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TIP

The Industrial-Organizational Psychologist

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Use of Job Knowledge Tests and Hands-On Performance Assessments for Job Reclassification

Comments by Tom Ramsay and Rob Lofgren

- PROBLEM:** An American vehicle manufacturer requested our help in restructuring operations at one of their facilities. The company planned to reduce the number of job classifications from more than 50 to fewer than 10.
- SOLUTION:** Ramsay Corporation led company job experts through a process to design job knowledge tests for Maintenance Mechanical, Maintenance Electrical and Maintenance Toolmaker. The company planned to administer the tests and parallel alternate forms online using Ramsay Corporation's web-based testing system. Hands-on performance assessments were also documented for these three maintenance job classifications.
- RESULTS:** Initial results indicate strong positive correlations between the computer-based job knowledge tests and the hands-on performance measures. Significant correlations ranged from $r = .39$ ($p < .05$) $N = 37$ to $r = .62$ ($p < .05$) $N = 47$.
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A MESSAGE FROM YOUR PRESIDENT



Eduardo Salas

Thank you! Thank you for the opportunity to be your president. Indeed, this is a great honor and privilege! I never imagined this, not even in my wildest dreams. And with this honor comes tremendous responsibility—to represent and serve all of you. But I am up for the challenge, and with your input, energy, and help, we can continue this journey together. Together, we can move SIOP in a direction where we have impact in organizations and in our scientific circles, where we are valued by the public at large, where our diversity brings us closer and makes us stronger, where we are globally positioned to partner with many around the world, and where we make a difference in the workplace nationally and around the globe. These are challenging goals. Goals that can be accomplished by pressing on with this journey—and it is a journey—that was started and chartered by many before me, 28 or so years ago. I do believe SIOP is stronger than ever, thanks to the leadership of the presidents who came before me. We owe many thanks to them!

It is truly remarkable what we, as a science and as a practice, have become. Reflect on it; you'll be amazed. However, a long time ago I learned that success demands more. And more we need to do. There is always room for improvement, room to continue to progress toward our goals. So, the journey must continue with our goals in mind.

As I briefly take the stewardship of this journey, I want to first celebrate who we are and what we represent. So, the theme for my term is celebrating our science and our practice. I hope that the initiatives, actions, policies, and procedures we put in place or undertake are guided by this theme. A theme that tells us the scientist–practitioner model is alive and well (or should be; I am a big believer in this model!). A theme that tells us we value both our science and our practice. Both have a place. Both need to be respected even with their different goals and rewards. Both matter to me. Both should matter to all of you, regardless of your professional affiliation. This journey will not be complete (I think) nor successful if we continue on a path of thinking of our field as science versus practice. It is in our best interest to put an end to this thinking. I hope we engage in all the necessary conversations needed to begin a new era of thinking of ourselves as I-O psychologists, period. This might be naïve on my part, but try I will, with your concurrence, patience, and willingness.

So, I hope all of you join me as we continue this journey of celebrating and valuing that we are I-O psychologists...and having fun along the way! Stay tuned for more details and a few initiatives (and of course, your input and suggestions are welcomed) to pursue these goals.

I am well aware that I am inheriting a “well-oiled machine” of volunteers and a superb administrative staff. Thanks to **Kurt Kraiger**—my friend and collaborator—for making this transition go so smoothly. Thanks for your service and what you have done for SIOP! Finally, I wouldn’t be in this position if it wasn’t for **Gary Latham**. He encouraged me. He guided me. He mentored me (and continues to do so). Thanks Gary! Thanks for your love for SIOP! And thanks to all of you for the opportunity to serve you....On we go....

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FROM THE EDITOR

Lisa A. Steelman
Florida Tech



SIOP the Next 25 Years: Ch, Ch, Ch, Changes or Keep on Keeping On?

I am delighted to bring you the summer 2010 issue of *TIP*. As we close out the 25th anniversary of the SIOP conference, join me in celebrating, one last time, 25 years as together we embark on the next 25 years. If the formal and informal conversations at the conference are any indication, many of you are thinking about what the future holds for I-O psychology. What sort of changes are in store for us, and how can we prepare ourselves, our companies, students, and clients?

The most immediate change you will surely notice is that you have a new editor. I am honored to be part of the team that brings you news about the Society and information about the issues that are important to you in your work. Many thanks to outgoing Editor **Wendy Becker** for her outstanding efforts to bring you a publication that is both informative as well as entertaining. My vision is to continue the tradition of *TIP* as a communication and information vehicle for SIOP's members, whether you are practicing I-O psychology, teaching I-O psychology, doing research in I-O psychology, learning about I-O psychology, or all of the above.

In this issue we recap another successful and highly engaging conference. The feature articles and editorials look back at where we've been as well as look forward in anticipation of where we are going. So grab a refreshing drink, and sit back in your desk chair, easy chair, lawn chair, hammock, or beach blanket and enjoy the read.

Features

New SIOP president **Eduardo Salas** kicks off this issue with a note about the theme for his presidency: celebrating our science and our practice. Ed's goal is to introduce initiatives that bring together science and practice so both facets feed off each other and learn from each other. You will see several articles in this edition of *TIP* that support this theme.

I am pleased to feature a thought-provoking article by David Ulrich that recaps his plenary address that closed the 2010 conference. Dave's article (a) celebrates our past by acknowledging the "knowledge warehouse" SIOP and its members have created over the years, (b) calibrates our present by commenting on the type of papers and symposia presented at the first conference

in 1986 compared to those presented in 2009, and (c) presents several ideas for creating an informed future.

Also looking to the future, **Richard Griffith** and **Mo Wang** discuss the internationalization of I-O psychology and where they believe this trend will take us in terms of education and practice in I-O, **Christopher J. Lake**, **Purnima Gopalkrishnan**, **Michael T. Sliter**, and **Scott Withrow** discuss the latest incarnation of the Job Descriptive Index (JDI) and how researchers and practitioners can access this measure, and **Nancy Tippins** discusses best practices in global assessment programs. **Katharine Ridgeway O'Brien Bachman**, **Marcus W. Dickson**, **Paul J. Hanges**, **Mikki Hebl**, **Cary Lichtman**, and **Eliza Wicher** provide a recap of their popular symposium in their article about making the transition from master's to PhD.

Don't forget to read **Charu Khanna** and **Gina J. Medsker's** report of the 2009 SIOP Income and Employment Survey results!

From the Editorial Board

The intrepid *TIP* Editorial Board joins the fun taking us back in time, as well as looking to the future. First, I want to extend a big thank you to **Sylvia Roch (The Academics' Forum)** and **Judith Blanton (Practitioners' Forum)** for their thoughtful columns and contribution to *TIP*—thank you! Second, I would like to introduce you to two new columnists: **Satoris Culbertson** and **Joan Brannick**. Satoris (aka Tori) will be taking over **The Academics' Forum**, a column that discusses the unique issues associated with a career in academia. Her first piece takes us back in time for a look at academic lineages. Joan will be managing the **Practitioners' Forum**, a column where practitioner needs and interests will be discussed, and the diverse and inventive practices of our colleagues will be highlighted. Her first column provides an inspirational perspective on how individuals and SIOP as a whole can create the future we want—both in the short term as well as the long term. Stay tuned!

In other columns, **Paul Levy** joins the **History Corner** and takes us back to the first SIOP conference in an interview with **Stan Silverman**, the first ever SIOP Conference chair. **Art Gutman** and **Eric Dunleavy** discuss the OFCCP settlement in the Bank of America discrimination case in **On the Legal Front**. In the **Practitioner Perspectives** column, **Rob Silzer** and **Rich Cober** highlight a fishbowl exercise conducted at the Atlanta SIOP conference to discuss the nature of the gap between science and practice, and generate ideas for bridging this gap. The **Good Science–Good Practice** column is one of *TIP's* efforts to bring science and practice together. In this month's column **Jamie Madigan** and **Tom Giberson** discuss the link between diversity research and diversity initiatives. In **TIP-TOPics for Students**, **Christian Thoroughgood** gives advice on how to create a 2-minute elevator speech that communicates what I-O psychology is and its value add, **Lori Foster Thompson** and **Haitham Khoury** shine the **Spotlight on Global I-O** on Lebanon,

and **Stuart Carr** provides another inspirational interview, this time with Mathian (Mat) Osicki of IBM who discusses her sojourn to Nigeria.

News & Reports

Recapping SIOP 2010, you will find descriptions and pictures of the conference highlights and a review by **Julie Olson-Buchanan** and **Sara Weiner**—it was indeed a silver anniversary conference to remember. **Mariangela Battista** looks ahead to the SIOP program for 2011—get ready for another terrific conference in Sweet Home Chicago! You will also find information on SIOP's continuing education initiatives from **Jolene Skinner**, and **Doug Reynolds** reports on the new SIOP Practice Resources wiki and how you can contribute. Finally, catch up with the news on your friends and colleagues in the announcement of new Fellows, award winners, **SIOP Members in the News**, and **IOTAS**.

As the authors in this edition suggest, there is a lot to celebrate in the science and practice of I-O psychology; we can indeed expect changes in the field, but through it all we will keep on keeping on!

If you have comments, feedback, or an idea for an article, please don't hesitate to contact me at lsteelma@fit.edu!

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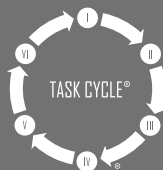


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From Knowledge Warehouses to Knowledge Networks

David Ulrich

University of Michigan/The RBL Group

Anniversaries are wonderful events. They allow us to celebrate our past, calibrate our present, and create our future. They are opportunities to share gifts that renew vows. On our 25th anniversary, I decided to write my wife an epic poem. I spent months writing a page for each year of our marriage. I wrote it in iambic pentameter, printed it on pink paper, bound it in a nice leather cover, and entitled it with a French love mantra, “plus que hier, moins que demain.” I anticipated her positive response but returned to reality when she read it and started to laugh saying, “this is fun, and funny.” Funny was not my intent. But, it reminded me that while anniversaries are wonderful times to reflect on the past (25 years in this case), they are also times to face stark realities in the present (I am not a poet) and to prepare for a future (which will probably not include another poem for my wife).

SIOP has now reached its 25th year anniversary milestone. This is a remarkable achievement and a tribute to the founders, leaders, and members who have invested their time and talents to help this Society move forward. I was honored to present at the 25th anniversary conference, where I wanted to reflect on the gift that SIOP has given its members and others over these 25 years by (1) celebrating the past, (2) calibrating the present, and (3) creating the future.

(1) Celebrate the Past

Simply stated, I believe SIOP’s gift is a **knowledge warehouse**. Since its conception, the Society has been the forum for remarkable insights about *industrial* (context of organization), *organizational* (capabilities, policies, and practices within an organization), and *psychology* (individuals in organizations). We each have our favorite list of insights that are housed in this knowledge warehouse. Some of mine include:ⁱ

Individual:

- The influence of nature/nurture (born/breed) on adult personality is about 50/50
- Learning agility is perhaps the single biggest predictor of future leadership success
- Employee engagement comes from perceived care and a sense of meaning
- There tend to be 5 core dimensions or factors of personal predispositions or personality traits

ⁱThe following books have references for these findings:

Eichinger, B., Lombardo, M., and Ulrich, D. 2004. *100 things you need to know: Best practices for managers and HR*. Minneapolis: Lominger.

Eichinger, B., Ulrich, D., Kulas, J., and De Meuse, K. 2006. *50 more things you need to know: Best people practices for managers and HR*. Minneapolis: Lominger.

Organizational:

- Organizations may be characterized by their capabilities
- There are a core set of common competencies that effective leaders demonstrate
- Innovative, aligned, and integrated HR practices will affect an organization's financial results
- The best talent development comes from experiences that are challenging and require new and different skills

Contextual:

- Employee attitude inside a company affects customer attitude outside
- Intangibles represent a sizeable part of total shareholder value
- An organization's identity or external brand may be shaped by internal management actions
- Organizations that align their internal practices to external expectations will have more sustainability

Based on our research and interests, we each have our personal favorite insights. Collectively, the SIOP knowledge warehouse is filled with stock-keeping units, or insights, culled from decades of thoughtful theory, research, and practice.

(2) Calibrate Our Present

To comment on the types of knowledge stored in today's SIOP knowledge warehouse, I created a simple typology based on both content and process. Content refers to the domains SIOP members seek to understand consistent with the name of the Society: industrial, organizational, and psychology. Process refers to how SIOP members go about doing their work: theory, research, and practice. This leads to a nine-box grid that organizes the types of knowledge we store (Figure 1). Clearly, these categories are arbitrary and knowledge is often not constrained to such artificial boundaries.

To determine how the present reflects the past, I wanted to see the evolution of the Society by categorizing the papers and symposia in five of the annual conferences into these nine boxes (see Figure 1).

These classifications are clearly limited because the abstracts are not complete reports of the presentations, because it is often difficult to pigeon-

Figure 1: Typology of SIOP Knowledge Warehouse				
		Content		
		Setting for the work		
		Industrial Community Society	Organizational Systems capabilities	Psychology Individual
Process How we go about our work	Theory			
	Research			
	Practice			

hole a presentation into only one of the cells, and because of my personal biases. With this caveats, it is still interesting to compare the first year (1986) and most recent year (2009) to see the evolution of the knowledge generated by SIOP members. In our personal anniversaries, this is like comparing how far we have come from our early years to the present time.

In 1986, there were 33 presentations; in 2009, there were over 500, which shows that the knowledge warehouse has grown exponentially. Figure 2 reports how the 1986 33 sessions fit into the nine-cell typology. The sessions were weighted to organization-level content with a balance of research and practice.

Figure 2: SIOP 1986 Annual Conference					
1986		Content Setting for the work			
		Industrial Community Society	Organizational Systems capabilities	Psychology Individual	Total
Process	Theory	8%	8%	0%	15%
	Research	0%	35%	8%	42%
	Practice	8%	27%	8%	42%
	TOTAL	15%	69%	15%	100%

To capture the sense of these early programs, let me report the 1987 workshops that were offered:

Section 1: Implementing performance appraisal systems in organizations (John Bernardin and Richard Beatty)

Section 2: Downsizing organizations: Alternatives to layoffs for reducing the workforce (Leonard Greenhalgh)

Section 3: Microcomputer applications for industrial-organizational psychologists (**Raymond Johnson** and C. David Vale)

Section 4: Career planning and development policies and programs (**Manuel London**)

Section 5: Controversial testing techniques and issues (**Paul Sackett** and Julian Olian)

Section 6: *Principles for the Validation and Use of Personnel Selection Procedures* (**Neal Schmitt** and Marilyn Quaintance)

Section 7: The internal consultant as a visible contributor (**Melvin Sorcher** and Joseph Bevan)

Section 8: Large-scale behavior simulations for management development (**Steven Stumpf** and Stephen Wall)

Notice that the flavor of these workshops in 1987 reflects the 1986 data in Figure 2, with a balance of research and practice and a bias toward organization as the unit of analysis.

Jump way ahead to 2009 in Figure 3.ⁱⁱ As noted, there were over 500 sessions at the annual conference. The shift has moved rather dramatically to a greater focus on both research and organization issues.

Figure 3: SIOP 2009 Annual Conference					
2009		Content Setting for the work			
		Industrial Community Society	Organizational Systems capabilities	Psychology Individual	Total
Process	Theory	1%	4%	1%	6%
	Research	4%	62%	20%	86%
	Practice	1%	8%	0%	8%
	TOTAL	5%	74%	21%	100%

Comparing Figure 2 and 3 shows that SIOP's knowledge warehouses are increasingly filled with organization-centric, research-driven insights. There may be many causes and interpretations of these data. For example, many SIOP members have their professional homes in universities where tenure is based on publications in respected journals. Top journals using peer review offer more favorable reviews to submissions that test ideas rather than just posit them. Over time, some relationships drift apart, and perhaps there has been some drifting in the knowledge SIOP members have created. It is also interesting that the 2009 program chair **John Scott** asked those who submitted papers to indicate primary audience of the presentations. For accepted papers, the results were:

Mixed (academics and practitioners):	52%
Practitioners:	13%
Academics:	35%

These findings may reaffirm the more research (academic) focus of accepted papers, but it also may indicate that practitioner papers have increasingly academic grounding.

(3) Create the Future

A benefit of celebrating the past and calibrating the present is that we can create an informed future. Interpersonal relationships renew when they face reality and then invest to shape or reshape their future. Given the data in Figures 2 and 3, it might be easy criticize the Society as becoming increasingly narrow and myopic. Let me offer an alternative logic that may lead to renewal in the future.

Our gift should shift from a **knowledge warehouse** to a knowledge network. A knowledge network turns the knowledge on shelves into something

ⁱⁱ With Michael Ulrich, we have done the content analysis for 1986, 1987, 1990, 1998, 2003, and 2009. For each of these years, we have categorized the presentations in the nine cells and summarized the key themes. These tables are available from the author.

that is used not just stored. It is about ideas with impact not just ideas. It means connecting the creators of the ideas to the users. It means building warehouses that are open to the public not closed. To have increased impact without reducing rigor, let me suggest a three-step process: (a) recognize the context of the work we do, (b) target key stakeholders who will use the ideas we create, and (c) establish a work process that encourages collaboration.

(a) Recognize the context of the work we do.

Society needs the insights that SIOP can offer. Rather than contribute useful knowledge, sometimes members may play academic Jeopardy. In the Jeopardy game, we start with the answer, then try to find the question that produces this answer. Some academics may start with their answer based on theory or research. Their knowledge begins by positing a theory or justifying a research method. A thoughtful doctoral student at a top university was recently encouraged to test institutionalization theory without much care or attention paid to the context of the testing. The outcome of this dissertation would be that institutionalization theory would be supported, and the student's challenge was to find a setting to demonstrate this preconceived outcome.

Rather than start with the answer, we might begin with the question. There are significant societal trends that raise questions that SIOP's knowledge can inform and guide. Let me suggest a simple typology (STEPED) of contextual challenges and trends where SIOP knowledge warehouses could be of great value:

- Social: What are the social changes in globalization, social justice, healthcare, and haves versus have nots?
- Technological: What are the trends and implications of technological change and social media?
- Economic: How do organizations and individuals respond to economic cycles of recession and prosperity?
- Political: What are the emerging trends in regulations, political shifts, and legislation?
- Environmental: How will social responsibility and carbon footprint trends affect individuals and organizations?
- Demographic: What are age, gender, and education trends that shape the workforce?

Each of these contextual trends occurs in an increasing global world. These contextual settings may guide theory, research, and practice to ensure that the knowledge we create applies to questions of interest.

(b) Target key stakeholders who will use the knowledge we create.

As changes in STEPED contexts continue, it is helpful to identify targets who are affected by those changes. These target stakeholders represent the content of the work that is done. There are many wonderful questions that

industrial, organizational, and individual stakeholders will find of interest in the changing context. Some of my personal favorite questions include:

Industrial:

- How do organization practices inside a company affect customer responses?
- How can investors determine and measure the quality of internal organization practices, and what is the impact of the organization on shareholder value?
- How do organizations and individuals effectively respond to changing political regulation and legislation?

Organizational:

- How do organizations build leadership as a capability not just individuals as leaders?
- How do HR practices (staffing, training, compensation, communication) integrate around a common culture or capability?
- How do organizations manage both turnaround (cutting costs) and transformation (building revenue) at the same time?

Psychological:

- How do people find meaning from their work setting?
- How do people expand their skills?
- How do organizations shift from an emphasis on a war for talent (with winners and losers) to a marshal plan for talent (win/win)?

These questions (and many, many others) are increasingly relevant given the context reviewed above. They are also skewed by my personal biases. But they reflect questions that are grounded in turning knowledge into productivity, or building knowledge networks.

(c) Establish work processes that encourage collaboration.

To answer these questions, we need to create a future where we avoid labels and categorizations. We like to pigeonhole people and processes. I have often been asked if I am macro or micro; theory, research, or practice based; or an academic or consultant? The answer to most of these questions is “yes.” Labels are divisive and limit opportunity while most of the creative work comes at the tension of resolving paradoxes. To respond to the types of questions that flow from the context, let me offer a simple assumption, that we have rigor with relevance and relevance with rigor, which requires collaboration.

Collaborative work processes begin with an individual having a primary home (theory, research, or practice) but being willing and able to work with others. Collaborative work requires civility and cooperation more than hostility and isolation. Rather than belittle someone who does not approach work the same way, it is useful to collaborate with them and find common ground. Collaboration goes against political, social, and ethnocentric pressures for

isolation and divisiveness. Collaboration requires respect and the ability to work outside of our comfort zone so that we can learn together. In SIOP, such collaboration is possible because the Society has a tradition of representation of both academics and practitioners who “really like each other” (in the words of a former president). It is good in a relationship that after 25 years, the two parties like each other; it is also good in the Society to continue to ensure respect among theorists, researchers, and practitioners.

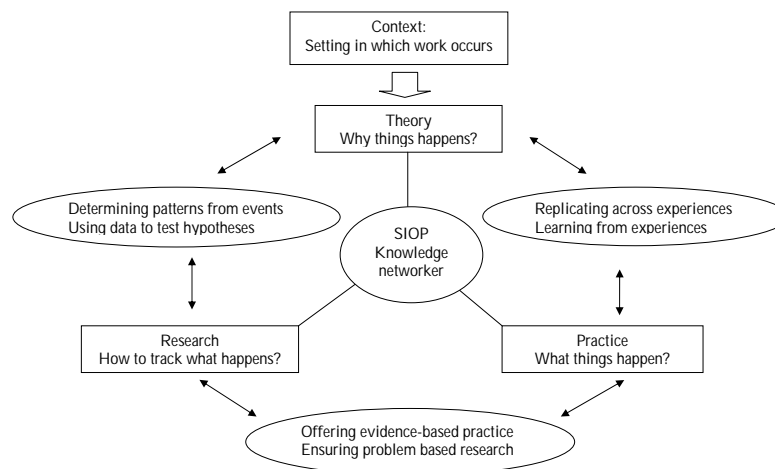
Theorists answer the “why” question and help frame problems so that findings can be replicated over time and settings. Theory without research is daydreaming; theory without practice is irrelevant. To offer sustainable explanations, theorists need to be grounded in research to test ideas and in practice to ground ideas. We need rigorous and action-oriented theory.

Researchers answer the “how” question and help discover what is reality versus myth, to separate valid insights from popular opinion. Research without theory is unguided empiricism; research without practice is convenience studies without sustainability. Researchers need to know why they find what they find (theory) and how to make their findings useful to others (practice). We need replicable and problem-based research.

Practitioners answer the “what” question by experiencing and solving real problems. Practices without theory are isolated and discrete events; practices without research are false hopes. Practitioners need to be rigorous in their thinking and doing so that they are not carried away on the latest winds of popular management fads. We need evidence-based management.

The connection of theory, research, and practice are summarized in Figure 4. By combining and cooperating rather than labeling and isolating, knowledge warehouses become knowledge networks. The information generated becomes generalized and used by others.

Figure 4: The logic and flow of knowledge networks



What does this approach mean to new SIOP members (or older ones) wanting to shape the next 25 years?

Let me share advice I offer both graduate students and myself as I try to find ways to turn knowledge into productivity.


- *Start with a phenomenon.* Good theory, research, and practice requires a grounding in a phenomenon. Phenomenologists encourage thinkers to experience, think about, and write about what is happening that is of interest to them. The phenomenon may come from observation of an individual, leadership, or organization challenge and often is something that is a bit quirky or unusual. For example, we noticed that two firms in the same industry with similar earnings had different stock prices. This led to exploration of the intangibles in market value, which led to better understanding of how investors derive confidence in future earnings from the quality of leadership, talent, and culture within a company. To get clarity about a phenomenon, I often write (or suggest to others) one to two pages about what I am interested in and why.
- *Create a point of view.* With clear descriptors, it helps to try to explain why the phenomenon is happening. As noted above, figuring out why two firms in the same industry with the same earnings have different market values led to a theory of intangibles. I find it helpful to write a page or two about why this is happening. This exercise drives a perception about the potential causes and conceptual rationale for the phenomenon.
- *Discover other relevant perspectives.* Once the phenomenon and explanations are proposed, it is very helpful to systematically review what others have said. There are many theoretical perspectives, which may inform and predict why things happen as they do. To unravel intangibles, I ended up reviewing economic, investor, and organization literatures. At this nexus we were able to synthesize how others had tried to make sense of this market quirk. By drawing on theoretical underpinning from others, we help position our work in the knowledge network of what others have said. We can also identify specific questions we want to explore, which will expand the existing knowledge network.
- *Be rigorous in your methods.* Research methods and statistical approaches flow from the questions we want to answer. The methods should match the research questions. In our intangibles research, since many of the ideas were exploratory, we did extensive interviews to figure out how investors thought about the problem. This led to other research that helped address the questions we are asking. The research design and methods help offer valid answers to the questions we raise.
- *Tie findings back to the problem.* Once the studies have been done, it is good to close the loop and return to the original phenomenon. Have we added to the understanding of what is happening and why it is happening? Has our theory and research been able to offer new ways to think about and act on this phenomenon?

- *Learn*. Learning is the ability to generate and generalize ideas with impact, so it is useful to envision how our work will offer insights to multiple stakeholders. What would those experiencing the phenomenon do differently? In our investor case, what would we say to investors? If we are studying leadership, what would we say to a group of leaders about the topic we covered? What would other scholars in the academic area say? Would our theories and research methods communicate to scholars how theories need to evolve or how theories might affect practice? What is missing in our work? What questions emerge or remain after answering our questions?

These steps are not always linear or explicit and can be adapted to situations. But, they show how the connections across theory, research, and practice can be made. They may result in a future SIOP conference that might look more like Figure 5.

Figure 5: SIOP 2025 Annual Conference					
2025		Content Setting for the work			
		Industrial Community Society	Organizational Systems capabilities	Psychology Individual	Total
Process	Theory				10%
	Research				60%
	Practice				30%
	TOTAL	20%	50%	30%	100%

Most of us have professional predispositions in content (industrial, organizational, or psychological) and process (theory, research, or methods), but as we seek to build knowledge networks not just warehouses, we should face and overcome those predispositions. When we do so, the knowledge we create for the next 25 years is likely to have even more impact.



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2009 Income and Employment Survey Results for the Society for Industrial and Organizational Psychology

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Human Resources Research Organization (HumRRO)

Authors' notes: The Human Resources Research Organization (HumRRO) developed and analyzed the 2009 Income and Employment Survey of the membership of the Society for Industrial and Organizational Psychology (SIOP) as a service to SIOP. We would like to acknowledge the support of Questar, who programmed and administered the online survey. We would also like to acknowledge the involvement of David Nershi and Larry Nader in the SIOP Administrative Office and **Joan Brannick, Mo Wang, Deborah Gebhardt, Mark Poteet, David Dickter, and Carl Persing**, who reviewed drafts of the survey or this report. A more detailed version of this report is available at www.siop.org. Please address correspondence to the first author at HumRRO, 66 Canal Center Plaza, Suite 700, Alexandria, VA 22314 or at ckhanna@humrro.org.

Editor's note: These data reflect income and conditions in calendar year 2009 and were collected in 2010.

The survey's purpose was to collect information on 2009 income levels of industrial and organizational psychologists in SIOP and on employment and background variables that would help interpret income data. Survey instructions were e-mailed on January 7, 2010, to all Members, Associate Members, International Affiliates, and Fellows with active e-mail addresses on record ($n = 3,903$). The survey was electronically available until February 3; 1,135 individuals responded. This was the third SIOP income survey to be administered electronically. The response rate was 29.1%, which is lower than the 34.2% response rate for both 2006 and 2003 surveys. Response rates have been declining since the first such survey was conducted in 1982 and are a problem with survey administration in general.

Results

Summary

Key findings for unweighted 2009 data are as follows:

- Median incomes for the 2009 sample were generally higher than in 2006.
- Median primary income for women was 16.4% lower than that for men and mean income 21.0% lower than that for men.
- Median primary income was highest for the over-55 age group.
- Mean and median incomes for owners were higher than for non-owners.
- The highest median incomes were in Manhattan, followed by Washington DC, Los Angeles/Orange County, and Boston metro areas.

- Independent consultants had higher median incomes than respondents in other types of organizations.
- Academics at business departments earned significantly higher incomes than those in psychology departments.
- Academics in departments that offered higher level degrees (such as a PhD compared to a master's or bachelor's) earned significantly higher incomes.
- The mean amount contributed by an employer to defined contribution plans was 7.0% of income; the median was 6.0%.
- The mean amount to be provided by an employer through defined benefit plans was 42.8% of income; the median was 42.0%.
- 42.6% of respondents in 2009 reported receiving a bonus. The largest mean bonuses were for individual performance at 20.1% of primary income, and the largest median bonuses were for group, department, or unit performance at 9.7% of primary income.
- 41.6% of respondents reported receiving a pay raise in 2009. The mean and median increase for those with the same job and employer were 4.6% and 3.5% of income, respectively.

Sample Characteristics

For the unweighted sample, percentages of respondents by type of employer (51.4% private sector, 35.6% academic, 7.3% public sector, and 5.8% other) were similar to those in the SIOP membership population in order of size (50.1% private sector, 40.0% academic, 6.5% public sector, and 3.4% other), although the academic population was somewhat underrepresented. Table 1 compares the 2009 sample to previous survey samples on several background variables. The percentage of women has been increasing since 1982. Percentages by type of SIOP membership on the 2009 survey were similar to those for the 2006 survey, as well as to types of membership within SIOP as a whole (14.3% of SIOP members are Associates, 79.1% Members or International Affiliates, and 6.6% Fellows).

The 2009 survey sample was similar to the 2006 and 2003 surveys on several characteristics and, like these two prior surveys, somewhat different from pre-2003 surveys. For example, percentages of the sample working part time and respondents living in metro New York City were lower in the current survey, as well as in the 2006 and 2003 surveys, than in the 1997 and 2000 surveys. Percentages of respondents with doctorates have been consistent across survey samples since 2000. These figures are similar to those in the current SIOP professional membership population—84.4% of SIOP members have doctorates and 14.9% have master's degrees.

