EEOC law through his committee work and his courtroom testimony, and was president of a very successful consulting firm. He published broadly and often with so many of his papers winding up in our best journals. He wrote influential textbooks in I-O psychology, and he published books of readings on performance measurement and employment discrimination. He delivered invited addresses literally around the world. On several occasions I (RRJ) had to follow Frank to the podium, and it was always a tough task. Once in England I realized the audience was still buzzing from what Frank had said, and I started my talk with this little story. Following Frank Landy is a lot like being in a parade and walking behind the mounted color guard. Everyone is in awe as the horses pass with the flags flying, but if you are walking right after them you are never sure if you should just be proud and salute or watch where you are stepping. The audience got very quiet until they heard Frank laughing out loud. At least I had their attention. Frank never ceased to amaze me with how he could capture an audience. Frank liked to use the word "spectacular." He used it a lot. It is a great way to describe his career.

The world of I-O psychology has lost a major player, and we have lost our very dear friend. We miss you Frank.

Just One (of Many) Fond Memories of Frank Landy

Wayne Cascio

It's Frank's 50th birthday, and Gary and Ann Kochenberger, Chris Banks, and I are at Frank's house in Nederland, Colorado, having a great time and laughing uproariously at Frank's stories. I look down at my plate sheepishly and say, "Frank, I've got a story about you, and I've never told it to anyone before." Frank says, "OK, let's hear it." Here is what I said.

It was early October 1969, and I was going into the Army the very next day. I had driven 7 hours to Penn State from my parents' home on Long Island to talk to someone about the PhD program in I-O psychology. A receptionist sent me to chat with a brand new assistant professor of I-O psychology by the name of Frank Landy. He and I spent about 45 minutes together, and I explained that I had just completed my master's degree in experimental psychology at Emory University, that I was going into the Army the very next day, that I was very interested in I-O psychology, and I wondered if he could tell me more about it. He did and my interest only grew. In typical Frank fashion, he told me stories, and I loved them. Then he asked me about my master's thesis, and my interests, and I told him about those.

Obviously he was not impressed because at the end of our 45 minutes together, he said, "I'm sorry son, but you'll never make it in this field." We shook hands, and I drove 7 hours back home to Long Island and went into the Army the next day. Frank's prediction made me want to go into I-O psychology even more, and I said to myself, "I'll show that SOB." When I get out of the military I'm going to study I-O psychology." I did and reconnected with Frank about 5 years later, when we were both doing consulting work for the Miami-Dade Police Department. He had no recollection of our meeting in 1969, and I never mentioned it.

Strangely enough, we clicked and kept in touch year after year. We did some consulting together, served on panels at conferences, and socialized every time we met. We grew to be great friends and never missed an opportunity to get together on the rare occasion when we were in the same city.

Now back to Frank's 50th birthday party. After I told the story, Frank laughed heartily, and said, "I never knew that." I said, "Frank, if you hadn't made me so angry and determined that day in 1969, we probably would not be sitting here tonight. And one thing I've learned about you all these years is that you are not always right, but you are never in doubt!"

Like so many people here today, I grew to love and admire Frank Landy. His work and his inimitable style influenced me profoundly, and I grieve the loss of such a dear friend. I know that I am a better person for having known him, and I will always smile when I hear his name.

Dear Family, Friends, and Colleagues of Frank

Shelley Zedeck

I am sorry that I cannot be here today to help celebrate the life of Frank, but I appreciate the opportunity to convey some remarks.

Those who have already spoken or are about to speak most likely have addressed the academic and career accomplishments of Frank: his distinguished record as an I-O psychologist, as a general psychologist, as a consultant. Many have or will recount stories about adventures with Frank, his love of travel, his sense of humor,his enjoyment at telling stories, his generosity to others, even to those he did not know well, and to his pleasure in having the last word!

I want to devote some time to recalling some vignettes that relate to Frank and me, which also say something about Frank, the person.

The first story goes back to 1965, when I first met Frank (which probably means that I know him longer than most attending this memorial, except for his family). I was a beginning MA student in the I-O program at Bowling Green (Bowling Green did not begin a PhD program until 1967) and arrived from Brooklyn to the farmlands of Ohio (very flat fields of Bowling Green). One of the first people I met was Frank, who was beginning his second year in the program. Frank was very helpful in orienting me to the program and providing advice, and throughout the years, Frank never stopped providing advice, whether asked for or not. He made it easier to adjust to being in grad school and to living in a city that had less of a population than my neighborhood in Brooklyn. We established a relationship that saw us start a new journal together, plan and hold a conference on performance appraisal, and co-edit a volume. I always enjoyed working with Frank— he stimulated you and challenged you, which always produced a better final product.

Second, to provide a short insight into Frank's impact on my family, let me tell you about the time when my youngest daughter, Tracy, was looking into colleges. She identified the University of Colorado as one to check out. I called Frank and said we would be in the Boulder area and perhaps we could get together for dinner on Saturday night. He said he would do better; he would meet us at the campus and show us around the university and city. I agreed—thought it was great that Frank would take time out to show my daughter Boulder.

I went out first to Boulder, on a business trip, and stayed with Wayne Cascio. As was typical of Wayne, he got up early on a Friday and flew somewhere, and so I was alone in his house. And I developed a medical problem that resulted in calling 911 and being taken to a hospital in Golden, Colorado to treat an enlarged prostate. The treatment was the insertion of a catheter, which allowed me to meet my family that Friday evening and then go on to Boulder. I called Frank to tell him the plans might change because of the medical situation and the first thing Frank said, to show his generosity, is that he would share his Flomax with me. Not knowing at that time about Flomax, I declined Frank's generous offer of drugs but was pleased that he would meet us at the university the next day.

On the next day, Saturday, Marti, Tracy, and I sat through a dean's orientation for prospective students and when it concluded we went out on a veranda and there was Frank waiting. I introduced Frank to Tracy and asked Frank to tell her about the university. Frank points to and proceeds to say, "There is where you hike, there is where you bike, there is where you backpack." Tracy responds, "I am going to Boulder!" I interrupt and tell Frank "Tell her about the academics of the university," and so Frank says, continuing to point, "There is where you ski, there is where you snowboard, there is where you camp." This time Tracy interrupts and says emphatically, "I am going to Boulder!" Case closed—and I thank Frank for his advice and influence on Tracy's major life decision!

Third, it is my firm belief that the reason I have spent 41+ great years at Berkeley is because of Frank. And this vignette will illustrate the "serendipity" of vocational psychology.

In 1969, Frank and I were anticipating finishing in spring of 1969 and going on the job market. Frank was recommended by Bob Guion (Frank worked mainly with Guion while I worked mainly with Patricia Cain Smith) to Don Trumbo at Penn State, and it worked out that Frank received an offer, accepted, and his job search was over. About a month later, Guion was asked to be a visitor at Berkeley for a year, beginning fall 1969. Because he had just become chair of the department at BGSU, he declined but suggested they take a new PhD—me. I am convinced that if Frank had not already accepted at Penn State, Guion would have recommended him. And who knows what would have happened to both of us over the next 40+ years. From my point, it has been great at Berkeley—so, thanks Frank, for being the FIRST to get a job!

Finally, I cannot complete a tribute to Frank without talking about the major debate that has existed for 40+ years between the two of us: Who was the FIRST PhD from Bowling Green State University? My view has been that I was the FIRST to go through the PhD defense and congratulated by the committee and faculty for passing; in fact, Frank attended my dissertation defense (students were allowed to attend such meetings). Frank's view is that at graduation, he received the PhD first, which is true, since they awarded them in alphabetical order. For 40+ years, we "argued" over who is rightfully the "first" PhD and so at this time, at this tribute, let me offer a compromise to Frank—it is possible for there to be ties, so let us agree that we were both "first."

Frank, we will miss you!

Frank Landy: An International Perspective

Zander Wedderburn
Ex President of the British Psychological Society
Fellow of the Working Time Society

Frank Landy was an outstanding writer, practitioner, consultant, and expert witness in industrial-organizational psychology, and his early death is tragic. His own account of his life, when president of the Society for Industrial Organizational Psychology (SIOP) is fascinating, hilarious, and ultimately baffling. What made him tick? (www.siop.org/Presidents/landy.aspx)

Frank went from being a plumber's only son in Philadelphia to a Jesuit prep school, then a failed student of mechanical engineering, to preeminence in I-O psychology by a series of unlikely steps, and also managed to run over 60 marathons, become an expert fly fisherman, and collect over 20 guitars (including building one of his own).

I first met him in the late 1970s, when he had already demonstrated his unusual and sustained interest in the work systems of European countries by taking a sabbatical in Sweden. He had also written a major textbook with Don Trumbo in 1976: I once asked him why, and he replied that they were out running together and just thought of it as a joint challenge. He managed to include Scotland in his European tours at one time and picked up on some of my research on shiftwork (which is somehow crazily different in the U.S.A.), interrogated me, sent me a summary of our discussion, and played a game of squash with me. I think I beat him, but it was his first game, and his fitness made him quite a struggle.

He was a star visitor at the Annual Occupational Psychology Conference in the UK, and I vividly remember his account of the Domino's Pizza delivery case: The pressure to deliver fast was highly dangerous, and he contributed to winning a very large judgement against the pizza chain, perhaps the peak of his many appearances in court.

He travelled widely in Europe (Romania and the former Yugoslavia, Russia, Hungary, the former Czechoslovakia, Finland, and Sweden) and then branched out into the rest of the world (South Africa, Mexico, South America, New Zealand, and Australia, among others): His cosmopolitan curiosity made him a uniquely renaissance man of the modern I-O world.

He also resumed his high ranking in textbooks with *Work in the 21st Century,* written with Jeffrey Conte and published in 2004, now in its 3rd edition.

He was back in Scotland more recently, to taste our porridge, (and take home a spirtle) and enjoyed a visit to the north of Scotland with Kylie Harper, his third wife. He was a loving and lovable man and will be sorely missed by his many friends, as well as the profession.

FROM THE EDITOR

Thanks!

Wendy S. Becker

The *TIP* editor serves the Society for 3 years. My term ends with the April 2010 issue, so the time has come to say “thank you” and “goodbye.” I have been both honored and privileged to serve, and I am proud to say that I have made many new friends.

Editorial Board

Thank you to the editorial board. This group of dedicated contributors provide regular and timely columns of quality writing on topics of interest to SIOP members. From July 2007 through April 2010 the following SIOP members served on the *TIP* Editorial Board:

Derek Avery
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Katina Sawyer
Amie Skattebo
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Christian Thoroughgood
Jane Vignovic
Michael Zickar

Administrative Office

SIOP is indeed fortunate to have a group of hard-working individuals in the Administrative Office (AO), and *TIP* benefits from the skills and talent of each and every one. Jen Baker serves as liaison to the *TIP* editor; Jen is simply a joy to work with. Thanks, Jen! Clif Boutelle, Larry Nader, Lori Peake, Linda Lentz, Stephany Schings, Jeremy Hopkins, Tracy Vanneman, Dave Nershi—thanks to everyone in the AO whose efforts “behind the scenes” make *TIP* possible. New changes lie ahead for *TIP,* and AO has been working hard on an online submission process—stay tuned!

Editor’s Note: I am proud to dedicate my final issue to **Frank Landy.**

Contributors, Reviewers, and Readers

I would like to thank *TIP* contributors, reviewers, and readers. Thanks authors for sending in your best work—you make *TIP* a very readable, very informative communication vehicle for SIOP members and readers. *TIP* welcomes views from both academics and practitioners, from both the public and private sectors, and from both professional and student members. I have strived during my tenure to keep *TIP* content unique—provocative, thought-provoking, educational. Our community is a multitalented group, indeed. Witness the creative photographs that grace our cover each issue. Yes, SIOP members are truly talented. Keep 'em coming!

Meet the *TIP* Editorial Board in Atlanta!

Finally, if you are coming to Atlanta to celebrate SIOP's 25th anniversary, please stop by the *TIP* Conversation Hour. There you can meet editorial board members and learn more about how to contribute to *TIP*. **Lori Foster Thompson** and I will introduce **Lisa Steelman**, the new *TIP* editor. The program takes place from 3:30–4:30 p.m. on Saturday, April 10 in Room 203.

See you in Atlanta!

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It's not too late!

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Go to www.siop.org/conferences/ and click on the "Register" link, or you can register on site in Atlanta.

Be a part of history! Attend the Silver Anniversary SIOP Conference!

LETTERS TO THE EDITOR

To The Editor:

Reading **Steve Kerr's** article on "Random Thoughts" (*TIP*, October 2009) on management and performance, I thought back 45 years ago as I was graduating from college. I applied for a job at Boy's Republic in Chino, California. Lamar Empy and Max Scott, from USC, two of the pioneers in peer-guided group interaction for juveniles, administered the programs. I had worked at the school while I was attending college and had been fortunate enough to earn the respect of the kids and turn a school sports program with a 15-year losing streak into league champions. Max said to me:

> Dan, I really want to hire you, but I cannot. It has nothing to do with you. If you can wait for a job, I am pretty certain I will have another opening for you. Here is my problem. There is an employee already in the position, but I cannot yet bring myself to fire him. He is not well liked by the kids and does not get along with the staff….But here is my problem. When an employee does not succeed, it is my failure, twice. Not the employee's, but mine, and I need to give employees every reasonable opportunity to succeed.
>
> First, I hired the wrong person for the job. As the executive director, this was my failure in selecting the wrong person. I thought I saw something in this person when I hired him. This was my mistake. Second, after hiring him, I failed to get from him what I thought he was capable of delivering. These are my two failures, not the employee's. I hired the wrong person and failed to properly identify what the employee had to offer. He managed to go to school, get jobs, and survive for years before I hired him…so clearly he survived and was successful before I hired him; so I hired the wrong person. Then I failed to draw from him those things which he had to offer; I failed to properly motivate him and organize the workplace (school) so he could successfully apply himself.
>
> As the executive director, I have control and oversee the successful operations of the campus. It is my job to identify the appropriate people and then develop a setting where people can apply themselves. When I hire someone, we have a mutual commitment. The employee makes a commitment to the school, and I made a commitment to the new employee to ensure he/she succeeds here at Boy's Republic. Eventually, I think I am going to have to fire him, but that time is not yet here…and for this position my commitment is still operating for him.

I could not hang around as I had student loans, the Viet Nam War was heating up, and I needed to make a living. I have never forgotten Max Scott, his advice, and belief in people. Management is in charge of and has a responsibility to its employees. I went to graduate school and years later was working as an industrial and organizational psychologist with Temple-Inland, a large international company based out of Austin, Texas. I had the opportunity to become acquainted with some of Jack Welch's managerial handiwork and observe treatment of some of the company's production facilities. Jack Welch may have made a lot of money. But as I prepare myself for retirement and think back, I did not agree with his management philosophy then, nor do I now.

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New *TIP* Editor: Lisa Steelman—July, 2010

Wendy S. Becker

My term as *TIP* editor began in July 2007 and will end with the April 2010 issue. It gives me great pleasure to introduce the new *TIP* editor, **Lisa Steelman.**

"I am excited to continue to provide news and stories to the SIOP membership through this important publication," Steelman said. "As I take on this responsibility, I know I have very large shoes to fill. I hope to continue Wendy's standard of providing interesting material that is useful to SIOP members. I believe that *TIP* should have a little something for everyone, content that is relevant whether your day involves studying, applying, or teaching the principles of I-O psychology.

"I am continually impressed with the diversity of exciting initiatives undertaken by SIOP's members and hope to continue the tradition of using *TIP* to share new ideas in both research and practice of I-O psychology, as well as keep members up to date on news and trends."

TIP is the voice for members of the Society for Industrial and Organizational Psychology. *TIP* has a circulation that exceeds 6,000, including both professional and student members of the Society, public and corporate libraries, and individual subscribers.

Steelman is program chair and associate professor of industrial-organizational psychology at the Florida Institute of Technology in Melbourne, Florida. Lisa welcomes your articles and ideas for articles and can be reached at lsteelma@fit.edu or 321.674.7316.

It is an honor to pass the baton to a highly competent individual. Please join me in CONGRATULATING Lisa!

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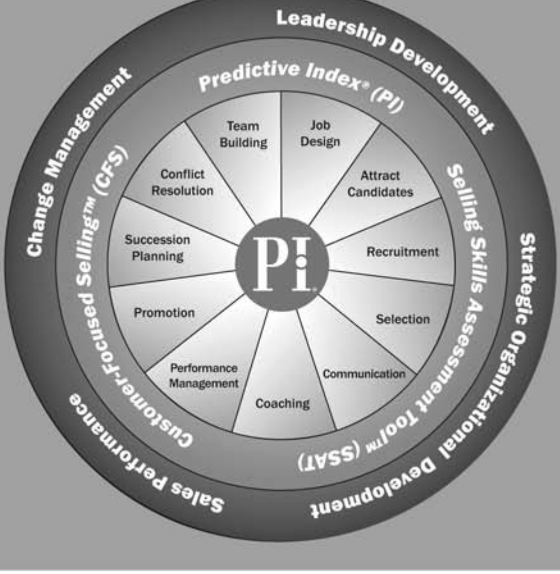
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THE HISTORY CORNER

The "My Job" Contest at General Motors

Scott Highhouse
Bowling Green State University

In 1947, General Motors (GM) invited employees to submit letters explaining "My Job and Why I Like It," in an attempt to assess employee attitudes and raise morale, under the guise of a contest. The journal *Personnel Psychology* devoted an entire issue to a monograph describing the project (Evans & Laseau, 1950), and it was widely covered in industrial psychology textbooks and reviews of the field in the late 1940s and early 1950s (e.g., Bellows, 1951; Ryan & Smith, 1954). Despite the early attention given to this attempt at a new method of attitude assessment, it has not survived in the historical record of I-O psychology. This article provides a brief overview of this curious contest.