Sample weighting. About half the survey respondents in 2009 (50.8%) earned their highest degree in or after 1999. For the SIOP membership, however, this figure was lower (41.6%). Given this difference, we ran analyses with the 2009 data, as well as with 2009 data weighted to have similar percentages by years since highest degree as in the current SIOP membership

Table 1

Characteristics of Samples Across Time (Cross Sectional)

	1982	1988	1994	1997	2000	2003	2006	2009	2003 weighted	2006 weighted	2009 weighted
Gender											
Men	84%	79%	71%	67%	65%	58%	58%	54%	63%	62%	58%
Women	16%	21%	29%	33%	35%	42%	42%	46%	37%	38%	42%
SIOP membership type											
Associate	n/a	10%	6%	7%	10%	12%	14%	14%	9%	12%	12%
Member	n/a	82%	86%	86%	83%	82%	80%	80%	81%	79%	79%
Fellow	n/a	8%	9%	7%	7%	6%	6%	6%	10%	9%	9%
Employment status											
Full time	n/a	87%	89%	86%	86%	95%	97%	95%	94%	97%	95%
Part time	n/a	5%	3%	8%	9%	5%	3%	5%	6%	3%	5%
Location											
New York area	4%	14%	11%	10%	11%	7%	8%	7%	8%	9%	7%
Elsewhere	86%	86%	89%	90%	89%	93%	92%	93%	92%	91%	93%
Years since doctorate											
0–<2	n/a	n/a	8%	11%	2%	11%	8%	9%	6%	5%	6%
2–4	n/a	n/a	12%	13%	14%	19%	20%	16%	12%	14%	13%
5–9	23%	24%	19%	18%	19%	25%	24%	22%	20%	20%	19%
10–14	19%	22%	18%	14%	15%	13%	16%	18%	15%	15%	16%
15–19	14%	18%	14%	14%	13%	10%	10%	10%	12%	12%	12%
20–24	n/a	n/a	14%	12%	14%	8%	7%	9%	12%	11%	10%
25 or more	n/a	n/a	15%	19%	25%	14%	15%	16%	23%	23%	24%
Degree											
Doctorate	n/a	n/a	n/a	92%	88%	87%	87%	86%	90%	89%	87%
Master's	n/a	n/a	n/a	7%	12%	13%	13%	14%	10%	11%	13%

Note. “n/a” indicates that data are not available. Statistics include both those with master’s and doctorates, except for years since doctorate and the doctorate category in degree, which only include those with doctorates. Doctorate includes those with PhD, PsyD, JD, EdD, and DBA. Master’s includes those who have nearly completed doctorates but had not yet graduated at the time of the survey. Weighting in the last three columns is based on years since highest degree in the SIOP membership population.

(using simulated replication with the weight command in SPSS). Years since highest degree is one of the five variables on which data are available for the current SIOP membership population. It was selected as the weighting variable as it is significantly correlated ($r = .38, p < .001$, two-tailed) with 2009 primary income in the unweighted sample. Years since highest degree was also highly correlated with other variables that were significantly related to 2009 primary income for which we do not have SIOP membership data. Correlations for years since highest degree are .91 with years of work experience in industrial and organizational psychology, .90 with age, .65 with years with 2009 employer, .43 with practitioner job level, .32 with SIOP membership status, and .29 with being an owner (all significant at $p < .001$, two-tailed).

Although other variables on which we have SIOP membership data were also significantly related to income (SIOP membership status, highest degree received, and employment sector), the correlation between income and years since obtaining one's highest degree was the highest. Though several other variables have larger or similar correlations with income as years since highest degree, we did not have data on them for the SIOP membership population and could not use them to weight the data.

Weighted results generally provide a better representation for the SIOP membership population; however, unweighted results are also presented for comparison. Weighting substantially changed the percentage of respondents who received their highest degree after 1999 (41.6% in the SIOP membership population, 50.8% with unweighted data, and 41.3% with weighted data). Weighting also reduced the disparity between the sample and the SIOP membership population in the sector of employment for the private sector (50.1% in the SIOP population, 51.4% unweighted, and 49.6% weighted).

Income Levels

Highest degree obtained. Respondents were asked to provide their 2009 and 2008 total salary or personal income, not including bonuses or other variable pay, from their primary employer. Table 2 presents unweighted data above the sample size in parentheses and weighted data below the sample size. Median unweighted and weighted incomes for respondents with doctorates were higher in 2009 and 2008 than in 2006. However, for respondents with master's degrees, only unweighted 2009 primary income was higher than 2006 income; 2008 incomes and weighted 2009 income were lower than those in 2006.

Gender. For unweighted data, Table 2 shows that median primary income for women was 16.4% lower than that for men in 2009 and 16.7% lower in 2008. The income of women respondents has consistently been lower than that of men; on prior surveys, the difference between the median income for men and women ranged from 15.0% in 2006 to 22.0% in 1997. The mean unweighted primary income for women in both 2009 and 2008 (\$101,404 and \$99,571, respectively) was significantly lower ($t(850) = 6.38, p < .001$, two-tailed, unequal variances, and $t(838) = 5.93, p < .001$, two-

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

	1994	1997	1999	2000	2002	2003	2005	2006	2008	2009
Degree										
Doctorate	\$71,000 (1124)	\$80,000 (1231)	\$83,000 (882)	\$90,000 (905)	\$83,750 ^a (904)	\$87,714 ^a (922)	\$92,000 ^a (931)	\$98,500 ^a (942)	\$102,000 ^a (869)	\$105,000 ^a (904)
Master's	\$59,500 (104)	\$55,000 (99)	\$58,000 (117)	\$67,000 (126)	\$93,000 (131)	\$96,295 ^a (133)	\$99,000 (139)	\$103,000 (141)	\$110,000 (141)	\$112,728 ^a (148)
Gender ^b										
Men	\$75,000 (954)	\$83,000 (858)	\$85,000 (637)	\$93,000 (653)	\$86,250 ^a (605)	\$92,000 ^a (609)	\$95,000 ^a (626)	\$100,000 ^a (626)	\$108,000 ^a (556)	\$110,000 ^a (569)
Women	\$58,500 (394)	\$65,000 (428)	\$70,000 (341)	\$77,000 (357)	\$72,000 ^a (428)	\$76,000 ^a (444)	\$78,000 ^a (436)	\$85,000 ^a (449)	\$90,000 ^a (451)	\$92,000 ^a (480)
Age ^c										
<35	\$50,000 (168)	\$60,000 (236)	\$62,000 (163)	\$70,000 (170)	\$60,753 ^a (194)	\$70,000 ^a (208)	\$72,000 ^a (205)	\$80,000 ^a (209)	\$78,500 ^a (204)	\$83,000 ^a (221)
35-39	\$61,000 (227)	\$70,000 (178)	\$75,000 (136)	\$80,000 (141)	\$62,930 (208)	\$80,300 ^a (209)	\$90,000 ^a (198)	\$95,000 ^a (200)	\$98,500 ^a (168)	\$104,000 ^a (169)
40-44	\$75,000 (216)	\$80,000 (162)	\$78,000 (95)	\$82,000 (100)	\$79,139 (137)	\$83,000 (141)	\$90,000 (139)	\$95,000 (141)	\$108,000 ^a (149)	\$104,000 (155)
45-49	\$84,000 (247)	\$100,000 (210)	\$95,000 (141)	\$99,500 (140)	\$86,000 (91)	\$89,694 (90)	\$100,000 ^a (105)	\$100,000 (107)	\$108,000 (89)	\$110,000 (95)
50-54	\$85,000 (140)	\$91,500 (196)	\$91,000 (140)	\$100,500 (144)	\$96,000 (121)	\$100,000 (120)	\$99,318 (103)	\$102,126 (104)	\$125,000 (79)	\$116,500 (79)
55+	n/a	\$92,000 (242)	\$100,000 (189)	\$100,000 (192)	\$115,497 (143)	\$118,112 (144)	\$109,854 (170)	\$120,000 (170)	\$120,000 (168)	\$126,143 (173)
					\$111,000 (192)	\$110,000 (144)	\$135,000 (170)	\$134,940 (170)	\$140,095 (168)	\$144,000 (173)

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

^bIncludes all respondents regardless of degree.

^cIncludes only respondents with a doctorate in the SIOP membership population.

tailed, unequal variances, respectively) than the mean primary income for men (\$128,403 in 2009 and \$125,335 in 2008). The mean income for women was 21.0% lower in 2009 than that for men and 20.6% lower in 2008. In surveys since 2000, the difference between the mean incomes of men and women has ranged from 14.7% in 2005 to 36.6% in 2000.

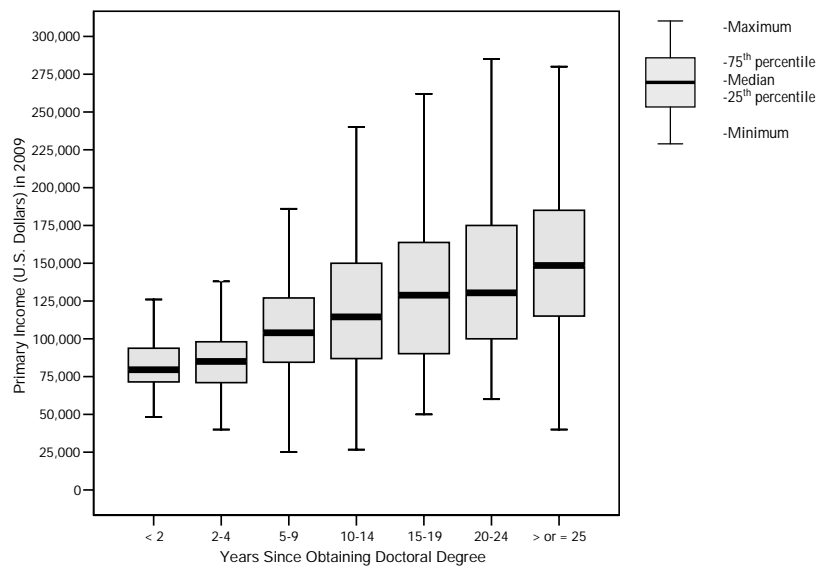
Weighted medians (shown under the sample size for years from 2002 to 2009 in Table 2) were higher for both men and women in 2009 and 2008 than unweighted medians. Mean weighted incomes were also higher for both men (\$136,820 in 2009 and \$134,138 in 2008) and women (\$105,199 in 2009 and \$103,907 in 2008) than unweighted means. Based on weighted data, women's median incomes were still 20.2% lower than median incomes for men for 2009 and 18.3% lower for 2008, and their means were 23.1% lower for 2009 and 22.5% lower for 2008.

Age. As Table 2 shows, unweighted median primary income was highest for the over-55 age group. Unweighted median incomes for all age groups were higher in 2009 and 2008 than what they had been in 2006, except for respondents under 35 (their 2008 income was lower). In comparing unweighted and weighted medians by age for 2009 and 2008, just over half of the weighted medians are higher than the unweighted medians. (In the remainder of this report, results from analyses on income by job characteristics, employer type, or location are only presented for 2009 income because we did not collect descriptive data on these variables for 2008 and cannot assume that such characteristics were the same for both 2009 and 2008.)

Years since doctorate. Figure 1 shows weighted 2009 incomes from the primary employer for respondents with doctorates by the number of years since they received their degree. Respondents who received doctorates 25 years ago or more had the highest median income (\$148,539), while those who received doctorates between 20 and 24 years ago had the highest mean income (\$166,038). Results are similar for weighted and unweighted data.

Geographic location of employment. Specific metro areas listed on the survey were chosen because they are typically the highest paid in the U.S. With unweighted data, Manhattan had the highest 2009 median income (\$140,000), followed by Washington D.C. (\$125,000), Los Angeles/Orange County (\$120,000), and Boston metro (\$112,000) areas. With weighting (Figure 2), medians for all areas went up, except for respondents from the San Francisco/San Jose metro area, for whom it went down slightly. Although other New York metro and San Francisco/San Jose metro were among the four areas with the top median incomes in 2006, they dropped to seventh and eighth place, respectively, in the 2009 survey. More than three-fourths of respondents from Canada are from metropolitan areas; as the number of cases in each city was too small to report, they were merged into a single category.

Type of principal employment. Of respondents with doctorates, over half in the unweighted sample indicated that their principal employer was either a university or college (40.7%, $n = 388$) or private-sector consulting organiza-



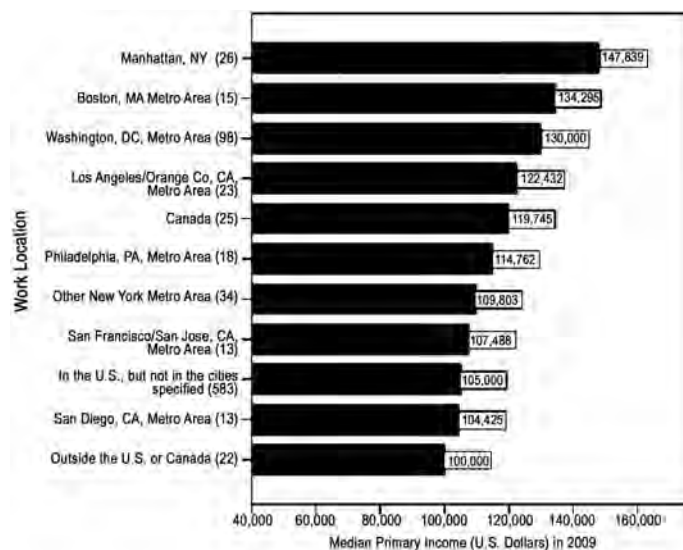
	<2	2-4	5-9	10-14	15-19	20-24	25+
n:	52	120	171	144	108	88	208
Percentile:							
90th	\$115,858	\$117,692	\$160,791	\$200,000	\$220,000	\$259,807	\$252,706
75th	95,697	99,421	127,596	150,000	165,009	179,039	188,000
50th	80,000	85,000	104,000	115,000	129,611	131,327	148,539
25th	73,006	70,946	84,246	87,027	90,425	100,000	115,000
10th	55,715	58,444	60,504	66,838	70,513	82,000	88,000
Mean:	84,402	87,206	111,037	122,353	137,812	166,038	163,513

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

Figure 1. Descriptive statistics representing 2009 primary income as a function of years since obtaining a doctorate, based on weighted data.

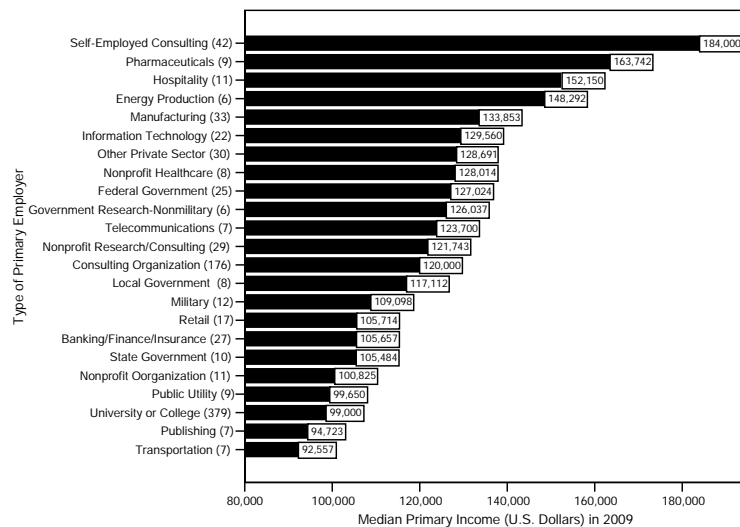
tion (21.7%, $n = 207$). In the unweighted data, the employer type with the highest median income was individual/self-employed consulting, followed by pharmaceuticals, energy production, hospitality, and the federal government. With weighting, the two biggest employer categories were still universities and colleges (42.0%) and private-sector consulting organizations (20.5%). Based on weighted data (see Figure 3), individual/self-employed consultants still had the highest median income, followed by pharmaceuticals, hospitality, energy production, and manufacturing.

Type of academic employment. For those working in universities or colleges, the unweighted mean income differed by the highest degree a depart-



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

Figure 2. 2009 median primary income for doctorates as a function of location, based on weighted data.



Note. Doctoral respondents only. Sample sizes by type of employer are in parentheses.

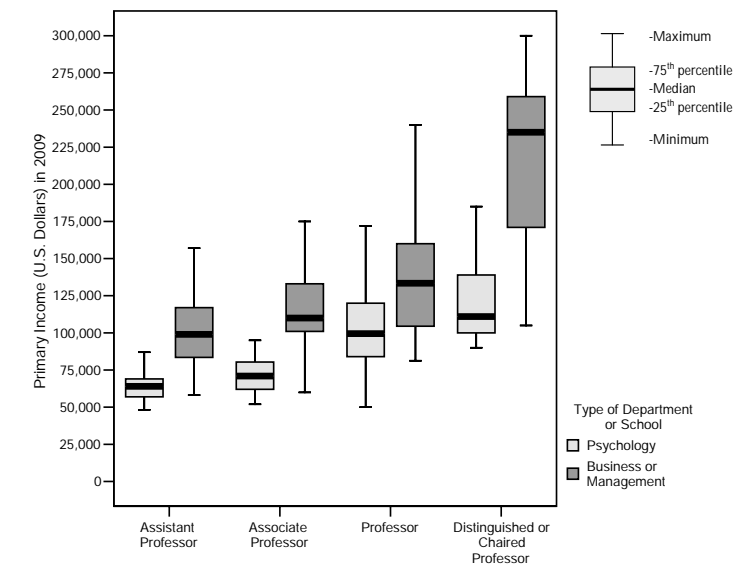
Figure 3. 2009 median primary income for doctorates by type of primary employer, based on weighted data.

ment offered (bachelor's \$76,950, $n = 33$; master's \$99,200, $n = 104$; doctorate \$114,340, $n = 223$; $F(3,358) = 6.53$, $p < .001$). In addition, the unweighted mean income of respondents working at business or management departments (\$137,037, $n = 145$) was significantly ($F(1,337) = 101.77$, $p < .001$) higher than the mean income of those in psychology departments (\$83,778, $n = 194$). For weighted data, mean and median incomes at psychology and business or management departments based on highest degree offered were:

- Psychology department, highest degree bachelor's: mean \$77,175 and median \$64,076 ($n = 22$)
- Psychology department, highest degree master's: mean \$72,156 and median \$72,272 ($n = 36$)
- Psychology department, highest degree doctorate: mean \$94,805 and median \$82,423 ($n = 128$)
- Business department, highest degree bachelor's: mean \$80,355 and median \$74,178 ($n = 5$)
- Business department, highest degree master's: mean \$125,060 and median \$112,200 ($n = 62$)
- Business department, highest degree doctorate: mean \$162,269 and median \$146,249 ($n = 85$)
- The unweighted mean income did not differ significantly ($F(1,365) = .00$, $p = .95$) for private (\$105,806, $n = 93$) and public institutions (\$105,404, $n = 274$)

Academic titles by department type. Figure 4 shows weighted 2009 income for psychology and business/management departments for the five academic titles that had adequate sample sizes. Distinguished or chaired professors had the highest primary median and mean income in both types of departments. There were significant differences between incomes in psychology and business/management departments for assistant professors ($F(1,108) = 93.17$, $p < .001$ unweighted and $F(1,81) = 65.72$, $p < .001$ weighted), associate professors ($F(1,94) = 70.08$, $p < .001$ unweighted and $F(1,95) = 61.40$, $p < .001$ weighted), full professors ($F(1,66) = 9.56$, $p < .05$ unweighted and $F(1,81) = 14.71$, $p < .001$ weighted), and distinguished or chaired professors ($F(1,22) = 13.56$, $p = .001$ unweighted and $F(1,32) = 16.62$, $p < .001$ weighted). Tables with Figure 4 present both weighted and unweighted results.

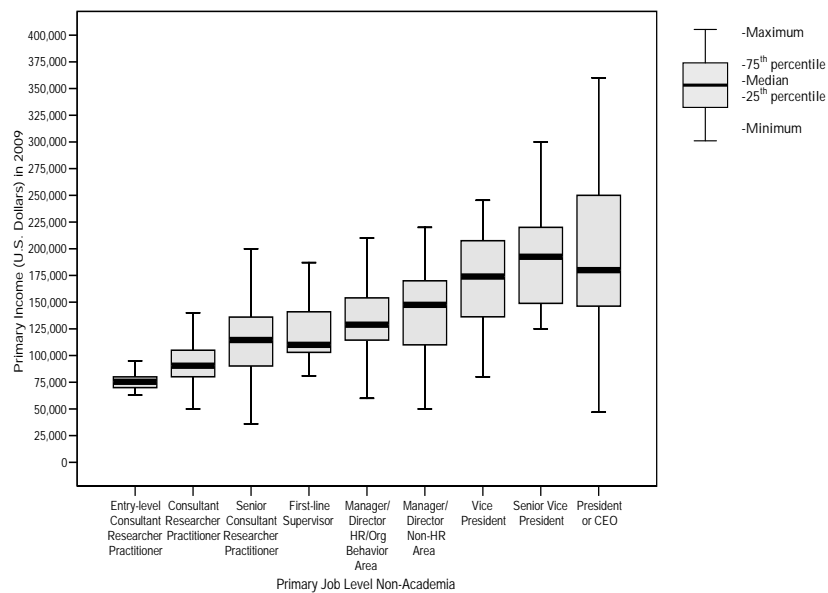
Practitioner job titles. Figure 5 shows weighted 2009 primary income by job level for those in the private, nonprofit, and government sectors. Tables with the figure show weighted and unweighted percentiles. Weighted means and medians are higher than unweighted means and medians, with the exception of those for entry-level practitioners. Senior vice presidents had the highest mean and median incomes in both unweighted and weighted data; presidents or CEOs also had the highest median in weighted data. To view this data in context, it may be relevant to mention that 67.9% of presidents and CEOs in the sample work in organizations that have less than 10 employees, 14.4% work in organizations with over 100 employees, and the largest organization that a respondent



	Academic Title				
	Assistant professor	Associate professor	Professor	Distinguished or chaired professor	
	<u>Psychology (Unweighted Data)</u>				
<i>n</i> :	60	60	42	11	6
Percentile:					
90th	\$80,000	\$94,900	\$162,600	\$247,520	a
75th	69,000	80,938	131,250	99,000	166,250
50th	63,800	71,663	99,500	88,000	125,000
25th	57,000	62,000	82,750	82,000	105,000
10th	48,435	55,774	66,500	73,800	a
Mean:	63,526	75,562	106,978	106,504	132,500
	<u>Business or Management (Unweighted Data)</u>				
<i>n</i> :	50	36	26	3	18
Percentile:					
90th	\$134,737	\$204,000	\$205,100	a	\$299,550
75th	122,000	134,875	160,000	a	277,500
50th	100,000	117,800	128,874	a	237,500
25th	84,625	101,750	99,250	a	174,750
10th	66,877	90,269	84,000	a	144,185
Mean:	102,380	128,216	135,850	a	226,123
	<u>Psychology (Weighted Data)</u>				
<i>n</i> :	<i>n</i> :	<i>n</i> :	<i>n</i> :	<i>n</i> :	<i>n</i> :
90th	\$81,201	\$94,790	\$163,954	\$280,000	a
75th	71,517	80,947	130,000	99,000	167,406
50th	64,461	71,753	100,000	90,405	124,566
25th	57,000	62,000	84,044	82,516	110,125
10th	50,559	55,498	70,198	73,699	a
Mean:	64,526	75,565	107,717	110,892	134,067
	<u>Business or Management (Weighted Data)</u>				
<i>n</i> :	38	37	34	4	26
Percentile:					
90th	\$136,145	\$204,302	\$195,739	a	\$299,500
75th	121,369	134,064	160,000	a	274,624
50th	100,000	110,539	136,399	a	238,305
25th	84,361	101,000	109,931	a	171,418
10th	64,357	90,000	89,399	a	148,539
Mean:	102,384	125,376	138,385	a	224,109

Note. The figure shows weighted data. Extreme values are not presented in the figure. Doctoral respondents only. Department chairs are excluded from the figure as there are too few respondents from business or management departments.
 *Not enough cases to report.

Figure 4. 2009 primary income by type of university or college department and academic title, based on unweighted and weighted data.



	Unweighted Data								
	Entry level	Consultant/researcher/practitioner	Senior level	First-line supervisor	Manager/director HR/I-O	Manager/director non-HR/I-O	Vice president	Senior vice president	President or CEO
n:	22	106	140	45	102	18	42	17	24
Percentiles:									
90th	\$85,580	\$149,318	\$175,000	\$150,000	\$188,500	\$202,000	\$225,000	\$540,000	\$325,000
75th	80,000	103,000	134,250	138,500	154,250	171,250	210,750	235,000	251,650
50th	77,000	90,000	111,400	108,000	127,500	142,000	169,000	200,000	190,000
25th	73,075	78,824	90,063	101,000	111,750	104,000	134,750	152,458	130,311
10th	65,100	69,350	78,650	89,265	89,166	92,975	86,500	140,200	90,500
Mean:	74,935	100,770	121,698	118,489	138,358	140,708	166,412	272,613	195,019
n:	15	92	135	43	100	18	41	18	30
Percentiles:									
90th	\$86,946	\$156,710	\$183,855	\$155,000	\$191,571	\$198,690	\$227,953	\$679,080	\$350,000
75th	80,000	115,000	136,000	143,373	155,000	172,355	211,947	241,698	252,179
50th	76,539	90,960	115,000	110,432	129,459	148,764	174,742	200,000	200,000
25th	73,049	80,148	90,818	103,182	114,432	109,848	136,688	154,390	146,675
10th	64,957	72,001	80,000	89,479	91,928	98,502	88,165	139,860	94,027
Mean:	74,798	106,717	126,103	120,400	139,625	145,402	169,961	285,182	200,296

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

Figure 5. 2009 primary income in private sector, nonprofit, and government organizations by job level, based on unweighted and weighted data.

is president or CEO of has 750 employees. None of the senior vice presidents, on the other hand, work in organizations with less than 10 employees, 82.4% work in organizations with over 100 employees, and the largest organization that a respondent is senior vice president of has 300,000 employees.

Status as a partner, principal, or owner. In the unweighted 2009 sample, 4.2% were sole proprietors or owners, 1.4% partners, 1.1% principals, 0.9% primary shareholders (i.e., owners of 20.0% or more of a corporation), and 1.7% were minority shareholders (i.e., owners of less than 20.0% of a corpo-

ration). Owners had higher mean and median primary incomes than non-owners for both unweighted and weighted data (see Figure 6). With weighting, both means and medians increased for most types of owners as well as non-owners. (Only respondents in private-sector, for-profit industries were asked about their ownership status; income data from nonprofit and government respondents are presented for comparison.)

Starting salaries. With unweighted data from those who had hired new graduates in 2009 and reported the average salary of these new hires, the mean and median starting salary was:

- Doctoral graduates in I-O psychology: mean \$81,965 and median \$75,000 ($n = 55$)
- Master's degree graduates in I-O psychology: mean \$56,794 and median \$55,000 ($n = 53$)
- Doctoral graduates in HR/OB: mean \$84,731 and median \$80,000 ($n = 13$)
- Master's degree graduates in HR/OB: mean \$68,643 and median \$64,000 ($n = 7$)

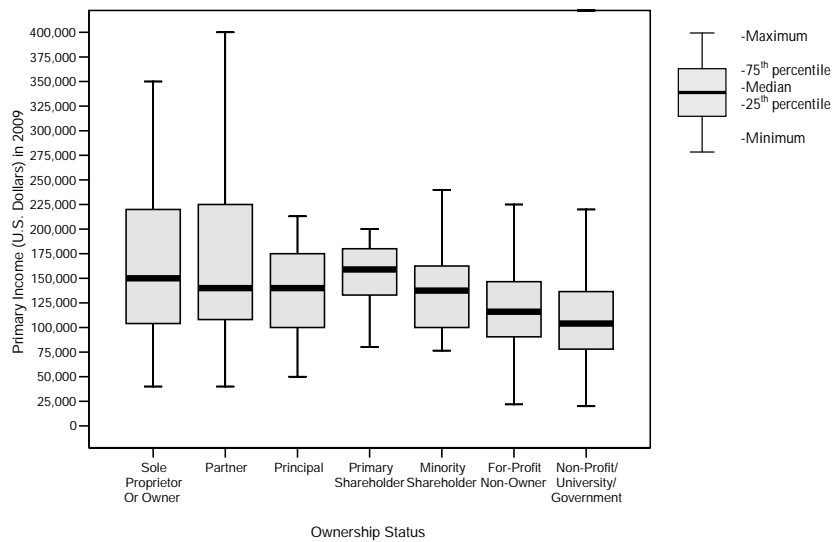
For 10 respondents who self-reported that they had obtained a doctorate in the past year and had a year or less of work experience in I-O psychology or a related field, the 2009 unweighted mean primary income was \$82,897 and median was \$76,000. There were very few cases in a comparable subgroup with a master's degree, so their income is not reported.

Retirement, Bonus, and Raise Information

Retirement plans. The survey asked about two types of plans that employers use to fund retirement systems: defined contribution and defined benefit. In defined contribution plans, employers typically contribute a specified amount of money or percent of salary into a plan annually into a retirement account, and it is invested until an employee retires. In the U.S., 401(k) and 403(b) plans are defined contribution plans. With a defined benefit plan, an employer typically agrees to pay the employee a certain amount or percentage of salary once the employee retires.

For 2009, 76.7% ($n = 850$) of respondents indicated that their employer offers a defined contribution plan, and 27.2% ($n = 301$) indicated that their employer provides a defined benefit plan. For 533 respondents who reported the percentage of income that their employer contributed to a defined contribution plan in 2009, the unweighted mean amount contributed was 7.0% and median was 6.0%; the weighted mean was 7.2% and median was 6.0%. For 63 respondents who reported the percentage of final salaries that their employer will provide after they retire through a defined benefit plan, the unweighted mean amount was 42.8% and median was 42.0%; the weighted mean was 45.0% and median was 50.0%.

Bonuses and stock options. Overall, 42.6% of respondents in 2009 reported receiving a bonus, as compared to 46.0% in 2006. The percentage of respondents in each sector who reported receiving a bonus in 2009 were:



	Sole Proprietor Or Owner	Partner	Principal	Primary Shareholder	Minority Shareholder	Private Sector Non-Owner	Nonprofit/ University/ Government
<i>n</i> :	33	13	11	8	15	264	480
Percentiles							
90 th	\$290,000	\$340,000	\$211,400	a	\$264,000	\$188,500	\$165,000
75 th	222,500	250,000	175,000	195,000	175,000	140,000	129,750
50 th	161,000	160,000	140,000	159,500	135,000	110,000	96,725
25 th	103,750	108,000	100,000	124,500	100,000	89,250	73,276
10 th	60,200	58,000	57,400	a	81,900	78,000	60,000
Mean:	173,914	178,154	136,818	155,625	147,033	122,392	107,886
	<u>Weighted Data</u>						
<i>n</i> :	37	16	11	8	15	236	488
Percentiles							
90 th	\$300,000	\$341,290	\$211,765	a	\$265,818	\$200,000	175,523
75 th	223,663	250,000	181,615	200,000	185,706	147,424	137,960
50 th	161,616	169,288	141,013	173,648	140,000	116,289	104,000
25 th	112,351	107,700	114,800	131,836	102,777	90,784	77,997
10 th	56,982	73,633	60,314	a	83,979	80,000	61,982
Mean:	178,073	184,393	144,092	162,054	152,078	126,483	115,486

Note. The figure shows weighted data. Extreme values are not presented in the figure. Doctoral respondents only.
^aNot enough cases to report.

Figure 6. 2009 primary income by ownership level, based on unweighted and weighted data.

- Private sector: 66.9%
- Nonprofit: 46.9%
- Government and military: 49.4%
- University or college: 12.4%
- Self-employed: 10.2%

Considering all bonuses awarded, with some respondents getting more than one bonus, the percentages of respondents who received a specific type of bonus in 2009 were:

- Individual bonus: 28.1%
- Organizational bonus: 22.0%
- Group, department, or unit performance bonus: 11.7%
- Other reasons: 2.5%
- Retention bonus: 2.2%
- Special projects bonus: 2.0%
- Signing or recruiting bonus: 1.7%
- Exercising stock options: 0.6%

To examine bonus size (as a percent of reported 2009 primary income) by type, we examined data from 258 respondents who reported that they received only a single type of bonus. The average size of each type of bonus was:

- Individual performance bonus: 20.1% mean and 4.3% median ($n = 102$) unweighted; 19.4% mean and 4.3% median ($n = 98$) weighted
- Group, department, or unit performance bonus: 12.8% mean and 9.7% median ($n = 16$) unweighted; 13.8% mean and 10.2% median ($n = 14$) weighted
- Organizational performance bonus: 12.0% mean and 6.6% median ($n = 66$) unweighted; 12.8% mean and 6.9% median ($n = 68$) weighted
- Other bonuses: 9.8% mean and 3.4% median ($n = 13$) unweighted; 10.4% mean and 3.7% median ($n = 13$) weighted
- Special project bonus: 8.9% mean and 2.6% median ($n = 6$) unweighted; 10.6% mean and 9.3% median ($n = 6$) weighted
- Retention bonus: 4.2% mean and 1.5% median ($n = 5$) unweighted; 4.1% mean and 1.5% median ($n = 5$) weighted

Too few respondents ($n < 5$) reported receiving a bonus in the form of stock options, or for receiving a degree or a certification, or signing on to or joining an organization, so their data are not reported.

Pay raises. A minority of respondents (41.6%) reported receiving a pay raise in 2009, far lower than the 79.9% who received a pay raise in 2006. The average size of each type of pay raise (as a percent of base salary before the raise) was:

- A promotion with the same employer: 12.6% mean and 8.0% median ($n = 73$) unweighted; 12.0% mean and 7.8% median ($n = 63$) weighted
- An increase in responsibility with the same employer: 7.5% mean and 6.5% median ($n = 21$) unweighted; 6.9% mean and 5.0% median ($n = 18$) weighted

- Other reasons: 10.1% mean and 7.0% median ($n = 7$) unweighted; 10.0% mean and 7.0% median ($n = 8$) weighted
- The same job at the same employer: 4.6% mean and 3.5% median ($n = 337$) unweighted; 4.5% mean and 3.5% median ($n=317$) weighted

There were too few respondents ($n < 5$) who received pay raises for a similar job at a new employer, a higher level job at a new employer, or a transfer to another job or location at the same employer to provide their data.

Regression Analyses

We analyzed the relationships of personal and employment characteristics to income from the primary employer using unweighted data in separate regression equations for respondents working in universities or colleges and those working for nonacademic employers because we had collected data on several different variables for the two groups (e.g., type of academic department for those in academia, appropriate job levels for the two groups, and ownership status for practitioners). The equation for the academic sample accounted for more variance in 2009 income from the primary employer ($R^2 = .72$, $R^2_{adj} = .68$, $F(34,278) = 20.54$, $p < .001$) than the equation for the practitioner sample ($R^2 = .50$, $R^2_{adj} = .44$, $F(54,466) = 8.57$, $p < .001$).

For the academic sample, coefficients were significantly positive ($p < .05$) for years since obtaining one's highest degree, hours worked per week for the primary employer, number of employees supervised, being a SIOP Fellow (compared to a SIOP member), working in a business or industrial relations department (compared to a psychology department), being a distinguished or chaired professor (compared to an assistant professor), and having tenure. Number of years worked for the primary employer and working in departments where the highest degree offered were bachelor's or master's (compared to a doctorate) were significantly ($p < .05$) and negatively correlated with income.

In the equation for practitioners, coefficients were significantly positive ($p < .05$) for hours worked per week for the primary employer, number of employees supervised, working in Manhattan or the Philadelphia or Washington D.C. metro areas (compared to areas not listed on the survey that are in the U.S.), working in energy production or other private sector (compared to a consulting organization), being a senior vice president (compared to a senior consultant, researcher, or practitioner), and being some type of owner. Working for a state government (compared to consulting organizations) had significant negative coefficients ($p < .05$) with income.

Although the R^2 for the equation for practitioners was only slightly lower than that in 2006 ($R^2 = .55$, $R^2_{adj} = .50$, $F(54,533) = 12.00$, $p < .001$), there were a few unexpected results. For instance, the number of years since respondents earned their highest degree was not significantly correlated with income. We explored the possibility of a curvilinear relationship between income and years since obtaining one's highest degree to explain these results but did not find evidence to support this idea.

It appears that the high degree of intercorrelation among some of the variables included in the regression equation (years since highest degree and years of work experience $r = .91$, years since highest degree and age $r = .90$, and years of work experience and age $r = .89$) made it difficult to find significance for individual predictors. We tested this idea by removing age and years of work experience from the practitioner equation and found that years since obtaining one's highest degree had a significant positive relationship with income when these variables were removed.

Discussion

The 2009 survey was the third SIOP Income and Employment Survey to be administered via the Internet. The 2009 response rate (29.1%) was lower than that for the previous survey (34.2%), as has been the trend with surveys in general. The proportion of female respondents continued to increase, with 46.0% in 2009, which was nearly three times the percent of woman responding to the survey conducted in 1982 (16.0%). The percent of respondents with a master's as their highest degree increased to 14.0% in 2009, compared to 7.0% on the 1997 survey. Because the distribution of respondents by years since highest degree varied from the SIOP population, we again weighted the responses by this variable and presented both unweighted and weighted results. Comparing weighted medians, we found that primary income for those with doctorates increased for each year in which it has been measured since 2002. However, for those with a master's as the highest degree, the 2008 and 2009 weighted median incomes were not as high as the 2006 median. The 16.4% lower weighted median income for women than men in 2009 suggests that there continues to be a "wage gap" between women and men, but in the regression equations for academics and practitioners that included gender with other independent variables, gender was not statistically significant ($p < .05$). This is consistent with findings from the 2001 and 2006 surveys (gender was significant in the regression equations in the 1998 and 2003 surveys). According to regression equation results for practitioners, such factors as employer sector, status as an owner, hours worked per week, number supervised, location, and job level were significant. According to regression equation results for academics, type of academic department, highest degree offered, job level, number supervised, tenure, years since obtaining one's highest degree, hours worked per week, years worked for one's primary employer, and SIOP membership status were significant.

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The Internationalization of I-O Psychology: We're Not in Kansas Anymore...

Richard L. Griffith
Florida Tech

Mo Wang
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It is hard to believe that we just completed the 25th Annual Conference of the Society for Industrial and Organizational Psychology. In the grand scheme of things 25 years isn't that long,¹ but we are doing well for a 25 year-old. The proof is in the product.

The SIOP conference has become a well-oiled machine that highlights the most recent research and sets the bar for professional best practices. It serves as the hub of our professional networks and is where we annually renew our close relationships with colleagues and friends. It is hard not to be excited about what we have accomplished as a profession. I wonder if **Stan Silverman**² saw this coming when he kicked the game off 25 years ago.

The purpose of this article is to speculate on where SIOP will be 25 years from now. The world is a smaller place than it used to be; corporations have become multinational, research in I-O psychology has become cross cultural, and SIOP is developing strong international partners. All of these changes beg the question, where are we going? Where will SIOP be in 25 years?

Singapore?

Shanghai?

Sydney?

Only time will tell, but one thing is crystal clear. Our days on the farm in Kansas³ are over. SIOP is going global. Although another unseen paradigm shift may be lurking around the corner, the 800-pound gorilla currently in the room is international I-O. Simply put, internationalization is the future of I-O psychology.

The discussion regarding internationalization has been simmering for the last decade (e.g. Griffin & Kabanoff, 2002; McFarland, 2004). Slowly we are seeing increases in international research collaboration and international membership (Cascio & Aguinis, 2008; Kraut & Mondo, 2009). Like any substantive organizational change, the internationalization movement has taken a while to gain momentum. However, we think the internationalization of SIOP is about to go full speed ahead.

Outside of getting our passport stamped a few more times a year, some have questioned the ROI of an international emphasis. Anyone who has consulted with a client overseas or has conducted a joint research project with

¹ For comparison, the first meeting of the American Medical Association was held in 1847.

² Stan Silverman chaired the 1st annual conference of SIOP in 1986.

³ We are cool with Kansas and have no beef with residents of the Sunflower State. No offense to Dorothy, Toto, or Auntie Em is intended.

international partners can tell you it is no walk in the park. International involvement in projects can substantially increase the time and resource investment, as well as the complexity of the endeavor. So why are we heading down this path? Perhaps the real question isn't "Where is SIOP going to go in the next 25 years?" A more interesting and revealing question is "Where will this move take us?" How will internationalization change the way we develop as a practice and as a science? What will the internationalization of SIOP buy us? To address this question, we will briefly touch on some of the key benefits of internationalization.

Better Business, Better Practice

An international focus will bring I-O psychology into better alignment with the business community, which embraced a global philosophy long ago. Cross-cultural research and the ensuing applications will allow us to support U.S. organizations doing business abroad and help them avoid costly mistakes brought on by cultural misunderstanding. In addition, we will forge new relationships with businesses originating in other countries as they become more aware of our services and global brand. Many consulting firms are already developing new markets in countries with rapidly expanding economies such as China, Brazil, and Eastern European nations. In our discussion with consulting executives, the prevailing sense is that they will soon be doing more business abroad than they will in the U.S. It is likely that this expansion will continue as we educate future partners on the benefits of talent management and human capital engineering. This is particularly true in regions of the world, such as the Middle East, that are relatively unfamiliar with I-O psychology.

A misperception surrounding internationalization is that it will only benefit expatriates or multinational corporations and consulting firms. However, the cultural competencies acquired through international experience are quite valuable even when we don't leave the farm. Some of the basic tenets of cross-cultural communication are to check your assumptions at the door, listen, withhold judgment on the topic until you process all the information, and ask questions when you don't fully grasp the conversation. That sounds like the kind of consultant I want to hire.

Mastering the technical skills necessary to be a successful consultant is not that difficult. Running a regression or designing a validation study is not rocket science, and most graduate students and entry-level consultants quickly learn those skills. Where we see problems with entry-level consultants is with client management. Consultants may be in such a rush to solve their client's problems that they don't carefully listen to the client's needs and read between the lines of what the client is trying to tell us. In addition, we fall into the trap of operating on our own assumptions and fail to take the perspective of the client.

Operating in an international environment requires the use of these relationship-building skills every day. Listening, asking questions, and not rush-

ing to judgment are critical interpersonal skills that are necessary for effective interactions with individuals from other cultures. Learning and practicing these skills will not only make us more culturally competent, it will make us better consultants within our own culture.

Better Education

There are currently 623,805 international students enrolled in various academic graduate programs throughout the United States. Of these students, more than 120,000 are in the field of business and management with the most students hailing from India, China, and the Republic of Korea.⁴ The number of international students in graduate business programs is a reflection of the increasingly global nature of commerce. As the world of business is becoming increasingly global, there is a need for professionals with the expertise to improve organizational performance in an international environment. There is no better way to understand individual differences and complex systems than to interact with a diverse collection of people and train in complex settings. An international emphasis in our graduate training isn't simply a nice addition to our technical competencies, it has become an essential component if we are to remain relevant in the global business environment.

What will international I-O training look like? Given the complexities associated with the issue, we would expect an international curriculum to have traditional coursework in international business processes, cross-cultural theories and research design, as well as current topics in international I-O psychology. In addition, an international I-O curriculum should provide students with opportunities to interact with the global management communities and gain experience with communication technology.

Graduate training centers should embrace distance-learning technologies to host instructors from other countries to team-teach courses. Course assignments and projects should require that students collaborate with an international cohort group across time zones and cultural differences to achieve the course objectives. Finally, these training centers should incorporate traditional exchange programs with both students and faculty through Fulbright mechanisms. All of this training should be grounded in strong theory, daily practical experiences, as well as the immersive cultural experiences that expatriate professionals face.

Students will not be the only members of SIOP needing education in cross-cultural issues. Faculty members will need a considerable amount of training and/or retraining to guide the transition to an international training emphasis. Cross-cultural research has some unique methodological challenges that researchers must be aware of to conduct high-quality research. It is likely that we will see more SIOP workshops on this topic. In addition to formal education, faculty members should seek more experiential learning opportunities such as overseas sabbatical appointments and Fulbright opportunities.

⁴ Institute of International Education (2008), <http://www.iie.org/>.

Strong Partnerships

SIOP has recently entered into an alliance with the European Association of Work and Organizational Psychology (EAWOP) and International Association of Applied Psychology (IAAP). The missions of these organizations compliment the goals of SIOP, and together this alliance will become a stronger player in the global HR environment. Increased membership means increased influence, and a global voice is more likely to be heard than a voice from a single nation or region.

Although many will focus on the society-level partnerships, the most powerful and lasting partnerships will be built on the personal level (just as they are now). A robust network of international partners allows us to cast a wider net to solve problems and crack research puzzles. Some of the most rewarding conference experiences are not necessarily at the large society level but rather smaller conferences focused on specific research concentrations. Researchers interested in personality and cognitive ability can find academic debate and fresh ideas at the International Society for the Study of Individual Differences (ISSID), whereas those interested in studying conflict management may convene at the meeting of International Association for Conflict Management (IACM). These smaller conferences, generally with a few hundred attendees, are ideal places to develop new relationships and get to know our international counterparts. It is energizing to know that halfway around the world someone is interested in the same phenomenon that you find fascinating. Participation in international conferences and overseas collaborations often opens new doors for data collection from diverse populations, helps to incorporate culture-related viewpoints into theoretical development, and provides learning and exchange of effective research and practice models.

Robust Talent Streams

One method to improve the quality of our students and employees is to change the selection ratio to be more favorable for us. The most effective way to accomplish that goal is to increase the size of our applicant pool. Until recently, this applicant pool has largely been limited to students from the U.S. and graduates from U.S. programs who enter into practice. If our recruiting practices continue to be largely focused on the U.S. market, we are missing out on a huge amount of talent.

Similarly, in order for consulting firms to successfully move into new international markets, they will need consultants with regional knowledge, and in some parts of the world, there simply aren't enough. By expanding our outreach, we can more effectively recruit students from these countries and expand the talent available to multinational consulting firms. This increased staffing will in turn allow those firms to improve their capacity to do more international business.

Conclusion

We live in a global context. The increasing interconnectedness of the world not only affects economies and corporate interests, it affects individuals as well. Internationalizing our research and practice is the logical next step for solidifying our place in the global business environment and maximizing SIOP's impact on the lives of men and women in the workforce. Internationalizing SIOP will not only provide the tangible benefits we have discussed but will also provide professionals and students with a better sense of where they fit in the international community and help them form a global identity.

So let's rack up some frequent flyer miles and get some stickers on our steamer trunk. SIOP is going global.

So where will it be 25 years from now? We may meet in Cairo or Kansas City, but regardless, we will be light years from where we are now.

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The Job Descriptive Index: Newly Updated and Available for Download

**Christopher J. Lake, Purnima Gopalkrishnan,
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Bowling Green State University**

More than 50 years ago, a team of researchers at Cornell University's industrial psychology program began studying people's work satisfaction, which ultimately culminated in the development of the Job Descriptive Index (JDI). The JDI was officially introduced in 1969 by Smith, Kendall, and Hulin and has since become the "gold standard" of job satisfaction scales (Landy, Shankster, & Kohler, 1994, p. 271). The JDI has remained one of the most widely used measures of job satisfaction (see Bowling, Hendricks, & Wagner, 2008; Cooper-Hakim & Viswesvaran, 2005) due to the strong emphasis on psychometric rigor and its frequent updates over the years. This article briefly describes the importance of periodic scale updates, the procedures recently used to update the JDI family of scales, and how the newly updated scales can be obtained and used free of charge.

Over the past 50 years, the JDI research group has developed a number of scales that complement the JDI. Collectively, the JDI and related scales are referred to here as the JDI family of scales. The JDI is a facet measure of satisfaction, meaning that the measure assesses people's satisfaction with five differentiable aspects of the job: the work itself, pay, opportunity for promotion, supervision, and coworkers. Contrast this with the Job in General (JIG), a scale that was developed by the group to assess people's overall (global) feelings of work satisfaction. In addition to scales measuring satisfaction, the group has also developed scales to measure other important work-related constructs. The Stress in General (SIG) measures feelings of job stress and the Trust in Management (TIM) measures the perceived trustworthiness and integrity of management. Depending on the specifics of a given research project, we often recommend that users administer multiple scales to participants in order to capture a complete picture of satisfaction and related variables.

Since the original introduction of the JDI, the measure has undergone two major updates: the first in 1985 (Smith et al., 1987) and the second in 1997 (Kihm, Smith, & Irwin, 1997). In 2008, the JDI research group initiated a third major update to the JDI family of scales. The process of updating the scales involved two steps: collecting new normative data and refining the scale based on the newly acquired normative data.

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Before describing the current update, consider why we believe that frequent scale updates are important. Over the years, the JDI family of scales has demonstrated excellent reliability and validity. However, the workplace is an ever-evolving environment within which people's work-related attitudes are formed. Widespread changes in human resources policies, the increased use of technology, and many other factors all play a part in this evolution. Consider also that scale items may be interpreted differently over time due to factors such as language use. A case in point is the items "on your feet" and "hot," which were included in the work facet of the original 1969 JDI. As the work environment has become less industrial, these items eventually became less applicable to employees. Frequent updates provide an opportunity to test the psychometric properties of the scales and to collect up-to-date normative data. We agree with DeVellis (1991, p. 113) who noted that "[scale] validation is a cumulative, ongoing process." In that vein, we believe that frequent updates are an important part of maintaining the validity and integrity of the scales.

The first goal of the current update was to collect new normative data to support the scales. The JDI and JIG had both been normed in a previous update, whereas the SIG and TIM were being normed for the first time. In previous updates, the research group was able to use data from the U.S. Census and Social Security database to obtain a sample of United States workers. However, recent changes in governmental policies precluded access to census data, and alternate arrangements had to be made. Ultimately, we contracted with a company specializing in online panel data collection. People living in the United States who met some basic requirements (e.g., 18 years of age or older; working 35 or more hours per week) were eligible to participate in the online survey. A total of 1,485 working adults participated in the study, and participants were representative of the U.S. working population on key variables such as age, education, and type of industry. This normative sample had a mean age of 40.7 ($SD = 11.5$), was mostly White (80%), and consisted of slightly fewer women (42.3%) than men. The majority of the participants reported attending some college or having a college degree (63.4%), whereas 10.8% had either completed some high school or received a high school degree. The majority of participants reported gross household annual incomes between 50K–99K (17%) and 100K–149K (17%).

Because the new normative sample was specifically designed to be representative of U.S. workers, overall national norms were developed that allows the scales' users to compare obtained scores to those from the typical U.S. worker. In addition to the overall national norms, select subgroup norms were constructed based on important demographic and industry variables, including organization level, education, management status, age, tenure, and organization type (i.e., government, for profit, not for profit, and self-employed). These subgroup norms allow users to compare obtained scale scores to those from these specific reference groups.

The second goal of the current update was scale refinement. We strove to ensure that the individual items were psychometrically sound, that the JDI facets (e.g., work, pay, promotion) continued to represent distinct factors, and that the scales continued to be relevant to science and practice. Experimental items were developed by the JDI research group for each facet of the JDI in order to replace any items that no longer functioned well. The item selection procedure involved the consideration of classical test theory (CTT) statistics and item response theory (IRT) parameters. Good items were selected into the scale based on (a) item-total correlation, (b) IRT discrimination, (c) IRT information functions, (d) IRT locations of maximum information, (e) item valence (i.e., positively worded vs. negatively worded), and (f) confirmatory factor analysis loadings. Efforts were made to create scales that had the highest information across a range of levels of satisfaction, had acceptable internal consistency, included a balance of positively and negatively worded items, and exhibited a clean factor structure. Similar procedures were used to refine the JIG, SIG, and TIM.

Now that the JDI family of scales has been updated, we would like to make the scales easily accessible to researchers and practitioners. In the past, JDI users were required to purchase copies of the scale for use in their projects with a discount given to those who were willing to share the data they collected. However, to encourage greater use of the scales, we are no longer charging for the use of the scales and no longer requiring data sharing. We are pleased to announce that, for the first time, the JDI family of scales can be used free of charge with no strings attached. The scales can be directly downloaded from the official JDI Web page: <http://www.bgsu.edu/departments/psych/io/jdi/>. Please note that other products and services offered by the JDI Office (e.g., user's manuals; normative scoring services) are available for purchase with proceeds helping to fund future research efforts. Comments or questions about the updated JDI family of scales should be directed to JDI Office, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403; e-mail: jdi_ra@bgsu.edu.

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Making the Transition From Master's to PhD: Reflections From a SIOP Conversation Hour

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Abstract: This article is the result of a conversation hour that took place at the 25th Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) in Atlanta, Georgia, held April 7–10, 2010. This forum was presented as a way to foster communication between contingencies from Master's and PhD programs. During the session, entitled "From Terminal Master's to PhD: Answering the Basic Questions," attendees posed questions to a panel of four faculty members from terminal master's and PhD programs. As the popularity of industrial-organizational psychology has grown in recent years, so too have the number of programs offering degrees in the field. The purpose of this article is to present common questions that students have and to provide a starting point to answering those questions, as well as questions about what happens when someone changes their mind (e.g., decides to pursue a PhD after completing a terminal master's degree program).

Keywords: graduate programs, graduate degree, terminal master's, doctoral

As the popularity of industrial-organizational psychology has grown in recent years, so too have the number of programs offering degrees in the field. However, there may be some confusion as to which program might be best: master's or doctorate for any particular individual. The purpose of this article is to present common questions that students have and to provide a

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starting point to answering those questions, as well as questions about what happens when someone changes their mind (e.g., decides to pursue a PhD after completing a terminal master's degree program).

This paper is the result of a conversation hour that took place at the 25th Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) in Atlanta, Georgia, held April 7–10, 2010. During the session, entitled “From Terminal Master's to PhD: Answering the Basic Questions,” attendees posed questions to a panel of four faculty members from terminal master's and PhD programs. As stated at the beginning of the hour, this forum was presented as a way to foster communication between contingencies from master's and PhD programs. This talk reached an audience of more than 75 attendees, including students currently in terminal master's programs, faculty members, and those researching their graduate school options. In a room filled beyond capacity, we heard insights from four panelists and audience members.

The panelists in this conversation hour hold a wide variety of unique experiences that cover many aspects of education in I-O psychology. As such, they offer an assortment of opinions related to the requirements and expectations that students do or should have when attempting to transition from a terminal master's degree program to a doctoral program. In the first part of this paper, we review the panelists and their credentials. In the second part of the paper, we review the questions posed during the conversation hour along with the responses given by the panelists, as well as additional insights contributed by audience members. In the third and final section of this paper, we respond to questions posed during the SIOP meeting that the panelists did not have time to answer.

The Panelists

The first panelist and host of the conversation hour, Dr. Michelle (Mikki) Hebl, is an associate professor of psychology at Rice University in Houston, Texas. Rice's program only offers admission to doctorate degree-seeking candidates, although a master's degree is awarded during the course of study. Dr. Hebl is the chair for SIOP's Education and Training Committee and a former director of graduate studies at Rice University. During her time at Rice, Dr. Hebl has worked with several students who have made the transition from a terminal master's program to Rice University's doctoral program.

The second panelist in attendance, Dr. Paul Hanges, is the associate chair and director of graduate programs from the Psychology Department at the University of Maryland. Like Rice, Maryland accepts students for a doctorate in I-O psychology with a master's degree granted during the course of study. Dr. Hanges formerly was the head of the I-O program in the Psychology Department at Maryland. In a selective environment like Maryland, he saw 80–120 students apply for 3–5 available places in each entering class.

The third panelist, Dr. Cary Lichtman, directs Wayne State University's terminal master's program in I-O psychology. Wayne State has both a terminal master's and PhD program, which run parallel. Although some of the fac-

ulty members teach in both programs, students from one program do not overlap with students in the other. The courses of study are very different between the two programs, with the master's program aimed at preparing students for applied work and a focus on personnel psychology, employment testing, and psychology-related statistics.

The fourth and final panelist, Eliza Wicher, is assistant professor of psychology at Roosevelt University in Chicago where she teaches in Roosevelt's master's program in I-O psychology. Before her appointment at Roosevelt, Dr. Wicher was on the faculty in San Francisco State's terminal master's program in I-O psychology. Roosevelt is currently developing a PhD program scheduled to admit students for fall 2011.

Finally, we also want to acknowledge the creator of this session, Dr. Marcus Dickson, a full professor from Wayne State University. Dr. Dickson is the outgoing chair of SIOP's Education and Training Committee and decided that the session was important as a result of the 2009 SIOP Program Director's Meeting in which program directors expressed a lack of communication between people from master's and PhD programs.

Questions Presented and Responses Given During the Conversation Hour

The following questions were collected from the audience during the conversation hour. It is important to note that the responses of the panelists, also indicated below, may not be scientifically based but represent the cumulative years of experience that the panelists brought to the SIOP session.

What kind of jobs can I get with just my master's?

The panelists answered this question with a simple "quite a lot." A master's degree offers holders a wide variety of career options, particularly within the applied field. Although master's degree holders likely will not be academicians, panelists suggested that a master's degree provides solid preparation for a career in I-O consulting, market research, quantitative work, performance management, quality control, human resources, compensation, and government and organizational research. A master's degree trains a student in practical skills such as establishing and managing employment testing programs, designing and evaluating training and development efforts, and generally orients students to I-O psychology's unique systematic approach to looking at the world and addressing organizational problems. The real value of a master's degree is in the problem solving and quantitative skills in which students are trained. As such, master's of I-O psychology are able to work their way up the organizational hierarchy with a degree that will open doors.

What are the advantages, if any, of not pursuing a PhD after completing one's master's degree?

Master's and doctorates prepare students for different careers within I-O. A doctoral degree is a research degree and, as such, prepares students to think more conceptually, conduct scientific research, and analyze resulting data. For

students who are not interested in advanced research or statistics, a master's degree may be the highest amount of education students wish to pursue. The master's is an applied degree and, as stated previously, prepares students for a wide variety of applied careers. This focus on practical skills can be an asset on the job market, as some organizations favor the master's over a PhD. In I-O consulting firms, individuals with PhDs tend to take on more managerial roles, with those who have MA/MSs becoming project leaders. The work might be similar between the two levels, but PhDs tend to have more supervisory responsibility.

Why should a master's student pursue a PhD?

In the current economy, more education can set an applicant/employee apart from competitors in getting a job/promotion. However, this in itself is not a good reason to pursue a PhD. A good doctoral student tends to have the "itch" of curiosity and be able to take initiative and work autonomously. In transitioning between a terminal master's and PhD program, a master's program will tend to give the student exposure to the field with less of a time commitment (e.g., 2–3 years for a full-time student) than does a traditional doctoral program (e.g., 5–7 years for a full-time student). One of the most important considerations that an individual should make before transitioning to a PhD program is the type of work that the individual wants to do. Within consulting work specifically, there are a couple of advantages that should be considered. First, in many consulting firms, an individual will be unlikely to make partner unless s/he holds a PhD. This sets a definitive limit on the amount of vertical movement one can make in the organizational hierarchy. Second, a PhD is useful for independent consulting work. If the consultant resides in a state that requires licensure for practicing consultants, a PhD is often necessary to obtain the proper credentials. Third, under most ordinary circumstances, an individual must hold a doctorate to be hired as a tenure-track faculty member. Should an individual want to become an academician, pursuing a doctorate is not only advisable but often necessary.

What does a PhD program look for when evaluating an applicant from a terminal master's program?

The primary focus when searching for incoming doctoral students is for evidence of true interest in research. Markers such as presentations and involvement in research and publications can be evidence that the student is interested in and able to conduct quality research. Experience in the workplace can also be a valuable asset to a program candidate. Also, strong letters of recommendation are critically important in a successful application to a PhD program.

Of less interest to a doctoral program is the number and types of courses that a master's student has completed. High standardized test scores, a strong GPA, and faculty connections certainly are benefits in an application packet; however, a student who has not had any research experience will sink to the bottom among a sea of other applicants who do have such experience. PhD programs are interested in students who will be able to complete a dissertation, which is

a very involved and individual pursuit, so previous exposure to research is critical in providing a signal that the student will be able to do the necessary work.

Why am I repeating classes? If I would have skipped the MA, I would have saved \$30,000!

Deciding on the classes that transfer between a master's and doctoral program occurs on a case-by-case basis. At the heart of this decision is the quality of the master's program and the overlap with the philosophical orientation of the doctoral program. Each program tends to have its own orientation and will want to put its "stamp" on students coming out of that program. In making students retake classes, PhD programs are able to maintain the quality of education for which they are known.

In determining which classes will transfer, there are several steps that master's students typically take. Transfer credit is often determined by a committee, informed by the faculty member teaching each respective course for which a student hopes to get credit. The student often submits a syllabus to the course instructor, who tends to look for overlap in content and quality between the course that is offered by the doctoral program and the one that the student took. Under some circumstances, the instructor may require the student to take a version of a final exam to prove competency in the subject matter. In general, courses more directly related to I-O are the hardest to transfer because the orientation and relevant information tends to be unique to each school. Other programs may limit the number of courses that transfer to a finite number (e.g., only two courses will transfer despite additional overlap).

Students transitioning from a master's to PhD program should be aware that they will most likely have to repeat courses. As stated previously, there are important differences between master's and doctoral programs. Master's programs tend to focus on practical or applied I-O skills whereas doctoral programs tend to be more theoretical and/or research based. As such, courses covering similar matter will likely not be equivalent. Any courses that a student feels should transfer should be brought to the attention of the PhD faculty as early in the transition as possible. In fact, students may consider inquiring about this before accepting an offer from a doctoral program, although the process often happens after students matriculate. Most likely, a master's student will take about the same amount of time in completing doctoral coursework as students who came directly from undergraduate programs, although this may vary slightly from program to program.