In 1945, GM President Charles E. Wilson established the new Employee Relations Department. One impetus for this was a desire to separate employee relations from labor relations—ensuring that the UAW was not the exclusive voice of the workers (Raucher, 1987). Another force was Peter Drucker's book *Concept of the Corporation* (1946 [1983]), which described his own experiences within GM. Drucker concluded in the book that, although GM was to be admired for its management innovations, its postwar employee relations should be based on a belief in the desire of workers to be proud of their jobs and what they produce.

Wilson determined that a major research project was needed to determine what aspects of work were truly important to GM workers. Although Wilson initially considered a large-scale employee survey, he believed that such a survey would have a low response rate and would constrain the determinants of employee morale to the dimensions measured by the survey. Wilson and his staff (notably, Harry Coen, vice president in charge of employee relations) devised a contest that would accentuate the positive and draw employee attention to the good things about their jobs (Evans & Laseau, 1950). The "My Job and Why I Like It" contest offered 5,145 prizes valued at more than $150,000 (roughly $1.4 million in today's dollars), including 40 new GM cars. Among the judges was Peter Drucker, himself, and George Taylor who had been chair of the War Labor Board.

Of the eligible employees, 59% participated, but not all of them did so with good will. GM worker Paul Romano wrote about the My Job Contest in reporting his observations as a line worker:

> The workers joke and laugh about the contest. Their remarks vary from: "The biggest liar will win," to "The winners are already picked out." Others say: "I like my job because I can feed my family," "I like my job because I want to win a new Cadillac," "I like my job because I want to keep my job," etc.… The company is pressuring the workers to enter the contest. The foreman and plant superintendents have been going around trying to coerce workers into entering. One long employed worker was in the office about it. He noticed that the boss had a mark next to his name. He became furious and had an argument with him. He said that he would write a letter only if he himself decided. So far he had decided not to and no one was going to compel him (Romano & Stone, 1947, chapter 5, #3).

The photo below shows GM employees holding a banner encouraging participation in the contest.

"MY JOB" CONTEST
HURRY! HURRY!
GET YOUR ENTRY IN
CLOSES MIDNIGHT, OCT. 31
M-3

First prize in the contest went to Thomas Anslow, 42, who operated a drop-forge hammer in Buick's Flint, Michigan plant—he won a Cadillac. The contest and its results were widely covered by the media, including articles in *Time* magazine*, New York Times,* and *BusinessWeek*. GM President Wilson, who later went to Washington to run the Pentagon, considered the My Job Contest his "crowning achievement" at GM (Drucker, 1979).

From an applied perspective, the contest appeared to have minimal impact. GM prepared special manuals to code the content of the essays and asked local managers to prepare action plans to correct problems (Jacoby, 1988). The data collected through the contest also resulted in the production of informational pamphlets and placement of "information racks" within the plants. Remarkably, Drucker (1946 [1983]) suggested that the My Job Contest results were ignored by GM but were taken seriously by the Japanese. According to Drucker, "And while GM paid no attention to the findings of the 'My Job and Why I Like It' contest, Toyota, in the early 1950s somehow managed to get a copy of the unpublished findings and modeled its own employee relations on them" (p. 245).

From a research perspective, the contest entries were touted as a "gold mine" of data for researchers (Evans & Laseau, 1950). Evans and Laseau mentioned that studies were underway with prominent I-O psychology figures such as Joseph Tiffin and Charles Lawshe of Purdue University. Although I was only able to locate two published empirical articles that used the contest responses as data (MacKinney & Jenkins, 1954; Thompson & Davis, 1956), Frederick Hertzberg's ideas about the dimensionality of job security were inspired by analyses of the My Job Contest responses (Herzberg, Mausner, Peterson, & Capwell, 1957).

In contrast to the "direct" methods of attitude assessment that are common to I-O, the My Job Contest was viewed as an indirect or projective method of attitude assessment (Korman, 1971). Differences in conditions at the different plants were to be inferred from the topics omitted in the essays (Ryan & Smith, 1954). Not surprisingly, there were many critics of this method (Bellows, 1951; Holly, 1951). Aside from the dubious nature of inferring problems from their absence, critics noted that the contest format likely discouraged people from insinuating anything negative about their jobs. The call for participation in the contest included the following:

> No job is perfect. But whatever the job may be, there must be many good things about it. This contest will help you focus your attention on the things you like about your job. Whether or not you win one of the contest prizes, it is hoped that you and all who enter will win a more important prize—the habit of not overlooking the bright side—the knack of appreciating and enjoying what you have. (Evans & Laseau, 1950; p. A-65)

GM employee Paul Romano commented, "The contest seems more to have stimulated workers to thinking about what they do not like about their jobs. Many are entering in spite of their hatred of the job" (Romano & Stone, 1947; chapter 5, #3).

What are we to make of this event in the history of job-attitude measurement? Bedeian (2004) noted that such "historiographical landmarks" convey the nature of who we are as a profession and how we got here. Borrowing from psychological luminary and historian E.G. Boring, Bedeian noted that the "gift of professional maturity" comes only to those who know its history. Perhaps there are some lessons learned from the My Job Contest (e.g., I-O psychologists do not like qualitative analyses; projective attitude measures do not fly). Perhaps learning lessons is not the point of pursuing interesting stories like this one. Perhaps the point is that there is intrinsic value in shedding light on how, over the years, we have tried to understand organizational problems such as employee morale.

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ON THE LEGAL FRONT

Eric Dunleavy
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Remembering Frank and Reactions to *Ricci*: A Settlement in Bridgeport, CT

Additional Comments:
James L. Outtz
Outtz and Associates

The field lost a superstar when Frank Landy passed away on January 12, 2010 after battling cancer. Frank was an exceptional I-O psychologist who cared deeply about the field. He excelled as an academic at Penn State and other universities, as a practitioner at various firms including SHL, Landy, Jacobs & Associates, and Landy Litigation Support Group, and as past president of SIOP. Frank wrote some of the most insightful and influential material available on validation theory, performance appraisal, and the role of I-O psychology in employment discrimination litigation. He also wrote *Work in the 21st Century*, one of the most used introductory texts in I-O psychology. He was a passionate speaker whose participation in presentations at professional conferences ensured some entertainment as well as content expertise. If you missed the funeral and would like to pay respect to Frank, donations can be made to the Memorial Sloan Kettering Cancer Center (http://www.mskcc.org/) in his name.

A Settlement in Bridgeport

At the time this article was written, the legal and human resource management communities have had 8 months to consider the implications of the Supreme Court ruling in *Ricci v. Destefano*. We have spent two columns in *TIP* (April and October, 2009) deconstructing the case and presenting what we think the likely implications are (and aren't). Many organizations continue to grapple with what decisions are legally defensible in light of *Ricci*. Employment decisions aren't made in a vacuum, and hiring and promotion systems similar to the system evaluated in *Ricci* were developed long before the ruling and continue to be used after the ruling. It isn't unreasonable to expect some of those systems to be put under the microscope now via "traditional" adverse impact claims or "reverse discrimination" disparate treatment claims.

Intuitively, in this scenario, anyone could be a potential victim of discrimination. This is particularly the case when the following factors are involved:

- the employer conducted disparity analyses *after* an assessment was implemented;
- the adequacy of the assessment is challenged; and
- *after an assessment had been implemented,* the employer "changed" assessment implementation characteristics like cut scores, weighting schemes, and so forth (or cancelled the results as in *Ricci*) based in part on the results of the disparity analysis and/or adequacy of the assessment.

We have discussed the insulation provided by conducting proactive adverse impact analyses and stringent validity research *before a test is operational,* but note that this is above and beyond what is required under the *Uniform Guidelines on Employee Selection Procedures (UGESP). UGESP* requires validation research *only when adverse impact is identified*. In some situations, this "a priori" work may not be feasible given test security concerns, budgetary constraints, and so on. What are I-O practitioners to do?

A recent settlement out of Bridgeport, CT is worth noting, particularly in light of *Ricci*. The settlement made local headlines just before the holidays in 2009. As reported by various media outlets, the settlement stemmed from a claim of discrimination in promotions made by 12 white firefighters. The claimants asserted that the city of Bridgeport discriminated against them by changing test weighting schemes postadministration in an attempt to reduce adverse impact against minority applicants. According to reports, after the test had been implemented, the city changed the original weighting scheme from 50% written test, 45% oral assessment, and 5% seniority to a scheme of 75% oral assessment and 25% written test. As we will witness below, the new weighting scheme did not alter the demographic representation of the applicants that were promoted. Nevertheless, the 12 plaintiffs in this case charged reverse discrimination, and the city of Bridgeport agreed to settle.

Unfortunately, this was a settlement and not an actual court ruling, and as such, few details of the settlement were made publically available. In theory, the city of Bridgeport viewed the facts of *Ricci*, interpreted the ruling, and was not optimistic of their particular circumstances. In other words, the city may have perceived that:

- the weighting scheme of the promotion assessment *was changed after implementation* and based on the results of adverse impact analyses (i.e., "race-based" under *Ricci* standards);
- the *appropriateness of those weights* may have been questionable;
- they did not have a *strong basis in evidence* to justify changing the weights.

SIOP Fellow Jim Outtz was mentioned in the local media reports as the testing expert who made recommendations for how to weight the different dimensions of the promotion assessment. The media falsely reported that these changes were made to increase minority promotions. Jim has been doing work for the city of Bridgeport for a long time, and we contacted him in the hopes of getting more detail on the situation and any specifics he could share on the settlement. As you will see, we are glad that we reached out to him; Jim was willing to write a guest piece on the case; he included some important details on the situation in Bridgeport that were not included in media reports. Jim's summary of what happened in Bridgeport follows.

One View of the Bridgeport Settlement

I am offering this summary of what I know about the development of a fire lieutenant examination in the city of Bridgeport, Connecticut in the hope that it will provide a useful context in which to assess media reports about a *Ricci*-like settlement entered by that jurisdiction. I was not asked nor did I provide advice with regard to any aspect of the settlement. However I was directly involved in the development, implementation, and validation of the examination at issue, including weighting of the examination components and interpretation of the results. Elements of the information provided here are in the public record in the form of a letter submitted to the Bridgeport Civil Service Commission that became part of the record in a civil service hearing related to the examination.

Outtz and Associates was retained in 2007 by the city of Bridgeport, Connecticut to develop a promotion examination for the position of fire lieutenant. I had developed examinations for fire department positions for over a decade. The development process included the usual steps associated with sound professional practice including identification of important job tasks and areas of knowledge, skills, and abilities (KSAs) via a job analysis; ensuring that the assessment process was linked to the KSAs; and subsequent linkage of the selection process back to important job components. The resulting promotion process was an assessment center with a written multiple-choice test, work sample simulation, oral situational judgment test, and a form-completion exercise. A key factor in the implementation of the process as well as the subsequent legal dispute was weighting of the components.

The weighting of exercise components was a consistent problem in Bridgeport. For many examinations, particularly those used for public-sector (police and fire) selection, stakeholders such as member unions have sought to influence the weighting process. There also have been administrative rules requiring that changes to a selection process in Bridgeport be subject to negotiation with the union. These constraints often prove counterproductive because of legal obligations such as the *Uniform Guidelines on Employee Selection Procedures (The Guidelines). The Guidelines* require selection procedures be valid, if they have adverse impact. Note that stakeholders often have no legal obligations or culpability should a selection process run afoul of EEO laws. This leaves the jurisdiction caught in the middle should the selection process prove problematic. This is what happened in *Ricci* and appears to have occurred in the case of the Bridgeport settlement.

After the 2007 Bridgeport fire lieutenant examination was administered, Bridgeport Civil Service requested an assessment of the results from a number of perspectives, including whether (a) any appeals from individual candidates were valid and (b) exam results showed adverse impact. Note that the city had good reason to be concerned with regard to adverse impact because the weights for examination components were not derived directly from the job analysis (as they should have been) but rather were based on an agreement with a stakeholder and other administrative considerations. It should also be noted that civil service regulations require that examinations comport with principals of merit.

For the Bridgeport fire lieutenant examination, the weights called for by union agreement were 50% for the written component and 45% for the oral component. I recommended that the weights be based on the job analysis. Bridgeport Civil Service could then elect to accept or reject that recommendation. An additional complication arose for this examination however. The examination was unique in that it contained an oral exercise that measured the candidate's ability to handle emergency situations (e.g., emergency fire incidents) *safely*. It had taken a number of years to perfect this component but once developed, feedback from subject-matter experts within and outside the Bridgeport fire department indicated that it had the greatest fidelity with the job of a fire lieutenant in an area of greatest importance to job success.

For this component of the examination, candidates were assessed not only with regard to their ability to apply job knowledge but also with regard to their safety performance at a fire scene. Specifically, the actions of the candidates were evaluated on whether they would result in serious bodily injury or death to citizens or fire department personnel. Such actions or omissions by a candidate represented grievous errors. Giving more weight to the written component of the examination than the oral component would in my opinion have significantly decreased the validity of the examination. I so informed the Bridgeport Civil Service Commission in writing (see Exhibit 1). The examination did not have adverse impact based on the projected number of promotions, but improperly weighting the most job-related component was of great concern. For example, using the administrative weights, of the 22 candidates eligible for promotion, 14% committed an act or omission during the fire incident simulation that would have resulted in death or serious bodily injury. I believed that this was unacceptable. Therefore given the job analysis results and the criticality of the KSAs they measured, I recommended that the oral component, which included the situational judgment component and the emergency fire incident simulation, be given a weight 75%, and the written component (the multiple-choice test and form-completion exercise) be given a weight of 20%. The weight for seniority was set at 5%.

This weighting would result in no candidate being promoted who committed an act or omission that would result in death or serious bodily injury based on the fire incident simulation. The demographic makeup of the candidates promoted would remain the same although the specific individuals being promoted would change. I also recommended that at a minimum, candidates who committed unsafe acts should be given additional training. The Civil Service Commission chose to accept my weighting recommendation. Twelve White firefighters subsequently filed a lawsuit claiming that the recommended weights constituted a change in the weighting process that prevented them from being promoted. The city of Bridgeport entered into a settlement (no doubt influenced by the *Ricci* decision) in which the weights were returned to those called for under the union agreement.

The Bridgeport settlement adds to the evolving body of case law in the aftermath of the *Ricci* decision. It raises a number of issues that should be of interest to I-O psychologists including (a) the ethical and professional obligations of the I-O psychologist when developing and implementing selection procedures, (b) the roles that stakeholders should play that process, and (c) the degree to which advances in selection procedure development should influence evolving case law.

Exhibit 1: *Letter to Bridgeport Civil Service Commission*

September 9, 2007

James L. Outtz, Ph.D.
Outtz and Associates
816 Connecticut Avenue, N.W.
Suite 800
Washington D.C. 20006

Mr. Ralph Jacobs
Personnel Director
Bridgeport Civil Service
City Hall, Room 325
Bridgeport, Connecticut 06604

Dear Ralph:

The purpose of this letter is to respond to your request for an assessment of the results of the Bridgeport Fire Lieutenant promotion examination. As you know, the weights for the written and oral components of the examination were set at 50% and 45% respectively. These weights are based on administrative considerations, and more specifically, weights that were used for prior promotion examinations. The weights will result in the promotion of 19 Whites, 1 African American and 2 Hispanic Americans based on the projected 22 promotions over the life of the promotion list. Although these figures show a disproportionate selection rate for Whites, there is no adverse impact as defined by the 4/5s rule of the *Uniform Guidelines on Employee*

Selection Procedures or based statistical significance. There is a problem with the weights however with regard to the validity of the examination. This examination is unique in that it contains an oral exercise that directly measures the candidates' ability to handle emergency situations (e.g., emergency fire incidents) safely. On this component of the examination, candidates are assessed not only with regard to their ability to apply job knowledge but also with regard to their safety performance at a fire scene. Specifically, the actions of the candidates were evaluated as to whether they would result in serious bodily injury or death to another person including fire personnel. Such actions or omissions by a candidate represent grievous errors. Giving more weight to the written component of the examination than the oral component that includes this specific fire incident simulation would in my opinion significantly decrease the validity of the examination. For example, of the 22 candidates who could be promoted, (this does not include the factor of seniority, but I don't think that would affect the outcome) 14% will be individuals who committed an act or omission that would result in death or serious bodily injury. I believe that this is unacceptable. Therefore I recommend that the weights for the written and oral components of the examination be set at 20% (written) and 75 % (oral) with 5% remaining for seniority. This weighting would result in no candidate being promoted who committed an act or omission that would result in death or serious bodily injury. The demographic makeup of the candidates promoted would remain the same. At a minimum the candidates who committed unsafe acts should be given additional training. If you have any questions, please don't hesitate to contact me.

James L. Outtz PhD

Implications

In our opinion (Eric and Art), the Bridgeport settlement is troubling for several reasons. First, it was *misrepresented* in the media. For example, as posted on December 3, 2009 by the Liberty Law (http://www.libertylawoffice.com/category/uncategorized/):

> The 2006 test was rescored and reranked after Jim Outtz, a nationally known test designer, found the results have been weighted unfavorably against minority candidates.

As demonstrated in Exhibit 1, there was no adverse impact, and the rescoring had to do with safety *not* minority representation.

Second, the rescoring was the ethical and legal thing to do. Ethically, we have a responsibility to study and report any factor we believe affects the validity of a selection test. In this case, the issue was safety, and the fear, a legitimate one, was that selected firefighters could pose a danger to fellow firefighters and citizens. Legally, if a firefighter should be excluded for safety reasons and is not, there is liability in a negligent hiring suit if that individual causes injury or loss of life. As suggested by Jim, at the very least, individuals that fail the safety item should receive special training.