How are graduates of terminal master's degree programs viewed by PhD selection committees? Is a terminal master's degree an advantage, disadvantage, or neither? Can earning a master's degree compensate for a "negative" in an application (e.g., low undergraduate GPA)?

Yes, a master's degree can compensate for deficiencies in an application (e.g., a lackluster undergraduate career), but it can also serve to reinforce positive attributes about the applicant. A master's degree can show that a student

has a strong interest in and knowledge of I-O psychology and the persistence required to pursue such a degree. Any evidence that a student can do the work required in a doctoral program is looked upon favorably. However, it may not be enough to just have a master's degree void of research experience. A student should have some indicator of research interest and skill as well.

If you did not get into a PhD program, what's the benefit of getting a master's degree versus taking a year to retake the GRE or do research?

Similar to the previous question, a master's degree is a good choice if a student has something negative to overcome (e.g., low GPA or GRE). A lot of students from master's programs are disappointed that they will need to retake classes after transitioning from a terminal master's to PhD program, but retaking courses is often not a waste. The time spent working on a master's degree often gives students the skills they need in a doctoral program. A master's degree with a strong involvement in research is an excellent way for a student without stellar credentials to pursue an advanced degree.

Questions Not Presented During the Conversation Hour

Is there a list of all the PhD programs in I-O?

SIOP maintains a searchable list of many current PhD and master's programs. We also recommend interested students look at back issues of *TIP* journals for periodic rankings of top I-O PhD programs. These Society resources may be more informative than rankings done by popular magazines. The network of I-O psychologists is relatively small, so interested students are especially encouraged to seek information from faculty mentors about programs that might provide a good fit.

What can faculty of terminal master's programs do to best help prepare students who would like to get into a PhD program?

Get them involved in as much research experience as possible! Students often get little hands-on experience with statistics, especially with entire data sets they really understand. Doing a thesis project is a great way to get more practice with stats and also to develop project management skills.

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Making Global Assessments Work¹

Nancy T. Tippins
Valtera Corporation

The globalization of business and industry has placed new demands on industrial and organizational psychologists to create assessment programs that work across international boundaries. Some of these assessment programs are selection systems that are designed to evaluate candidates for jobs that are found across geographic and cultural boundaries within one company as well as determine the ability of an individual to work cross culturally. Other types of assessment programs may be used with people from multiple cultures, including certification of skills, evaluation of potential for leadership roles, and identification of personal strengths and weaknesses for development purposes. These assessments must work in many different environments and be acceptable to the people in all the geographic areas in which they are used.

The benefits of global assessments are numerous. A single, common assessment program can significantly reduce the costs of development, deployment, and implementation when compared to multiple local programs. A well-done global selection program will ensure a consistent quality of candidates for a job in terms of knowledge, skills, abilities, or other characteristics (KSAOs), as well as present a common image to candidates around the world. In addition, data from the same assessment program allow comparisons across geographical boundaries and serve as a basis for strategic talent management, which ultimately contributes to the organization's long-term success.

Although the benefits of global assessments are substantial, the challenges are not insignificant. Simply finding a test item format that works globally can sometimes be a challenge. In addition, changing attitudes of candidates and test administrators about new selection and assessment procedures and complying with local employment laws can be daunting tasks. Some candidates may not be familiar with certain types of items, and others may not believe some types of items are appropriate for the job to which they are applying or acceptable to individuals with their background. Test administrators may have different perceptions of fair treatment, confidentiality, and test security, and these differing attitudes may lead to divergent practices and unanticipated behaviors that compromise the test materials or results. Access to technology to support test administration, scoring, and data storage cannot be assumed. Implementing the same procedures across cultures is often viewed as a cost savings. However, the cost of translation and the research to establish equivalency are not trivial in large-

¹ This paper is an outgrowth of my work in researching and developing global selection and assessment programs. I gratefully acknowledge the contributions of my colleagues, the clients with whom I've worked, and **Ann Marie Ryan** with whom I coauthored *Designing and Implementing Global Selection Systems* (2009).

scale testing programs. Moreover, global assessment requires considerable coordination among many stakeholders everywhere the assessment may be used.

The processes for developing and validating global assessment programs can be complex and surpass the limits of a *TIP* article. The following is a list of nine tips distilled from a number of projects for ensuring the success of a global assessment program. The list is intended to remind the practitioner who is working globally of things to do before and during the process of developing, validating, and implementing a global assessment program.

1. Determine if there is a common job or job family.

Before a global selection system can be created, the psychologist must first determine if there is a single job with similar task requirements that require a common set of KSAOs. Frequently, jobs have identical titles yet very different responsibilities. For example, a sales representative in one country may engage in consultative selling and be expected to have a deep understanding of the product or service, as well as one or more of its applications. In another country, the same sales representative may fulfill an order-taker role. The responsibilities of technicians in manufacturing facilities may differ according to the type of equipment used. Even when the assessment program is developed for a broad job family, the assumption of a common set of core work behaviors may not be warranted. For example, some leaders may be expected to develop strategy and long-term visions, but others must execute the plans of others.

2. Verify that organizational support will be forthcoming.

Unless the I-O psychologist is in a very powerful role within the company, he or she will often lack the authority to execute a large project. Most I-O psychologists will need an advocate who supports the idea of global assessment and can convince others to support the project as well as help acquire the resources (e.g., people, technology) needed for development, validation, implementation, and maintenance. In addition, this advocate must possess the patience and tolerance to sustain interest in a global project that can have a lengthy timeline.

In addition to having a powerful advocate who can make things happen, the I-O psychologist must also win the support of local human resource (HR) personnel. Without local support, implementation of a global assessment system will be difficult and continually fraught with problems. The local HR must assume many responsibilities including identifying the local constraints on assessment practices, communicating attitudes about the assessment program, providing information on what test formats are acceptable in the culture, ensuring proper training of administrators and protection of testing materials, explaining to clients the purposes and intended use of the assessment program, arranging for subject matter experts to participate in the development and validation phases, and so on.

3. Understand the expectations about the assessment process and the context in which it will be used.

Once the I-O psychologist has determined a common job exists, identified an advocate, and established a relationship with local HR personnel, he or she must learn who the primary stakeholders are and understand their requirements and expectations of the assessment process. For example, some organizations will emphasize efficiency of the assessment process as a goal, but others will focus on a high-touch experience that stimulates development. The goal of some assessments is to predict immediate job performance; for others, the goal is to assess potential for leadership in the long term. A thorough understanding of the environment for assessment administration (e.g., locations, technology, personnel capabilities, time frames, etc.) is a prerequisite for designing a system that will work. Similarly, a clear idea of how the data are to be used will help the I-O psychologist fulfill the company's goals. An assessment program designed for selection may be different in content and administration protocol than one designed for development. Similarly, knowledge of how results will be stored and communicated to the participant and organization, how data will be protected, and what level of confidentiality will be promised will shape the assessment design.

4. Take culture into account in the design, development, validation, implementation, and use of assessment programs.

"Culture" refers to the stable characteristics of a group and can apply to a country, a geographical section of a country, an ethnic group within a country, a corporation, an organization within the company, and so on. The I-O psychologist must identify the salient aspects of culture relative to the assessment program and take steps to eliminate the effects of culture on test and assessment performance that are not job related. For example, if members of a cultural group tend not to respond accurately on self-rating instruments such as personality inventories, another approach to evaluating job-related personality traits may be required. Or, if some groups tend to inflate responses on such scales, the use of local norms may be warranted. Although cultural differences do not usually change the requirements of the job, they may change how the relevant skills and abilities are measured.

5. Consider the other characteristics of the local environment: labor market, legal environment, labor unions, and economic conditions.

In addition to culture, there are a host of other variables that will affect how a test is received by assessment participants and by stakeholders in the organization, as well as how useful the results will be to those making decisions. Prior to designing the assessment program, the I-O psychologist must learn about the characteristics of the labor market, including education and training. An assess-

ment program that is designed for a college graduate may not be particularly effective for an applicant population consisting of people who have not finished high school. (The I-O psychologist may also want to rethink the idea of a common job!) The depth of the applicant pool can also have implications for the length of the assessment process. If the labor supply is limited, applicants may not be willing to invest a significant amount of time in an assessment process. Employment laws and labor unions can dictate the conditions under which assessments can be used. Therefore, careful attention must be paid to who is protected, how data privacy must be protected, what technical requirements must be met, and who may use assessments. In addition, local laws or customs may define who may design and administer certain kinds of assessments or require activities associated with assessment such as face-to-face feedback.

6. Develop assessment tools for universal use.

A significant challenge in most global assessment programs is developing content that works internationally. From the very beginning of content development, the psychologist must identify content, techniques, and formats that are familiar to all of the intended population. At the same time, the I-O psychologist should avoid material that includes jargon, metaphors, and other language that is difficult to translate, that is culturally offensive or confusing, that relies on systems of measurement that are not universal (e.g., currency), that includes country-specific topics, that does not translate well or depends on the nuances of words or their difficulty, or that incorporates concepts that are less familiar or simply don't exist in other cultures.

7. Adapt assessments for universal use.

Once content is developed, it is usually translated into multiple languages. The goal of the translation process is not only to provide a faithful replication of verbal material but also to retain the same level of difficulty and clarity. Typically, a series of translations and reviews result in the best adaptation of verbal material. Simple back translations without review often do not result in equivalent assessment materials.

8. Create the tools necessary for effective administration and scoring.

A common, yet fatal, mistake is to pay close attention to the assessment instruments and neglect the materials that are necessary for consistent administration and scoring across cultures. The problem of consistency is exacerbated when the capabilities of the local assessment staff vary widely across countries. Participant instructions, as well as scoring instructions must be as carefully written, adapted, and tested for cross-cultural understanding.

In addition to providing effective instructions, other tools can enhance the value of the assessment results. Building flexibility into the order of assess-

ment components may allow HR personnel to adapt the process to fit the local staffing model. For example, if most candidates for a job are not local and must travel to a company office, a structured interview conducted over the telephone may precede proctored testing. In contrast, if most candidates are local, then the proctored testing preceding the interview may be a more cost-effective approach because fewer candidates are interviewed.

9. Determine if the global assessment meets technical criteria.

Although cross-cultural research is difficult to do and sample sizes are often not large enough for statistical analyses, the I-O psychologist should strive to evaluate the extent to which the global assessment program is valid, reliable, free from bias, and job relevant. Failure to do so may leave questions about the extent to which a business need is met or compliance with local discrimination laws is achieved. Regardless of the purpose of the assessment, the assessment program is useful only if it meets these criteria.

Many American I-O psychologists rely on the *Uniform Guidelines on Employee Selection Procedures* (EEOC, 1978), the *Principles for the Use and Validation of Employee Selection Standards* (SIOP, 2003) or the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) to define technical standards; however, there are others guidelines and standards that are relevant in an international setting. Documents produced by the International Test Commission such as *International Guidelines for Test Use* (ITC, 1999) and *International Test Commission Guidelines for Test Adaptation* (ITC, 2000) are important as are the *Guidelines and Ethical Considerations for Assessment Center Operations* (2000) from the International Task Force on Assessment Center Guidelines. In addition, ISO 9000 standards for assessments are in progress.

10. Collect evidence of equivalence across cultures.

In addition to demonstrating validity and reliability, the equivalence of assessment tools that are translated or used cross culturally should be demonstrated. For an assessment to be effective internationally, the I-O psychologist must ask if all versions of the assessment measure the same construct at the same level in each culture and determine if the observed differences are a result of true differences between the groups or a result of the test materials themselves. Statistical approaches, including differential item functioning, metric or scalar equivalence, or confirmatory factor analysis, can help the psychologist understand the extent of equivalence; however, many of the statistical approaches are difficult to implement when the sample in any one country or culture is small. Nevertheless, “conceptual equivalence” can usually be established through careful translations and cultural reviews.

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LETTERS TO THE EDITOR

Dear Editor:

In the April 2010 issue under **Good Science–Good Practice**, **Jamie Madigan** and **Tom Giberson** review an LMX leadership study in some detail. I did not recognize what they described as LMX leadership theory (see Graen, 2010).

They purported that LMX theory is about two-way Leadership Motivated Xcellence relationships initiated by leaders with their subordinates. This is but one set of two-way psychological mission commitment required for leadership. In addition, LMX leaders initiate such relationships with worthy superiors and peers. Leaders actively recruit any person that they think can help and that they can convince that the mission is the right thing to do even though it is beyond business as usual. They will not get any immediate pay or recognition for joining the mission. According to LMX leadership theory, leaders are people coworkers can believe in to keep their promises and work to put the mission's service to what's right over self. Such leaders are rare, but we have developed the technology to separate them from the much larger organization's hi-po manager group.

Leaders also are hi-po managers most of the time and only when the extra organizational need arises do they gather their volunteers and do the right thing. Other hi-po managers should be trained in advanced management and not subjected to leadership programs that they know they will never be used and frequently find irrelevant to their jobs. In spite of this technology, organizations spend billions (12 billion in 2007) subjecting all their hi-po folks to leadership training when they should be given advanced management training.

Now more than in the recent past, we are experiencing a strong need for leadership. A 2010 study of 500 C-suite executives by SHRM found that their two key problems were “leadership succession and leadership retention.” We desperately need to identify and train those who can lead others and not waste valuable leadership training resources on those who cannot rally volunteers.

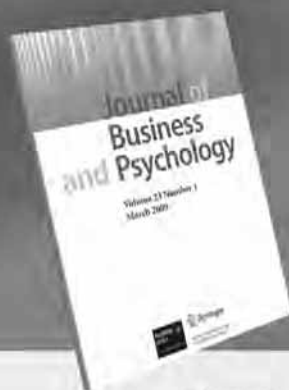
We hope this helps. We can measure leadership and identify hi-po leaders.

They are both born and raised by a proper village and possess fundamental leadership ability by their early 20s. We need to find them early and grow them quickly. I-O psychologists are needed in this mission.

George Graen

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THE HISTORY CORNER



If You Build It, They Will Come: An Interview With Stan Silverman

Paul E. Levy
University of Akron

The 25th anniversary of the SIOP conference was in Atlanta in 2010. As the chair of the History Committee, it seemed only fitting that I provide some context and historical look at how this conference that has become such an important part of our professional activities was launched. I thought it best to go right to the source, **Stan Silverman**, who was the first conference chair—perhaps I also went to Stan because we were due to have lunch and his office is about a 10 minute walk from mine. ☺ Oh well, here goes...



What is your first recollection of your involvement in APA or SIOP?

Stan Silverman: I was on the Workshop Committee for the APA conference; **Vic Vroom** was the incoming president and asked me to chair the Workshop Committee, and I took over as chair in 1980. Back then, Division 14 had some programming at APA, but it wasn't very much compared to today's SIOP. A piece of that programming was the workshops.

The first SIOP conference was 1986. What happened between 1980 and 1986? What led to the beginning of the SIOP conference?

SS: The workshops were very popular at APA. Division 14 was small but active. Lots of folks came to the APA conference, and we (Division 14) needed 10 rooms and a large ballroom for the workshops. We would run the workshops in the 10 rooms during the day and then use the ballroom at the end of the day for the cocktail party. The party was very, very popular. I remember getting feedback from people about the importance of the quality of food and beverages at the cocktail party. One struggle we had was getting APA to keep all of this together in one hotel. APA is such a large conference that they weren't all that interested in giving us the 10 rooms and ballroom together. We were pretty adamant that that was what we needed, and we always ended up with something that worked for us.

Our programming (outside of the workshops) was really quite small. There were only 1 or 2 sessions going on the program side; the conference

was too big, so it was hard to hook up with your colleagues, the people you really wanted to catch up with. Plus, there weren't many I-O-related sessions so there wasn't a lot to keep folks interested in the content of the conference. There was a performance appraisal conference at Johns Hopkins (of all places!!) in the early 1980s that many I-O folks attended. I think this was the event that got some of us thinking that perhaps there was a better way to come together and talk about latest developments in I-O psychology.

The Division 14 Executive Committee always met at the Gramercy Hotel in DC. We met there in 1982 and talked about the huge turnout at JHU and whether we could do something like that only much broader: How about a midyear conference? We decided to do a survey. **Irv Goldstein** took the lead and sent out the survey to all members of Division 14 in 1982–1983 and about 650 people said that they would come. We then presented data to the SIOP Executive Committee and decided to do a midyear conference. Around this same time, Division 14 incorporated and called itself the Society for Industrial and Organizational Psychology (SIOP). We created “the midyear conference,” but it quickly became known as the “SIOP conference.”

We chose Chicago as the first location figuring that it was a great city and centrally located. Irv Goldstein (Maryland) was the first conference chair, I (Akron) was the workshop chair, **Rich Klimoski** (OSU) was the Program chair, **Ron Johnson** (Virginia Tech) was registration chair, **Bill Macey** (PRA, Inc.) was in charge of local arrangements. **Ben Schneider** (Maryland) was president of SIOP so he was also part of the core group that got this whole thing off the ground.

Ok, well, how did this play out?

SS: I specifically remember talking with Klimoski about making sure that we have stuff on the program for both academicians and practitioners. Then, Irv got elected president of SIOP, and he and Ben approached me to serve as the first Conference chair because Irv could no longer do it. **Ken Wexley** (MSU) became Workshop chair (he had done it before at APA).

Macey did a lot of work narrowing down the hotels and chose the Marriott downtown. The criterion we used for this selection was that we wanted all the meeting rooms, workshop rooms, and hotel rooms in the same hotel. We had all experienced the size and overwhelming nature of the APA conference and just didn't want that—we wanted everyone and everything happening in one hotel. The Marriott seemed to understand that and convinced us that they could make it happen. We met with them about the details approximately 24 months prior to the conference. They asked us how many people attended last year. While that was a good question, we didn't have a good answer. Irv told them that we had never done this before, but we did a survey, which said that 650 people would come. The guy said, “Let me get this right, you've never done this, but because of this survey thing that you did you think it's reasonable to conclude that 650 people will come?” Obviously, he thought we were

a bit crazy, but for whatever reason, he was willing to go with us on this even though we only really knew that the presenters would come (at least, we assumed they would!) and that was probably a couple hundred people. So, they really took a chance on us. Hopefully, our survey results would hold up!

We worked really hard planning and staying on a timeline that each of us followed—we were able to stay abreast of what was going on within each of the other areas for about the 2 years of the intense preparation process. It also dawned on us at some point in this process that if this works we need to begin considering the next venue and begin the preliminary preparations for the Second Annual Midyear Conference.

In terms of the programming, we used the same process that was carried over from APA: a program committee that was charged with reviewing submissions and putting the program together. The incredible part of the story is that we ended up with 700 attendees at the first conference—it was amazing; we really didn't know what to expect, and the stress release when it worked was incredible. The success was beyond our wildest dreams. We thought it would go over well but weren't bold enough to think it would be so successful so quickly. The hotel guy asked us how this survey stuff worked; he was shocked that 700 showed up in the first year of a conference but obviously very pleased.

What about the conference itself? What did it look like? What were some highlights?

SS: We had planned this all out in many meetings and conversations. First, we decided the workshops would be the day before and then the conference would follow. The idea was to have a luncheon in the middle of the conference for all the attendees with a lunch speaker. At first, we had no idea who that would be, and folks thought about it for a while. Someone suggested to me (I can't remember who) that the new president of the Chicago Bears, Mike McCaskey, was an academician and had a PhD in organizational behavior. I called Bill Macey to check this out—sure enough, he had a PhD in OB from Case Western, and we verified this with Frank Friedlander who was a SIOP member and one of his faculty at Case when he was a grad student. Mike's mother was George Halas' daughter. So it was one of these things, shortly after he died: "Michael, Grandfather George has died and we need you to take over the family business: the Chicago Bears." So, he left UCLA where he was teaching to take over the Bears. Bill called him and he agreed to be our luncheon speaker—the season hadn't started yet when he signed on. We thought it would be cool to have him as our speaker, but I don't think we had great expectations. However, as our good luck would have it, that was the year the Bears and William "the Refrigerator" Perry beat the Patriots in Super Bowl XX, so he was the hottest speaker going. By the time the conference came around and after the Super Bowl victory, he was a bit harder to nail down because he was in such demand. The hotel was fighting to see who would go pick him up for the conference, he was the star of Chicago. He said

he was nervous because at one point he actually belonged to Division 14, and this talk was different than talking about the Bears. I saw his ring and asked him about it, but he said it was the 1963 championship ring—the 1986 Super Bowl ring wasn't ready yet. As a lifelong Cleveland Browns fan, I had always thought that the Browns won the championship in 1963, but fortunately for me I refrained from arguing with him about it and then later did the research to find that the Browns actually won in 1964.

That is quite a story given that there was really no track record at all of supporting a conference like this one. What do you think made it so successful?

SS: You could see all of your colleagues a lot over the course of the conference; you didn't have to jump from hotel to hotel for sessions or to meet with friends or colleagues. Grad students came in much larger numbers than they had ever come to APA, perhaps because APA was just too big and too intimidating. We also had much more variability in programming type and content. Also, more stuff geared for practitioners and not just academics. I believe we started with four concurrent sessions that first year and at APA we were only having one or two. (Note: In 2009, we had 20 concurrent sessions!)

Ok, so the conference was a huge success. Just like in the movies, you guys built it and they did come. Then what?

SS: Well, one interesting little aside. When we started this whole thing, APA was concerned because we incorporated and now had our own conference. The exec director was Leonard Goodstein, who called me and asked if he could come to the conference. He wanted to speak and welcome folks on behalf of APA. Of course, we told him he was welcome to come, but it became clearer to us that they were concerned that we would pull away from APA and have a much smaller presence there. We weren't trying to take away from APA at all. I told him that we will still do all the awards at the APA meeting, the presidential address, the fellowship induction, all of that stuff will still be handled at APA. We really believed that, but the conference was such a success that we all know how it turned out: All of those things take place at the SIOP conference now and we do have less of a presence at APA.

Ok, so we needed to start doing site visits for the next couple of years. I agreed to chair the first three conferences (which turned out to be Chicago, Atlanta, and Dallas). Chicago was a hit, and we turned to the details for Atlanta. Irv, Ben, Bill, **Larry James** (Georgia Tech, Local Arrangements), and I went to Atlanta to look at hotels. Again, we wanted everything in one hotel with accommodations there too. We also always wanted the best possible deal on hotel rooms—that was the key to folks coming; we didn't want to price people out. The Atlanta Hyatt gave us all the rooms in one place, again, making the interaction with our colleagues easy. The Marriott Marquis opened in 1987 right across from the Hyatt, but we didn't consider them because their rates would be high because they were so new (it wasn't even

finished when we made the choice). We met with the Hyatt people 2 months prior to the conference, and they proceeded to tell us they were moving 2 meeting rooms to the other side of the hotel because of their construction. We told them that this wouldn't work for us; we want everything together and you are breaking the contract. They refused to stop the construction for the duration of the conference. We told them we would talk to the Marriott and we did. The Marriott offered the same everything with the same prices. We went back to our rooms at the Hyatt to find a bottle of champagne with a guarantee to hold off construction for the conference dates. Deal closed!

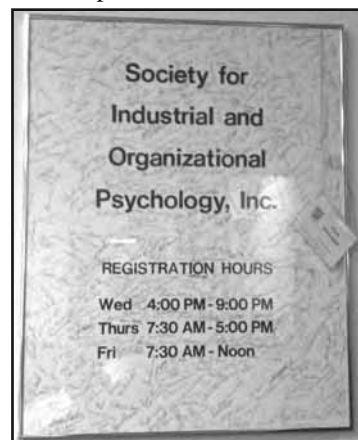
Incidentally, we didn't have any placement or exhibits at the first couple of SIOPs. We didn't want to bite off more than we could chew. We wanted to get publishers to sponsor coffee hours. Irv was doing his training book and knew his editor had moved to Jossey-Bass, which was the publisher that we had just signed on with to publish the SIOP Frontiers Series. Irv called Jossey-Bass and asked them to sponsor the conference coffee hour, but they said they wouldn't be able to do it. As the president of SIOP, Irv made them an offer they couldn't refuse (!!), and they relented and sponsored a coffee hour. But, not much frills beyond that.

So we started small, but the turnout and excitement at the first conference changed everything; we knew that this was going to be the future for the Society in terms of its major conference. For years, the conference grew steadily regardless of where it was held. Clearly, we were onto something!!

Ok, Stan, we both have jobs to return to so this is the final question. What is your favorite moment from those early years?

SS: I think it would have to be the luncheon at that very first conference because everybody was there! We were hoping *some* folks would show up, but I looked around and saw 700 people together around common interests and ideas and there was such a buzz—people were excited and that was fun.

In Chicago at that first conference, there were 2 posters on tables for folks to sign. I didn't know what they were really for. I walked by and saw them and signed each one like everyone else did. Irv did the same thing. During the conference Irv and I were each presented with a signed conference poster (see picture), which is one of my all-time favorite keepsakes and still hangs in my office at The University of Akron! It was a great experience, and we had a lot of fun pulling it together. It was really neat having that poster at the 25th conference in Atlanta—people seemed to enjoy finding their signatures!





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OFCCP Settlement Review: What Was the Burden on Bank of America?

On January 21, 2010, Linda S. Chapman, a Department of Labor administrative law judge (ALJ), ruled that Bank of America (BoA) was guilty of a pattern or practice of discrimination against Black applicants for entry-level teller and clerical/administrative jobs in 1993, and again from 2002 to 2005.¹ ALJ Chapman ruled that the OFCCP established a *prima facie* case of discrimination that BoA could not rebut. There are several reasons why we think this ruling is important, so bear with us as we develop the story. We start with an overview of the traditional role of the OFCCP in enforcing Executive Order 11246 (EO 11246) followed by an overview of the OFCCP's recent emphasis on "systemic discrimination." We then present the facts of the BoA case and conclude with the reasons we believe this ruling is important.

Traditional Role of the OFCCP

EO 11246 has three major parts corresponding to (I) federal agencies, (II) procurement contracts, and (III) construction contracts. Part I is enforced by the EEOC, and Parts II and III are enforced by the OFCCP, a branch of the DOL. Contractors doing business with the federal government under Parts II and III must comply with the *EEO Clause*, which contains the nine provisions depicted in Table 1. Among these, Provisions 6, 7, and 8 empower the OFCCP to regulate, investigate, and impose sanctions and penalties for failure to comply with Provisions 1 or 2.

Historically, the OFCCP's main focus has been on Provision 2. In accordance with Revised Order #4 of the OFCCP Regulations (1971), contractors with 50 or more employees must submit annual *EEO-1 reports*, and contracts in excess of \$50,000 must develop *affirmative actions plans* (or AAPs) to correct *underutilization* of minorities and women.² According to Revised Order #4, underutilization is assessed by comparing the percentage of minori-

¹ The text of the ruling is available at <http://op.bna.com/dlrcases.nsf/r?Open=kmgm-82dlq7>.

² In addition, the OFCCP requires preapproved AAPs for contracts in excess of \$1 million. In the past, the OFCCP also used other methods, including imposed plans, hometown plans, and the so-called "standard clause."

Table 1
The Equal Opportunity Clause

Provision 1	Nondiscrimination based on race, color, religion, sex and national origin
Provision 2	Affirmative action based on race, color, religion, sex, and national origin
Provision 3	Posting notices for employees and applicants for employment
Provision 4	EEO statement for all advertisements and solicitations
Provision 5	Notification of unions of obligations under EO 11246
Provision 6	Agreement to comply with EO 11246 and DOL rules and regulations
Provision 7	Agreement to furnish information, books, and records by request of the DOL
Provision 8	Agreement to DOL sanctions and penalties for noncompliance
Provision 9	Inclusion of above provisions in subcontracts and purchase orders

ties and women in the workforce to the percentage of qualified and available minorities and women in the relevant labor pool.³ However, recent descriptive reviews of OFCCP enforcement (Cohen & Dunleavy, 2009; Cohen & Dunleavy, 2010) suggest that, toward the end of the Bush administration, OFCCP focused primarily on nondiscrimination under Provision 1.

The OFCCP's primary tool is the *compliance review* via desk audits on EEO-1 and AAP data, as well as onsite reviews. The OFCCP must attempt to gain *voluntary* compliance if a contractor is deemed to be noncompliant. However, if an agreement cannot be reached, the OFCCP may impose its sanctions and penalties. Once imposed, the contractor has to appeal the ruling to the OFCCP and the case is heard by an ALJ (as in the BoA case). The contractor must then appeal to the Secretary of Labor (and lose) in order to gain access to federal district court. Once in court, the burden of proof that a violation was not committed is on the contractor.

An additional point to note is that federal courts have permitted the OFCCP to render *affected class rulings*. For example, in *US v. Duquesne Light Co.* (1976), the DOJ sued to enforce an OFCCP order for back pay to an affected class of minority and female employees and applicants. Critical for present purposes, the OFCCP has used affected class ruling to gain compliance with Provision 1 in Table 1 in recent years.

Affect Class Rulings on "Systemic Discrimination"

The term "systemic discrimination" is essentially synonymous with the term "pattern or practice" of discrimination. Indeed, in the BoA ruling, ALJ Chapman used the two terms interchangeably. However, as we will witness below, the facts in the BoA case differ dramatically from those found in land-

³ In most cases, the relevant labor pool is in the immediate vicinity of the company. In other cases, it is much wider and may include the entire country (e.g., for university professors).

mark Title VII pattern or practice rulings. In general, pattern or practice cases brought under Title VII feature gross statistical disparities between composition of the labor force as compared to a relevant labor pool (see *Hazelwood School District v. US*, 1977) or gross disparities between the compositions of two jobs within the same workforce (see *Int. Teamsters v. US*, 1977). For example, in *Teamsters*, Justice Steward defined pattern or practice as follows:

As the plaintiff, the Government bore the initial burden of making out a *prima facie* case of discrimination...and because it alleged a system-wide *pattern or practice* of resistance to the full enjoyment of Title VII rights, the Government ultimately had to prove more than the mere occurrence of isolated or “accidental” or sporadic discriminatory acts. It had to establish by a *preponderance* of the evidence that racial discrimination was the company’s *standard operating procedure*—the regular rather than the unusual practice [emphasis added].

The teamsters lost because there was an “inexorable zero” number of minorities in the lower paying of two bus driving jobs, and they *could not* offer a legitimate nondiscriminatory reason why this disparity existed. In comparison, in *Hazelwood*, where the plaintiffs won, the government *could not* prove a gross disparity between minorities in the workforce versus the relevant labor pool, and the Supreme Court ruled that whatever disparity existed was a function of the school district’s inability to compete with a larger surrounding city in recruiting minority teachers, a legitimate, nondiscriminatory reason.

It is useful to consider a few other recent OFCCP settlements to understand the implications of the BoA ruling. Toward this end, we focus on the three rulings depicted in Table 2.⁴ The statistics used in *Teamsters* and *Hazelwood* are commonly referred to as *stock* statistics. The statistics used in the three cases in Table 2 are commonly referred to as *flow* statistics. Thus, far from being in the image of *Teamsters* or *Hazelwood*, these are *adverse impact* cases more in the image of *Griggs v. Duke Power* (1971) and *Albemarle v. Moody* (1975).

Table 2
Sample Settlements Reported by DOL Office of Public Affairs (OPA)

Whirlpool (2005)	Alleged adverse impact on Blacks based on reading and math skills tests. Total award = \$850,000
Goodyear Tire & Rubber (2007)	Consent decree for alleged hiring discrimination against women. Total award = \$925,000
Vought Aircraft (2008)	Alleged adverse impact by screening procedure and test against women and Black and Asian men. Total award = \$1,5000,000

⁴ These and other settlements may be obtained directly on www.dol.gov or by Google search under the combination of “OFCCP” & “name of employer.”

In *Goodyear* (2007), the OFCCP targeted hiring and selection procedures, and Goodyear agreed to pay \$975,000 to approximately 800 women rejected for entry-level operative and laborer jobs and to hire 60 of them. The specific causes of adverse impact in this settlement are unclear. However, in *Vought* (2008), allegations of adverse impact featured an applicant screening procedure and a test, and Vought agreed to a \$1,377,500 back pay award for 1,045 applicants. In *Whirlpool* (2005), allegations of adverse impact featured a reading and math skills test and a structured interview, and Whirlpool agreed to pay \$850,000 to 800 rejected Black applicants. Interestingly, Whirlpool's AAP statistics showed that the percentage of Blacks in the at-issue positions (30%) was greater than the percentage available in the workforce (25%). In addition, the OFCCP acknowledged this fact and agreed that the negative consequences were "inadvertent" yet emphasized disparities in applicant flow data.

The distinction between adverse impact and pattern or practice can be complex (see, for example Gutman, 2005). Nevertheless, they are clearly different in one critical dimension: The pattern or practice of discrimination implies a *motive* (or intention) to discriminate, whereas adverse impact does *not*. Our position below is that the BoA case should have probably been an adverse impact case not a pattern or practice case.

Facts of the BoA Case

The BoA case originated in 1993 against NationsBank, which was later acquired by BoA. After a 5-day onsite compliance review at a North Carolina branch, the OFCCP requested additional information from that branch and from branches in Tampa and South Carolina that had not been audited. NationsBank objected to discovery at the Tampa and South Carolina branches based on the 4th Amendment and, later, objected to discovery at the North Carolina branch as well. Early 4th Amendment rulings favored the bank, both within the DOL and the federal courts. However, these rulings were later overturned. The delay afforded the OFCCP time to add the charges for the later years. BoA argued that the OFCCP was afforded 15 years of discovery, which ALJ Chapman rejected on grounds that the delay was due to the 4th Amendment claim and subsequent appeals.

The *prima facie* case was based on statistical analyses by Dr. David L. Crawford and the testimony of three excluded applicants. Crawford testified that there were significant applicant flow disparities in 1993 and from 2002 to 2005, well in excess of two standard deviations for two steps in the selection process: (a) applicants selected for job interviews and (b) interviewees selected for the jobs. Critical to Crawford's analysis, applicants excluded based on drug tests (coded "RD")⁵ and reference checks (coded "RR") were not included in his analysis, whereas applicants rejected based on credit checks (coded "RC") and hours not compatible with the position (coded RH) were included. In addition, Crawford aggregated the teller and clerical/administrative jobs in his analyses.

⁵ Drug tests were administered in 1993, but not in the later years.

BoA's defense was based on the testimony of two bank recruiters and its own statistical expert (Dr. Joan G. Haworth). The recruiters testified that in the early 1990s, jobs were advertised twice weekly in the local newspaper and were posted with the EEOC. Applicants then came in to complete applications. An administrative assistant then tore off attachments with EEO information, and decisions were made regarding which applicants to interview. Accordingly, the recruiters *did not* know the race of any applicant until they came in for interviews. A similar process was described for the years between 2002 and 2005, with the addition of Internet recruitment.

Haworth, cited several flaws in Crawford's analysis, most notably: (a) mistakes in the data that were not corrected, (b) aggregation of the clerical and administrative jobs, and (c) inclusion in the analyses of applicants excluded based on credit checks (coded RC) and time incompatibilities (coded RH) were inconsistent with the OFCCP Internet applicant rule (see Reynolds, 2006 for a review). Haworth testified that when the jobs were disaggregated, there were no shortfalls for the clerical/administrative jobs, and the shortfalls for the teller jobs were eliminated when the RC and RH codes were excluded from the analysis.

There were other data and statistical criticisms back and forth between Crawford and Haworth. This was clearly a complicated case. Nevertheless, the main issues in the eyes of ALJ Chapman were that Crawford was justified in aggregating the two classifications and in including the applicants coded RC and RH. Based on interpretations of major Supreme Court pattern or practice rulings including *Teamsters* and *Hazelwood*, Chapman ruled there were "gross" statistical disparities sufficient for a prima case of a pattern or practice of discrimination that BoA could not rebut.

Implications of the ALJ's Ruling

There are three major reasons for questioning the ruling in this case. First, this was not a clear pattern or practice case based on traditional Title VII precedent. As noted earlier, pattern or practice cases are built on stock statistics as in *Teamsters* and *Hazelwood*. Here, the claim of pattern or practice was built on applicant flow disparities that should have been decided under adverse impact rules established in *Griggs* and *Albemarle* and codified by Congress in the Civil Rights Act of 1991.

Second, the traditional burdens used in disparate treatment and pattern or practice cases may have been "reversed." Let's imagine that this was a traditional pattern or practice case brought by the EEOC (or the plaintiffs themselves) to federal district court. Following the precedents established in *Teamsters* and *Hazelwood*, the plaintiffs would present their statistical evidence together with individual claims of disparate treatment. The defense could then rebut the prima case with its own statistical evidence, and the court would decide if there is a prima facie case. In the BoA case, there were two

refutable statistical disparities, and it is arguable that a federal district court judge could rule there is no prima case based on either of two reasons. First, the statistical disparities were not significant when proper controls were used (i.e., the disposition codes in contention). Second, these were 2 disparities out of 33 job classifications, which may be insufficient evidence to make a prima facie case of “systemic” discrimination.

However, assuming that the prima facie case is made, the burden on the defense based on case law is to articulate (without having to prove) nondiscriminatory reasons why the disparities exist, thereby forcing the plaintiff to prove with direct or indirect evidence that the stated reasons are a pretext for racial discrimination. ALJ Chapman did not follow this route but, instead, placed the burden of proof on BoA. Citing *Teamsters*, Chapman ruled that “the bank cannot rebut this statistical evidence merely by arguing that its decisions were legitimate or nondiscriminatory.” This is a misinterpretation of Justice Stewart’s ruling in *Teamsters*, which was that an “inexorable zero” cannot be explained absent illegal discrimination. In contrast, Stewart accepted an articulation in *Hazelwood*. In our opinion (which of course is not binding), BoA had several plausible articulations: that the recruiters did not know the race of the applicants prior to interviews, that they were unbiased in their decision making, and/or there is no bias in exclusions based on the various codes used.

Interestingly, there was testimony in the BoA case that the plaintiffs would not have succeeded proving pretext. Most notably, the OFCCP’s auditor testified that exclusion based on credit checks is not suspect for bank jobs, and in addition, Crawford, the OFCCP’s expert, testified that he had no evidence to believe there was bias on the part of the recruiters. This is particularly notable given the recent attention the use of credit checks has received in the EEO context.

Our third reason for questioning the ruling is perhaps the most important one—a federal judge did not try this case nor will one ever try it if BoA agrees to settle with the OFCCP. The history of OFCCP rulings is that very few contractors go through the two-part appeals process to get to federal court. Therefore, unlike an EEOC determination, which can go to federal court directly, the OFCCP has, in effect, the power to interpret federal law as they see fit, as long as contractors eschew the two-part appeals process. Many expect that BoA will appeal to the Secretary of Labor and, in the face of a likely negative ruling, may take the case to federal court. Only time will tell.

Implications for I-O Psychologists

There are a number of useful lessons to learn from the BoA ruling for I-O psychologists working in federal contractor organizations and/or who are responsible for selection systems used by contractors. We highlight three here. First, for better or worse, this case is representative of the vast majority of recent OFCCP “systemic” settlements. In these cases the allegation is usually a pattern or practice of discrimination in hiring, and an unstructured hiring

process characterized by subjective judgment is identified as the discriminatory mechanism. In fact, the vast majority of recent OFCCP settlements *have not* been traditional adverse impact cases where a structured selection procedure (e.g., a test, work sample, interview, etc.) is challenged along the *Uniform Guidelines on Employee Selection Procedures (UGESP)* lines because it causes a disparity. For example, only 10 of 73 OFCCP settlements in fiscal year 2008 focused on the adequacy of a specific selection procedure. In the rest of those settlements, a discriminatory hiring process that could not be broken down into components was challenged, and as such, an applicant-to-hire analysis was considered the probative measure of disparity.

Second, statistical significance testing is being used as a “stand-alone” measure of disparity in the vast majority of OFCCP settlements. The specific statistics being used most often are the two-sample Z test of independent proportions and, when the applicant pool has less than 30 applicants, Fisher’s exact test. Note that these tests appear to be used regardless of which sampling model (e.g., binomial or hypergeometric) best mirrors the reality of the selection event. It is also worth noting that a violation of the 4/5th rule was seen in only 2 of 73 OFCCP settlements from FY 2008. Thus, although the OFCCP enforces *UGESP* and the OFCCP compliance manual requires a 4/5th rule analysis to demonstrate practical significance, statistical significance tests of selection rates stemming from applicant flow data are the most common “stand alone” disparity analyses seen in OFCCP settlements. We think that, for better or worse, the role of practical significance measures in the EEO context (OFCCP enforcement, EEOC enforcement, private litigation) has declined in recent years, and it will be interesting to monitor this issue over time as applicant behavior continues to mature with Internet application systems.

Third, the BoA case is a prototypical example of how disposition codes can make a huge difference in the results of a disparity analysis. The OFCCP Internet applicant definition allows federal contractors to differentiate job seekers from actual applicants, and only actual applicants are included in disparity analyses. Basic qualifications that are noncomparative, objective, and job related can be used to differentiate job seekers from actual applicants if they are implemented in a standardized fashion. In this case, the inferences from disparity analyses hinged on two disposition codes (credit checks and time incompatibilities) and whether persons disqualified for these reasons should be considered applicants. Although these disposition codes seemed reasonable as exclusionary criteria on their face, the ALJ disagreed, and disparities were significant when these persons were included in the analysis.

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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.

Save the date and plan to attend the 2010 LEC!



**Fun With Family Trees
(Tracing Your Academic Lineage)**

**Satoris S. Culbertson
Kansas State University**

Hi. My name is Tori and I'm the new **Academics' Forum** columnist. You've probably already heard of me. After all, I am Wilhelm Wundt's great, great, great, great, great, great, great (academic) grandchild. No, not that one. Or that one. Or that one either. Okay, so maybe there are quite a few of us. Nevertheless, it's relevant. Allow me to explain.

I was recently asked if I would be willing to do this column. I was flattered and nervous, especially knowing I'd be replacing **Sylvia Roch**, who has done such a great job with this column. Rather than immediately accept, however (as I have actually started listening to the advice to learn how to say "no" to requests), I asked myself (a) whether I had the time to undertake such an activity and (b) whether I had enough ideas for possible topics to cover in the coming years. After convincing myself that I had plenty of time on my hands (I'm very good at lying to myself) and making a list of topics (which I'm actually excited about), I accepted the invitation to do the column.

Upon accepting the offer, I was informed that the hope for this issue of *TIP* was to continue the theme from this year's conference of looking back on the past 25 years, examining our present, and pushing toward our future. I was given the option to stick with the theme or go an entirely different direction, but I aim to please (another lie to myself?) so I set out to follow the theme.

Coming up with a topic to follow the theme proved more difficult than I had expected. I mean, 25 years ago I was only 3 years old (just let me have this lie). And 25 years from now I'll only be 38 (trust me). Was I really the right person to be looking backwards and forwards? Perhaps, I thought, I should ask my advisor from grad school. No...maybe I should ask my advisor's advisor. Heck, why not ask my advisor's advisor's advisor? But, I wondered, who was that?

Then it hit me. I could write about our academic family trees. Certainly this qualified as looking back and looking forward (assuming we continued to procreate academically, so to speak). And so I started to dig around and began asking people whether they knew their academic lineage and whether they were willing to share it with me. I won't share my methodology of col-

lecting my data, as it would only lead you to believe I know nothing about random sampling, but I will say that I asked a variety of individuals at various stages in their academic careers. And here is what I learned...

First, a lot of people are very interested in their pedigrees but far fewer actually know theirs. It was common for me to hear such statements as, "That's a good question..." (thank you) "...but I don't have a clue." It was also quite common for such statements to be followed with something along the lines of, "I'd be interested in knowing though. If you find out, let me know." (Note: I was unable to convince myself that I had enough time on my hands to trace the lineages of others at this point in time....)

Second, I learned that just because some people indicated knowing their lineage didn't mean it was true. That is, per my requests, I had several people send me their lineages. According to my "research" (note my use of quotes), however, I discovered numerous inaccuracies in the lineages I received. Some people simply had missing links, but others traced their lines through the wrong person entirely. One person even reported having James Patterson in his family tree. (Note: James Patterson is an American novelist known especially for his detective series featuring psychologist Alex Cross. This individual meant to say Donald G. Paterson, an applied psychologist whose work bridged I-O psychology and vocational psychology. See Erdheim, Zickar, & Yankelevich, 2007 for more on Paterson's career).

Third, it seems that a large number of SIOP members (again, based on my not-so-random sampling techniques) are descendants of either Wilhelm Wundt or William James. Of course, many individuals are confused as to which of these individuals they descend from, if indeed they link back to them at all. The most common way in which people seemed to be confused on this matter was when their lineage took them through G. Stanley Hall. Some individuals had Hall leading (inaccurately) back to Wundt whereas others had Hall descending (accurately) from James. This mistake is quite common, and Hall is apparently to blame for this to some extent. An article by **Ludy Benjamin** and colleagues (Benjamin, Durkin, Link, Vestal, & Accord, 1992) helps to clear this up. In their article, they explain that although Hall considered himself to be Wundt's first American student and did study with him for a short period, they tended to not think highly of one another, and Hall's own published and unpublished writings "make it clear that his contact with Wundt was so minimal that he cannot seriously be considered one of Wundt's students, first or otherwise" (p. 124). So, we sing the "liar, liar, pants on fire" song to Hall for considering himself something that he's not and, looking elsewhere, discover he was actually a student of William James. For those of you who were previously unsure in your lineage regarding Hall and Wundt/James, and are now enlightened, you're welcome.

These three learnings led me to one main conclusion: More people should be made aware of how to find their (accurate) academic family trees. This is

clearly of interest to many, and rather than passing down erroneous information to our future academic descendents, many of us can identify our “true” academic ancestors in order to make an accurate family tree. In order to determine your academic lineage, I offer three recommendations. First, you should identify who is your own advisor. This is a nice, easy first step, but can be confusing if you have more than one person you consider your mentor or if you obtained a master’s degree under one individual and your doctorate under another. For the purposes of creating your tree, particularly if it is meant to be the one you disseminate to your own students, it is best to use your major professor for your doctoral degree. If you can’t remember (wow, really?), then look at your dissertation (confirming that you really finished one) and see who signed off as your major professor. Once you’ve identified your major professor, find out who his or her advisor was. This is easiest done by simply asking them (if they’re still alive, reachable, and you’re not afraid of calling them). From there, determine your advisor’s advisor. Continue this until you are no longer getting definitive answers but instead are obtaining guesses. Otherwise you may wind up getting erroneous information (see previous examples).

My second recommendation is to look to the published literature to determine and/or verify ancestry. For example, in addition to Benjamin et al. (1992), there are other articles that are quite helpful in determining one’s lineage. Boring and Boring (1948), for instance, provide the names of advisors and their pupils for many American psychologists at the start of the twentieth century. Even more helpful, particularly for I-O psychologists, is Frank Landy’s (1992) article in which he traced the roots of past presidents of Division 14. In his article, individuals can find several branches of the Wundt and James family trees, showing the links from these early scholars to the various SIOP presidents through 1992. In this manner, individuals who can at least trace their own ancestry back to one of these early presidents can easily identify their more distant predecessors.

My final recommendation is to not give up on tracing your lineage simply because you may not find your ancestors easily at first. Chances are, with a little digging, you’ll be able to trace your lineage back at least a little ways. And don’t be discouraged if you don’t like what you find. For example, if you find that your academic great-grandfather is also your academic grandfather (e.g., **Robert Pritchard** reported that Marvin Dunnette and **John Campbell**, Dunnette’s student, were joint major professors for him), just write a country song about it and move on. Or if you find your lines lead you completely out of I-O psychology, perhaps be happy about that. As **Mindy Bergman** so aptly told me after I ribbed her for not being from a more traditional I-O lineage (her advisor was a quantitative psychologist), “family trees should fork.” Touché.

Finally, all of this begs the questions of why we should care about our family trees at all and what we should do with them once we have them. The “why” answer is easy: because they are cool. For example, I get to tell people I’m academically related to Wundt. As if that’s not enough, knowing

one's academic lineage is cool, especially within psychology, because it can serve as a reminder of what a young science we are, how far we've come already, and how little we still know. In addition, in the words of **Suzanne Bell**, "they are inspiring...I think it is cool that my academic great grandpa (Jay Otis) influenced the career placement of countless high school students."

As for what we should do with our lineages, we could just file them away and never talk about them, but what fun is that? We could be like **Kurt Kraiger** and his fellow faculty members at Colorado State University and post our lineages online on our faculty pages. Or we could go crazy and build an entire conference theme around our lineages. We could call the SIOP conference a "family reunion" and have members who descend from Wundt wear stars on their badges (recall, I trace my lineage back to Wundt) and those descending from other lines have no stars. Clearly I learned nothing from Dr. Seuss's (Star Bellied) Sneetches story...and even more clearly I am probably not the person you want as a SIOP program chair anytime soon.

Regardless of what you plan to do with your academic family trees, should you choose to trace yours, I hope the information I have provided in my roundabout, scattered way has been helpful in some way. And I hope you tune in for later columns where I'll be examining a variety of topics (in a more traditional format for the column). I now leave you with my own lineage, not only as proof I really did this exercise but also to possibly start a new "six degrees of separation" game...

Wilhelm Wundt → James McKeen Cattell → Edward Lee Thorndike → Herbert A. Toops → Robert J. Wherry → Ben J. Winer → James C. Naylor → Arthur L. Dudycha → Neal Schmitt → José Cortina → Stephanie C. Payne → Satoris S. Culbertson

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PRACTITIONERS' FORUM

Joan Brannick
Brannick HR Connections

Judy Blanton started this column a year ago with the goal of providing greater visibility to the varied and innovative work of practitioners in SIOP and to highlight the scope of I-O practice. She certainly did that and more over the past year and I want to thank Judy for her outstanding efforts on this column.

My goal for this column is to continue to highlight the diverse and inventive work of SIOP practitioners. I'd also like this column to be a place where practitioner needs and interests related to the science and practice of I-O psychology are discussed in light of what SIOP and SIOP members are doing regarding those needs and interests.

During the recent celebration of the 25th anniversary of the SIOP conference, there was much formal and informal discussion about the future of I-O psychology and SIOP. This column echoes some of that discussion and further develops thoughts about the future of I-O psychology practice. It also describes some short-term and long-term developments within SIOP as they relate to the future of I-O psychology practice.

Future of Practice: Short Term

One of the most exciting developments related to the future of I-O psychology practice is SIOP's Practitioner Mentoring Program. The program is currently in the pilot phase and is open to all SIOP practitioners who are Fellows, Members, Associate Members, and International Affiliates. This initiative was one of **Gary Latham's** goals during his term as SIOP president, and it was launched at the SIOP conference in Atlanta with the first practitioner speed-mentoring event. Over the last year, **Mark Poteet** chaired a subcommittee of the Professional Practice Committee that focused on this effort. **Van Latham** and **Heather Prather** were members of this committee, which took Gary's charge and made it a reality. Based on feedback from SIOP Executive Board members and potential mentoring program mentors and protégés, Mark Poteet and his committee designed a practitioner mentoring program intended to provide early career practitioners with the following opportunities for:

- *Networking*: Provide participants with opportunities to broaden and expand their networks and relationships within SIOP.
- *Knowledge and skill transfer*: Provide participants with opportunities to develop specific skills and abilities (e.g., presentation skills), increase their knowledge of content areas, pass on their experiences and lessons learned, and gain perspective on recent developments in the field.

- *Career development:* Help participants gain insight on best ways to begin their careers, transition to new areas, and pursue rich experiences to enhance their career progress.
- *Professional development:* Help participants gain practical knowledge, learn how to apply academic education to business issues, and understand how I-O psychology contributes to business success.
- *Situational guidance:* Enable participants to gain guidance on how to handle practitioner-related projects, duties, dilemmas, and problems.

To provide a structured yet flexible mentoring experience and deal with the real-world challenges often associated with formal mentoring programs (e.g., limited number of mentors, protégé–mentor matching issues, geographic restrictions, etc.), the Practitioner Mentoring Program has three components: speed mentoring, group mentoring, and virtual mentoring. Details of each component are:

- *Speed mentoring:* This aspect of the mentoring program was launched at the 2010 SIOP conference in Atlanta. This activity will occur at future SIOP conferences and Leading Edge Consortium (LEC) events. This part of the mentoring program provides an opportunity for early career practitioners to meet with seasoned professionals in a roundtable format to discuss a particular topic of interest. Prior to the SIOP conference, 60 participants signed up for two 20-minute roundtable discussions as part of the 1-hour speed-mentoring event. Eleven mentors led discussions on seven topics. Topics and mentors for this event were:
 - Making Career Transitions: Industry to Academics and Internal to External Consulting; **Ed Salas**, University of Central Florida, and **Nancy Tippins**, Valtera
 - A Realistic Preview of Working as an I-O Practitioner; **Rich Cober**, Marriott International, and **Alana Cober**, Transportation Security Administration
 - Communicating I-O Psychology to Clients and Decision Makers; **Doug Reynolds**, Development Dimensions International
 - Navigating Challenging I-O Practice Minefields; **Mort McPhail**, Valtera
 - How Things “Really” Work and Get Done Within Organizations; **Lise Saari**, New York University, and **William Shepherd**, Huntington Bank
 - Differences, Advantages, and Disadvantages of In-House Consulting/Work Versus Working in an External Consulting Firm; Gary Latham, University of Toronto
 - Gaining Credibility and Influence and Working With Senior Managers, Executives, CEOs, and Other Organizational Decision Makers; **Rob Silzer**, HR Assessment and Development/Baruch-CUNY, and **Sandra Davis**, MDA Leadership Consulting

I extend many thanks to the mentors, participants, Practitioner Mentoring Program Subcommittee, and everyone else who made this event so successful. Mark Poteet and his committee collected feedback at this event and will use that feedback to change and improve this aspect of the mentoring program moving forward.

- *Group mentoring*: Each mentor will work with a group of up to 10 protégés. The mentor will conduct one 1–2 hour conference call each month, which will be attended by all ten protégés *at the same time* (i.e., not 10 individual 1–2 hours calls). During the call, the mentor will provide instruction and guidance, answer questions, present discussion topics, and so on, to the entire group of 10 protégés in a mini-workshop setting. Mentors will indicate the specific topic(s) they wish to provide mentoring on when they sign up for the program, and in general their mentoring discussions will be restricted to these topics. Protégés are also allowed to submit specific issues, questions, and work situations they would like discussed during the call. Once the mentor and topic(s) to be discussed are determined, protégés will sign up for the 10 slots on a first-come, first-served basis.
- *Virtual mentoring*: To supplement the ongoing group-mentoring process and the speed-mentoring activities that take place at the SIOP conference and at the LEC, SIOP practitioners will have access to an online resource network for posting any career-, work-, or topic-related questions they may have to be answered by one or more expert practitioners (i.e., mentors).
 - Where appropriate and feasible, the SIOP practice wiki site will be used as an online resource for conducting this component of the mentoring program.
 - SIOP will identify and solicit the participation of a number of experts in different topic areas who will periodically review the list of submitted questions, choose one or two that match their content area, and draft responses that will be posted in an “advice column” format. Responses will then be made available to all who have access to the Web site.

While in the pilot phase, the Practitioner Mentoring Program continues to evolve, but it is off to very good start. If you have any questions about the Practitioner Mentoring Program or if you want to participate in this program as either a mentor or a protégé, contact Mark Poteet at mlpoteet@verizon.net.

Another short-term development that has potentially long-term implications for the future of practice is the ISO Assessment Service Delivery Standards. ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies. The ISO technical committee on psychological assessment has developed new standards for international testing in two parts. The “Assessment Service Delivery—Procedures and Methods to Assess People in Work and Organizational Settings—Part 1 (Requirements for Service Providers) and Part 2 (Requirements for the Client)” are scheduled to be voted on for ratification this winter. Assessment

for the ISO standards has been fairly broadly defined to include tests and assessments used for selection, development, and certification as well as performance management tools and organizational/employee surveys. Nancy Tippins has represented SIOP on this committee. In addition, SIOP members **Kurt Geisinger**, **Wayne Camara**, and **William G. Harris** have participated, representing other organizations. By the time you read this article, an open call to SIOP members for reviewers will have occurred, feedback from SIOP members will have been collected, and Rich Cober and the Professional Practice Committee will have reviewed, summarized, and provided feedback to Nancy and the committee.

Future of Practice: Long Term

As SIOP celebrated the 25th anniversary of the SIOP conference in Atlanta, many in our profession were looking forward to the next 25 years and what that means for individual I-O psychologists, SIOP, and the profession. Several SIOP conference programs cited the following issues that are and will continue to affect our future:

- Increased competition,
- Globalization,
- Technological advances,
- The need to demonstrate the value of what we do, and
- The many and varied challenges associated with educating and training I-O psychologists.

One of the most thought-provoking programs that I attended at the SIOP conference was “Envisioning the Next 25 Years of I-O Practice: An Exercise.” In this program, **Steve Ashworth**, **Karen Paul**, Rob Silzer, and Nancy Tippins shared their views on the future of I-O practice. At the end of the program, each panel member was asked to sum up their view of the future in a headline that might appear 25 years from now on a major publication. The audience then voted on the headline that they expected to occur and the headline that they wanted to occur. Space requirements for this column do not permit me to present each panel member’s comments from this session. I can say that each presenter provided extremely thoughtful comments based on his or her extensive knowledge and experience of I-O psychology practice, SIOP, and trends that are likely to impact the future of the profession. Some panel members were more optimistic than others about the future, and the headlines reflect their varying levels of optimism. The headlines and the results of the audience vote were:

1. *I-O Psychologists Become the Indispensable Gurus of Talent* (audience voted this headline as what they want the future to be)
2. *More of the Same* (audience voted this headline as what they expect the future to be)

3. *I-O Psychologists Leave SIOP Behind for Successful Careers*

4. *Chief Strategists for HR*

Initially, I was disappointed in the outcome of the vote because of the apparent disconnect between what people expected (“More of the Same”) and what people wanted (“I-O Psychologists Become the Indispensable Gurus of Talent”). Upon further reflection, however, I realize that there is likely to be some truth to all the headlines and that the top “expected” and “wanted” headlines can occur simultaneously. The “More of the Same” headline suggests that the challenges we face today are the challenges that we will continue to face in the future and that, as a profession, we need to find new and better ways to meet them. The “I-O Psychologists Become the Indispensable Gurus of Talent” headline suggests that we can aspire to something else in addition to dealing with “More of the Same.”

It is important to know the future we expect and the future we want. Another important question is what will individual I-O psychologists and SIOP do to meet the challenges of the future? Will we react passively and allow the challenges we face to create our future? Or, will we create the future that we want? My personal preference (and hope) is that individual I-O psychologists and SIOP will create the future that they want.

In reviewing the next section of this article prior to submitting it for publication in *TIP*, I was reminded of the movie, *Jerry McGuire*. At the beginning of the movie, Jerry (played by Tom Cruise) spends a few days (and sleepless nights) writing a “mission statement.” The mission statement contains principles and actions that Jerry thinks his company and its employees should aspire to, much of which runs counter to what the company and employees are actually doing. He distributes his mission statement to all company employees, including senior management, and promptly gets fired because people think he is, at best, too preachy and, at worst, crazy. Before anyone fires me, you need to know that I get a little annoyed with people who ask questions without providing any suggested solutions. On the other hand, with respect to the future, I feel like “who am I to tell people what the future holds or what to do to prepare for the future?” I can’t even begin to know and understand all the varying perspectives on the future, and I certainly can’t provide solutions that are guaranteed to effectively address the challenges that our profession faces. My overwhelming need to provide some suggested solutions, however, outweighs my fear of appearing, like Jerry McGuire, too preachy or crazy. So, here goes. Consider the following as simply some possible courses of action for individual SIOP members and SIOP to pursue in creating the future.

- Creating the future of SIOP and I-O psychology: possible courses of action for individuals
- *Remember that the future begins with me.* No matter how much I want other people to change, the reality is that the only person I can change is me. If I want SIOP or I-O psychology to be more visible, I

need to be more visible. If I want SIOP to do a better job of collaborating with others both inside and outside of our profession, I need to do a better job of collaborating with others both inside and outside of our profession. When I get frustrated with others for thinking or doing things the same old way, I need to think and do things differently. To create the future I want, I need to model the change I want to see rather than expecting SIOP or others to change. For anyone who thinks that he or she can't make a difference, I ask you to think about the many significant changes that have occurred in the world as the result of one person with an idea and the energy and determination to pursue that idea.