Third, the Bridgeport settlement is clearly an overreaction to the *Ricci* ruling. As we reported in October 2009 issue of *TIP*, *Ricci* is a disparate treatment case not an adverse impact case. The key question in *Ricci* was whether the city of New Haven had a *strong basis in evidence* for believing it would lose an adverse impact claim to minorities. A 5–4 Supreme Court majority ruled that New Haven had only a *good faith belief* it would lose, which is not good enough. No precedents were established relating to test validity. Indeed, in a recent release, the OFCCP gave the following answer to the question, "Does the Supreme Court's decision in the *Ricci* case change how OFCCP will conduct compliance evaluations of contractors' employment practices?"(See http://www.dol.gov/ofccp/regs/compliance/faqs/Ricci_FAQ.htm.)

> No. The *Ricci* decision does not affect how OFCCP examines the use and impact of selection procedures, such as tests. OFCCP will therefore continue to assess whether a contractor's use of its particular selection procedures complies with the *Uniform Guidelines on Employee Selection Procedures (UGESP)* at 41 CFR Part 60-3, available online at http://www.dol.gov/ dol/allcfr/Title_41/Part_60-3/toc.htm.

Indeed, if anything, the *Ricci* ruling supports the rescoring of the test because Exhibit 1 provides a strong basis in evidence for believing the exam, as originally scored, had serious issues relating to its validity.

In summary, we are concerned by the ethical and legal implications of the Bridgeport settlement, particularly as it represents a *false* application of the *Ricci* ruling. This is troublesome regardless of the breakdown among us as to whether the *Ricci* ruling is good or bad. At stake here is the viability of selection testing. For example, on January 6, 2010, the *Chicago Sun-Times* (http://www.policeone.com/patrol-issues/articles/1986463-Chicago-police-may-scrap-entrance-exam/) reported that the city of Chicago is considering scrapping its entry exam. In the article, Fran Spillman and Frank Main suggest that scrapping exams would "bolster minority hiring, save millions on test preparation, and avert costly legal battles that have dogged the exam process for decades." A similar article was written by *Sun-Times* columnist Neil Steinberg on January 8, 2010 (http://www.suntimes.com/news/steinberg/1979744,CST-NWS-stein08.article). We will continue to follow these and similar developments, and report what we find in future issues of *TIP*.

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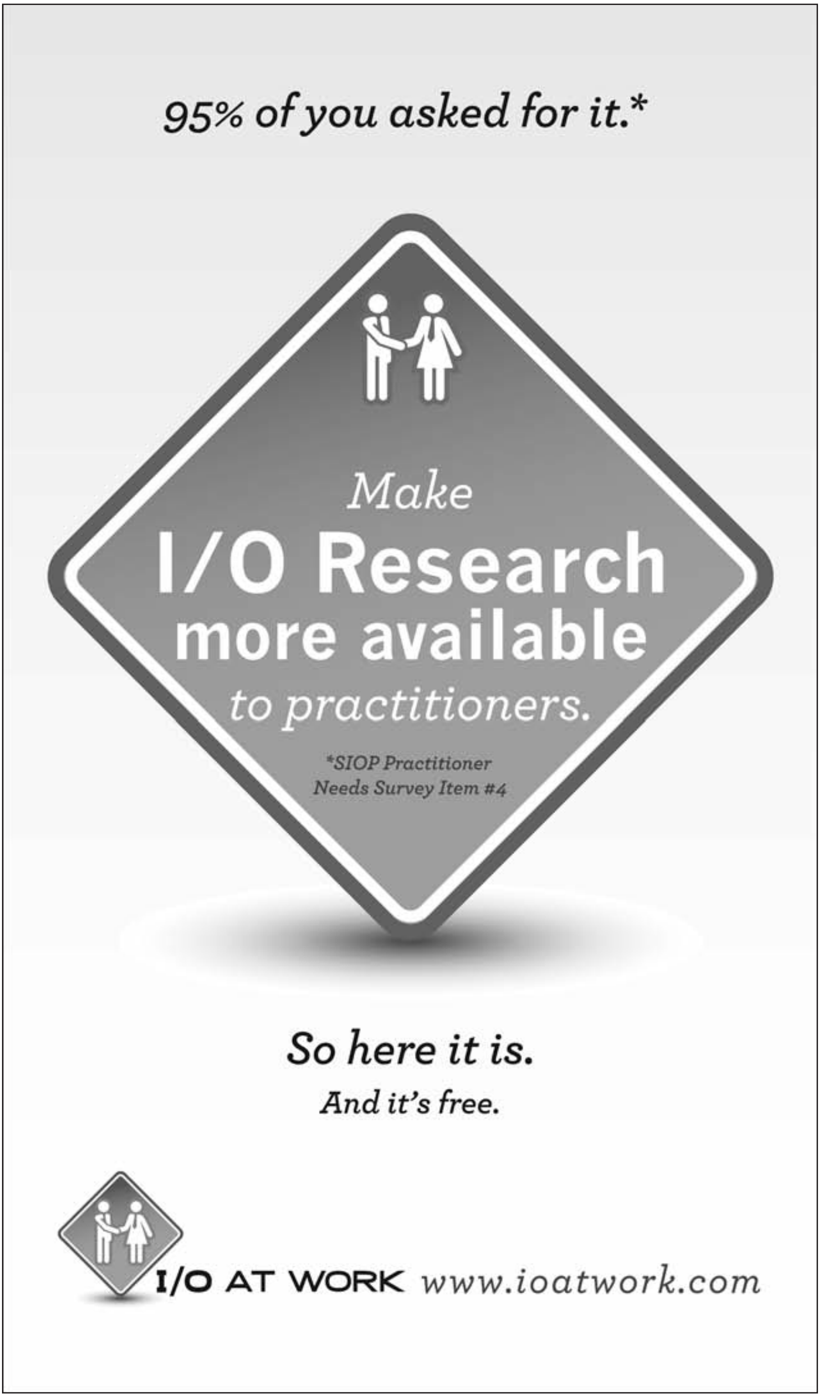
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THE ACADEMICS' FORUM

Technology in the Classroom: Reflections and Lessons Learned

Sylvia Roch

During the last 10 to 15 years, technology in the classroom has become the norm. When I started teaching, I would find, at most, an overhead projector in my classrooms. Today I routinely walk into a multimedia classroom that offers an array of technology at my disposal. Thus, I would like to devote this column to the role of technology in the classroom. However, in addition to providing my own experiences, I thought that it would be of interest to present the opinions of others interested in this topic. Thus, I searched through the SIOP conferences for individuals who have presented on this topic. **Nancy Stone**, PhD, professor of psychology at the Missouri University of Science and Technology, and **Robert Brill**, PhD, associate professor of psychology at Moravian College, were kind enough to answer my questions. I thank both of them for their insightful responses.

1. What kind of technology in the classroom do you believe enhances the students' learning experience?

NJS: It is difficult to identify a particular technology, as any type of technology could enhance students' learning if it betters the delivery of the material and truly makes the students think critically. A chalkboard or whiteboard is one type of technology, although not electronic, that can be an effective teaching technology if used appropriately. Faculty should explore what is available and find the technology or technologies that best fit their style of teaching and course content. It is often said that using electronic technology such as clickers helps connect with the students who are used to this electronic age and often expect to see it; however, I also know excellent teachers who never use anything more than a chalkboard and videos or DVDs.

RTB: In thinking about whether or not to use a technology there are usually three criteria I reflect upon. Does the technology:

1. *Really* enhance the learning experience (as opposed to replacing or obstructing it)? I minimally use PowerPoint slides because I think students benefit from actively thinking about the material in the synthesis-demanding context of note taking.

2. Make my work and/or the student's work more efficient (as opposed to adding busy work)? I love Blackboard discussion threads but have evolved to doing fewer than I did initially, and I employ higher standards for those smaller amount of entries (as opposed to a check credit for any quality-level response to the numerous entries I previously assigned).

3. Help me to bridge a gap between my teaching style and their learning styles? Making relevant material available through podcasts, Web sites, or YouTube as optional supplements has prompted some surprising engagement from students I would not expect to make extra efforts to learn.

SGR: I use PowerPoint slides, clickers (devices that allow students to respond to multiple-choice questions in class and that give me almost instant access to their responses), and online forums such as Blackboard/WebCT in my classroom. I have learned through trial and error that there is an optimal amount of technology in the classroom. It is not the type of technology that is important but how it is used. I do believe that technology is useful in helping students organize material and in engaging students in the learning process.

2. What are the "dos" regarding this technology and/or technology in general. In other words, how should this technology be used?

NJS: Explore and find what works for you. I coordinated small educational sessions over the summer that our educational instructional technology (IT) people offered my faculty. The faculty were exposed to technologies available (e.g, wikis, Wimba, clickers) and could follow up with the educational IT people who could help them tailor the tool to their own specific needs.

Be sure to practice with and test the system in your assigned classroom. Technology constantly changes, and you never know what might be in that classroom without conducting a dry run. Still, have a backup plan. As I tell my students, technology is great when it works. Unfortunately, technology can and does fail (but not often). It is not good to be standing in front of your class unable to teach because the computer system is not working.

RTB: 1. Make sure the technology is playing a third-tier role in your course. It should support and never usurp, nor substitute for, the learning outcomes themselves (first tier) and the passion of your personal message and points of emphasis (second tier).

2. Be sure to work through the sometimes steep learning curve to be sure you have a comfort level and adequate mastery of the technology first, before implementing, while at the same time be open and even welcoming of student ideas for using the technology to enhance learning. Avoiding the former will invariably lead to embarrassment, whereas embracing the latter may lead to constructive collaboration.

3. A helpful exercise is to "grade" the technology. Think about the learning outcomes and grading criteria the technology is supposed to facilitate.

Even without a concrete sample of student work or learning effort, can you envision the technology adding value to that outcome or those standards?

SGR: I believe that technology should be used to enhance the learning process and help the students process the information more deeply. I find that using clickers in the classroom helps me gauge student comprehension of difficult topics and also helps the students gain a sense of whether they understand the material. Clickers can also be used to insert some humor in the class, which makes the learning process more fun for all. I believe that a mix of technology is useful but I try not to rely too heavily on technology in making my points. I also believe that interaction is important and that at times having the students work in small groups is more effective than using clickers to foster a sense of interaction. And, I also believe that I as the instructor can add to the classroom beyond the text, technology, and so forth.

3. What are the "don'ts" regarding this technology and/or technology in general. What should instructors avoid?

NJS: Don't implement the technology without getting some feedback. I tend to start small whereby I survey my class as I slowly add different technologies. If you plan to develop a whole course, though, I suggest that you work closely with any educational IT individuals available, or technology-experienced faculty, and get their feedback. Also, students' feedback is helpful, if possible.

Do not assume that you can just put your current presentations and information "online." The presentation and pace will likely be affected. When I started using PowerPoint, I put too much information on the slides, and I went too quickly.

Don't use the technology just because it is there and everyone else is using it. People often talk about the overuse and inappropriate use of PowerPoint. Make sure the technology is appropriate for your purposes.

Finally, do not just entertain. It is easy to get caught up with the bells and whistles. These types of lectures can be fun and exciting, but they also can lack a substantial amount of content

RTB: As a respondent in one of my pedagogical research studies succinctly put it, "The idea that technology inherently increases teaching effectiveness is incorrect." We have to be wary of technology's allure. Using technology because it seems like it will be "cool" is a mental red flag to proceed with caution and use the practical reflective steps outlined in question #1 above. A "technology for technology sake" approach is transparent to students and potentially harmful to their learning (busy work replaces substantive learning) and development (we model poor critical thinking and sloppy performance plans).

SGR: The technology should not dominate the classroom. For example, I have noticed that over time I have placed much less information on my PowerPoint slides. I believe that the worst case situation is one in which the students are so busy trying to write down everything on the PowerPoint slides that they do not have time to listen to the instructor or to process the information. I also believe that there is also an optimal use of clickers (one that I am still trying to find). Too many opportunities to use the clicker in class tend to elicit groans from the students. Yet, I find they do enjoy the break of using the clicker and seeing how their answers/opinions match those of their fellow classmates. Thus, instructors should find the optimal balance between technology and more traditional student/instructor interaction.

4. Any other words of advice?

NJS: Some universities offer technology fellowships whereby faculty can spend time learning the technology while applying it to their courses. Check to see if your university offers something similar. If they do not, you might encourage them to do so. This is an excellent type of faculty development. If nothing else, work with your educational IT people or other faculty who really know the technology and how the technology is best utilized.

RTB: For new instructors or new technologies, it is always wise to start small with implementing technology (one or two discussion board assignments, two outside of class Internet or podcast requirements) so as to pilot it. Build on success and refine based on failures. Take heed, there was a certain level of nobility and good intention among the Luddites!

SGR: I do believe that technology has the potential to enhance the learning process, but it is not a panacea for poor teaching skills. It should be used to enhance the instruction and not to replace the instructor. At the end of the day, it is the quality of the instruction and not the quality of the technology that determines whether students learn.

In conclusion, there appears to be a clear message in the responses (I wrote my responses before seeing the other responses). The clear message is that technology should not be used for sake of the technology but for the purpose of helping students learn. Thus, it is not the type of technology that makes a positive value-added impact but how the instructor uses it.

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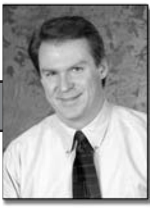

MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University

Like many of you, I'm a faculty member at a research-oriented university with an I-O doctoral training program. One thing I've wrestled with is **how to encourage our graduate students to pay attention to the quality of their teaching when many of them will enter environments where teaching is not emphasized.** I'm not intending to argue about whether teaching should or should not be more emphasized at research-oriented universities—that might be a future column!—but I don't think there's any question that teaching is generally less emphasized in our research universities. For example, in many departments, if you take on a new administrative task, you receive a teaching reduction (not a research expectation reduction). At my university and many others, the top merit raise for teaching excellence is always less than the top merit raise for research excellence. Sabbaticals are designed primarily to allow you to reenergize your research program—I strongly suspect that a sabbatical application that talked about redesigning a course would be met with much less positive reception. So given all of that, how can we encourage our graduate students who are going on to academic positions (part or full time, master's or doctoral) to be good teachers as well as good researchers?

Some argue that teaching students to be good researchers will simultaneously make them good teachers because good research and good research thinking informs one's teaching. This is a position I've heard advocated repeatedly over the years, mostly by folks who don't want to allocate resources towards teaching or towards training in teaching. I'd like to believe that it is true, but the general conclusion of the research on the topic suggests there is really very little correlation between research productivity and teaching effectiveness (e.g., Feldman, 1987; Hattie & Marsh, 1996). Certainly there are questions about this work, not least of which is the fact that publishing is a rare event for most faculty members—a variety of sources across a variety of disciplines have found that fewer than 15% of faculty members in a discipline account for well over 50% of the publications in that discipline, so there may well be attenuated correlations simply due to the relative infrequency of one of the events being assessed. Nonetheless, there is a substantial amount of evidence suggesting that efforts to train our graduate students to be highly productive researchers does not make them into good teachers. (It doesn't necessarily make them into bad teachers either, it just doesn't seem to be related.)

Although some have concluded that the solution to this conundrum is to create separate faculty tracks for teaching and research, I don't buy that model. Instead, I think Hattie and Marsh had it right when they said:

> [I]nstitutions need to reward creativity, commitment, investigativeness, and critical analysis in teaching and research *and particularly value these attributes when they occur in both teaching and research.* Only when these attributes are recognized is it likely that the relationship between teaching and research will be increased. We advocate that *a desirable aim of a university would be to devise strategies to enhance the relationship between teaching and research,* and all should be pleased when they increase the relationship positively beyond zero. (p. 534, emphasis added)

What sort of strategy would *enhance the relationship between teaching and research*? Are there strategies we could implement that would increase the **Max. Classroom Capacity** of our students who are headed to academic careers, while at the same time preparing them for the research demands of those careers? I think there are, and they involve the development of students' mindsets, particularly around creativity.

One of the things that was emphasized for me in my doctoral research methods training—and that I have emphasized when I have taught doctoral research methods—is the development of a "creative research mindset." In other words, we try to develop in our students the ability to see something interesting in the world and then to think about how to design creative research to answer meaningful questions about that interesting thing. For example, we were doing a study on responses to feedback, and one of my graduate students thought she saw a trend in the data that, when asked whether they had received positive, neutral, or negative feedback, Asian respondents tended to see the feedback as more positive than we had intended it to be (e.g., saw negative feedback as neutral and neutral as positive). So she thought about how to cut the data to see if that was accurate and then how to design a creative follow-up study to see if we could better understand the issue. Another student was doing an internship at a consulting firm and thought he noticed that the results of their surveys of employees in low-income, high-turnover positions were substantially different than those of other employees, and different from what dominant theoretical models would suggest, so he designed an interesting and effective study to examine those questions. The results didn't really matter to me. I was so pleased that these students were noticing interesting things in the world or in their data and had developed the capacity to think clearly about how to investigate those things. In our graduate training programs, we're pretty good at helping our students develop a creative research mindset in which they learn to think about phenomena or materials in the world in terms of topics they are studying and see linkages to how those things could be used in their research projects.

We are often less focused on helping our students develop a "creative teaching mindset," in which they learn to think about phenomena or materials in the world in terms of topics they teach and see linkages to how those things could be used in their classrooms. Is it really that different a process, or is it just that we don't really mentor our students in how to think about teaching in the same ways that we mentor them in how to think about research? I find myself regularly explaining to the graduate students who work with me why I chose to design a study a certain way or use a particular measure, trying to role model a research thought process. I spend much less time talking about how and why I decided to use a particular exercise, video, simulation, or reading to teach a concept in class and why I think it makes sense to do it that way—in other words, much less time trying to role model a teaching thought process.

For example, Tedford (2003) talks about teaching a programming course in the fall 2001 semester. Following the September 11 attacks, her students were stunned at the U.S. Immigration and Naturalization Service's apparent "inability to track the expiration date of the visa for a person visiting the United States" (p. 50). The students thought they could develop such a program, and so the external situation led to the possibility of a vivid, memorable teaching experience. I really hope that Tedford was able to talk with students learning to be teachers about how she drew on events in the world to inspire the project, how she designed the project, and why she did it that way.

As another example, the textbook I use to teach Introductory Psychology (Ciccarelli & White, 2009) presents personality profile data on writers and airline pilots, demonstrating that different types of people choose different careers. Shortly before we reached that section of the semester last year, Captain Chesley "Sully" Sullenberger safely ditched his aircraft in the Hudson River, with all passengers aboard surviving. When the recordings of Captain Sullenberger's communications with air traffic control became available online, they indicated a focused, calm individual in the midst of crisis—an excellent, vivid example of the lower levels of trait anxiety among pilots shown in the textbook. Exams in that and subsequent semesters have shown that students now really "get" that concept and can expand it beyond writers and airline pilots, which was not necessarily the case before. But I've never had a conversation with my graduate students (including my teaching assistants for that course) about why that concept was challenging before and why I incorporated those recordings in the way that I did. I—and we—should have more conversations like that.

Certainly, there are many other things that excellent instructors do than what I've talked about here. But almost all of the instructors I know who are perceived as being dynamic and effective in the classroom tend to use vivid, current, and creative examples of concepts. They post links to YouTube videos on their course management systems (e.g., Blackboard), with notes about how those videos relate to the class. They see a show on television or hear an interesting radio story and realize how it would be a great way to explain a concept in class. They use a poem in class—I've used Robert Frost's "The Road Not Taken"—to raise questions about the importance of control groups, for example, or they read a fiction story and see its relevance—**Rick Guzzo** used to use Kurt Vonnegut's *Harrison Bergeron* (which just came out as a short film called *2081*) to raise questions about fairness issues in selection. Instructors with a creative teaching mindset identify new ways to communicate concepts to their students, and I believe that this is a skill that can be cultivated in our graduate students, just as the research mindset is.

I'll return to this topic in a future column. In the meantime, I hope that I'll hear from you. Write me and tell me how you see instructors in graduate I-O programs developing both research and teaching mindsets in their students. Tell me about specific people who you think do this really well. Tell me that I am way off base. I'll draw on your responses for a future column about enhancing the **Max. Classroom Capacity** of the graduate students we train. You can reach me at marcus.dickson@wayne.edu, and I look forward to hearing from you.

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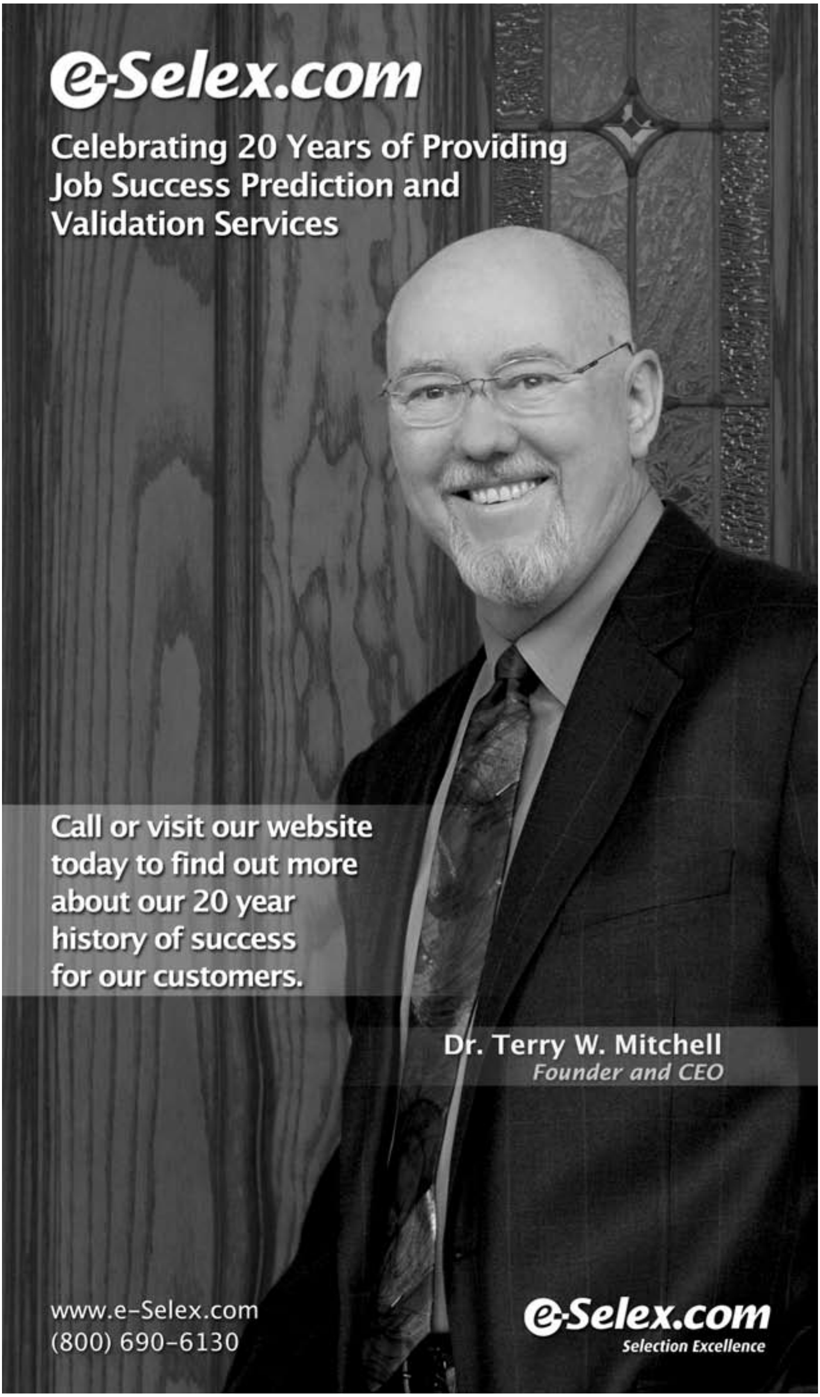

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PRACTICE PERSPECTIVES

Where I-O Worlds Collide: The Nature of I-O Practice

Rob Silzer, Rich Cober, and Anna Erickson

The practice of industrial-organizational psychology is central to our field, but there are different views of what the term actually means. Over the last several years, a series of articles in *TIP* and a SIOP report have explored I-O practice and the professional interests and needs of I-O practitioners (Silzer, Cober, Erickson, & Robinson, 2008a). In this article we discuss the nature of I-O practice and identify some of the work activities of I-O psychologists that differ for those working in organizations, consulting firms, and academic institutions.

Distinguishing I-O Practice and Research

Over the years many people have struggled with both the definition of I-O psychology practice and the terms that we have used to refer to I-O psychologists. One of the key challenges is that the name of our field seems focused on specific contexts—industrial and organizational settings—and not on a clearly differentiated content area of psychology. As Campbell notes, we "have borrowed heavily from social, cognitive, clinical and counseling psychology, personality and individual differences and even behavioral genetics" (2007, pg 454). Our content areas draw widely from other content areas of psychology. However, Campbell suggests that there are some areas that "had their core development within I-O psychology," such as "leadership, training design, performance theory, human motivation, high performance work teams, assessment methods, nature of human judgments of performance, attitude (job satisfaction) assessment, quantitative modeling" (pg 448).

The name of our field, industrial-organizational psychology, has remained fairly constant over the last 50 years (after earlier being considered applied psychology), despite some recent attempts to change it. Subgroups of I-O psychologists have become ever more distinct as the field has gained some success and influence in organizations. The tension between science and practice in our field has been around for many years (see Koppes, 2007; Zicker & Gibby, 2007) and continues to be a significant concern (e.g., see upcoming Atlanta SIOP conference session on the science–practice gap, Silzer, et al., 2010a). Although tension may exist due to the professional needs of these subgroups, there is broad agreement that the success and ongoing professional sustainability of each subgroup rests in the value-adding performance of the other.

The diverging professional interests and needs of I-O researchers and practitioners (the use of this term is further explored below) have become even more evident recently (Silzer, Cober, Erickson, & Robinson, 2008a), and SIOP as a professional organization is being challenged to more actively support the interests and needs of both subgroups. Often a third key role of I-O educators is not frequently seen as a separate subgroup because it is dominated by researchers in academic work settings, who tend to focus on their research needs and interests. As a result, practitioners have voiced significant concerns that practice issues, knowledge, and skills are largely ignored by graduate training programs. This issue also is getting more attention lately (Silzer et al., 2008a).

In the 1980s and 1990s, significant numbers of I-O psychologists took applied positions in organizations and consulting firms. Although initially many worked in personnel research roles, they later broadened their responsibilities and moved into roles in leadership development, staffing/selection, talent management, organizational development, human resources, assessment, coaching, organizational effectiveness, and so on. The professional interests, needs, and roles of practitioners have significantly broadened and often diverged from the interests and needs of I-O psychologists who focus primarily on research activities (both in and out of academic institutions).

We would suggest that the field has noticeably expanded as the roles for I-O psychologists have broadened, although Campbell argues that the field has "regressed…to a much narrower focus" (2007). Which view you hold may depend on whether you are primarily looking at published research in the field (perhaps seen by some as narrower and more reductionist) or looking at what I-O psychologists are actually doing and how they are contributing in organizations (clearly broader). This suggests that one major difference in views between I-O researchers and practitioners is that they are looking at different parts of our field, perhaps to some degree based on the difference in valuing rigor versus relevance.

The labels we have used for these subgroups have varied over the years and have been confusing. In early years some psychologists, such as Seashore, argued for the term "*technician* to refer to those who were engaged in applying psychological techniques and principles to solving human problems" (Zickar & Gibby, 2007). Most practitioners today would likely find that term very inappropriate (and offensive) given the complexity of their work and the high level of expertise that is required. It seems to represent a trend in our field that continues today of suggesting a one-way direction of knowledge from researchers to practitioners. For example, the movement encouraging "evidence-based" approaches (Rynes et al., 2007) has the potential to bring great benefits to organizations. But it also could run into resistance if it becomes perceived as a one-way communication process where researchers "tell" practitioners that they know better how to do things rather than engage in constructive partnerships to bring evidence-based practices to bear.

"Applied psychologist" was another term widely used to distinguish those not doing basic psychological research. And then in 1949 the Boulder conference on science and practice in clinical psychology gave rise to the science–practice model (APA, 1950). A version of the model was adopted by I-O psychology, even though the actual terms scientist and practitioner were not fully adopted by the field. For many years, (until recently) few I-O psychologists referred to themselves as scientists or practitioners; rather, everyone tended to think of themselves as I-O psychologists. For many years there was minimal distinction between research and practice activities because the field was so applied in nature and the areas of interest were more focused. However, as the field expanded beyond the original areas of focus—such as selection, productivity, and job performance—and into a broader range of issues at both the organizational and individual level—such as leadership development and organizational development—the research did not always sufficiently expand to guide these areas.

This has changed in the last 10 years as personnel research departments have largely disappeared from organizations (in some cases now outsourced to research consulting firms) and as I-O psychologists have broadened their roles and responsibilities inside organizations. Practitioners in I-O psychology (in organizations and consulting firms) have emerged as a large subgroup in our field (some would say they now represent a majority of SIOP members) and have expressed professional interests and needs that are noticeably different from those I-O psychologists focused on doing research. This has led to an interest in having specific labels to distinguish these I-O subgroups. Some labels we have heard being used recently include:

- academics versus nonacademics
- academics versus practitioners
- researchers versus practitioners
- organizational psychologists versus academics

Each of these pairs raises concerns. For example, the first pair is rather dismissive of practitioners (describing them as not another group). The second pair confounds where someone works with the activities they do. The third pair leaves out educator roles as a separate subgroup. And the last pair seems to focus more on differences in work locations and not differences in work activities, and has the potential for leaving out psychologists who do not easily fit into either work location. In addition, because some I-O psychologists refer to themselves as organizational psychologists, this last pair suggests that academics are not organizational psychologists.

We propose a framework of the work activities and work locations of I-O psychologists (see Table 1) that might better distinguish I-O subgroups and lead to more useful descriptive terms. We suggest three major categories of work activities (research, education, and practice) and outline the most frequent work locations for I-O psychologists.

Table 1

Major Work Activities and Work Locations for I-O Psychologists

	Work activities			
Work locations	Research (examples)	Education (examples)	Practice (examples)	Other (examples)
Organization positions Private sector Public sector	Personnel research	Training and development	Talent management	Human resources
Consulting positions Large consulting firm Independent practice Research firm	Selection research	Leadership development	Assessment and coaching	Manager, owner
Academic positions University College	Research professor	Teaching professor	Client/ student advisor	Dean

We think the three major work locations categories, with subcategories, account for the large majority of I-O psychology work locations. However, we recognize that there are other less numerous positions held by I-O psychologists. We strongly encourage SIOP to endorse and support the proposed Practitioner Career Study, or some meaningful version of the current proposal, that will help to document both the work activities and work locations of I-O practitioners but also help us better understand practitioner career paths.

We have identified three major clusters of work activities, based on the recent SIOP member survey (Silzer et al., 2008a) and think they represent the major clusters of I-O psychologists' work activities (that focus on our field). In the past the field has typically been represented by a dichotomy (science vs. practice), and the role of I-O educator has often been ignored. We think I-O education is an important activity of I-O psychologists and should be recognized, if for no other reason than to clarify the differences between research and education, values, and interests.

Of course these distinctions raise some issues. We expect that some may not agree with separating *research and practice*. Some would argue that everything we do as I-O psychologists is practice. There has long been a distinction in our field between *science and practice*. We would argue that any distinction between research and science is minor and typically advocated by those who want to distinguish basic science from applied science. In our field those two areas significantly overlap. We would also argue that *practice* can be something very different from research, although we recognize that there is an underlying continuum. We anticipate that some people see their research efforts as their I-O practice. However that reasoning would then put virtually everything I-O psychologists do under *practice* and continue to confound the different interests and values of various subgroups.

It could be argued that practice is the active application of available psychological knowledge in order to take action on immediate issues. Some rigorous empirical research in organizations might not fit easily in that definition and does seem closer to *science* in systematically collecting *additional* knowledge to inform the field and impact later actions. Most I-O practitioners in organizations (not involved in research) would likely understand and support this distinction, although those heavily involved in research will probably object. One might argue that conducting an individual psychological assessment (and collecting data on the individual) has some similarities to conducting an organizational survey or conducting a selection validation study. In all three cases, data are collected to be used later to reach conclusions and decisions. But few would suggest that individual psychological assessments are research projects in the typical sense.

Another related problem is that some researchers (often in academic institutions) argue that they are full-fledged practitioners and want to speak for all practitioners, even though their values, interests, and professional needs differ significantly from those of most practitioners (particularly those who do not do rigorous research). This is one of the chief underlining causes of practitioner dissatisfaction within SIOP (Silzer, Cober, Erickson, & Robinson, 2008b). Most practitioners in organizations and consulting firms see themselves as having very different needs and interests from those who primarily focus on doing rigorous research. But let's be clear, we strongly support the importance of research knowledge as a key value for all subgroups but see very different interests and needs in other areas across the groups.

There is also a practical reason for making the researcher/practitioner distinction. Some researchers have made an overt effort to impose their strict rigorous research standards on all practitioners when evaluating and recognizing the work of practitioners in organizations. This standard is often inappropriate and unworkable for much practitioner work. It has undervalued practitioner contributions to the field and has resulted in SIOP giving almost all professional recognitions and awards to researchers with published research while shutting out practitioners who do not have published research in peer-reviewed journals. We need to develop professional standards for practitioners that are appropriate and relevant to their work.

We might also argue that the professional interests and needs of researchers are very similar to the scientists in our field. Murphy and Sideman (2006) argue that the *science-driven culture*, "characterized by an emphasis on precision, empirical confirmation, and scientific caution," is often in conflict with the *practice-driven culture* that "emphasizes attempting to solve real world problems, without necessarily waiting to work out all the details of the underlying theory or the empirical tests" (p. 43). They also suggest other differences in:

- values: a focus on methods versus a focus on problems,
- criteria: a focus on replicability/precision versus a focus on persuasiveness/action orientation,
- audiences: focused on other scientists versus focused on potential users.

We suggest that researchers are typically more aligned with science-driven cultures than practice-driven cultures. It is evident not only in what they do but in what they value. There seems to be widespread appreciation for the differences in science and practice values. Some however argue for an expanded group of values. For example Lefkowitz (1990) has suggested formal recognition of a “triarchy of value concerns—scientific, humanistic, and economic.” Campbell (2007) advocates paying attention to four different value systems: science, the organization, the individual, and the public good.

One of the hurdles in discussing these issues is that most people have chosen either a research-oriented career (typically in an academic institution or a research consulting firm) or a practitioner-oriented career (in an organization or consulting firm). The difference in their professional needs and views of the profession are substantially shaped by their personal experience in these different career paths. What they see and advocate for is highly likely to be linked to the career path they have chosen.