- *Use good science and good practice.* One of the most important factors that distinguishes our profession from others and, in my opinion, the one factor that adds the most value to the individuals and organizations that we serve is our knowledge and use of good science and good practice. It's often difficult to do this given the demands and constraints that I face in working with individuals and organizations. Just because it's difficult, however, doesn't mean I shouldn't do it. Doing what I can to make sure I use good science and good practice not only helps the individuals and organizations with which I work, it also helps create a stronger and more viable future for me and, possibly, for SIOP and our profession.
- *Communicate and collaborate.* I sometimes catch myself complaining after a decision is made that I disagree with even though I said little or nothing to others while the decision was being made. SIOP leadership and others can't read my mind. If I want something changed or I don't like something, I need to speak up. If I like something or I think something is good or adds value, I need to speak up. To get the future I want, I must let people know what I want (or don't want) and then work with others to try to change things for the better. Communicating and collaborating doesn't guarantee that I will always get what I want. Not communicating and not collaborating does, however, make it much less likely that I will get what I want or that what I think needs to happen will actually happen.
- *Creating the future of SIOP and I-O psychology: possible courses of action for SIOP*
 - *Revisit SIOP's vision for the future.* To get the future we want, we need to clearly define and communicate a vision. We then need to revisit that vision periodically to make sure it still reflects what we want. As a result of a strategic planning process that SIOP began in the fall of 2005, the SIOP Executive Committee adopted the following vision statement in January 2006: "SIOP vision: To be recognized as the premier professional group committed to advancing the science and practice of the psychology of work." I think SIOP has made progress towards the vision. Others may disagree. I wonder how

much people's views about the progress SIOP has made (or not made) in this area reflects actual fact and how much of it reflects a need to better communicate the progress that has been made to all SIOP members. As we look towards the future, it might be helpful to revisit SIOP's vision. Is it still what SIOP wants to aspire to? If so, what do we plan to do in the future to move towards that vision? On the other hand, if SIOP wants to aspire to something different, what might that be? Whether SIOP wants the current vision moving forward or not, we need to revisit the vision periodically and make sure that it still reflects where SIOP wants to go. Moreover, SIOP needs to evaluate everything it does relative to the vision to make sure that it supports moving SIOP in the direction that it wants to go in the future.

- *Focus on shared values and a common purpose.* In listening to Dave Ulrich's closing plenary session at the SIOP conference as well as the comments of SIOP President Eduardo Salas, about various divisions within SIOP, I was reminded of a quote by John Dickinson, "United we stand, divided we fall." Identifying and articulating the values that we share and rallying around a common purpose or goal are two things that our science and practice tells us improves group or team performance. So, what are SIOP's shared values? As a result of a strategic planning process that SIOP began in the fall of 2005, the SIOP Executive Committee adopted the following core values in January 2006:



- Excellence in education, research, and practice of I-O psychology
- Intellectual integrity and the scientific method
- Maintaining a professional, collegial, and inclusive community through member involvement
- The importance of psychology to the world of work
- Improving the effectiveness of organizations and the well-being of individuals in the workforce
- The highest ethical standards in research, education, and practice

I think most, if not all, SIOP members support these values and most, if not all, of SIOP's decisions and actions reflect these values. The ongoing discussion about the fragmented nature of SIOP suggests that there is a need to do more to focus SIOP members' attention on these values (and possibly others). I am not suggesting that focusing on shared values and a common purpose means that conflict in SIOP will end or that it should even be avoided. I am suggesting that focusing on shared values and a common purpose will make the inevitable conflicts in SIOP more constructive in tone and will produce more positive outcomes. So, how can SIOP help members focus on shared values? Continuing to make decisions that are aligned with SIOP's values, communicating those decisions in a way that is consistent with SIOP's values, and recognizing those who exemplify SIOP's values are just some of

the things that SIOP can do to help members focus on shared values. Another question is to what purpose can SIOP apply these values to create the future that SIOP wants? SIOP's vision may be that purpose. Or, SIOP may want to pursue another purpose. Only time and further discussion will tell. Either way, focusing on shared values and a common purpose can help create stronger bonds across different groups within SIOP.

- *Look outside for education and inspiration.* Over the years, I've heard people, both inside and outside of SIOP (including me), comment that SIOP is insular. There's no denying that we have varied and deep expertise within SIOP. There's also no denying that we should value and use that expertise moving forward. The scope of challenges facing our profession is, however, in my opinion, unprecedented and requires new and different ways of thinking and doing. We need information from a broader array of sources if we want to address the challenges of the future most effectively. To ensure SIOP's future viability, we also need to engage those new to our profession and re-engage those who have been around for awhile. Making sure we look both inside and outside SIOP for information and solutions related to the future can help SIOP better define and achieve the future that it wants. It can also help inspire and energize SIOP moving towards the future that it wants.

These possible courses of action for individuals and for SIOP regarding the future are just that, ideas and suggestions that are intended to generate more thought, discussion, and action. If you have different ideas or suggestions about the future of the I-O psychology practice, SIOP, or even just this column, let me know. You might also want to check out the **Practice Perspective** column in the next issue of *TIP*. It's my understanding that Rob Silzer will report the results of a survey that was completed earlier this year on practitioners' perceptions of the future of I-O psychology practice. In the words of Peter Drucker, "The best way to predict the future is to create it." Let the creating begin.



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PRACTICE PERSPECTIVES



The Science–Practice Gap in I-O Psychology: A Fish Bowl Exercise

Rob Silzer

HR Assessment & Development Inc./Baruch-CUNY

Rich Cober

Marriott International

The gap between science and practice has been an ongoing concern in the field of industrial-organizational psychology (see Cober, Silzer, & Erickson, 2009a, 2009b). A fishbowl exercise was held at the 2010 SIOP conference in Atlanta to have a productive discussion between researchers and practitioners on the science–practice gap (Silzer et al., 2010). The objectives of the session were:

- To discuss the nature of the science–practice gap
- To identify some recommendations on how to bridge the gap

The fishbowl session began with the following statement:

The science–practice gap in I-O psychology remains a critical area of concern to SIOP members. This fishbowl exercise brings together two teams of highly seasoned researchers and practitioners to explore the nature of the gap, discuss existing barriers and issues that may perpetuate a gap, and identify ways to better integrate our field into a collaborative team. The fishbowl process involves having two teams question each other in a search for common ground and workable steps for changing the future. The goal is to identify constructive recommendations for bridging the gap and bringing science and practice together.

Participants included:

Rob Silzer, HR Assessment & Development/Baruch-CUNY, Chair

Jim Farr, Pennsylvania State University

Milt Hakel, Bowling Green State University

Dick Jeanneret, Valtera

Lise Saari, New York University

Ed Salas, University of Central Florida

Rich Cober, Marriott International, Moderator

The session generated a productive and lively discussion on the science–practice gap. Because Ed Salas, the incoming SIOP president, has indi-

cated an interest in addressing the science–practice gap as a priority for the coming year, we thought *TIP* readers would be interested in reading a summary of the discussion.¹

The Nature of the Science–Practice Gap

The researchers—Jim Farr and Ed Salas—made the following points regarding the nature of the science–practice gap in response to practitioner questions:

- There is a divide with regard to valuing science and valuing practice.
- Our colleagues in both areas can hear the same message and take away very different perceptions.
- There have been discussions this semester in classes about the gaps. We try to assign readings from both sides and talk about HR interventions and the role of theory.
- The gap is at least a perception, perhaps ill-formed, but there is no clear perspective of what the gap means or the implications for practice.
- In classes we do not discuss the gap but rather try to train students to be scientist–practitioners. We believe in the model of using science to solve problems and letting the problems inform the science.
- I-O is not alone. It is amazing how many professions have written about a gap in their field (including finance, health, software engineers).
- The characteristics of a good team include common vision and objectives, specialized roles and responsibilities, good communication mechanisms to engage. When thinking about our profession these may help us address any gap.
- We need to stop the divisive nature of the conversation. We don’t publicize enough the science and practice collaborative efforts—that is one of our missing communication links. We have done this best in our past when fighting off other parties. It could be that in the good times we don’t see the “enemy” and fight among ourselves.
- We may see the gap differently. For example a question on the practice side is, “Why read *JAP*? Nothing in there is immediately applicable.” A question on the academic side is, “Why don’t practitioners spend enough time understanding and referencing theory in applications?” Each side has the high path—the other does not do it right.
- The reason the gap has persisted is the ASA model. The two sides attract different people. The downside of ASA model is that over time there is more homogeneity within each group, which naturally develops over time.
- Some of these differences get rooted in academic settings. Some institutions just want to produce scientists. At our institution for the first time we are discussing the issue, particularly since we moved to a PhD program.

¹ The fishbowl discussion was documented during the session. The comments presented below are almost verbatim, after some minor word and grammar editing.

The practitioners—Dick Jeanneret, Lise Saari and Rob Silzer—made the following points regarding the nature of the science–practice gap in response to researcher questions:

- The gap for practitioners may in part be due to organizational decision makers who want solutions presented in nonscientific ways. There is pressure from leaders to quickly give an executive summary and move on.
- The reward structures are different for researchers and practitioners. Writing articles for publication is not recognized or accepted as part of your job as a practitioner in most organizations and consulting firms, but it is critical to academic and researcher careers. In the past SIOP has primarily adopted the academic/researcher reward structure in recognizing and rewarding members.
- The pressure for speed is very salient for practitioners. Organizations are not willing to wait for highly rigorous approaches; they want to take quick actions. This is a reality that confronts practitioners and affects the extent to which the output of their work would ever be something that is suitable and meet the standards for refereed publications.
- Practitioners make choices and to the extent that scientist training is strong—you, as a practitioner, should be doing good science and following scientific principles. That is the unique capability that we bring to the market.
- Practitioners come to the conference for a reason: to embrace science and to learn. They may not be able to apply it, but I think that they come to consume the science.
- There are some issues on which we disagree—like licensure, the number of referred journal articles that are needed to be a SIOP Fellow, and so on. When we get into specifics, the division between practitioners and researchers manifests itself around the specific actions and the appropriateness of those actions.
- From an application of scientific principles perspective, we do a pretty good job of this. We do not have as much a gap on knowledge as we do in activities.
- On a recent SIOP survey there was pretty good agreement across different practitioner and researcher groups on whether science or practice was ahead in specific topic areas. This suggests that there is some shared understanding of both the practice and the research domain.
- Some practitioners clearly do a better job staying up with research than others. Although some researchers do a better job of staying relevant in their research work. There is a continuum here in both groups.
- There is still a dearth of research on a number of topics important to practitioners, and we simply want more consumable research to apply. Bring the science to us.

Recommendations to Bridge the Science–Practice Gap

The researchers—Jim Farr, Ed Salas and Milt Hakel—made the following points regarding recommendations to bridge the science–practice gap in response to practitioner questions:

- In trying to bridge the gap, a lot goes back to our training programs. In our program we are doing a pretty good job producing both scientists and practitioners. It is important to have practicum programs that are designed to give experience and provide lessons on working with clients. For example:
 - We teach our students to translate findings to clients.
 - Perhaps hold a class where no I-O journals can be used to support recommendations.
 - Have a course on how to be a consultant and explicitly focus on getting them ready for consulting.
 - Encourage them to read the current business books so that we are grounded in what business folks read.
 - Arrange for each student in a seminar to talk with I-O practitioners about work motivations.
 - Create a positive student experience and deepen the learning environment.
 - Having practitioners come to talk to us about what they do is very important. Getting practitioners more involved in educational process is the key.
- Practitioners could emphasize the scientific base of their work and point out how that impacts a program or a system.
- We want the practitioners to value what we produce. *JAP*, *Personnel Psychology*, and other journals have a place; they inform us.
- What if we took every *JAP* and *Personnel Psychology* article and said what this means for practitioners? They pretend to, but that is not so good right now. Our researchers have a hard time coming up with the relevance for practice.
- If there are no practical implications to an article or research project, then that should be clearly stated. Some research does not have immediate practical implications, and there is a lot of practice that should be researched.
- Many consultants say that they have file drawers filled with data, but the issue they face is effectively packaging the data together. What has kept SIOP interesting over time, to some extent, is that tension.

The practitioners—Dick Jeanneret, Lise Saari, and Rob Silzer—made the following points regarding recommendations to bridge the science–practice gap in response to researcher questions:

- We need a superordinate goal. We should be insisting that presentations and papers involve both scientists and practitioners. We need to reward and recognize efforts to be together.

- Practitioners need to take accountability for learning what is going on in the research world. On other hand, researchers could take more of a role in connecting their results to organizational work.
- There needs to be a way to make research contributions more accessible. There is so much valuable research production, and it is very hard to keep up with it. There is more information and contributions than practitioners can absorb.
- We have to do a better job of creating access to both research information and practice writings. There is no way for a practitioner to have online access to all of our journals, and that is a major issue. Often, one hears that academics or scientists have to “dumb it down” for practitioners, but that is not true. If SIOP.org could provide a means for getting access to the journals and practitioner writings (such as the SIOP books) electronically, that would go a long way to help the practitioners.
- Dick Jeanneret did a little research and looked at participation in the SIOP *Industrial and Organizational Psychology: Perspectives on Science and Practice* journal. He classified the first author of each article as either an academic or practitioner and then categorized the 18 focal articles as academic or practice based on the first author affiliation. (Generally multiple authors had the same affiliations but not always).
 - For the 12 academic articles (2/3 of all focal articles), there were commentary responses by 83 academics and only 16 practitioners. There were three academic focal articles that received no replies from practitioners, and there were four other focal academic articles that received just one practitioner reply. Thus, for more than half of the academic articles there was minimal or no practitioner involvement.
 - For the six practice articles (1/3 of all articles), 27 practitioners and 31 academics wrote commentaries.
 - In terms of percentages: Counting all focal article authors and commentary first authors only (175 entries), 72% were from academics. When the focal article was written by an academic, 84% of commentary replies were from academics; when the focal article is by a practitioner, 46% of the replies are from practitioners and 54% are from academics. All practice focal articles had multiple academic replies.
 - The broad subject matter of focal articles (for subjects with multiple entries in the journal) was categorized as selection/assessment–7; organizational issues–4; learning and development–3. The remaining four articles had subject matter that was only presented once in the journal (e.g., legal issues).
 - The *IOP* journal was intended to help bridge the gap. If journal participation is a measure of how well the bridge is working, then it is not doing as well as we would hope, given that the journal is drawing a lot more participation from academics.
 - Moreover, the academics are participating in more of the practitioner articles than are practitioners participating in academic articles. So

we still are not seeing the practitioner participation that would be desired, even when the article is by a practitioner.

- Despite this early tally on participation, *IOP* is a great idea and in some respects is bridging the gap by drawing more practitioner participation than might have been expected (i.e., perhaps compared to the participation rate for practitioners as authors of *JAP* or *Personnel Psychology* articles).
- What we do not know is anything about the journal's readership or the value received by those readers, which is the bottom line.
- Maybe we should put in place different rewards so that we can work toward some common goal but in different ways and have different roles.

The session then evolved into a general discussion with contributions from the researchers, the practitioners, and the audience. Highlights from that discussion are listed below:

- Could SIOP help to encourage collaboration by recognizing those graduate programs and nonacademic organizations that develop mutually beneficial relationships? Perhaps a different kind of reward structure is needed for recognizing collaboration.
- There are also competitive advantage issues in practice. Many practitioners cannot publish technical reports because of company proprietary policies. Requiring peer-reviewed publications has created a very high hurdle for practitioners. What other ways can we recognize practitioner contributions to advancing the field? There has been some movement to reward both sides, and there is more to come. There has been some criterion modifications on how practitioners can become Fellows, and there have been some increases in the number of practitioner Fellows in recent years.
- Licensure is a very sensitive issue. Why do we have such diverse opinions on that topic? Licensure is a way of life and a legal requirement if you want to call yourself a psychologist and do such work in most states. If you don't do that, then you can't call yourself a psychologist and do psychological work. You cannot evade it by calling yourself a management consultant and doing psychological assessment. So we need to provide support to help members comply with the licensing laws.
- The perspective to not support licensure means that we put ourselves at risk of violating the law.
- Regarding the Model Licensure Act: APA is not licensing us; APA is just providing guidance to states to do a good job in structuring licensing requirements. Some in our profession have said that we should not support the MLA but support I-O being licensed.
- Three of the current SIOP representatives to APA (all academics) have suggested to the APA Council that "the role of psychology be restricted to the provision of psychological counseling and psychotherapy." Is this the new SIOP position? This view puts many practitioners in a very precarious position.

- One related issue is the level of regulation on curriculum. Academics do not want to have an external body mandating what to teach and not teach via an accreditation process. This only brings all programs to the lowest common denominator level.
- This issue is not going away. Certification bodies such as the ABPP board have dropped I-O psychology because so few practitioners in our area applied for the Diplomate. (ABPP now offers a slightly broader Business and Consulting Psychology ABPP—BCP-ABPP—which replaces the I-O ABPP.)
- Having a license helps on the witness stand when asked if “I am licensed and whether there was an examination associated with getting licensed.”
- Is it possible to hold the following two beliefs: (a) We do not need licensure to do what we do and serve the public good and (b) state boards have regulations; where they exist, there is no choice.
- One issue where we get challenged on the public good is on individual assessment. What we do there could impact the mental health of an individual. When you look at what licensing boards are asking for, they are not asking for an accreditation in I-O but are asking whether you have a degree from a recognized institution.
- Our gap today is small compared to other disciplines like medicine. Our gap would widen if we had PhD programs on one hand and on the other hand had PsyD programs that were diluted in terms of training associated with scientific rigor.
- We do want variety; that is an evolutionary necessity. If you learn a set of practices for today, they will last only so long. We have to train our students to be adaptable and continuous learners.
- It is striking that there is published research that has no implications for practice.
- Part of the issue with research implications in our field’s published literature is the time period for application. This is the evolution of science. Sometimes there is no direct application immediately, but it is foundational. It is ok to do the primary research without direct implications. But clearly that should not be the only type of research done.
- We did not hear a lot of ideas about how we showcase and recognize people that come together as scientists and practitioners. How do we make that spirit more relevant?
- The gap is good. The gap is not so evident at the conference, rather it manifests itself when we go to organizations to apply theories and findings.
- Both sides are facing gaps but perhaps of a different nature:
 - For practitioners, it is between science and the application in organizations.
 - For academics, it is between what academics are studying and the perceptions of other academic colleagues.

- There is growing pressure that to be promoted to full professor, you should have funding from NSF or NIH. Money from organizations is considered “second-rate money.” The rating of grants and contracts creates problems for academics.
- What are the economics that are driving things? Most people are going into practice because that is where the jobs are. What serves me well is training that is both practical and scientific. What is being done at the academic level to understand the implications of where jobs will be in the future?
- This group (of panelists) is not representative of all the I-O psychologists; this group does actually talk back and forth.
- Until the reward system changes, we will not get a vast movement around creating a single standard for training.
- One other issue is communication: The press paragraphs that are being written on our work are not that articulate or appropriate for public consumption. Both scientists and practitioners need to do a better job of communicating to the public.

Conclusions

The fishbowl exercise emerged as a useful way to further discuss the science–practice gap. Other efforts in this area, such as the recent Practitioner Needs Study (Silzer, Cober, Erickson, & Robinson, 2008), previous *TIP* articles (Cober et al. 2009a, 2009b), and an earlier Science–Practice Integration Task Force (Avedon, Hollenbeck, Pearlman, Salas, & Silzer, 2006), have reviewed the key issues and made helpful recommendations. We have talked a lot about these issues over the years, so now is the time to act. We should all support Ed Salas’ efforts to take action to address this issue by bringing science and practice together.

It was clear, given the perspectives of the panelists and engaged audience members that there is a range of views on the science–practice gap. This heterogeneity of interests is a strength for our research, our practice, and our career paths. But it also challenges our ability to readily integrate our field’s perspective at any given point in time. As we look ahead, members are suggesting that we focus on the positive benefits of our science and our practice.

Many SIOP members have built reputations and careers on being seasoned practitioners whose rigorous methods and intellectual curiosity make them valuable contributors to other disciplines and strategic issues. Our contributions in practice are helping to change the face of human resources and I-O psychology and the perceptions of our value to senior executives.

Our researchers are publishing at tremendous rates and making significant contributions to our field and to other disciplines, including other areas of psychology, business management, and so forth. Our work is at the leading edge of a global economy, helping to drive selection, training, and performance management practices that make our world more integrated.

The fishbowl discussion provided insights from some of our leaders on where the gap stands today and suggestions on how we may leverage the gap tomorrow for even greater contributions. Our future contributions as I-O psychologists will be based on leveraging our diverse strengths as well as adapting to future needs.

The science–practice gap may cause some tension in our field because of the differences in the professional interests, needs, and activities of the two groups: researchers and practitioners. However, there should be broad agreement that the success of industrial-organizational psychology and the ongoing professional sustainability of each group rests on the value-added contributions of the other. We are two parts of a whole, and both parts are critical to our shared future.

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As with many other columns in this issue, this edition of **Good Science–Good Practice** will focus in part on some of what went on at the annual SIOP conference in Atlanta, Georgia. Unfortunately only one of us (Jamie) was able to make it to the conference, so you'll still get a smattering of our traditional examination of research from other outlets. Either way, we'll once again focus on things that we think exemplify the scientist–practitioner model.

First up was a SIOP panel discussing diversity entitled “Let’s Talk: Bridging the Gap Between Diversity Researchers and Practitioners” hosted by **Bernardo Ferdman** and featuring **Ny Mia Tran, Matthew J. Dreyer, C. Douglas Johnson, Kecia M. Thomas, Matthew S. Harrison, Wendy R. Reynolds-Dobbs**, and Melanie Harrington as panelists. Diversity and inclusive climates are, judging by this year’s SIOP program, still popular among employers, but as the members of this panel pointed out, the research that’s happening in the labs and universities sometimes lags a bit behind practical issues or even follows a separate tangent. Several of the discussants noted that the goals of the practitioners in diversity often stretched into areas different from researchers, and they often make calls (implicit or otherwise) for new areas of research that academics don’t immediately pick up on. Often the latter are too busy doing things methodically and at the traditional researcher’s pace in order to work the academic reward system. Some reasons for this disconnect included the fact that academics often try to wring as much as they can from a given dataset instead of constantly pursuing new data and the fact that academics and practitioners aren’t connected to each other via the same journals and conferences. Instead of wading through (not to mention waiting for) scientific journals, many diversity specialists are forced to reach for whatever aid is at hand because their problems are immediate and need satisfaction right now.

As many of you are probably thinking, this is not exactly an issue unique to the diversity field. The same criticisms (and justifications) can be leveled at almost any area of I-O psychology. Academics in any area often favor models and theories, whereas their practitioner counterparts seek out checklists, as one presenter said. But the feeling at this panel was definitely that the issue is exacerbated because diversity initiatives are often so high profile and so political in nature. It doesn’t help that in the context of business, diversity is often viewed as a problem to be solved not a business strategy. “Oh, we don’t have a problem,” one presenter said, quoting a skeptical client, “our numbers are good.”

So what needs to be done? Beyond the obligatory call for more collaboration, the panel members mentioned that practitioners need to stand up and take their share of the responsibility, too. They need to look for opportunities to stop oversimplifying out of habit and expediency, and they need to address problems that academics are interested in solving—things beyond those that rely on simple headcounts as the dependent variable.

Speaking of which, also at SIOP was one of the more entertaining and practical presentations I've been to in a while. Entitled "Successful Field Experiments: Getting In, Getting the Data, and Getting Published," the panel was chaired by **Susan M. Kochanowski** and featured entertaining and practical lectures by such luminaries as Charles Seifert, **Gary Yukl**, **Dov Eden**, and **Gary Latham**. And true to its premise, the talk offered pithy but dramatic pointers on how you can meld good experimental design with an applied workplace setting.

Several common themes spread across all the presentations. First, don't compromise on your experimental design. You may not be able to keep it as tight as you could in a lab, but that's no excuse to throw up your hands and settle for garbage. The way to hedge your bets in the uncertain world of field research is to keep things as simple as you can and collect as little data as possible in order to test the model or hypotheses at hand. Then stop, at least for that study.

A second theme for the panel discussion dealt with how to handle the stakeholders and decision makers. Some good advice was given in how you frame the experiment—namely that you don't call it an "experiment" or "manipulation" at all, but rather refer to it as a bit of consulting and intervention. Offering the manipulation to the control group after the meat of the experiment is done is a good way to reinforce this idea, keep the client happy, and pacify concerns from human subjects boards.

Third, communication of a reliable and understandable nature was also said to be critical. Avoid jargon at all costs, but prepare simple explanations of things like randomization and effect sizes in case you need them. And always make sure the client understands what benefits they are getting out of the deal. The dependent variable (e.g., absenteeism, performance) is what they're interested in not your nifty experimental manipulation.

Finally, there was some lively conversation around how to get the data published, which is the end goal of many if not all such projects. Unfortunately you're often at the mercy of journal reviewers and/or editors who turn up their noses at field research, which points to the previously stated priority on true experimental designs over quasi-experiments. The presenters recommended targeting outlets that you know are willing to consider field research and to anticipate common criticisms like small samples, questionable external validity, and focusing on hypotheses more than overarching theory.

After reading Jamie's account of the diversity session at SIOP, I was interested in finding a recent diversity-oriented study that might have some practical applications. One such piece from the *Journal of Business and Psychology* by Herdman and McMillan-Capehart (2010) brings together several key

variables including diversity initiatives, organizational-level outcomes, as well as the notion of creating and managing a “diversity climate.”

Herdman and McMillan-Capehart (2010) suggest that the extant diversity research focuses primarily on the main effects of diversity and various performance outcomes without much attention toward intermediary variables such as diversity climate. Gonzalez and DeNisi (2009) define diversity climate as the “aggregate perceptions about the organization’s diversity-related formal structure characteristics and informal values” (p. 24). Thus, the idea of diversity climate goes beyond the formal diversity policies, practices, and interventions within an organization and gets to employee perceptions of the organization’s true support of diversity. Why care about diversity climate? Past research has demonstrated a wide variety of important outcomes, including turnover intentions (McKay, Avery, Tonidandel, Morris, Hernandez & Hebl, 2007), commitment, job satisfaction (Hickes-Clarke & Iles, 2000), and others.

The authors investigated five hypotheses, each testing potential antecedents to a diversity climate. The first two hypotheses tested potential tangible antecedents of diversity climate: the existence of diversity programs and management-team heterogeneity. Thinking about these first two potential antecedents, the first suggests what an organization says it does and believes, and the second indicates what it actually does and believes with regard to diversity. The third hypothesis suggests that managerial team heterogeneity will moderate the relationship between the existence of diversity programs and diversity climate. The fourth and fifth hypotheses test the relationship between “managerial relational values” and the existence of diversity programs (the greater the relationship orientation of management, the more likely the existence of diversity programs), as well as managerial relational values as a moderator of the relationship between diversity programs and diversity climate (i.e., the more managers actually value relationships, the more likely they are to reinforce in practice the practices and values underlying diversity programs).

This study was conducted with 163 hotels within the United States and relied on a balance of self-report data (e.g., diversity climate, relational values) and objective measures (e.g., race/ethnicity within levels of management). The results suggest several important considerations for practice. First, simply providing diversity programs does impact perceptions of a diversity climate. Interestingly, management diversity did not have a main effect on perceptions of a diversity climate. However, both management team ethnic composition and supervisor relational values moderated the relationship between diversity programs and perceptions of a diverse climate. In other words, greater management diversity and higher levels of supervisor relational values both increase the effect of diversity programs and perceptions of a diverse climate. Finally, managerial relational values were positively associated with an organization’s adoption of diversity programs.

This study is interesting and useful for organizations interested in making positive change in support of diversity and efforts to reap the benefits of a diverse workforce. First, organizations that provide diversity programs can make some

gains in terms of perceptions of a diversity climate. Second, in order to enhance the creation and development of a diversity climate, organizations should ensure that higher levels of the organization reflect the diversity its programs purport to support. Finally, hiring and developing managerial relational values provides yet another opportunity to better support the creation of a diversity climate.

American Psychologist recently dedicated an entire issue to diversity and leadership. I will briefly review a piece by Ayman and Korabik (2010), in which the authors identify several areas where leadership theories seem to ignore or avoid issues of diversity. Hopefully, some of the authors' suggestions overlap with practitioners' call for more practical and timely diversity-related research.

Ayman and Korabik (2010) suggest that in today's global, diverse organizations, theories of leadership that do not include diversity are of limited value. In the quest to understand universal leadership truths, gender and culture are generally ignored; yet assuming simply a "leader" and ignoring important factors such as gender and the unique experiences and assumptions of individuals having various cultural/ethnic identities limits the generalizability of leadership theories.

The authors contend that most leadership theory and research utilizes an etic-oriented approach built upon the gender- and culture-based assumptions of the scholar. Given the historical dominance of White men in academia (and business), it is likely that most theories and models of leadership implicitly assume the White male leader. The authors further contend that an emic-oriented approach, built upon the gender and cultural identities of diverse leaders, is necessary to truly build relevant leadership theories.

Ayman and Korabik (2010) summarize a variety of research that challenges the assumption that leadership is a universal construct. For example, some scholars have found that the traits identified as "leadership traits" vary across cultures. Similarly, gender-based differences within the Big Five personality factors impact the perception of leadership between men and women (Eagly & Carli, 2007). Some research has suggested that women perceived as more androgynous (high instrumentality, high expressivity) are less likely to suffer cultural biases to which men are less susceptible.

The authors suggest that the bias toward (White) men in leadership positions furthers the gender and cultural biases inherent not only in leadership research but also in practice. As an example, competency-based selection systems typically start with developing competency profiles from existing employees and leaders. To the extent that an organization's current leaders and workforce are composed of men, for example, the more the competency profile will reflect that group's implicit assumptions about leadership. As the authors point out, simply because an organization's leaders have been historically male says more about the organization's assumptions about leadership and less about the potential for women to be as (or more) effective in the same roles.

Similar to their survey of the trait approach to leadership, the behavioral school suffers from the same biases. For example, women who exhibit more male-oriented behaviors are likely to be rated more negatively than their male counterparts (Eagly, Karau, & Makhijani, 1995). Meanwhile, the contingency

approaches to leadership have not been evaluated across gender or cultures, calling into question the effectiveness of their use in managerial decision making in a diverse workplace.

Overall, this particular article reinforces several of the issues that practitioners raise with regard to those of us in higher education. As I-O psychologists, we are typically trained as “scientist–practitioners,” and that continues to apply whether we choose to work professionally primarily as scholars or practitioners.

We have different roles to fill in society that are often complimentary; however, many in higher education view the discipline of I-O psychology, rather than practitioners in the field, as our “client.” In general, practitioners are interested in “what is” or “what works,” whereas most scholars are interested in understanding “why” things are the way they are or “why” things work the way that they do. Although not necessarily the immediate goal, understanding “why” often leads to deeper understanding, new lines of research, and practical applications.