I-O Practice Activities

In exploring the nature of practice we think it is helpful to better understand the work activities of I-O psychologists in the three major work settings. In this and previous *TIP* articles we have discussed practitioner and researcher differences. Although we are all I-O psychologists, we are often focused on different activities across the practice/research/education spectrum. Although it should be pointed out that many I-O psychologists are active in several of these areas.

We were interested in better understanding the work activities of I-O psychologists working in different settings, such as consulting firms, private-sector/public-sector organizations, and academic institutions. We turned to existing data to help us understand those differences.

We reviewed the survey data from the SIOP Practitioner Needs Survey (Silzer et al., 2008a) and focused on responses to Question 2: *How important are each of these activities to your current effectiveness as a practitioner?* Respondents were asked to rate 17 different work activities on a three-point importance scale (highly important, important, not important). We cross-tabulated the job type of the respondents (individual contributor, supervisor, etc.) with the organizational setting in which they worked. The cross tabs provided a useful picture of the types of jobs held by survey respondents in different settings (see Table 2).

A review of the relative frequency of job types by organizational setting confirms what most I-O psychologists would hypothesize are the typical jobs held by individuals in different settings. In consulting firms, a large number of respondents are executives/officers, which reflects the substantial number of I-O psychologists in independent practice (29% of the survey respondents working in consulting settings). The second highest proportion of jobs in consulting settings was in individual contributor roles. In private- and public-sector organizations/institutions, most respondents were employed in individual contributor or manager-/director-level jobs. In academic institutions, the overwhelming majority of respondents identified themselves as professors/faculty.

Table 2

Types of I-O Jobs in Different Organizational Settings (Survey Sample Sizes)

	Organizational setting* (*n*)			
Job type	Consulting	Private or public sector	Academic	Total
Individual contributor	129	165	24	**318**
Supervisor	16	24	5	**45**
Manager, director, department head	69	126	35	**230**
Executive, officer	148	24	2	**174**
Professor/faculty	2	4	181	**187**
	364	**343**	**247**	**954**

* Further breakout of organizational setting	
Consulting	
Firm	257 (71%)
Independent practice	107 (29%)
Total	364
Private/public sector	
Private	190 (55%)
Public and nonprofit	153 (45%)
Total	343

Then organizational setting was used as a grouping variable for conducting tests of mean differences in the importance assigned to different work activities. The response means on importance were tested using a one-way ANOVA with a post-hoc Tukey test to provide us with insight regarding homogenous subgroupings (see Table 3). In this way, we not only could test where significant mean differences existed across the three work settings but could also clearly see where work activities converge.

The results presented in Table 3 indicate that across the three work *settings there are significant differences for the importance of all the work activities* except for making presentations (which could include company presentations, class presentations, and client presentations).

The most important work activities varied by works setting:

- Consulting work settings: consulting and advising clients; building relationships; implementing and delivering programs; making presentations; developing and designing systems, methods, and programs; managing work projects and administrative tasks.
- Private-/public-sector work settings: consulting and advising clients; building relationships; managing work projects and administrative tasks; making presentations; implementing and delivering programs.
- Academic settings: making presentations; conducting primary research and data analysis; building relationships; teaching courses or training programs; consulting and advising clients.

Table 3
Importance of Work Activities by Job Setting

Work type	**Consulting (C)**	**Private or public sector internal (P)**	**Academic (A)**	
	Mean*	**Mean***	**Mean***	***F* value**
Making presentations	***1.41***	***1.43***	***1.50***	1.79
Writing reports, articles, chapters (nonresearch)	***2.01***	2.22	***1.89***	14.92**
Leading and managing others	***1.84***	***1.74***	2.15	20.88**
Coaching others and providing feedback	1.73	1.96	2.21	30.33**
Leading change management and OD efforts	***2.11***	***2.08***	2.53	28.46**
Conducting primary research and data analysis	2.12	1.96	1.61	32.28**
Building relationships (clients, colleagues, etc.)	1.16	1.26	1.66	72.27**
Conducting selection and development assessments	1.64	1.96	2.19	36.13**
Developing and designing systems, methods and/or programs	***1.46***	***1.44***	1.97	56.16**
Managing work projects and administrative activities	***1.46***	***1.35***	1.96	69.05**
Teaching courses or training programs	***2.17***	***2.29***	1.68	47.12**
Implementing and delivering programs and/or tools	***1.39***	***1.45***	2.00	71.00**
Consulting and advising clients (external and internal)	1.07	1.23	1.73	115.16**
Writing proposals or business cases for engaging in work	1.64	2.13	2.32	69.58**
Developing strategy and policy	1.95	1.77	2.46	66.98**
Managing a business	1.77	***2.51***	***2.53***	108.13**
Writing for a scientific journal	***2.72***	***2.83***	1.90	185.88**

* Response options: 1 = *highly important;* 2 = i*mportant;* 3 = *not important.*

** $p < .01$

Range for sample sizes: Consulting *n* from 365 to 370 responses, private or public sector internal *n* from 339 to 343, academic *n* from 234 to 240.

Cells shaded black indicate homogoneous subgroups from Tukey test.

Looking at the most important activities across the three settings suggest some overlap in work activities. We formally evaluated this overlap (using the posthoc Tukey test) and identified the degree of statistical differentiation in importance responses across work-setting groups. The last column in Table 3 identifies the work-setting groups that were homogeneous in their responses on the importance of each work activity. For example, “writing reports” was seen as a relatively more important activity for both consultants and academics than it was for private-/public-sector practitioners. Seven of the work activities were rated more similarly on importance by consultants and private-/public-sector practitioners than those employed in academic institutions.

These findings are interesting and likely make intuitive sense for many I-O psychologists employed in consulting and private-/public-sector organizations. This study included only a limited number of work activities and provides only an initial understanding of differences across work settings. Because of the many changes in our field and the expanded roles for I-O practitioners, we think it is critical that a more thorough study of professional roles be initiated.

Our next *TIP* article will focus on the future of I-O practice and discuss steps that SIOP and practitioners can take to address the interests and needs of I-O practitioners. Also see the upcoming session at the Atlanta SIOP conference on the future of I-O practice (Silzer, Ashworth, Paul, & Tippins, 2010b).

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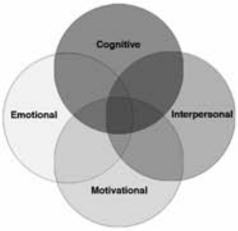

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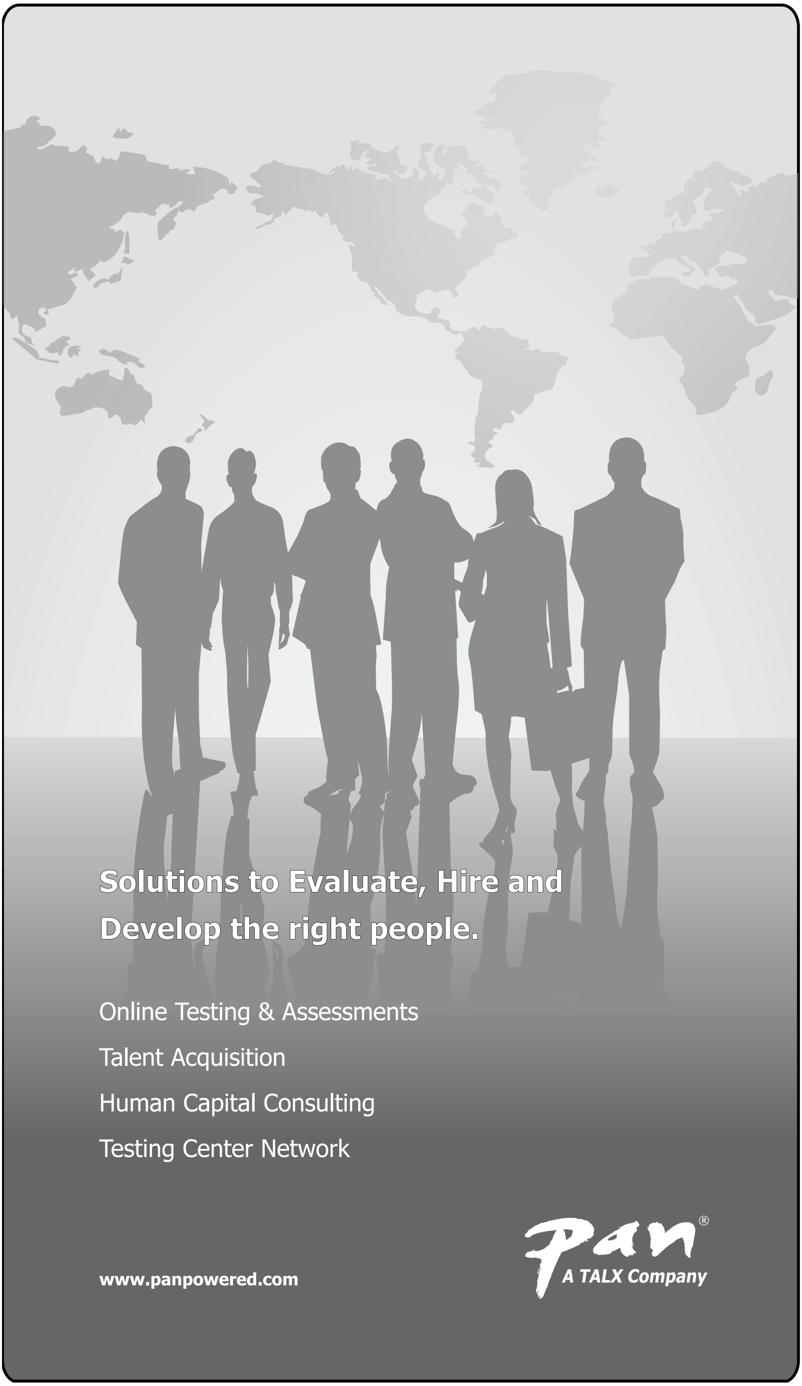

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PRACTITIONERS' FORUM

Judith S. Blanton
RHR International

Typically, our training as I-O practitioners emphasizes building skills in doing the work: understanding the research behind practice and learning methods and techniques. However, to become a practitioner who can make a living through I-O practice, just knowing how to do the work is insufficient to be successful. We must also have skills in getting the work, managing the relationship with clients, and managing the business.

This column will describe how three successful practitioners (and SIOP members), Vicki Vandaveer, Alison Mallard, and Dirk Baxter deal with these critical but often underaddressed aspects of professional practice. They will also discuss what they see as the advantages and challenges of individual practice and share advice with those considering a career as an independent practitioner.

Vicki Vandaveer of the Vandaveer Group (v3@vandaveergroup.com) started her career working internally with large corporations; she also worked as part of a major consulting firm and started her own business 17 years ago. It was a client who "pushed her" into starting her own company and provided her first project. She specializes in organizational change, executive assessment and coaching, as well as executive and team development. Her client base consists of both domestic and international clients.

Alison Mallard started her company, HRCatalyst, Inc. (www.hr-catalyst.com), 6½ years ago in Atlanta. At that time she was part of a small, family-owned boutique consulting firm. When that organization declined a project, she proposed to her manager that she might bid for it herself. With their support, she had the basis for starting her own company. Although that project dried up after 3 months, she continued to do contract work for the boutique firm while building her business. As she put it, she was too naïve to be scared. She persevered and has been successful. Alison spends most of her time on executive development, team development, and customized project work. She has also built an alliance partner network to provide a broad scope of I-O services (select–measure–advance) to her clients.

Alison has recently started another company, I-O at Work (www.ioatwork.com.), a Web site where readers can find short summaries about relevant I-O research related to work issues. (This is a free site, although she is currently looking for sponsors.) She employs graduate students to review these articles, which are drawn from a wide variety of scholarly journals and can be searched by topic. The site provides a quick overview of the article and comments on why it is important. The reviews are written in lay language with the goal of getting relevant research to those who could use it in their work but may not have access to, or the time to read, scholarly journals. She currently posts about three reviews per week but plans to increase this.

I-O psychologist **Dirk Baxter** works in partnership with his wife, Karen Steadman, who was trained as a counseling psychologist, in their firm, Leadership Futures (www.leadershipfutures.com). Dirk has an entrepreneurial background from working in his family's small businesses and ranch. This, he believes, was an asset as he and Karen started their company. Although the firm has a broad practice in performance optimization and accelerated leadership development, Karen specializes in the coaching side of their practice while he focuses on hiring and selection. Dirk, like Alison and Vicki, has built strong partnering relationships with other practitioners in order to provide scalability and broader range of services to clients.

Getting the Work

The literature about small businesses finds that about half of them fail within the first 5 years. We have no statistics about psychological practitioner firms, but it is clear that business development, marketing, and sales are part of the task of running a practice. None of those interviewed considered cold calling or mass mailings to be effective sales strategies. Relationship building among colleagues and clients was the preferred means of developing business. Practitioners who can help the client clarify the issues and understand the value that the practitioner can add will do better than those who merely present ready-made products or describe the features and benefits of their specific approach. Clients typically don't care much about HOW we solve the problem; they just want it solved. Vicki does not describe herself as a strong "sales person" but has been successful through having a high ratio of repeat business (through satisfying clients) and asking for referrals from her clients. This vital step is something many forget to do, but clients who are pleased with your work are generally happy to make introductions to potential customers. Other strategies she has found useful include public speaking to target audiences and publishing in client-read sources.

Allison says that at least 70% of her work can be traced back to people she knew in graduate school or fellow graduate school alumni who have taken on internal positions, referred her to clients, or invited her to partner on projects. Her involvement in professional associations has helped to maintain these relationships. Her "marketing" has been through networking and doing good work. She spoke how demonstrating excellence in graduate school is important early in your career as this builds your reputation among fellow students who may, in the future, have need to hire someone with your skills. She does not just wait for referrals, however, and is active in reaching out to network and develop business contacts.

Dirk Baxter says that it is important to "dig the well before you are thirsty." He warns against the tendency to neglect business development and networking when you are very busy. Although it takes discipline, he emphasizes the importance of making time for ongoing business development no matter how busy you are. He agrees with the others that one of the best methods for attracting business development is delivering on what you have promised. He has also found it useful to build strong alliances with other professionals where you can refer work to each other. Because any referral reflects on the one making it, he makes it a point to know what products the partner can provide and assures that the partner will satisfy client needs. Dirk also suggests that you need to know the client or client organization well enough that you not only understand their current needs but can anticipate potential problems and what services they may need in the future.

Managing the Client Relationship

Keeping the client satisfied is critical. Dirk suggests that it is important to learn the business side of an organization in order to become a trusted advisor, not merely a vendor. He makes a point to understand the client's business model, keep up with the news of the industry, and understand the client's market and its trends, as well as what legislation is being considered and how these things might impact the company and its needs. It is also useful to make time for informal as well as formal meetings with the client. Vicki has built strong, often personal, relationships with her clients over the years and keeps up with them even if they do not have immediate needs for her services.

Part of doing "good work" and having a strong reputation is making sure that the ongoing administration of the assignment is meticulous. Billing errors, calls not returned promptly, scheduling mix-ups, perceived rudeness, or reports that have typos can seriously damage the relationship with a client and be more likely to lead to a project cancellation than mediocre work. Good communication is key. Ongoing progress reviews and follow-up discussions to evaluate the project can help the practitioner learn and often lead to additional work.

Managing the Business

Alison reports that strategic planning for the business is critical. "What do I strive for in 5 years? Given that, what do I need to do now?" She says it is very easy to get wrapped up in the day-to-day work, but you need to think long term. "Where is this getting me, and what I am working toward? It is not too soon to think about your plans for retirement."

Dirk and his partner update their strategic plan annually. He says it helps if you value entrepreneurship and devote time to learning about business. He suggests putting together a “board of directors” who are your trusted advisors. These are professionals to whom you can turn for help and advice. Vicki echoes the need for professional advisors. She has at various times used her CPA, financial advisor, colleagues, and former clients to counsel her. Alison reported that she started out doing her bookkeeping herself. She said it was difficult to pay for something that she “could” do herself but now considers outsourcing the process a good investment. Using a professional to help with accounting and bookkeeping helped her save money and make better decisions. Alison has both an IT person and an editor (for proposals and reports) as contract employees. At one point, she even treated herself to hiring an office organizer who helped her set up office efficiently.

All the practitioners we spoke with maintain relationships with other I-O and consulting psychologists and other professionals who can be called on to assist when taking on a larger project or one that requires a mix of skills outside of their specific expertise. Having “partnerships” and “alliances” with individuals or other firms has been extremely valuable. With such alliances, the practitioner–business owner need not support a large permanent staff and can draw on expertise as needed. A caveat in working with partners or contract employees is the issue of quality control. You need to be sure that your partners have the expertise required and manage their performance carefully.

Advice to Those Considering Starting a Practice

From Alison: Love what you do; find the intersection of your skills, interests, and passion and go for that. Develop a strong network of people for support. Prepare yourself to be a business owner by getting guidance and knowledge. (Alison hired a business coach to increase her knowledge of strategy). Do your homework: Prepare well for every meeting, call, and program/product delivery. Find a way to deliver beyond your clients’ expectations without giving away your services for free. Be ready to work very hard. Leverage your training as a psychologist; we are trained as scientists, which gives us unique skills to develop metrics and change behaviors. Don’t take this for granted.

From Dirk: Gain experience before beginning. Working internally brings street credibility and shows you can do a “deep dive.” Having experience across different industries is also helpful. Take the time to learn about business (e.g. how to do invoicing, contracts, deal with clients). Cultivate mentors; build a “board of directors” who become YOUR trusted advisors. “Show your soft underbelly” to these people; be coachable. If you are a graduate student, “just do it!” Run a little project yourself. Create your own LLC. Do volunteer work.

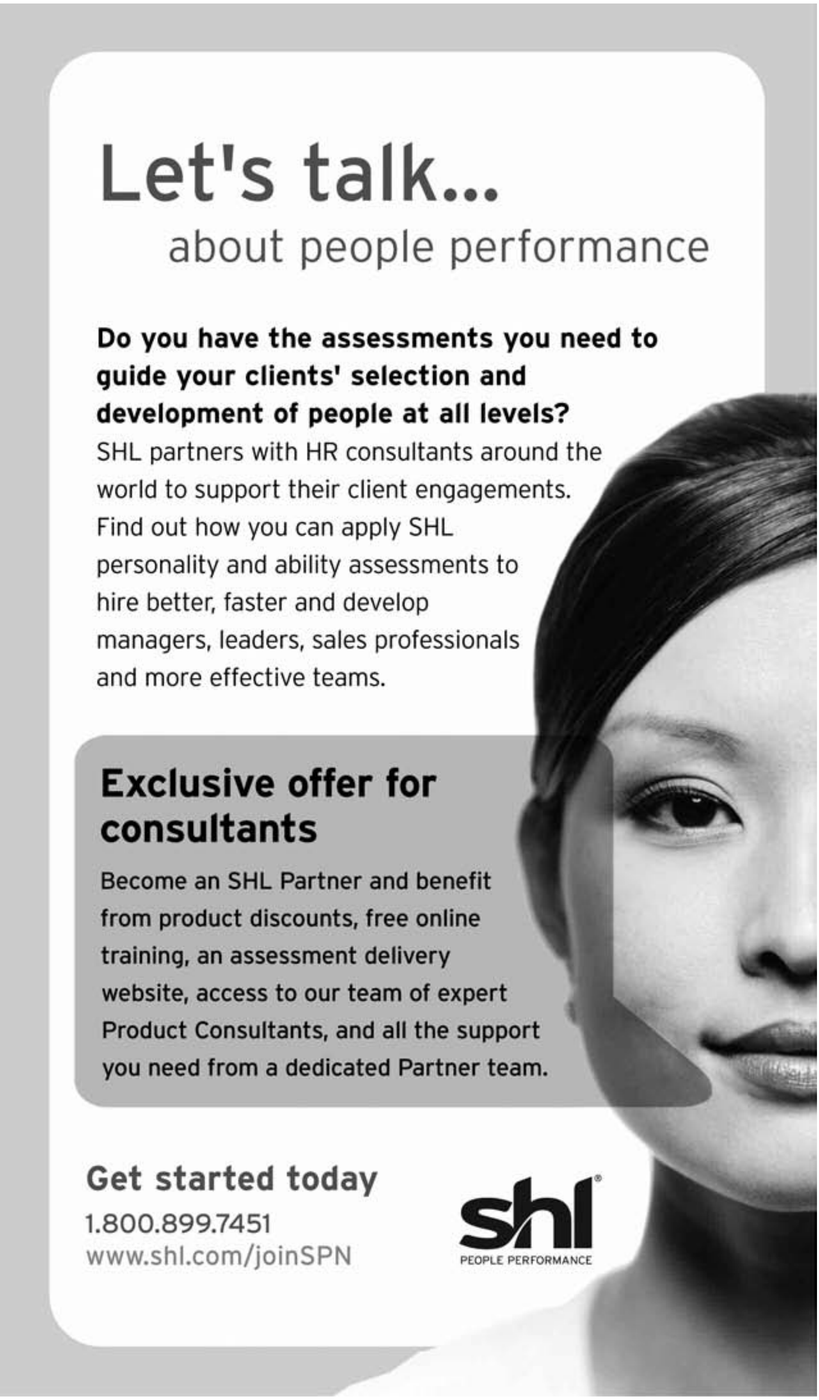
From Vicki: Get your “ticket punched” first. Good practical experience is invaluable. Assess your own strengths and weaknesses and find others to support you in your areas of limitation. Engage top professional advisors early on. Specifically, get a really good CPA who understands small business. Don’t go on the cheap there; a good CPA + small business advisor will save you more money than you can imagine and will help you build your business. Evaluate how many hours you are willing to put in. Although being your own boss provides great flexibility, you will clearly need to put in an enormous number of hours initially to make your business successful. (It will be more than you think!) Although others are more cautious, Vicki advises that, once you take the plunge, never look back! No Plan "B" (i.e., some fallback plan in case it doesn't work out)! "Every setback is a challenge to be solved! You must be fully (100%) committed to your business being successful. And it will be!"

Advantages and Disadvantages

All agreed that independence and flexibility are major advantages of an independent practice. You have the opportunity to control your own destiny. Independent practice allows for greater flexibility of hours and scheduling and often provides a broader variety of work. You have the opportunity to choose those with whom you want to work. You can set your own standards and policies. If you are successful, having your own company can be financially rewarding. Dirk described how he was able to react more quickly than most large companies, which can improve client services. He also noted that being small allowed him to have a more flexible pricing strategy and to work with small to midcap companies rather than needing to solely pursue larger organizations.

Disadvantages include serious financial risk. It is often "feast or famine." There are no built-in benefits or retirement plans provided by an employer. Another disadvantage is potential isolation or loneliness. (All those interviewed stressed the need to keep up your professional contacts, go to conferences, and stay in touch with peers to counter the isolation.) Although the hours may be flexible, they are long, typically much longer than when working for a company or in academia. Further, administrative duties involved in running your own organization can be burdensome and take away from what practitioners like to do: the work itself.

I'd like to close with a quote from Vicki Vandaveer. "There will be highs and lows, agony and ecstasy, disappointments and excitement that you never imagined. My only regret is not having done this sooner."



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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson[1]
North Carolina State University

In 2009, **Shreya Sarkar-Barney** and **Matt Barney** managed to land themselves in what is said to be a veritable playground for I-O psychologists. How did they do it? A. They're lucky. B. They're ingenious. C. They relocated to India. D. It is written.

Written on the following pages, that is. Have you been wondering what I-O psychology is like in India? Do you feel it's high time *TIP* points its spotlight toward India, a country with a growing population and major implications for the global economy? If so, this column is for you! The following pages provide an excellent overview of I-O psychology in a land far away, compliments of two SIOP members with experience practicing domestically and abroad. Read on for details.

India: Promises and Pitfalls for I-O Psychologists

Shreya Sarkar-Barney
Human Capital Growth

Matt Barney
Infosys Leadership Institute

With a GDP growth rate between 7% and 9% and an expanding population that will surpass China in 2015, India should be on the radar screen of applied workplace psychologists. It is with optimism about both science and practice that our family of I-O psychologists moved to India. In 2009, Matt was recruited to be responsible for the Infosys Leadership Institute, a large Bangalore-based multinational software firm. This offered a unique opportunity for Shreya to return to her country of birth and grow her talent management consulting firm.

With a median age of only 25, there is an enormous labor force hungry to get ahead and get rich in India's internal demand-driven economic gold rush. While the rest of the world was reeling under the recession, strong domestic consumption propped up the Indian economy to relatively healthy 6% growth. Efforts in other parts of the world to seek efficiencies and cut costs continue to offer growth opportunities to the Indian outsourcing and technology industries. This has fueled a need for talent that is technically skilled and also effective operating in a professional, global workplace.

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

Unfortunately, India's mass education system has failed to supply a skilled workforce that would be considered globally competitive. Children are taught rote memorization and not critical thinking or professional skills such as communication or teamwork. A 2005 study by McKinsey and the Indian IT association NASSCOM suggests, "Currently only about 25% of technical graduates and 10%–15% of general college graduates are suitable for employment in the offshore IT and BPO industries respectively" (p. 16). This is part of the reason why Infosys funds the largest corporate university in the world. To appreciate the scale of the need, consider that, in the next 12 months alone, the Infosys training center in Mysore will develop 15,000 student trainees with minimal, entry-level software skills. The skill shortage has created a huge demand for vocational education institutes, certification programs, and finishing schools to prepare new graduates to enter the workplace. The prime newspaper-ad real estate is typically dominated by educational ads for enrollment in "personality development" programs or "spoken English," in addition to a variety of software engineering and MBA programs. Compared to the west where the sports page is primary, the national daily newspapers like *Times of India, The Hindu,* and *The Economic Times* publish weekly special sections dedicated to education, training, and career advancement. Needless to say, there is a huge cultural emphasis on self-development and success through education.

Opportunities and Challenges

A shortfall in skilled professionals in many business sectors has led to a wide variety of HR challenges at every stage in the employee life cycle. To address the wide variability in skills, there is a need to select for aptitude (e.g., cognitive ability, personality traits, and values that are hard to mold). However, estimates from one of the global consulting houses suggest that only about 25% of the large corporations in India use testing for selection or development. Compared to hiring for the right aptitude and skills, Indian firms generally focus more attention on developing skills through formal training interventions. This is evidenced by companies such as Infosys investing 7 months in paid employee development. Such efforts are quite common across organizations and could partly be due to the economic need to create more jobs for the second most populated country in the world. Similar to other growing economies, there are also challenges around retention of highly skilled talent. Wages keep increasing with a trend toward better perks, thus forcing HR policies to constantly upgrade and find ways to keep employees engaged in and attracted to their work. As one can imagine, the demand for a systematic approach to attract, hire, develop, and manage staff is significant in India, creating an ideal playground for I-O psychologists.

Unfortunately, there isn't a large I-O community to support this work. The SIOP site lists only a handful of members from India, and the majority of them appear to be in academics. A vast number of the talent management positions are staffed by MBAs or others who have migrated from other disciplines. It is possible to get a master's and a PhD in industrial psychology through Indian universities. However, the curriculum has arguably failed to keep up with the times due to funding challenges and a traditionally Indian approach to academics.

Due to the small number of I-O psychologists that work in India, OD practices seem to be more popular than I-O psychology. India has a large and well-organized OD community that recently hosted the global OD conference in Hyderabad. In speaking with some of the members and reviewing their Web site (www.odsummitindia.org), it appears that many of the OD practices focus on group interventions popular in the 1960s, such as T-groups. This partly could be due to the matches between such approaches and Indian philosophy, which focuses on communities and interactions that are personal and deeply emotional. Except at the senior-executive levels, there is generally a greater preference for group interventions than individual assessment and coaching. Many still use horoscopes and other traditional methods to recruit staff and make "auspicious" business decisions. It is common practice for resumés in India to include a photograph, age, date and time of birth, horoscope, and marital status. One recent resumé sent to Matt also had information about the candidate's husband and her ophthalmological correction measurements for each of her eyes, noting she was "short sighted"!

Many project that the Indian economy is at a tipping point. There is a tremendous demand for improving productivity by upgrading skills. This provides multiple avenues for I-O psychologists to help. There are many job openings primarily with multinationals that may have I-O psychologists at their headquarters and need similar skill sets to adapt various interventions to the local needs. For someone looking for opportunities in India, this is the right time. Many of the major global I-O consulting houses are setting up shop in India and have a need for a variety of positions ranging from sales to service delivery (e.g., assessment, competency modeling, and training delivery). Some big areas of need across industry are in leadership and management development. Being a hierarchical culture and a largely young workforce, the demand is for developing young leaders to take on profit and loss (P&L) responsibilities and lead global teams. Many Indian businesses are buying large companies outside of India, such as Tata's purchase of the Jaguar Land Rover brand (previously UK based), or expanding in Vietnam, Africa, and the Middle East. There is a need to help Indian managers become global managers with an ability to work under labor laws that are much more complex than in India. One unique feature of Indian businesses is that many are family owned. This requires a specific skill set to deal with the strong culture passed down by the family and create a performance-based culture that will be seen as attractive to the nonheirs of the business.

For those seriously looking at living and working in India, it is also important to be aware of some of the challenges. The hardest part is getting used to the poor infrastructure. It is not uncommon to have long power outages and intermittent broadband connections. Also, there is a strong cultural focus on frugality so one needs to learn to make do with fewer resources. There are several things one can do to prepare for working in India. A course in cross-cultural psychology is highly recommended. Many of the GLOBE project studies are extremely useful to understanding how leading in India is different from the rest of the world. Having high levels of patience and adaptability will be good survival skills. In general, people plan their time only a week in advance and have less structured ways of operating, which may impact other people's calendars. There is less emphasis placed on timeliness, so remaining flexible to when and how things happen will help one avoid frequent frustration.

Personal Accounts

Although we have both acquired experience working as I-O psychologists in the U.S. as well as India, our career paths have certainly differed. Accordingly, we each have distinct insights into the unique aspects of practicing I-O in India. Our individual commentaries on these observations are provided below.

Shreya: Although I continue to do leadership development and training evaluation work with clients around the world, in India I am seeing an increase in demand for helping support collaboration effectiveness between U.S. multinationals and their local partners. This type of work is extremely interesting, almost like looking through a kaleidoscope, with the multiple angles around the issue pointing to challenges related to team effectiveness, cultural differences, skills, resources, processes, and leadership. In particular, I am noticing hidden challenges due to cultural differences. In one case, the Indian and U.S. teams were completely at odds with each other. The Indian team felt that they had overcome insurmountable challenges to meet their U.S. client's specifications, yet the client was unhappy. The U.S. team on the other hand could not understand what went wrong despite their clear directions. Turns out that each side had an unspoken assumption of what was important. The Indian team went to extraordinary lengths to save costs by building many of the parts in house rather than procuring them. As noted, frugality is a deeply engrained mindset for Indians (long-term orientation per Hofstede). Americans, as a culture, score higher on short-term orientation. This shows up in their focus on speed and having tight timelines with dependencies built into their plan. Delivering the right product a little too late meant the combined team had missed on multiple deliverables, something that was not evident to their Indian partners. Another area one has to be careful about is the use of I-O methods. In general, high-touch approaches (e.g., face-to-face meetings) are required to build trust. If using assessment instruments, American English may not always translate in the way it was intended. I learned this the hard way doing a team survey. An item that read "my performance impacts the performance of my team on the project" was rated very low by the employees in India, which concerned the U.S. collaborators. Upon further probing I learned that many Indian respondents interpreted the item to mean "does a team member's motivation level impact the other members' willingness to contribute!"

Matt: A pleasant difference with the people I work with at Infosys is that leaders respect science more than European or North American leaders I've worked with, on average. They respect the PhD a great deal. The core science we use isn't any different, but the way in which I do it is a little different. Indian methods of communication are slightly less direct than what we are used to in the U.S., and saving face, while it is not as critical as it is in Japanese culture, is relatively more sensitive. Things don't always work as planned, but Indians are used to adapting to adversity much more than people in Europe and North America. One of my biggest changes in the way I work is that I have three telephones and no voicemail at work. Technically, I have voicemail on one of the lines, but no one can tell me the password, and no one uses voicemail anyhow. Dialing a phone number on a regular line or a VOIP line is an enigma, wrapped in a puzzle, baked inside a Rubik's Cube, so I had to learn to be patient with many obstacles to making a simple call. Most people expect you to answer all your calls all the time. Even though that's not possible, people will sometimes get upset and send an e-mail indicating that you're not picking up your phone. Even though everyone I work with speaks English, which is the official business language, I go out of my way to say thank-you and other pleasantries in one of the local languages to show my respect for people whose country I'm living in. They graciously laugh at my lame I-O jokes like, "how do you say 'homoscedasticity' in Kannada?"

Conclusion

I-O psychology in India is exciting, and challenging, and worthwhile. The country holds significant promise for both the science and the practice of I-O psychology, even though cultural nuances will require appropriate adjustments, with challenges similar to working in other developing countries. But with 1.2 billion prospective subjects and counting, we savor the opportunity to work here.

Concluding Editorial

So there you have it—an informative synopsis of I-O in India, where opportunities for our science and practice abound. I-O's inroads into this important area of the world point to an exciting future for our profession and India alike. And with Shreya and Matt in the mix, there's just no telling how much progress will have occurred by the time the inevitable sequel to *Slumdog Millionaire* makes its debut. Precisely what that will entail is another topic for another day, but suffice it to say I'm hoping for an I-O heroine whose feedback and goal-setting intervention straightens out all the bad guys before anyone really has a chance to get hurt. Time will tell.

Reference

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Cast Thy Bread…

Paul W. Thayer, Trustee
SIOP Foundation

Since 2004, the SIOP Foundation has awarded 19 scholarships totaling $49,500. In addition, three students have received a total of $30,000 in Leslie W. Joyce and Paul W. Thayer Fellowships. The students involved have made good progress as we shall see. They have also contributed of their own time and talent to SIOP.

Of the 19 scholarship winners, 12 have served on the Conference Program Committee, and 9 of those have served for 2 years. Two have also served on the SIOP Awards Committee. I don't know if the scholarship "bread cast on the waters" had a lot to do with this activity, but I'm grateful to these bright comers for their efforts.

Lori Anderson Snyder won a scholarship in 2004 and was part of **Deb Rupp's** team that won the Douglas Bray/Ann Howard grant award for research on assessment centers in 2005. She received her PhD from Colorado State and is now an assistant professor at the University of Oklahoma. **Craig Wallace**, another 2004 scholarship winner, also received the S. Rains Wallace Dissertation Award in 2007. He received his PhD from Georgia Tech and is an assistant professor of management at Oklahoma State. **Adam Grant,** a 2006 scholarship winner, was nominated for the 2010 William A. Owens Award for the best journal article. His PhD is from Michigan, and he is now an associate professor at the Wharton School at Penn. **Laurie Wasko**, the first winner of the Joyce/Thayer Doctoral Fellowship, received her doctorate from Clemson and is now working for HumRRO in Alexandria, VA.