All disciplines and fields of knowledge must continue to push the boundaries of knowledge without regard to potential short-term economic or practical gains. Compatibly, practitioners are in the best position to deploy emic-oriented applied research studies to solve diversity-related issues unique to their organization and have the training to do so. To bridge the gap goes beyond sharing journals—as journals by-and-large necessarily target different audiences. The best way to close the research–practice gap is within individual scholar–practitioner partnerships to solve issues at the organizational level—the proverbial “win–win.” The Herdman and McMillan-Capehart (2010) article summarized above is a great example of an applied study that brought scientific integrity to an issue of both theoretical and practical value to the host organization and, assuming generalizability, many other organizations. As scientist–practitioners we need to do more of this type of applied research while also respecting the different roles that scholars and practitioners play in society.

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New Diplomacies in Corporate Social Responsibility

**Stuart Carr
Massey University**

Mathian (Mat) Osicki holds a PhD in I-O psychology from the University of Tulsa and is based in New York where she works for IBM. Mat's primary responsibilities have included assessment and consultation of corporate climate and culture via the design, implementation, and analysis of large-scale international employee surveys, such as the Global Pulse Survey. In the fall of 2008, she was accepted into a top talent program called the Corporate Services Corp. In 2009 this program accepted approximately 300 participants out of 10,000 applicants. The program was set up as a way to help developing nations in need while also helping to develop future potential leaders in IBM via 3 months of extensive cultural training and a month of pro-bono humanitarian work in a "developing" economy. Mat went to Nigeria for 1 month. After 30 short days Mat realized she wanted to do more to help. After returning from the trip she found a way to continue helping the people of Nigeria. She leveraged her philanthropic work and her I-O skills to help negotiate a commercial contract between IBM and the Nigerian government, so she is going back to Nigeria to do more. Here is her story.

Please tell us a little about your own background and work.

As you can see from my bio, I wear two hats at IBM, one more familiar perhaps than the other but both of them global in outlook. In my more "regular" I-O role, I have helped to develop and deploy employee and executive compensation cycles, talent management programs, performance management systems, and other HR-related topics for IBM. In my CSR role, I can't stop thinking about the people of the Cross River State in Nigeria, in particular a little girl whose malnutrition was so bad she couldn't hold her head up. I went to Cross River in November 2009, with 10 other IBM employees as part of our Corporate Services Corps (CSC) initiative. The CSC program gives IBM employees an experience of service learning in lower income settings working on community-driven projects at the intersection of business, technology, and society. Something like what your last interviewee called "New Diplomacies" (Carr, 2010).

We joined the Ministry of Social Welfare in Calabar Nigeria in the hopes of helping get two social safety net programs successfully deployed (for more

details see IBM Service Corps, 2010). Project HOPE was designed as a free healthcare program for pregnant woman and children under the age of 5 (HOPE stands for “Health Opportunities for People Everywhere”). Project Comfort was a conditional cash transfer program for the most needy people in the state. Conditions for receiving the cash included developmental criteria such as school attendance and adult vocational training (for more details on cash transfer programs in aid and development work, see http://www.adb.org/Documents/EDRC/Policy_Briefs/PB051.pdf).

These projects would broadly fit the United Nations’ Millennium Development Goals 4, 5, and 6: reducing child mortality (15% for children under 5 in Cross River State), improving maternal health, and combating diseases like malaria. On the ground, what we did was help with project management, change management, marketing/communications strategy development, and technology and data analysis to help improve the effectiveness of the two programs deployed in August of 2009. The programs were based on state-of-the-art technology, ranging from networked healthcare centers operating on solar-panel-enabled computer terminals to fingerprint readers and biodata cards for accessing and storing patient records. With my colleague Georgia Watson, I travelled to a variety of healthcare facilities across the state to help assess local needs and develop a plan to better deploy the programs being rolled out.

Does the psychology of work and organizations play a role in your work?

I use the psychology of work in everything I do.

At the office, I have moved away from my area of specialty and am currently an HR generalist. However I still use my industrial-organizational psychology skills on a daily basis. For example, my clients are currently interested in how to keep their team motivated during these turbulent economic times. So I provide them with insights from the I-O literature and research on keeping people motivated during difficult circumstances.

Not dissimilarly, in my CSC/CSR role, the work in Project HOPE included training local personnel on effective data reporting as well as change and project management so they could build the necessary database skills to eventually hold and report on vital health information for the state’s population. People skills were crucial throughout. We had to establish trust, for example. To help us, we drew on lessons learned from previous CSC teams, applying theories of organizational learning and memory. The main point we had to get across, though, was that government is trying to save lives. We also wanted to make the project sustainable. CSC projects generally aim to hand over control to local stakeholders after a month, although in some cases the clients want more. This actually happened in Cross River State; the governor was sufficiently impressed with local reactions to the philanthropic work that he has asked IBM back to continue helping them with their efforts and possibly provide a model for the other 35 states in the country. Hence, I am leaving for Nigeria again in 2 days’ time.

How prominent is work/organizational psychology in the CSR domain?

I know that I-O is making progress, and we can always be more prominent. It's not difficult to see how or why. For example, the CSC is steadily changing the way IBM conducts business, as its prosocial ethos ripples through the various teams in the organization. For example, the next phase of the service corps is to focus on executives who are placed into smaller cities and urban areas. In their role, they can assess the local infrastructure and suggest ways to possibly upgrade transportation, communication, energy, water health, and education services. Sometimes the city is so poor that the project has to start from scratch. Leadership skills from business, especially relationship building, can be helpful in these cooperative joint ventures (<http://www.ibm.com/smarterplanet/cities>).

How could it be more so?

I think we could build a closer connection between the business world and employee-centered research. There is a need for translation between the world of I-O psychology and the business community. The new Work Psychology White Papers (WPWP) series, being sponsored by SIOP, IAAP, and EAWOP under the cooperative alliance, is a right step in that direction. WPWP seeks to precisely translate the findings from I-O research into policy suggestions and everyday practice implications. The CSC is a living example of how businesses are changing and becoming more multifaceted. Because they are working more and more in multifaceted environments, they need evidence-based practice more than ever, too. We can help in that regard. We can encourage I-O psychologists to undertake research on CSR, on New Diplomacies, and on what works in what situations.

From your perspective, and with your experience, in concrete terms how could the profession help more?

Data on what works from projects like ours could be incredibly enlightening, not only for practice but also for I-O theory. One hurdle could be the method in which research findings are communicated. They need to be translated into something meaningful for the line. Organizations have policy needs like other bodies do, and the WPWP could perhaps keep multinational groups in mind as it moves forward. The final thing I would like to mention is that we are planning to propose a workshop at next year's SIOP meeting in Chicago to address these very concerns about "how" I-Os can continue to make contributions to the field of corporate social responsibility and humanitarian activities in general.

Thank you, Mat for this highly illuminating account of how New Diplomacies can intersect with CSR in your I-O workplace. Of course many organizations are looking to make profits, and they can do well by doing good (Pralad, 2010). Nevertheless they can also do good well. The United Nations has recently called on companies to responsibly align with wider aspirations for human development, like the Millennium Development Goals (United

Nations General Assembly, 2010). As I think you and I and many at the recent conference would agree, we in I and O can and morally should have a mindful, ethical, and practical role to play.

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SPOTLIGHT ON GLOBAL I-O



Lori Foster Thompson¹
North Carolina State University

Greetings, *TIP* readers, and welcome to the July edition of the **Spotlight** column! As you may already know, July has been officially dubbed “Anti-Boredom Month” by the *World Almanac and Book of Facts* (McCaslin, 2002). Are you looking for just the right reading material to spice up your summer day? If so, this column is for you! This issue of *TIP*’s **Spotlight on Global I-O** offers a fascinating glimpse of what our profession looks like in an area of the world where 4 million people reside in a space that is smaller than Connecticut and job openings are filled in part on the basis of religious affiliation. Read on for details.

The Next (Middle Eastern) Frontier? Establishing I-O Psychology in Lebanon



Haitham Khoury
Olayan School of Business,
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Overview of Lebanon

Lebanon is a small country on the eastern Mediterranean with aspirations much larger than its 10,400 sq. km size would have you believe. Lacking the abundant natural resources of its wealthier neighbors in the Middle East, Lebanon’s greatest resource is its educated population—it is often quoted that your average Lebanese can hold a conversation in 3 languages (Arabic, French, and English). Lebanon also enjoys a diversity of religions that, in the best of times, coexist and work together toward building a prosperous country and, in the worst of times, work towards tearing it all down.

Educated, multilingual people are also Lebanon’s main export; in recent years Lebanon has experienced a “brain drain” where its young professionals have sought job opportunities in various countries in the Gulf, Europe, Western Africa, Australia, and North America. It’s a consequence of having nearly 4 million people living in an area that is 7/10ths the size of Connecticut. This reality has had both negative and positive impacts on I-O psychology in Lebanon that will be discussed later.

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

Psychology Education in Lebanon

Several quality educational centers exist in Lebanon that teach psychology at the undergraduate and graduate levels, although the focus is primarily on clinical and educational psychology. The practice of psychology in general is still in its infancy, and I-O psychology is even more nascent. Several private universities offer bachelor degrees in psychology, including the American University of Beirut, the Lebanese American University, and Balamand University (the language of instruction at these institutions is English). The public Lebanese University teaches psychology in either Arabic or French, and St. Joseph University offers bachelor and master's degrees in organizational psychology in French. Students interested in pursuing an advanced degree in I-O psychology typically apply to programs in the UK, France, Canada, and the U.S.

A typical undergraduate degree in psychology requires 3–4 years, and most students go on to graduate careers abroad. This is almost mandatory in psychology because the undergraduate studies do not provide any kind of specialization. Upon returning to Lebanon, I-O psychologists have taken faculty positions in schools of business where they teach courses on organizational behavior, research methods, HRM, and special topics seminars related to the HR area (selection, assessment, etc.). They also consult for public and private sectors on the side.

I-O Psychology in Lebanon

Networking: Finding each other.

There aren't any professional associations specifically for I-O psychologists in Lebanon, mostly because there are but a handful of I-O psychologists in Lebanon, although the future looks bright as more Lebanese undergraduate students express interest in and pursue advanced degrees in I-O. Being such a small community, it is imperative to maintain contact with other practitioners through both conference travel and cross-cultural collaborations. The few of us who are here regularly attend and participate at the SIOP conference and the Academy of Management conference and compliment these with various regional conferences in Europe. Meeting other practitioners provides greater opportunities for establishing cross-cultural research—and consulting-based relationships, projects, and publications that contribute to the continued development of I-O psychology in Lebanon.

Practice of I-O (and the challenges that come with it).

The practice of I-O psychology in Lebanon is very much in its early stages. Private- and public-sector organizations are just starting to learn of the value added by our profession and its impact on overall organizational performance. The main challenge for I-O psychologists in Lebanon is gaining exposure and communicating what we do and can offer to organizations. It

begins with decoupling the concept of “psychologist” from “mental disorders” and “therapy in the workplace.” Only then can we begin a conversation about what we actually do and how it adds value to an organization’s performance. It’s a very crucial first step because we are, to use a U.S.-centric term, coming out of left field with something very new to what is typically done in a company. How can you begin discussing selection and training (among other things) when an organization barely has job descriptions?

The economic growth that Lebanon has witnessed since 2006 has brought to the forefront the need for and importance of scientific-based procedures for recruitment, selection, training, and appraisals. Unfortunately, the lack of structure and organization also creates problems regarding sensitive issues, especially in recruitment, selection, and feedback. For example, government positions (parliament, ministers, municipality, army, etc.) are filled based on religious affiliation as well as potential, in order to maintain fairness and equal representation of the various religious communities in the country; “equal opportunity” and “diversity” take on a different meaning here than they do in the U.S. It is crucial to pay attention to the client–consultant interactions when building relationships. Client relationships require substantially more effort here than in the U.S. It’s truly a challenge and source of frustration, but at the same time, it’s not every day that you find yourself establishing and growing your field from the ground up!

Overall, the field of I-O psychology in Lebanon, in terms of research and application, is in the early stage of development, and the main focus is to promote and enhance our field in the private and public sector to turn it into a key factor that influences business processes and better decisions in organizations.

Concluding Editorial

So there you have it—an informative synopsis of Lebanese I-O, which is sometimes difficult, often rewarding, and anything but boring. Working in an area of the world where our field is in its infancy and only three SIOP members reside presents unique challenges and opportunities, no doubt. Clearly, networking within and beyond national borders will remain critical as the science and practice of I-O psychology continue to develop in Lebanon.

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Bray-Howard Research Grant Supports Multifaceted Research

Ann Howard

The Douglas W. Bray and Ann Howard Research Grant was created to support research on assessment centers and the development of leaders or managers. Established at the end of 2003, the fund has since grown into one of the largest endowed subfunds of the SIOP Foundation.

To date there have been two recipients of research grants from the fund. Both awardees demonstrated how seed money can set up projects that address a number of research questions. Data analyses from each of these projects have yielded multiple presentations and publications that advanced the profession.

The first Bray-Howard grant of \$10,000 was awarded to a team led by **Deborah Rupp** of the University of Illinois at Urbana-Champaign.* The team included **Alyssa M. Gibbons** and **Sang E. Woo** of the University of Illinois, **Myungjoon Kim** of the Korean Psychological Testing Institute, and **Lori A. Snyder** of the University of Oklahoma. This team combined the Bray-Howard grant with other funds to set up a developmental assessment center program to study leadership development in managers. This research was the foundation for several journal articles that addressed topics such as constructing parallel simulation exercises and development engagement within and following developmental assessment centers. In addition, the *Psychologist-Manager Journal* sponsored a special issue on developmental assessment centers (Volume 9, Number 2, 2006) that comprised five more articles spun from research funded by the award. Deborah Rupp dedicated the issue to the legacy of Doug Bray. Several papers supported by this award were also presented at the SIOP conference, the Academy of Management, and the International Congress on Assessment Center Methods.

The second winner of the Bray-Howard award, **Filip Lievens** of Ghent University in Belgium, investigated how to apply trait-activation theory to improve assessment centers. Lievens used the \$9,500 grant to develop role player prompts in assessment center exercises, train 19 role players to use them, videotape 223 candidates who underwent the exercises, and evaluate the use of the prompts in the assessment process. Several studies sprang from this foundation. The first, demonstrating that the role players could use the

*Affiliations at the time the award was received. Current affiliations are as follows: Deborah Rupp, University of Illinois at Urbana-Champaign; Alyssa M. Gibbons, Colorado State University; Sang E. Woo, Purdue University; Myungjoon Kim, ASSESTA; and Lori A. Snyder, University of Oklahoma.

prompts with negligible ill effects on candidates' reactions, was presented at the 2010 SIOP conference in Atlanta. Two additional papers are currently in preparation and will be submitted for the 2011 conference.

These initial award winners' productive use of their research grants confirms that the Bray-Howard fund is achieving its intended purpose. The winners' success should also be an inspiration to others who can take advantage of the grant for their own research. Although the first two awards supported research on assessment centers, proposals around leader or manager development that use other methods are also eligible for grants.

The Bray-Howard Research Grant is administered by the SIOP Awards Committee. Look for a formal request for proposals in the next issue of *TIP*. Seed money is awaiting your research ideas!

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2010 Conference DVD available for preorder! The 2010 Conference DVD will feature 20 of the top reviewer-rated sessions along with their Powerpoint slides and the opening and closing plenary sessions. For a complete list of sessions, click [here](http://www.associationarchives.com). The DVD will be available to purchase at \$79 for members and \$109 for nonmembers and can be purchased now at <http://www.associationarchives.com> (search SIOP).



Own a piece of SIOP history by purchasing the official 25th anniversary SIOP memento, an individually hand-blown glass piece featuring a special SIOP etching. Each piece is 4" tall and comes in a gift box. It is now available for purchase through the SIOP Store for \$20 (plus S&H).

Also available for purchase is the 25th anniversary t-shirt. This year's t-shirt is black with silver, teal, and white imprint accents, celebrating our special anniversary year. Shirts are 100% cotton and available in sizes S, M, L, XL, and XXL. Shirts are available in the SIOP Store for \$10.00 (plus S&H).

The Two-Minute Elevator Speech: Communicating Value and Expertise as I-O Psychologists to Everyone Else

Christian Thoroughgood
The Pennsylvania State University

As applied psychologists, we are frequently called upon to communicate our value and expertise in a manner that is more palatable to those unfamiliar with our science. Here at Penn State, **Dr. Rick Jacobs** refers to this skill as the “2-minute elevator speech” and has emphasized the importance of becoming comfortable speaking the language of practice that embodies the scientist–practitioner model. Articulating our craft to outsiders, however, is not an easy task, especially for graduate students newer to the field. As such, in this article I address some of the obstacles faced by I-O psychologists in communicating our knowledge and worth to outsiders and offer some potential solutions for graduate students looking to develop an effective “elevator speech.”

No doubt those practicing in the field will tell you the value of possessing a well-crafted “elevator speech.” Practitioners must be able to convey the science behind their company’s newest selection tools in an easily digestible form in order to obtain valuable business opportunities or clearly explain the process of job analysis and criterion-related validation when creating a tailored assessment procedure. They must be able to remove terms such as factor analysis, beta weight, *p*-value, and other deeply ingrained, esoteric jargon from their vernacular and replace them with more easily comprehensible concepts. Having the ability to effectively oscillate back and forth between communication styles with colleagues and clients, in fact, can make the difference between whether a consultant secures and maintains sustainable business over time. This skill, however, is not limited to those practicing in the field. I-O psychologists in academia routinely work on applied research grants in the public and private sectors and are often asked by higher-ups in industry and government to provide consulting services on key organizational issues. Thus, being able to effectively communicate one’s skills and expertise to those outside the field can carry with it important career ramifications for academics, including valuable ties to industry, increased data collection opportunities, and prestigious grant money, just to name a few.

However, there are certain challenges we face as I-O psychologists in promoting our services to the outside world. Certainly each and every one of us has faced the challenges associated with explaining to others exactly what we do. In fact, from the very first time one considers entering such a specialized field as



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

I-O psychology, it is hard to avoid the confused looks and endless questions. We are not a traditional, mainstream profession such as medicine or law. Further, we are not clinical psychologists, who have seemingly become associated with the term “psychologist” more broadly. In fact, I venture to guess many of us, after disclosing our titles, have been pegged as clinical psychologists practicing in organizations. “No I’m not a clinical psychologist, but I suppose it would be nice if people could get some therapy in the workplace!” Moreover, to this day I am not sure even my parents know exactly what I am doing in graduate school. This became apparent to me recently when I overheard my mother discussing with a friend how my sister (who is pursuing a career in counseling psychology) and I could psychoanalyze her if she ever needed some free therapy!

Beyond these often misplaced categorizations, I-O psychologists, and psychologists in general, must often combat stereotypes such as the pervasive belief that psychology is “soft science” (Howard, 1994; Isaacs, 1999). No doubt some of these views stem from the fact that we deal with hypothetical, intangible constructs that some find impossible to quantify and measure. Moreover, psychology is a discipline marked by competing theories and necessary gray areas (Wertheimer, 1988)—after all, human behavior is inherently complex. Thus, because psychology does not tend to lend itself to simple, concrete answers, it is no surprise that psychologists sometimes run the risk of being dismissed as less scientific than their “hard science” counterparts in biology, chemistry, and physics. Moreover, in the fast-paced, bottom-line focused world of business, we must be in tune with the language of organizational decision makers and prepared to make clear, concise cases for the utility of their skills to organizations.

Speaking from experience, on several occasions I have had to work to promote the value of my profession to skeptical family and friends in business. Though frustrating at times, it is not hard to imagine how a layperson might be hesitant to place their full faith in expensive consulting services they know little or nothing about. For example, it is widely accepted that job candidates have higher face-validity perceptions of assessment centers (ACs) over traditional paper-and-pencil assessments due to the fact that ACs require individuals to perform observable job-related behaviors (Thornton & Rupp, 2006). Although such tangible samples of job-related behavior may appear more valid to those unfamiliar with our field, the nature of paper-and-pencil tests may seem removed from what individuals perceive as important to predicting future performance.

Further, Church, Wacławski, and Berr (2002) note the disturbing lack of professionalism in organizational development today where the increase in faddish, unscientific practices performed by unqualified individuals may be decreasing the credibility of organizational development as a whole. Combined with the aforementioned challenges, it is clear that I-O psychologists may sometimes face considerable difficulties in promoting their worth to organizations. As such, being able to effectively translate what we do for those unfamiliar with our science in an easily understandable and convincing manner is critical not only to obtaining sustainable business opportunities but also to ensuring that we have a lasting impact on organizational effectiveness in the 21st century.

So how can we as graduate students start developing our own “2-minute elevator speeches?” The easy answer is that this skill simply needs to be cultivated over time and through experience. For example, before one can worry about how to describe the process of retranslation and scaling to a client for a new performance appraisal instrument, one must gain a deeper, scientific, and practical understanding of these concepts through formal training and practice. No doubt graduate coursework serves to provide students with a solid basis for understanding the science behind many of the skills we have to offer organizations. However, nothing can substitute for actually getting one’s hands dirty and fine-tuning one’s “applied hand.” Although much of this experience inevitably occurs over the course of one’s career, certainly there are ways to begin developing a convincing “elevator speech” while still in graduate school.

At Penn State, we are fortunate in that one of the core components of graduate training is participation in a 3-year practicum program that requires students to work on multiple applied projects with outside clients and under the supervision of program faculty. Moreover, starting in their second year, students either lead or co-lead one of the roughly three projects the practicum program participates in annually. In addition to valuable leadership experience, such opportunities force students to interface with clients on real-world problems and translate many of our arcane practices into more easily understandable terms. Students can also obtain such experience through formal internships in industry as well. Before taking an internship, however, students should research various opportunities to ensure that the internship will at least offer the potential to interact with clients. Internships often vary in the amount of substantive experience afforded to interns; thus, significant care should be taken in identifying opportunities that will allow one to cultivate their “elevator speech.”

While learning new concepts and skills, students should be proactive in asking experienced faculty members how they might better describe such concepts and processes to potential clients. Although some students may cling to the pervasive view of academics comfortably residing in their “ivory towers,” in reality most experienced I-O psychologists in academia have a good deal of experience interacting with those in industry. As previously mentioned, academics often rely on industry contacts for prestigious grants and opportunities to collect real-world organizational data. As such, by actively seeking out advice from faculty, students may become more effective in translating I-O jargon and thus further refine their “elevator speech.”

In addition, regularly scheduled brown-bag sessions with fellow graduate students also offer the opportunity for students to translate their work for others. These sessions could easily incorporate practice in honing one’s “elevator speech” by forcing individuals to explain their thesis, dissertation, or any other research in 2 minutes to those unfamiliar with their project. Because such groups often differ in the interests, learning styles (e.g., visual vs. verbal), and perspectives (e.g., applied vs. academic) their members bring to the table, they may aid everyone in grasping important concepts more quickly and thoroughly. Moreover, group members could explicitly ask each other to

frame their work in a way that others outside our field would be interested in. You might ask a colleague, for example, “Can you explain this to me in a way that your grandmother would get excited about?”

Students may also find it useful to seek out research collaborations with those in other academic disciplines. Such partnerships force individuals to translate their research ideas into language more easily understood by those from different academic orientations and training backgrounds. Although many I-O psychologists collaborate with colleagues in organizational behavior programs located in business schools, there may be even more to gain from partnering with individuals from even more divergent academic perspectives. For example, a close colleague of mine is earning a dual degree in I-O and women’s studies. Although the two fields often clash in many respects, she has found creative ways to use both to inform the other. Through her thesis and comprehensive examination defenses, attendance at various conferences, and everyday conversations with those in both academic domains, she has learned how to take the esoteric concepts that comprise both fields and communicate them in ways that individuals from each side can understand.

On a more informal level, students can work on more clearly and concisely explaining what they do to interested friends and family. Although chances to interact with actual real-world clients may be relatively few and far between in graduate school, students will surely find more opportunities to practice their “elevator speech” with friends and family—especially those with related work experience in areas such as human resources. However, as I am sure many readers can attest, sometimes it is difficult to hold the attention of such audiences. For example, while recently discussing some of the details of the experimental design I utilized for my master’s thesis, I started to notice my parents’ eyes glazing over in utter confusion at the dinner table. No doubt my inability to hold their attention was partly a function of not explaining these concepts very well, but one must bear in mind that friends and family often do not have as much of an incentive to understand what we do (beyond grasping the basics of our profession and supporting us in our career endeavors).

Personally, one of the most valuable ways I have found to develop my “elevator speech” is by teaching an undergraduate course. Last semester I was fortunate enough to gain my first formal teaching experience as a lab instructor for a class in basic research methods. Two times a week I instructed students in experimental, correlational, and observational research designs. For most students, the course represented their first formal exposure to many of the scientific concepts underlying psychological research, including regression, ANOVA, moderators, interactions, scale development, and between-subjects factorial designs, among others. As such, my success as an instructor hinged upon my ability to take topics that often take years to master and explain them in ways that made sense to individuals encountering such material for the first time. Although challenging at times, especially in the beginning, this role forced me to utilize and develop various teaching strategies and to adapt to different learning styles in order to be effective. Further, unlike practicing one’s

“elevator speech” in front of friends and family, students are held accountable for material covered in class. Thus, there is an incentive on their part to learn from you, making students a relatively ideal audience to practice one’s “elevator speech” in graduate school. If there is a lack of teaching opportunities at one’s school, there are always other options as well. For example, one might volunteer as a guest lecturer or put together and offer an I-O information-night workshop or discussion board for undergraduates interested in I-O careers.

Before concluding, it is important to note that one’s “2-minute elevator speech” may vary depending on one’s audience or the circumstances surrounding a particular situation. For example, the content of one’s “elevator speech” necessarily changes depending on whether one is communicating with family or friends versus when one is trying to sell a potential client on a future business collaboration. Thus, the “2-minute elevator speech” is not something that is developed once, neatly stored in one’s memory, retrieved occasionally, and used in the same way from one situation to another. Rather, it is continuously developed and modified over time with different versions retrieved depending on the nature of the situation. In so doing, an I-O psychologist with a flexible “elevator speech” is able to be effective with a wide range of audiences and in a variety of personal and professional contexts. Ideally, one should be able to communicate with three broad audiences: practitioners, academics, and lay people. For example, although one’s practitioner and lay person-focused “elevator speeches” are critical for job interviews, among other things, an academically oriented speech will go a long way in helping one share research with other scientists in the field.

All in all, I hope, if anything, readers have taken away from this article the importance of speaking the language of practice. We as I-O psychologists are inherently bound to the principles governing the scientist–practitioner model and thus must learn how to translate what we do for those we serve in organizations. Although it is natural for each academic discipline to develop its own way of communicating among members, our future as I-O psychologists hinges upon being fluent in the language of applied settings. Moreover, this need applies not simply to those pursuing research in consulting but for those set on an academic career. Developing one’s “2-minute elevator speech” will serve to benefit one’s career and make one a better I-O psychologist.

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Watch This Space: Launch of the SIOP Practice Resources Wiki

Doug Reynolds
SIOP Communications Officer
DDI

Well, not this space exactly, but rather <http://siop.editme.com> where the new SIOP-sponsored wikis are located. For the unfamiliar, a “wiki” is a Web site that allows users to construct and edit Web page content. Think Wikipedia, but with content dedicated to the practice and science of I-O psychology. The first of the new wikis will focus on the practice of I-O psychology; other sites are also planned using the same technology.

Background

The 2008 SIOP Practitioner Needs Survey (Silzer, Erickson, Robinson, & Cober, 2008) identified the fact that online resources are critical to the professional development of I-O practitioners. Survey respondents also indicated that SIOP could add value by providing more online resources and virtual forums to help practitioners in their work. During his presidential term, **Kurt Kraiger** set a goal to establish a practitioner wiki where nonproprietary information could be shared to aid practitioners in their professional development and in their day-to-day work. As a result, the Electronic Communications Committee, under the leadership of **Ted Hayes** and **Charles Handler**, identified the technical requirements for a wiki platform to support the new tool. Stephany Schings at the SIOP Administrative Office researched many options and identified an excellent platform for the purpose, and just prior to the SIOP conference this past April, a demonstration site was created and approved for broader launch to the SIOP membership. Many thanks to those who helped create the new site.

We Need Your Input!

The Practice Resources wiki is now online for SIOP members to use. In its current state, you can think of this site as an encyclopedia with topical categories but without the content. The next step is for SIOP members to begin populating the site with work they are comfortable sharing with others. The value of this new tool will be determined by the quality and quantity of input and commentary provided from our members. Presenters at this year’s conference have been encouraged to upload their presentations and papers to the site. Other content could include white papers, unpublished research findings, experimental assessments/scales, or best practice examples for addressing common problems in I-O practice. The technical platform includes a range of features to support user-created content; for example, the site allows

for online discussion and communities of interest. So please sign on, read the one-page set of instructions entitled "How to Contribute," and help create a new resource to support the practice of I-O psychology.

Future Enhancements

As the site gains content and users, topic moderators and guest editors may be recruited to ensure the content remains current and valuable. Security controls may also be added asking SIOP members to log in prior to contributing content. The content categories may also be refined as the site is populated. Plans are underway for additional wiki sites at the same Web address. The Teaching Aids wiki has already been linked to this site, and a Science Resources site will likely be added in the future.

If you would like to help with any of these efforts, please consider visiting <http://siop.editme.com> and contributing your content. You can also contact me at Doug.Reynolds@ddiworld.com if you would like to serve as a topic moderator or guest editor.


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SIOP Is Now Approved to Provide HR Continuing Education

Jolene Skinner
Dell, Inc.

Last fall, SIOP administered the first continuing education (CE) needs assessment. The CE Committee, composed of Jolene Skinner (chair), **Jacqueline Wall**, and **Anne Offner**, worked with Questar and the SIOP office to deliver an online survey to our members during the October/November timeframe. The goal was to better understand our members' CE needs so that we can maximize the use of our CE offerings, both during our conferences (e.g., workshops, seminars, master tutorials) and outside of the conferences (e.g., online learning center, partnering with local I-O organizations). We wanted to identify who needs CE, how members use CE, what content is needed, and how to deliver CE most effectively (method, cost, timing, etc.).

We had over 766 respondents (11% participation rate) distributed across our membership base, with 41% of the sample stating that they have taken courses for CE credit. We analyzed the data and have posted a detailed summary of the participants and results on the SIOP Web site (<http://www.siop.org/ce.aspx>). We also shared the results with our Executive Board and Conference Committee. Now we are sharing the results with our members so that you know what we learned and how we are using your feedback to drive improvements in our CE offerings.