I can only conclude that the selection system for scholarships and fellowships is a good one, that receiving such awards is a stimulus for making contributions to the discipline, or both. In any event, I'm proud of these people and what they have done.

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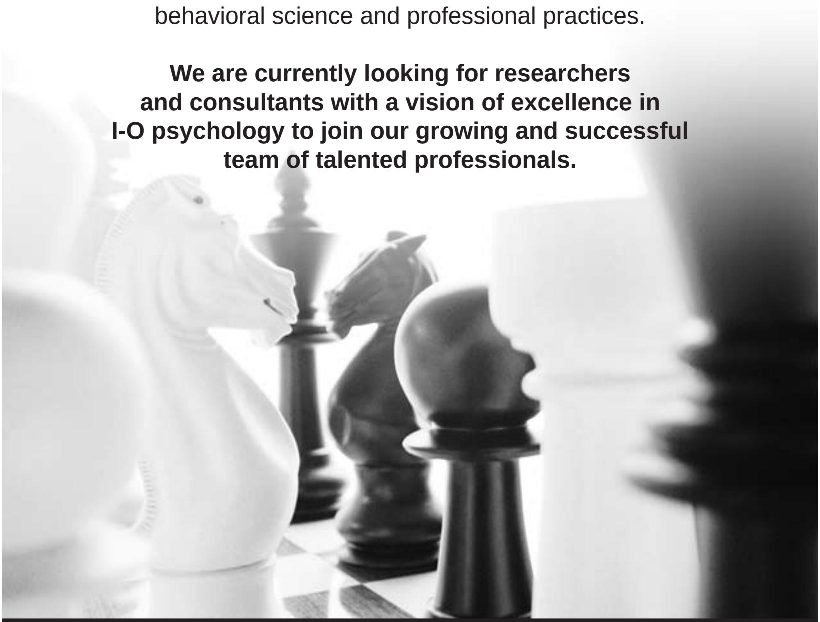

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PRO-SOCIAL I-O – QUO VADIS?

Stuart Carr
Massey University

It was with deep sadness that we all learned about the loss of Emeritus Professor **Frank J. Landy**, and we send heartfelt condolences to his wife Kylie. Professor Landy (Frank) was instrumental in getting this column off the ground. Indeed, he was inspirational in its very inception. I first met Frank when he came to New Zealand/Aotearoa in 2006, kindly offering to meet and speak with our undergraduate and graduate students. He did and inspired us all with his perspective on I-O psychology, what we have done, what we could do, and where we might be heading for the future. Quo vadis.

We continued that theme at the 2008 SIOP conference in San Francisco, where Frank gave a brilliantly moving and mobilizing discussion at the symposium on poverty reduction organized and chaired by Emeritus Professor **Walter Reichman**. Frank's textbook (2010; with Professor **Jeffrey Conte**) continues to "connect" with our students and to provide them (and us) with much more than a plain survey of the field. I will miss his down-to-earth, forward-looking approach and his sensitivity to diversity and equity. It was a great privilege to be his colleague and his friend.

The New Diplomacies

Professor Raymond Saner teaches interinstitutional negotiations, trade and development in the Master of Public Affairs program of Sciences Po, Paris, which has been since 2004 a collaborative master's degree with the London School of Economics and Columbia University. Professor Saner has also taught Word Trade Organization dispute resolution at the economics faculty of the University of Basle in Switzerland since 1986. Raymond is an editorial board reviewer for the *Journal of Applied Behavioral Sciences,* the *Journal of Managerial Psychology,* and *Public Organization Review.* From 2002–2004 he served as a member of the executive board of the Organization Development and Change Division in the Academy of Management (AoM). He also chaired the Advisory Council to Board of Governors AoM (2001–2002). Professor Saner holds a PhD in psychology from UGS University Ohio, a master's in education from Lesley University, Cambridge, USA, and a license in economics and trade from Basle University. He has studied Sociology at the University of Freiburg i.Br in Germany.

Professor Saner, please tell us a little more about your work.

My work is highly interdisciplinary with a home base in social and organizational development/change. In addition to my academic work, I am currently director of Diplomacy Dialogue (www.diplomacydialogue.org) and the cofounder of a Geneva-based nongovernmental research and development organization called the Centre for Socio-Eco-Nomic Development (CSEND, www.csend.org). Diplomacy Dialogue focuses on the interfaces between business, politics, society, and environmental issues. CSEND focuses on development work in developing and transition countries. Working as an I-O psychologist at the intersection of these domains defines the *New Diplomacies.*

Examples of my work are two books, which have been recently published, namely *Negotiations Between State Actors and Non-State Actors* (2009) and *Trade Policy Governance Through Inter-Ministerial Coordination* (in press). Both publications are outcomes of interdisciplinary research conducted for the Swiss Sciences Foundation and CSEND.

Other ongoing activities are institution development and change projects for international organizations and governments. For instance, we have developed a guidebook for the International Labor Organization on how to foster inclusion in employment and promote decent work in the context of poverty-reduction strategy papers (Yiu & Saner, 2005). These papers are actually in-country plans for socioeconomic development, national versions of goal setting. In theory they are also participative, designed by and within least-developed countries or highly indebted low-income countries to get out of poverty. They include trade, labor market, and development strategies generally.

Another example is projects in the field of public administration reform in transition countries. For instance, CSEND helped the Slovene government modernize its central government administration. The project included using I-O psychology to help diagnose administrative inefficiencies and ineffectiveness, and subsequently designing and implementing an on-the-job full-time educational program, equivalent to a master's of public affairs (for human capacity building). As an outcome of this institution development project, two new institutions were created, namely, an Administrative Academy and a Management and Organization Effectiveness Unit, for the Slovenian Ministry of Interior.

Having worked as a delegate of the International Committee of the Red Cross, I continue to provide input to the committee and other humanitarian organizations, both international multilateral organizations and nongovernment organizations. Applying the Geneva Conventions in war-torn societies requires knowledge not only in the field of conflict resolution and clinical psychology (treatment of torture victims). Designing recovery programs after armed conflict necessitates the participation of business, local, and international organizations. A particular challenge in this work is finding ways to involve business organizations in the reconstruction work in a way that legitimate profit targets can be combined with socially relevant activities. These in turn can help war-torn societies to restart their economies and mend conflicts between previously warring parties.

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

Yes, very much so. For instance my current second-year master's of public affairs capstone project focuses on the effectiveness of transportation infrastructure for coffee exporting from Uganda, Rwanda, and Tanzania. The project includes assessing the effectiveness of institutional and organizational policies and practices, for example, aid-for-trade projects in least-developed, developing, and transition countries. Projects like that ultimately aim at improving existing institutional and organizational practices, including the application of principles in organization development to larger economic, political, and social context than is often the case.

A similar, expansive attitude holds for working toward poverty-reduction strategy papers, in which poverty reduction entails knowing "how to" organize multistakeholder cooperation. New diplomacies like this one include, for instance, national governments, foreign aid agencies, and international organizations. Each of them has its own policy preferences. That of course means creating sufficient common ground between approaches like the World Bank's and the International Monetary Fund's, including sometimes contentious "financial conditions" for international loans and aid relief. It also includes other international organizations, such as the International Labor Organization (ILO) and the United Nations' Development Program (UNDP). These in turn tend to focus more on job creation and employment policies, which are terrains somewhat closer to "I-O" psychologists.

How prominent is work and organizational psychology in your field?

Not much. My field has been a captive domain occupied by representatives of other academic disciplines, for instance, development studies (macro-and microeconomics); peace studies, political science, and military studies (reconstruction and nation building); business consulting (reforms of international organizations); and international relations. Typically my colleagues in "I-O" psychology work in more specialized fields, often at a relatively micro-level. That includes, for instance, working on gender issues, team development, human resource development, and prevention of discrimination at work (e.g., linked to Acquired Immune Deficiency Syndrome, illiteracy, and other forms of social and organizational exclusion). These domains are all relevant to the new diplomacies.

How could I-O psychology be more prominent?

A twin-pronged strategy is required.

One prong pertains to the curriculum of I-O psychology. Most teaching in I-O psychology is based on influential textbooks written in North America.

With one or two notable exceptions (e.g., Landy & Conte, 2010), textbooks in I-O psychology have tended to emphasize work psychology in private-sector organizations mostly in for-profit businesses. These same textbooks also, naturally enough, feature case studies that are country specific.

A second, related prong concerns research. We lack teaching materials for work in multilateral organizations, particularly those operating in "developing" (lower income) countries. This means a shortfall in readily available autochthonous case studies and theories. Because mainstream journals require citations of better known theories, which are more accessible to reviewers and readers, publishing in the new diplomacies can be difficult.

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

I-O psychologists interested in international work in the development field can broaden their own knowledge base. This can be achieved, for example, by adding additional degrees or by taking continuing education courses in other fields, for example, political science, sociology, international relations, and international law (if intent in working in international humanitarian field). Alternatively, people may seek internships and job postings in "development" settings and learn by direct experience (as has been shown in earlier interviews in this column).

I-O scholars can make much-needed contributions by conducting research in private and public sectors inside developing economies. Especially useful may be a blend of qualitative and quantitative research, for example, survey and critical incidents analysis. Important steps in this direction have already been made recently in the study by Project ADDUP on disparities in remuneration between expatriate and local staff (http://poverty.massey.ac.nz/#addup).

In closing, I would recommend that I-O psychologists venture into this emerging field of large-system change, which is multistakeholder, multi-institutional, and highly international. New diplomacies are located at the interface between government ministries and departments, business organizations, multilateral agencies, and nongovernment organizations. Complexity theory offers valuable insights to help practitioners working in such large-system projects to deliver much-needed professional help. Applied for instance to nation building and rebuilding in Iraq, Afghanistan, Yemen, and Ethiopia, and of course in the wake of the recent terrible disaster in Haiti (http://sipa.columbia.edu/news_events/announcements/HaitiWitnessestoaDisaster.html), important development work should not be left to military commanders trained to conduct war but who are arguably inept in reconstructing societies and working with the psychology of human beings. Haiti would benefit from a reconstruction and development/change process that goes beyond the patchwork of well-intentioned humanitarian assistance.

There is an open call for papers on business diplomacy at the annual conference meeting of the European Institute for Advanced Studies in Management, Brussels, to be held in June of this year (http://www.eiasm.org/frontoffice/event_announcement.asp?event_id=739). I would welcome participation from all parts of the world, and from the disciplines sharing this new domain, the *New Diplomacies*.

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Save the Date for the 2010 LEC!

Mark your calendars for the 2010 Leading Edge Consortium (LEC), “Developing and Enhancing High-Performance Teams,” which will take place October 22-23 at the Grand Hyatt Tampa Bay in Tampa, FL.

The sixth annual LEC will be chaired by Past President Gary Latham, with Deb Cohen and Scott Tannenbaum serving as co-chairs. Presenters include SIOP President-Elect Eduardo Salas, Richard Hackman (Harvard University), and Michael Beer (chairman of TruePoint, a consulting firm in Boston).

Past President Latham urges people to register early, as he has set a specific high goal of 250 or more attendees at this year’s consortium. The current SIOP record is 229 attendees, set at the Charlotte, NC, consortium in 2006.

You can register now at **www.siop.org/fallconsortium** or find more information at www.siop.org/lec.

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GOOD SCIENCE–GOOD PRACTICE

Jamie Madigan
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Welcome to another edition of **Good Science–Good Practice**, where we examine the intersection of solid scientific research and practical business issues. This time we highlight some interesting studies on leadership and diversity, plus a couple of research methodologies that might be used to good effect in real organizations. Also, baseball!

For our first piece, Carmeli, Ben-Hador, Waldman, and Rupp (2009) recently published an interesting and useful article connecting several variables important to any leader: leadership behavior, employee motivation, and employee performance. Their work builds on the basic leadership styles outlined through the Ohio State and University of Michigan studies, which suggest that leader behaviors, can be categorized as focusing on tasks and/or relationships. Specifically, the authors examined whether leader relational behaviors impacted employee performance via employee vigor.

How might this work? The authors argue that leader relational behaviors (LRB) encourage a positive work environment, in which open communication, trust, and collaboration build bonding social capital (Adler & Kwon, 2002) among employees. Bonding social capital is thought to provide positive cognitive and affective outcomes in the workplace, including increasing employees' ability to make sense of workplace situations, as well as enhancing employee vigor. Vigor is described as an affective equivalent of self-efficacy, involving both arousal and a sense of vitality. Shirom (2007) suggests that vigor predicts the level of effort employees dedicate to a task.

To test these hypotheses, 209 employees and their managers from the Israeli Association of Community Centers completed several measures, including a measure of manager LRBs, bonding social capital, employee vigor, and job performance. Carmeli et al. (2009) used structural equation modeling to evaluate their sequential mediation model and found that bonding social capital mediates the relationship between LRBs and employee vigor, and vigor mediates the connection between bonding social capital and employee job performance.

The authors suggest that LRBs facilitate quality work relationships and that these relationships may be a key to enhancing employee motivation and job performance. In a time of cutbacks, downsizing, and asking more and more of fewer and fewer people at work, this study is interesting in its use of a foundational view on leadership—bringing back aspects of the human relations movement and the "leadership style" approach to leadership. During tough times, managers might be inclined to drive performance through task-oriented behaviors; this study suggests that LRBs can encourage performance, though likely through a potentially more constructive route than a high-task focus.

We see applications of this research in leadership development programs, such as training and coaching interventions, as well as helping to define specific leadership competencies. We also see it encouraging managers to find ways to not only lead through a task focus but also ensuring they build constructive, positive relationships among their team members. For example, managers might drive task performance and build relationships through seeking input from individuals or teams on how to better perform tasks, how to constructively deal with increasing workloads due to layoffs, and so on. We would like to see a study on the specific types of behaviors leaders might engage in to build bonding social capital. The LRB measure in this study essentially focused on broad generalizations of behavior, vis à vis the impact of leader behavior on employees. Specifically, employees indicated the extent to which their manager encouraged collaboration, cultivated a trustful work environment, and encouraged open communication. A useful study—or series of studies—might look at the specific types of behavior that lead to these particular impacts. It may very well be that these behaviors are organization specific; nonetheless, research on more detailed levels of LRB behaviors would further enable practitioners to develop training and other interventions to encourage this leadership style in the workplace.

Continuing with the leader–follower relationship theme, Moss, Sanchez, Brumbaugh, and Borkowski (2009) recently investigated the leader–member exchange (LMX)–performance relationship. A fair amount of research suggests that a positive relationship exists between the perceived quality of leader–follower relationship and follower performance. Moss, et al. were interested in understanding more about the process that might account for the LMX–performance relationship. As we will see, the authors suggest that feedback avoidance behavior (FAB) might account for the relationship between LMX quality and member performance.

As a brief reminder, LMX focuses on the two-way exchange relationship between leaders and followers. LMX suggests that leaders form "in-group" relationships with some employees, who in exchange for loyalty and hard work gain greater access to resources and prime opportunities. Leaders also develop "out-group" relationships, and these employees have less access to resources and opportunities.

Previous work on feedback behavior suggests that employees who perform well are inclined to draw the boss's attention to it (feedback-seeking behavior [FSB]; Ashford, Blatt, & VandeWalle, 2003). Feedback-seeking behavior includes monitoring the environment for feedback on performance and actively inquiring input from others with regard to performance (Ashford & Cummings, 1983). Similarly, others have found that employees who perform poorly will not only avoid seeking feedback but will actively avoid interactions that might encourage the leader to provide negative feedback (e.g., Northcraft & Ashford, 1990; Moss, Valenzi, & Taggart, 2003). In fact, FAB is a "proactive, purposeful, and intentional feedback management strategy, which involves...evading feedback" (Moss, et al. 2009). Although avoiding feedback now might feel like "dodging a bullet" in the short term, such feedback could help the employee avoid similar failures in the future.

Bringing LMX and previous FSB and FAB research, the authors hypothesize that FAB might mediate the relationship between LMX and employee performance. The authors reason that higher quality leader–follower relationships might encourage more FSBs and fewer FABs. One hundred twenty-seven of 200 leader–follower dyads from a hospital system finished the study in full by completing measures of LMX quality, employee performance, and FABs. Results suggest that member perceptions of LMX and performance were fully mediated by FABs. In other words, low LMX employees were much more likely to engage in FABs following poor performance, depriving themselves of potentially valuable feedback for future improvement, as well as opportunities to further develop LMX. Over time, this likely further reinforces the already poor LMX, creating a negative performance cycle.

Let's change gears a little bit and examine another area where science and practice are intersecting. Diversity continues to be a popular topic in the human resources world, with many companies putting forth significant efforts at not only increasing the diversity of their workforce but even competing for awards and recognition for a great place for minorities and women to work. For sure there are reasons to engender diversity completely unrelated to the company's bottom line (e.g., community service, adherence to basic corporate values, etc.), but many academic researchers are still interested in the very applied question of whether or not diversity has an effect on organizational performance.

One such recent study was conducted by McKay, Avery, and Morris (2009) and published in *Personnel Psychology*. What was interesting about this study is that it not only looked at actual employees at a large retail company—over 56,000 of them, in fact—but they looked at each store's sales performance. This strikes us as a metric pretty likely to get the attention of just about any decision maker in a retail sales organization. Specifically, the researchers hypothesized that it was the congruence in diversity climate perceptions between managers and their subordinates that mattered. Sticking with the established operationalization of diversity climate as the shared perceptions that a company's policies and practices are fair and welcoming to underrepresented groups (women and racial minorities), they helpfully traced back over the current literature showing how climate in general and diversity climate in particular affected firm-level outcomes.

Theory established, the researchers then surveyed their massive sample, including both managers and their direct reports, and collected information about sales performance at the store level. They found that perceptions of a pro-diversity climate from both managers and subordinates had a significant main effect on changes in sales. This would be enough in its own right, but interestingly the researchers also found that a two-way interaction existed between perceptions of diversity climate between managers and subordinates. Essentially, the relationship between climate and store performance was strongest when the two sets of opinions were aligned. If both managers and subordinates agreed that there was a climate supportive of diversity, the store did better. Conversely, when there was disagreement, store performance tended to be lower. In the end, the researchers found that "a one-unit increment in diversity climate (e.g., from 3 to 4), from the subordinate and managerial perspectives, was associated with a 21% and 8% sales growth, respectively" (McKay et al., 2009; p. 784).

As with so many articles highlighted in this column, what we liked about this study was how it combined solid research design and robust analysis with very practical and applied concerns. Speaking of which, what concern could possibly be more applied than baseball? Answer: not much. This is why we were so intrigued by another study, which looked at executive personality traits and their affects on America's favorite past time (and for the record, we think it should be interesting to non-Americans, too; no knowledge of baseball minutia is required).

What Resick, Whitman, Weingarden, and Hiller (2009) did was use a "historiometric" research design to examine almost 100 years of history and gather information about the CEOs (or equivalent) of baseball clubs. Research assistants combed biographies, interviews, news articles, and other publications to assemble biographies of team CEOs with information relevant to their hypotheses. Specifically, they were interested in looking at the relationship between CEO personality (in terms of core self-evaluations and narcissism) and highly important outcomes like field manager turnover, fan attendance, and how often the team actually won its games. If there are more down to earth dependent variables of interest to the common sports fan, we'd like to hear them.

Although all their hypotheses didn't quite pan out, what Resick et al. (2009) found was that, indeed, the "bright" side of CEO personality in the form of positive core evaluations of self—that is, self-esteem, internal locus of control, confidence in one's ability to succeed in most situations, and neuroticism—did correlate with baseball CEOs' use of transformational leadership. Conversely, the behaviors of those club executives who researchers rated as high in the "dark" side of CEO personality—essentially narcissism—were negatively correlated with contingent reward leadership and transformational leadership. Being a narcissist may have helped one become an executive, but it wasn't good news for things like fan attendance and winning streaks.

We find this interesting not only as a piece of research on CEO personality and firm-level performance but also for how applied it is and how simply pulling a profile from a client's or student's favorite (or, alternatively, most despised) baseball team could serve as a great hook for introducing the topic. And while we're on the topic of individual differences and propensity towards beneficial behaviors at work, let's talk about some recent research on psychological flow. How was that for a transition?

Fullagar and Kelloway (2009) published an article in the latest edition of *Journal of Occupational and Organizational Psychology* entitled "Flow at Work: An Experience Sampling Approach." The authors start the piece by reviewing the concept of flow, which generally is taken to mean working in the narrow space between maximal performance and fumbling into failure. As anyone familiar with the research knows, flow relies, among other things, on a perfect match between skill and challenge, immediate and unambiguous feedback, a loss of ego, and clear goals for the activity.

But some researchers, like Fullagar and Kelloway, think that flow may be as much a trait as a state. In other words, it may be a state of mind and an experience, but there are also some people who are, by dint of their very special makeup, more susceptible to falling into that delicious state of flow. You'd expect to find that such people enter flow more frequently and more easily and that measures of those traits would correlate with associated traits.

To test this hypothesis they tracked a group of 40 architectural students over 15 weeks while they engaged in studio work. Students were periodically and semirandomly queried about their flow state during times when they were most likely to be working on their architecture projects. The researchers were also interested in other questions about the relationship between flow and mood and subjective well-being. Their results were not a slam dunk—74% of the variance in flow could be accounted for by situational factors rather than dispositional ones—but they did find that there are some dispositional components to flow.

But in addition to the subject matter, we also found this article interesting and a good example of bridging the academic–practitioner divide because of the experience sampling methodology used by the researchers. This strikes us as a much better way of collecting data in organizations than simply mailing out surveys to be answered at one or two points in time. With the ubiquity of cell phones and handheld computers, it should be feasible to implement this kind of methodology in many populations.

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Cross-Disciplinary Research With Engineering and Information Sciences and Technology

L to R; back row: Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenbery, Christian Thoroughgood; Front row: Amie Skattebo, Katina Sawyer, Rachel Hoult, Joshua Fairchild

Typically, when considering areas to research, we begin by looking either at what has already been done or what has been recommended within our own field. This certainly provides a viable jumping-off point for research, as there are certainly many topics to cover within the field of industrial-organizational psychology and plenty of depth within these areas, but such an approach may exclude many relevant research questions. There are many related content areas that can shed light on how people perform at work, which are not traditionally addressed within I-O literature. As a field that studies people at work, we should not limit ourselves to topics that have been widely explored and should be willing to branch out into such unexplored territory.

An excellent approach to doing so is to seek out and collaborate with scholars from other disciplines. Such collaboration can enable us to branch out, gain new perspectives, and pursue ideas that may be especially interesting or novel. This can in turn shed light on human and organizational processes that our field might otherwise overlook.

The following sections seek to provide some more insight into what to expect from such collaborations and what we as I-O psychologists can hope to gain from them. In particular, through firsthand accounts, we will examine the personal experiences of two graduate students at Penn State.

Collaborating With Engineering

Joshua Fairchild
Pennsylvania State University

My recent personal research experience has been heavily shaped by such a collaboration with professors and graduate students in the field of engineering. I first became interested in this field, and how it may relate to our own, when I was trying to better understand how technology impacts people at work, particularly in terms of creative performance. We live in a world where technology pervades every aspect of our lives, including work, so it seemed natural to want to examine its effects on the workplace. However, very early on, I hit an impasse; outside of a few specialized areas, there just wasn't much literature on technology within the field of I-O. In fact, a recent review of 20 years of literature on technology implementation found that less than 10% of such literature was in psychology journals at all (Rizzuto & Reeves, 2007).

It has only been recently, through working on a cross-disciplinary grant with the College of Engineering at Penn State, that I began to step outside of my comfort zone and learn about interaction with others who can provide new insight and a fresh perspective on how technology influences the cognitive, behavioral, and social processes in a work setting. Specifically, we are examining how novel engineering technology can be used to facilitate creative performance in design teams. Such a collaboration is challenging for many of the same reasons it is rewarding; it requires exposing oneself to an unfamiliar body of literature, replete with terms and ideas that may not be intuitive to someone without a background in the area. I encountered this personally the first time I opened an article from an engineering journal and encountered calculus in the literature review.

Building an understanding of such unfamiliar literature and tying it back into what our field studies has required frequent communication with students and professionals within engineering, both for help in putting the literature in context and in devising effective ways to test the phenomena described. This latter point is crucial; within psychology, we typically don't have the tools, experience, or knowledge to conduct highly technical, design-based studies, such as I am working on in my collaboration with engineering. Were I to investigate technology and creativity in teams in a traditional psychological study, I would likely have to run an abstracted lab study, which, although often acceptable, would have reduced the fidelity of the study and perhaps limited the conclusions I could draw from it.

Also, by collaborating with engineers, I have been able to tap into others' expertise that likely falls outside of what is available within the discipline of I-O psychology. As psychologists, we often have our own frameworks for structuring our approach to studies, or interpreting findings, but it may often be the case that information in other fields can likely help flesh out these frameworks.

For instance, we have numerous creative process models in psychology, which can certainly be applied to studying creative problem solving in teams (as I am currently doing), but engineering and related disciplines have their own models describing creative performance, often focused on the technical side or not incorporating what we in psychology study. For example, Schneiderman (1998, 2007) and Hewett (2005) have examined how technology can enhance creative performance but without incorporating what we as psychologists know about creative processes. Cross-disciplinary collaboration enables us to integrate such related but unnecessarily segregated bodies of literature to gain a more complete picture of the phenomena we want to study.

However, in interacting and collaborating across disciplines, it's essential to remember that terminology or ideas that seem second nature to us might be entirely foreign to the other party. Interacting and effectively exchanging information requires a willingness to meet with others and remaining in frequent contact. In my short time collaborating with engineers, I have provided my peers with articles from our own journals, explained key psychological concepts, and broken complex topics down into easily digestible concepts. This alone is a vital skill to have, and I value the experiences I have had that allow me to practice it. Being able to clearly and concisely explain the topics in one's own research area is essential in professional and academic communication, and also helps to build one's own expertise in the field.

On the other hand, for as much as I find that I need to explain our concepts to the engineers with whom I'm collaborating, it's at least as often that I need to ask for clarification on the topics they study. Such areas as human–computer interaction, design visualization, and functional modeling in design are often foreign concepts in psychology, and it is only through frequent discussion with experts, asking questions, watching demonstrations, and requesting examples that I have been able to get a better understanding of the cross-disciplinary phenomena we are studying. Throughout this year, I have probably spent more time reading engineering and design studies journals than I have psychology ones, but far from being a wasted effort, I have found connections and insight relating to my own research interests, which would have remained hidden were I not engaging in such a cross-disciplinary collaboration.

Collaborating With Information Sciences and Technology

Shin-I Shih
Pennsylvania State University

In this next segment, I am going to share some of my experiences working with researchers in the College of Information Sciences and Technology (IST) here at Penn State. I have been working as a research assistant in the Computer Supported Collaboration and Learning (CSCL) Lab of IST for over a year. The experiences of working with researchers from an area other than I-O psychology have been pleasant, special, and rewarding.

The project that I am involved in focuses on design of software to support collaborative information analyses tasks. A campus-theft scenario consisting of 300 pieces of information was designed to be used throughout the three stages of the project. The participants work in a three-person team to solve a series of campus thefts and predict a future theft. In the first stage, participants work on the task without the supports of computer software. The interaction among team members will be analyzed and serve as the basis for the software design in the following stages.

Researchers working on this project have various backgrounds including experimental and cognitive psychology, educational psychology, I-O psychology, and computer science. Each of them brings a different perspective to team collaboration. For example, a cognitive psychologist would be interested in the way in which team knowledge-building processes develop as teams collaborate. Researchers with computer science backgrounds pay more attention to the artifacts that each team created. Through analyses, they are able to design software to support individual and team knowledge-building processes. As a student in I-O psychology, I am interested in how this team knowledge-building process can be influenced by team members' characteristics and team processes (e.g., communication and psychological safety).

Before joining this research project, I asked myself what unique knowledge and skills I have and can bring to this project. Now I ask myself this question again. I think there are three main knowledge/skills that an I-O psychologist can contribute to this type of project: (a) skills in designing experimental scenario, (b) knowledge learned in macro I-O psychology, and (c) skills in scale development and survey design.

At the beginning of the project, I worked on constructing the scenario/task with the project team. Scenarios and tasks are frequently used in I-O psychology research. Therefore, one thing I could contribute was to make sure that the scenario/tasks were engaging to the participants and had proper design and structure. Also, connecting topics learned in macro I-O psychology (e.g., team composition/diversity, team processes, motivation, and leadership) with team collaboration will enrich the research findings of the project. Last, with skills in designing measures and surveys, I am able to study some of the research questions of interest by adopting or developing measures and, more importantly, making sure the measures are concise, reliable, and valid.

I also learned from working with these researchers from different areas. For example, in the current stage of the project, the interactions of team members are recorded during the lab session. These video recordings and artifacts created by team members need to be qualitatively analyzed, which requires me to learn a whole new set of research skills.

There are three challenges that I see for researchers involved in interdisciplinary research. First, people in different departments or programs have a different work style. They might have different pacing preferences in terms of work. Furthermore, the way they talk or e-mail might be different from what we are used to. Adjustment and coordination are definitely necessary to move the project forward. Second, as Josh mentioned, being able to explain our I-O jargon in plain English is also important for effective communication among team members with different research backgrounds. Third, working with people in other areas takes time. You may feel a little disconnected from the I-O program. If you plan on doing cross-disciplinary research, make sure you save enough time to spend with your dearest I-O friends!

Concluding Remarks

In conclusion, we discussed our experiences working with researchers in other disciplines than I-O psychology. There are many benefits coming from cross-disciplinary research (e.g., better use of research resources and different methods of examining similar research questions). However, there are also challenges that need to be overcome to ensure effective collaboration among researchers from different research areas. As a graduate student, being able to communicate what we learn in I-O psychology to other researchers may create lots of research opportunities for you!

Joshua Fairchild (jaf435@psu.edu) received his bachelor's degree in psychology from the University of Connecticut and is a second-year graduate student in I-O psychology at Penn State. His research interests include creativity, leadership, and teams.

Shin-I Shih (szs215@psu.edu), a graduate of the National Chengchi University in Taipei, Tawain, is a third year doctoral student in I-O psychology at Penn State. Her research interests include decision making, team collaboration, measurement, and cross-cultural issues in the workplace.

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Feedback About Your Feedback on the SIOP Conference

Julie Olson-Buchanan
California State University, Fresno

Eric D. Heggestad
University of North Carolina-Charlotte

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

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

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

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

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

Satisfaction With the Conference

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

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

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

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

Changes Made in Response to Feedback

Given the overall positive ratings, we have primarily used feedback to fine-tune the conference. Fortunately, conference goers have provided us with a wealth of suggestions in the open-ended questions that we have included as part the evaluation. Although it can be daunting to read the comments (in 2009 we received almost 250 pages), we enjoy reading your suggestions. Below we describe just a few of the modifications we have made to the conference in response to the feedback. We appreciate that these aren't particularly earth shattering, but they represent improvements nonetheless.

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

Why Do We Do the Things We Do?

We appreciate the questions and comments raised on the conference survey as well as in person because it has provided us the opportunity to reexamine why we do the things the way we do them! In this last section we would like to address some of the questions that have been raised by a number of conference goers that ultimately did not result in a change per se but are very good questions that merit an explanation.

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

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

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

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

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

Anna Erickson, Chair
SIOP Awards Committee

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

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

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

Nomination Guidelines and Criteria

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

1. Nominations may be submitted by any member of SIOP, the American Psychological Association, the Association for Psychological Science, or by any person who is sponsored by a member of one of these organizations. Self-nominations are welcome.
2. Only members of SIOP may be nominated for the award.
3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters (not counting the nominating letter) for any given nomination should be between a minimum of three and a maximum of five.
4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.
5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be submitted online by **June 30, 2010**.

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

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

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

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

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

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

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

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

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

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

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

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

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

Distinguished Service Contributions Award

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

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of $1,500.

Criteria for the Award

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

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

Distinguished Early Career Contributions Award

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

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

Distinguished Teaching Contributions Award

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

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

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

Criteria for Evaluation of Teaching

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O 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, 2010.**

Administrative Procedures

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I-O practitioners.

2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.

3. The Executive Committee may either accept or reject the recommendation of the Awards Committee but may not substitute a nominee of its own.

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

William A. Owens Scholarly Achievement Award

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

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

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.

2. The potential impact or significance of the publication to the field of I-O psychology.

3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology,

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

Guidelines for Submission of Publications

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

Administrative Procedures

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

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

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

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

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

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

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

Guidelines for Submission of Proposal

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

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

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

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

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

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

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

Administrative Procedures

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

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

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

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

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SIOP MEMBERS IN THE NEWS

Clif Boutelle

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

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

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

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

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

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

R. Wendell Williams of Scientific Selection in Atlanta provided his thoughts on interviewing in a story that ran in several media outlets including the January 25 *Reliable Plant* magazine and *The Practicing CPA*. Noting that too many interviews for both jobs and promotions are sidetracked by small talk and unprepared interviewers, he said it is unlikely that interviewers will gain any good information about the candidate's ability to perform the job "unless the hiring manager is a specially trained behavioral interviewer and has a through job analysis available."

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

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

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

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

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

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

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

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

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

Edward Lawler of the University of Southern California and **Theresa Welbourne,** an Ann Arbor-based consultant and research professor at USC, were quoted in a December 8 *Workforce Management* magazine story about restoring employee engagement to help close what they perceive as a widening gulf between employer and employee. Noting that some firms are forgoing "high-involvement" employee strategies, including providing workers with more challenging jobs, a voice in the management of their tasks, and a commitment to lower turnover and fewer layoffs, and instead using a model that means minimal investment in training and little commitment to job security. Lawler said high employee involvement is a good strategy for maintaining long-sustaining relationships with customers. "Companies are asking for more and more from their employees and not really giving anything in return," said Welbourne, adding that "we may have to look at the employment contract again."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IOTAS

Anna L. Sackett
University at Albany

Awards & Recognition

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

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

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

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

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

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

CONGRATULATIONS!

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

Carl Frederick Frost

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

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

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

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

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

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

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

Frank J. Landy

Kevin R. Murphy
The Pennsylvania State University

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

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

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

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

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

Announcing New SIOP Members

Adrienne Colella
Tulane University

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

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WELCOME!

CONFERENCES & MEETINGS

David Pollack
Sodexo, Inc.

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

2010

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

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

2011

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

Announcing the 35th International Congress on Assessment Center Methods

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

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

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

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

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

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

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

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

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

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

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

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

formance of organizations

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

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

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

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

Information for Contributors

Please read carefully before sending a submission.

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

Preparation and Submission of Manuscripts, Articles, and News Items

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

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

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

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

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

Review and Selection

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

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SIOP Advertising Opportunities

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

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

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Size of ad	***One time***	***Four or more***	***Plate sizes: Vertical***		***Horizontal***
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Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

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Advertisement Submission Format

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

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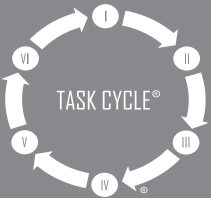

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