What We Learned

Widespread participation in our survey suggests that interest in CE is not just limited to traditionally licensed psychologists. Regardless of whether members are licensed and/or certified, professional development is the top reason that members use CE courses. In fact, reasons for enrolling in CE did not significantly vary in rank order across membership types (across professional and student members, across degree types, and across those who are licensed/certified and those who are not). In other words, even for licensed and certified psychologists, professional development is still the top reason why our members seek continuing education opportunities (licensure is second; skill building is third). This finding is very important to SIOP because it means that as we plan for the future, our improvements will be helpful to most of our members, not just licensed psychologists. Top content choices were also consistent across respondents, focusing on leadership and management development, organizational development and change, measurement and statistics, and selection and staffing. Content on high-performing teams, job and work analysis, diversity, competency modeling, and litigation support were selected by less than 20% of our members.

In addition, we learned that members want to take CE courses when it is convenient for them. More specifically, our members reported a high level of interest in online offerings, including prerecorded and self-study modules, a delivery method that SIOP continues to investigate. Members prefer content presenters who are well-known speakers and provide updated information on the topic. Yet, our members told us that speakers do not have to be limited to SIOP members, those who are highly published, or have a doctorate degree. Thus, we have opportunities to expand our speaker base beyond the typical SIOP borders.

Our Actions

Conference updates. The results were used to help identify what sessions to record at the April conference and to decide what workshops to offer for next year's conference. We also are considering offering online programs to supplement conference workshop sessions.

CE availability. In our efforts to expand the value of CE, SIOP applied for and was granted HR Certification Institute (HRCI) approval in February. HRCI is a certification awarded through the Society of Human Resource Management (SHRM). We are now an approved provider for continuing education for SPHR, GPHR, and PHR certifications. We are continuing to work with the Administrative Office to ensure information on our HRCI certification is available on the SIOP Web site CE page so that members can fully understand the benefits. In addition, we are working to update the conference submission process to partially automate how sessions can be considered for HRCI credit in the future.

Increasing feedback mechanisms. We have included additional items in the Leading Edge Consortium and April conference evaluations and have requested additional analyses on our current CE evaluations so that we can continue to track our CE priorities and membership needs. We are also working with the Administrative Office to update our membership tracking information so that we can track both certification and licensure information. Our goal is to create sustaining mechanisms so that we do not need to administer supplementary CE needs assessments.

We continue to partner with the Conference and LEC Committees and the Administrative Office to find ways to increase the value of participation in CE, ensuring that our CE opportunities are both relevant to our I-O members and more accessible to those who need and want it. One such focus in the upcoming year will include possible online programs. We are also open to new opportunities and partnerships with other organizations both external to SIOP and with local I-O organizations to leverage our CE offerings. For more information on CE offerings at SIOP, visit our Web page (<http://www.siop.org/ce.aspx>). If you have ideas or suggestions, please contact Jolene Skinner at jolene_skinner@dell.com.

A Silver Celebration: SIOP 2010 in Atlanta

Julie B. Olson-Buchanan, Conference Chair
California State University, Fresno

Sara Weiner, Program Chair
Kenexa

From baubles to bobbleheads, SIOP conference attendees celebrated our silver conference anniversary with flair! Here are just a few of the ways we paid tribute to our 25th conference:

- Attendees at the opening plenary were treated to commemorative anniversary pins (baubles) and all attendees had the opportunity to purchase a commemorative piece of glass art (more baubles).
- There was a designated History Lounge in the exhibit hall where conference goers could learn more about our SIOP conference history including opportunities to:
 - View the 25 posters created for each of the 25 conference years, which were filled with factoids and other interesting information. A big thank you to **Paul Levy** and his History Committee for making this happen!
 - View the sign from the first conference which was signed by the first conference goers (thank you to **Stan Silverman** for sharing this with us!). Sign a banner for the 25th conference, which will no doubt be displayed at our 50th conference!
- There were special historical tributes at the opening plenary (see below), as well as special performances by SIOP artists at the closing reception and SIOP treasures (including bobbleheads!) in the silent auction.

In addition to celebrating our past, we also introduced some new features at this year's conference including:

- A new registration process (eShow) that kept the lines, well, pretty much nonexistent
- New conference bags that can be used as reusable grocery bags
- New badges where you can actually read someone's name without getting too close!
- A new mentoring program (Ambassador program) that matches new conference goers with more seasoned conference attendees

And there were plenty of SIOP members on hand to celebrate! In fact, we had 3,938 conference registrants from 36 countries breaking the 3rd place record attendance set in Chicago in 2004.

Here's a quick rundown of some of the other key events at the conference.

Wednesday

Robin Cohen's Workshop Committee developed and delivered a set of 15 cutting-edge workshops. After the workshops, registrants and presenters

were treated to the can't-be-missed workshop reception (complete with the traditional shrimp).

Mark Frame chaired a terrific set of sessions for 28 new faculty members at the 5th Annual Junior Faculty Consortium.

Larry Williams hosted an outstanding set of sessions for the 31 doctoral students at the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.

Pauline Velez hosted a very stimulating and informative fourth Master's Student Consortium for 45 students currently enrolled in master's programs.

Sara Weiner and **Adrienne Colella** (Membership chair) hosted a welcome reception for attendees who were new to the SIOP conference. Networking opportunities facilitated meaningful new contacts among new and seasoned attendees.

Dave Woehr organized a very successful SIOPpen Golf Tournament at Lakemont Course, one of two courses at the Stone Mountain Golf Club, for 40 golfers.

Thursday

Opening Plenary

Julie Olson-Buchanan kicked off the conference by welcoming attendees to the 25th conference. In recognition of our silver anniversary, three of the organizers from the first SIOP conference then shared some interesting reflections on how the conference started. Thanks to **Irv Goldstein** (president and Conference Committee member during the first conference), Stan Silverman (1st Conference chair), and **Rich Klimoski** (1st Program chair). Awards Committee Chair **Anna Erickson** recognized the 33 award, grant, and scholarships winners, and Fellowship Chair **Ann Howard** introduced 13 new SIOP Fellows. Next, our SIOP Foundation president, **Milt Hakel**, provided a report on the SIOP Foundation. Using Kirkpatrick's four levels of evaluation as a framework, President-Elect **Eduardo Salas** gave an introduction to **Kurt Kraiger's** talk that won't soon be forgotten (think fashionista!). Kurt Kraiger kicked off his presidential talk with SIOP's first music video, which featured a pictorial description of his year as president and a tribute to some of the SIOP members who had served SIOP in a unique way over the past year. Focusing on the contributions I-O psychology has made over the past 25 years, Kurt closed his talk by highlighting some of the recent ways SIOP members have been making a difference in society.

After the presidential address, Eduardo Salas announced the winners of this year's elections: **Lori Foster Thompson** (External Relations officer), **Joan Brannick** (Professional Practice officer), Milt Hakel (Instructional and Educational officer), and Adrienne Colella (President-Elect).

Julie Olson-Buchanan closed the plenary session with a description of the highlights of the conference.

Other Features

The first theme track of the 2010 conference was presented on Thursday and was chaired by **Shawn Burke**. This theme track explored the potential benefits and pitfalls of virtually connected work.

The International Affairs Committee hosted a lively International Members' Reception.

The Committee on Ethnic Minority Affairs held its annual meeting, followed by a well-attended reception.

For the fourth year we highlighted the top-rated posters, S. Rains Wallace Award winner, and Flanagan Award winners during the Thursday evening all-conference reception.

Friday

Arnold B. Bakker, Erasmus University Rotterdam, president of the European Association of Work and Organizational Psychology, presented a special keynote presentation.

Chu-Hsiang (Daisy) Chang and her Friday Seminar Committee hosted four outstanding and well-received sessions.

Scott Mondore hosted the 2nd SIOP Master Collaboration series that highlighted two subjects (each featuring a leading researcher and a leading practitioner).

After holding its annual meeting, the Lesbian, Gay, Bisexual, and Transgender Committee held a reception on Friday.

The Executive Board sessions included an invited address by **Robert Roe** (University of Maastricht). **Suzanne Tsacoumis** worked with the Executive Board to identify the full day of outstanding presentations and speakers.

Saturday

At 7:00 a.m., 159 members participated in this year's Fun Run at Grant Park in Atlanta, once again hosted by **Paul Sackett**, Pat Sackett, and **Kevin Williams**.

The Saturday theme track, chaired by **Mariangela Battista**, focused on a series of sessions on the topic "Reengineering I-O Psychology for the Changing World of Work." This special track ended with an invited address from Marshall Goldsmith.

Closing Plenary and Reception

The conference culminated in the closing plenary. David Ulrich (University of Michigan and RBL Group) gave an extremely interesting, engaging, and thought-provoking keynote plenary address on "Looking Back and Moving Forward: Why and How Rigor and Relevance Can Coexist." His talk will no doubt stimulate a valuable discussion about SIOP's future. At the end of the plenary, Kurt Kraiger passed the gavel to our incoming president Eduardo Salas who then announced his theme for his presidency: celebrating our science and practice.

Immediately following the closing plenary, we enjoyed our 25th anniversary reception. Attendees were treated to delicious appetizers and a terrific jazz trio. Special SIOP guest artists included an encore performance of Paul Sackett's "I Am the Very Model of the Scientist-Practitioner" song from 1994 (updated to include the presidents from the last 16 years) and two clarinet solos by **Victor Vroom** (including a reprise of "When the Saints.." from the 2009 opening plenary). Attendees had the opportunity to bid on hundreds of items at the silent auction including some first edition I-O books (signed!) and, of course, the presidential bobbleheads. The silent auction raised over \$6,500 for the SIOP Foundation. A special thank you to **John Cornwell**, **Gene Johnson**, and LGBT Committee who worked so hard on gathering the items and organizing the auction.

Sunday

Second annual volunteer activity. **Carolyn Facteau** and **Jeff Facteau** (Local Arrangement co-chairs) coordinated a group of dedicated SIOP members who volunteered to sort surplus medical supplies for MedShare. Our group of SIOP volunteers were able to sort over 180 pounds of excess medical supplies that otherwise would have gone into a U.S. landfill. These supplies will be shipped to countries around the world, primarily to developing countries that don't have basic medical equipment. As the representatives noted, the hours our group spent on this project would serve to save the lives of people around the world. This was a rewarding experience for all of those involved.

We also continue to raise money for Make it Right in New Orleans, a project to build homes for those who lost their homes during Hurricane Katrina. We have a team-sponsored home: The House That SIOP Built. Thus far we have raised over \$25,000 toward the \$100,000 needed. See page 145 for donation instructions.

Throughout the Conference

Linda Shanock coordinated an interesting lineup of 12 Community of Interest sessions this year.

Ryan O'Leary, **Kevin Smith**, and their committee served 314 job seekers at the Placement Center.

Tracey Rizzuto coordinated 88 student volunteers. Tracey and the student volunteers made sure the conference ran smoothly by helping with many behind-the-scenes tasks including conference bag stuffing, sign deployment, registration, and the like.

Dave Nershi and the Administrative Office staff did an outstanding job of keeping the conference on time, on track, and loads of fun.

Remember, if there's a session you missed because there was just too much to do, check out the SIOP Web site. There you will find a video of Kurt's presidential address and the SIOP Learning Center, where you can subscribe to access audio streaming of many conference sessions.

See you in Chicago for the 26th Annual SIOP Conference!

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Celebrating SIOP's Silver

25th Annual Conference
Atlanta, GA April 8–10, 2010



Above: A trio of SIOP leaders: 2003 President Ann Marie Ryan, 2008 Program Chair Steve Rogelberg, and 2008 Council Representative Janet Barnes-Farrell.

Below: Wayne Cascio, Bob Lee, and Allen Kraut enjoy the Fellows' breakfast, held prior to the opening plenary session.



Below: The Conference Placement Center had another successful year thanks to Stacey Lange, Erin Swartout, and Chair Kevin Smith.



Above: Program Chairs Mariangela Battista (2011), Lisa Finkelstein (2005), and Sara Weiner (2010) celebrate another great conference after the closing plenary.



SIOP presidential bobbleheads!

Front row: Mike Burke, Gary Latham, Paul Thayer, and Milton Hakel.

Back row: Kurt Kraiger, Nancy Tippins, Jim Farr, Victor Vroom, Paul Sackett, and Ben Schneider.



Above: Milt and Lee Hakel spoke about their 25th anniversary at the closing plenary of SIOP's silver.

Below: Ilia Montalvo, Vierquiz Batia, and Jewel Denson wind down at the closing reception, which featured a special 25th anniversary SIOP cocktail.



Left: Ellie Weldon, Eduardo Salas, and Carl Persing participate in a new feature at SIOP, the practitioner speed-mentoring program.



The SIOP Ambassador program matched first-time attendees with conference veterans.
Left: Nicholas J. Arreola and Wendy Becker.
Below: Maria Spilker and Mark Frame.



Left: Richard Klimoski (Program Chair, 1986), Stan Silverman (Conference Chair, 1986), and Irv Goldstein (SIOP President, 1986) speak at the opening plenary about the planning and execution of the first conference 25 years ago.

The Fifth Annual Junior Faculty Consortium Report (2010)

Mark C. Frame
Middle Tennessee State University

The Fifth Annual Junior Faculty Consortium (JFC) was held on Wednesday, April 7, 2010. Twenty-eight participants (up 7% from 2009) signed up to network with each other and hear from several luminaries in the field of I-O psychology. We began the consortium by getting to know one another. Participants completed a self-assessment, and we discussed our goals for the afternoon. After lunch, participants engaged in the “How I Managed the Tenure Process and Remained Reasonably Sane” with panelists **Andi Lasziter**, **Bart Weathington**, and **Nathan Kuncel** who, while discussing mentoring, encouraged us to each “find your own (**Paul**) **Sackett**.”

Two “Award-Winning Wisdom” panels were added to the JFC in 2010. The first focused on teaching and the second focused on research and service. For the “Award-Winning Wisdom—Teaching” panel, **John Binning** and **Mikki Hebl** discussed their teaching philosophies and strategies (we all had a laugh as we discovered that one key to being a good teacher is to use “Post-it” notes for lecture notes). For the “Award-Winning Wisdom—Research and Service” panel, **Murray Barrick** shared career advice relating to focusing research efforts, and **Richard Klimoski** discussed the often-underrated value of service as it relates to the careers of junior faculty.

The 2010 “Editorial Process” panel resulted in an extended, lively, and informative discussion. Five journals were represented and JFC participants were treated to the editorial insights of Allen C. Amason, **Michael Burke**, **José M. Cortina**, R. Duane Ireland, and **Steve W. J. Kozlowski**. The editors discussed the review process, submission processes, and submission statistics for their respective journals.

A postconsortium survey revealed that participants were generally pleased with the 2010 SIOP JFC, and 67% reported that they would attend similar panels at future SIOP conferences. Over 83% of those who are likely to attend the SIOP conference in 2011 said they would “consider participating in the 2011 SIOP JFC.” Participants appreciated the informal approach and enjoyed hearing from “well-known and respected presenters” and found the “in-depth discussions... helpful.”

The fifth anniversary of the SIOP JFC was a fun and productive way to kick off the silver anniversary of SIOP’s annual conference. The JFC continues to serve as a valuable opportunity for pretenure faculty to learn and develop their skills as instructors and researchers. The JFC participants are also actively communicating with each other using an online group created for the purpose on the “LinkedIn” networking Web site.

On behalf of the all of the 2010 JFC attendees, I thank the panelists for their time, effort, enthusiasm, and wisdom. My thanks also go out to **Jessica**

Bagger, Wendy S. Becker, Joyce E. Bono, and James L. Farr for the time and effort they put into the first three SIOP JFCs. I would not have been able to organize and host the 2010 SIOP JFC without the help of the great people in the SIOP Administrative Office, **Julie B. Olson-Buchanan**, and the entire SIOP 2010 Annual Conference Steering Committee. I look forward to returning to Sweet Home Chicago for the 2011 SIOP JFC!

A grayscale advertisement for JobNet. The background shows a blurred image of people in a professional setting. Overlaid on this is the text 'JobNet' in a large, bold, sans-serif font. Below this, the words 'EASY! CONVENIENT! EFFECTIVE!' are written in a smaller, bold, sans-serif font. A quote in italics follows: "...the SIOP listing process was easy and enabled us to find a great applicant for the position. Thank you for the service." Below the quote is the attribution "--Tanya B. Kiefer TIAA-CREF". At the bottom, the website address 'www . si op . org / j ob net' is written in a lowercase, sans-serif font, followed by the slogan 'Bringing the World Closer to You' in a large, bold, sans-serif font.

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*--Tanya B. Kiefer
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Bringing the World Closer to You

Committee for Ethnic Minority Affairs Reaches Out to Atlanta University Center Undergraduates at 2010 SIOP

Kizzy M. Parks
K. Parks Consulting, Inc.

At the 2010 SIOP conference, the Committee for Ethnic Minority Affairs (CEMA), chaired by **Jimmy Davis**, arranged an outreach event for undergraduate students from the Atlanta University Center (AUC). The AUC consists of four historically Black colleges and universities: Clark Atlanta, Morehouse College, Morris Brown College, and Spelman College. The event consisted of a panel discussion and complimentary 1-day SIOP conference passes for 12 undergraduate students.

The outreach activities kicked off with a panel discussion on the campus of Morehouse College in the Kilgore Center for Leadership the day prior to the conference opening plenary session. Roughly 60 students attended the event. Four I-O psychology professionals served on the panel moderated by Jimmy Davis: **Derek Avery**, Laura Morgan Roberts, Kizzy M. Parks, and **Ella Washington**. The panelists discussed their current roles and research activities, advice to prepare students for a career in I-O psychology, how they picked their graduate program, and how students may get involved in the field at this point in their academic studies, as well as answered numerous questions from the students.

Following the panel discussion, SIOP granted 12 one-day passes for students to attend the conference and get a feel for the Society as well as the profession. The students attended a variety of morning sessions, interacted with vendors, and even had the opportunity to speak with then President **Kurt Kraiger**.

Overall, the students enjoyed the experience of hearing the panelists' comments as well as the opportunity to attend the conference. Student's reactions to the events are best captured in their reflections below:

Attending the SIOP conference as an undergraduate was such a blessing and an eye opener. To be surrounded by a plethora of influential individuals was truly an amazing experience. As an undergrad who has taken an I-O course before, attending the conference exposed me to concepts, principals, and ideas that I was unaware fell within the field. If you are unsure of what particular category or research area to study within I-O, you will definitely leave the conference knowing which area to go into. I also got a chance to meet the president of SIOP, and he was simply inspiring. He explained that with hard work, perseverance, and dedication we can achieve the same success he has already accomplished; although, my attendance at the conference was brief, I felt confident that I made an impression on some individuals. The people attending the conference are extremely polite and are open to providing words of encouragement as well as information on how to make it into graduate school. I would like to thank Dr. Jimmy Davis for choosing me to attend this conference. If I could attend it every year, I would not hesitate. Andrew T. McGee, Morehouse College

The experience of attending the SIOP Conference was remarkable, allowing me to network, learn, and explore I-O psychology not only as a undergraduate student but also as a perspective consultant. I used the different workshops to my advantage, allowing me to brainstorm and see how I can expand my future goals as an I-O psychologist. Danielle Jones, Spelman College

The prior panel discussion provided answers to questions that I have had for years. The information from the panel discussion and the sessions at the SIOP conference has given me new direction and focus in my journey into I-O psychology. All in all, the 25th Annual SIOP Conference gave me direction and guidance in my vocational, educational, and research endeavors more than any one event I can name. As a psychology major, it was always difficult to get advice on entering I-O because clinical, counseling, and law held the majority of students' interests. The information at the sessions and the willingness of the attendees to give advice to my peers and me was refreshing and well needed. The worth of the conference is the epitome of invaluableness. I cannot thank Jimmy Davis and the Society for Industrial Organizational Psychology enough for making this experience possible. Kahoa K. J. Bonhomme, Research Associate, Morehouse Male Initiative Marketing Manager, INA

I want to first thank CEMA as well as Kurt Kraiger for the opportunity to experience my first SIOP conference here in Atlanta. The conference was an eye-opening experience, it was much better than I expected. I loved the fact that there were so many sessions available for every person's interest. I enjoyed the session about social networking; I never realized there were so many variables that could ultimately change the dimensions of a study. The available networking opportunities are unlimited at the conference, which is an important aspect that I feel should be available at conferences instead of having only a few sessions that are scheduled back to back, leaving no room for one to actually communicate with the other attendees—therefore, in my opinion, defeating the main purpose of a conference. I met so many people that stated that if I had any questions about what I wanted to do in the future, then I could contact them. I believe that this opportunity should be given to more undergraduate students in order to increase the interest in I-O psychology in the future. Attending this conference has allowed me to finally decide what I want to accomplish in my scholastic as well as professional career. I enjoyed every aspect of the SIOP and I look forward to attending future conferences. Dyonne Bourne-Clark, Atlanta University

We are grateful for the support and participation of Kurt Kraiger, the panelists, and the conference attendees for making this a successful outreach endeavor. Our goal is to expand the outreach efforts and institutionalize these events at all future SIOP conferences. If you would like to assist with the outreach efforts or have any suggestions, please contact Kizzy M. Parks, CEMA Chair, kparks@kparksconsulting.com.

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2010 SIOP Fun Run

Paul Sackett

Over 100 dedicated folks roused themselves very early for the 18th SIOP Fun Run. They were treated to a beautiful, but extremely hilly, course in Atlanta's Grant Park. We had a first this year, with a female overall winner. **Eleanor "Lennie" Waite**, an All-American miler (4:38!) and steeplechase runner at Rice who is now in the I-O grad program at University of Houston, and training with the 2012 Olympics in mind, led the field with a 16:05 finish. Perennial winner **Stephen Murphy** once again placed first in the men's division. George Mason University took the honors this year in the team competition.

Our good friend Frank Landy, who passed away earlier this year, was instrumental in initiating the SIOP Fun Run in 1992. The event will be renamed in his honor. Come join us in Chicago next year for the Frank Landy 5K Fun Run.

Top 10 Men

<i>Name</i>	<i>Place</i>	<i>Time</i>
Stephen Murphy	1	16:07
Ramon Rico	2	16:48
Eric Day	3	16:50
Scott Whiteford	4	17:12
Stephen Risavy	5	17:39
Fred Macoukji	6	19:01
Dan Putka	7	19:17
Paul Tesluk	8	19:24
Kurt Oborn	9	19:51
Gregory Stevens	10	19:54

Top 10 Women

<i>Name</i>	<i>Place</i>	<i>Time</i>
Eleanor Waite	1	16:05
Virginia Whelan	2	22:06
Loren Bandon	3	22:10
Laurie Wasko	4	22:13
Allison Gabriel	5	23:12
Shane Connelly	6	23:30
Dana Born	7	24:34
Laurie Bravo	8	25:02
Kristy Jungemann	9	25:13
Ashley Wade	10	25:13

Age Group Winners

Women 20-29

Eleanor Waite	1	16:05
Loren Bandon	2	22:10
Laurie Wasko	3	22:13

Men 20-29

Stephen Risavy	1	17:39
Fred Macoukji	2	19:01
Kurt Oborn	3	19:51

Women 30-39

Laurie Bravo	1	25:02
Heather Pierce	2	25:24
Joy Oliver	3	25:30

Men 30-39

Stephen Murphy	1	16:07
Ramon Rico	2	16:48
Scott Whiteford	3	17:12

Women 40-49

Virginia Whelan	1	22:06
Shane Connelly	2	23:30
Dana Born	3	24:34

Men 40-49

Eric Day	1	16:50
Paul Tesluk	2	19:24
Douglas Reynolds	3	22:05

Women 50-59

Pat Sackett	1	29:28
Mary Swift	2	36:05

Men 50-59

Paul Sackett	1	22:21
Kristofer Fenlason	2	22:38
David Woehr	3	25:31

Men 60-69

Tom Stone	1	24:13
M. Peter Scontrino	2	27:21

Four-Person Teams

George Mason University	87:17
HUMRRO	93:30
Rice University	97:20
University of Minnesota	98:15
Florida International U.	105:01
University of Akron	106:03

Mixed Doubles

Jason Steinert/Loren Blandon	47:08
Paul Sackett/Pat Sackett	51:49

Advisor/Advisee

Paul Sackett/Adam Beatty	51:23
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Scientist/Practitioner

Gary Giumetti/Eric McKibben	40:29
Joy Oliver/David Woehr	51:01

SIOP Program 2011: Chicago

Mariangela Battista
Pfizer, Inc.

Planning for the 2011 annual conference in Chicago is already well under way! The 3-day program format will continue to include master tutorials, Friday seminars, communities of interest, interactive posters, keynote speakers, Thursday and Saturday theme tracks, and the heart of our conference, the peer-reviewed programming. Next year's theme tracks, which are full-day conferences within a conference, will provide in-depth programming around cutting-edge topics appealing to both academics and practitioners. Thursday's theme track will focus on managing HR for sustainability and Saturday's track will concentrate on leveraging data to drive organizational decisions.

Beginning with the New Orleans conference in 2009, SIOP has been coordinating volunteer activities during our conferences to contribute to the communities we visit each year. We continue to raise money for Make it Right in New Orleans, a project to build homes for those who lost theirs during Hurricane Katrina. We have a team-sponsored home: The House That SIOP Built. Thus far we have raised over \$25,000 toward the \$100,000 needed. You can donate to our team house by going to the following Web site: <http://www.makeitrightnola.org/>.

- Click on "Donate"
- Click on "Request a Team Home" on the right side of the page
- Click on "Find a Team/Participant" on the left side of the page
- Type in SIOP in the search field and click on "Search"
- Click on "The House that SIOP Built"

For 2011, volunteer and outreach activities will also be coordinated in Chicago. These plans will be communicated well in advance, so you can plan accordingly.

Below is a high-level timeline to help you plan for the 2011 conference:

Early July 2010: Call for Proposals (electronic only). Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address.

Early–Mid July 2010: Reviewer recruitment. Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP professional members (Fellows, Members, Associates, International Affiliates, and Retired statuses) are eligible. SIOP Student Affiliates who have successfully defended their dissertation proposal and presented at a SIOP conference as a first author are eligible. The review process is essential to the success of the program and we encourage everyone to sign up. **WE NEED REVIEWERS! PLEASE SIGN UP!**

September 15, 2010: Submission deadline. The submission process will be entirely electronic. The Call for Proposals will have details. (This deadline always arrives faster than we think it will so do get started thinking about your submissions!)

Early October 2010: Submissions sent out for review.

Early November 2010: Reviews due back.

Early December 2010: Decision e-mails. Submitters will be sent (electronic) decision letters regarding their submissions.

Mid-February 2011: Program published. The conference program will continue to be published both in a hardcopy booklet and on the Web. Remember, only those registered by the early registration deadline will receive programs by mail. All others can access it online or pick one up at the conference.

Please note that more and more communication will be electronic and drive you to the SIOP Web site for information and action.

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SIOP's 2010 Leading Edge Consortium Focuses on High-Performance Teams

Stephany Schings Below
SIOP Communications Manager

SIOP's 6th annual Leading Edge Consortium (LEC), "Developing and Enhancing High-Performance Teams," will take place October 22–23 at the Grand Hyatt Tampa Bay in Tampa, FL. Registration is open at www.siop.org/lec.

Chaired by Past President **Gary Latham**, along with SIOP Members **Deb Cohen** (Practice) and **Scott Tannenbaum** (Science), this year's LEC will bring together thought leaders from academia and practice to focus on the robust topic of teams and team leadership. Attendees will hear from speakers covering a wide range of issues, such as team structure, team effectiveness, team leadership, virtual teams, and team engagement.

The consortium will engage speakers and participants alike in discussions about the practice and science of teams and will apply the discussion to public, private, and military settings.

"All of those industries care about teamwork, so there is interest, and of course there is a lot of hunger for solutions," said SIOP President **Eduardo Salas**, a professor at the University of Central Florida who will be speaking at the event. "People are asking 'How do we manage teams? How do we compose teams? How do we deliver effective team performance?'"

Salas said the topic of teamwork is important to the military, aviation, healthcare, and many other industries where high reliability of human performance is needed.

"It's important because the consequences of an error are severe," he explained.

Teamwork is not only about saving lives, but it is also important to ensure businesses as diverse as retail and finance succeed, added LEC co-chair and speaker Scott Tannenbaum.

"Organizations and teams that collaborate effectively have a competitive advantage," Tannenbaum explained. "We are all aware of frightening examples of how coordination breakdowns led to safety problems in settings such as aviation, combat, energy, construction, and medicine. And anyone who has been to a hotel, restaurant, or store can readily see how teamwork impacts the customer experience. Virtually all companies—public and private, local and global—need to ensure that their work teams, project teams, and leadership teams are ready and able to perform together as teams."

In addition to Salas and Tannenbaum, this year SIOP once again offers an exceptional list of speakers who are leaders and influential thinkers in their field. The confirmed list of LEC speakers also includes:

- Deb Cohen: Chief Knowledge Development and Integration Officer at SHRM

- Scott Tannenbaum: President, The Group for Organizational Effectiveness
- **Michael Beer:** Chairman and Founder of TruePoint, a research-based management consultancy, and Cahners-Rabb Professor of Business Administration, Emeritus, at the Harvard Business School
- **Richard Hackman:** Edgar Pierce Professor of Social and Organizational Psychology at Harvard University
- Heidi King: Deputy Director, Patient Safety Program, Department of Defense
- Kazem Rassouli: Manager, Research and Development, Ontario Power Generation
- **John Mathieu:** Department Head, Professor and Cizik Chair in Management, Management Department, University of Connecticut
- Lily Kelly-Radford: Executive Development Group and owner of LEAP Leadership, Atlanta leadership consultancy
- Ruth Wageman: Associate Professor of Business Administration, Tuck School of Business, Dartmouth
- Casey Haskins: Colonel, United States Army
- Norby Williamson: Executive Senior Vice President of Studio and Event Production, ESPN Inc.
- **Michael West:** Executive Dean, Aston Business School, Aston University

Latham said he anticipates this conference to be a popular one because of the importance and timeliness of the topic.

“Teams are a way of life in this millennium,” he said. “It is rare to find a job setting where one can work primarily alone. Hence, answers to questions are needed as to how to select people for teams, lead and manage teams, train teams, and coordinate them. These questions are constantly asked by SIOP’s practitioner members’ clients. Answers to these questions are also actively sought by SHRM, an organization for whom SIOP provides evidence informed input. Hence, our enrollment capacity for this conference is likely to be at the maximum quickly.”

The LEC is unique in its approach by bringing together leading-edge thinkers—practitioners, researchers, and HR executives—to examine issues in an intimate setting that fosters stimulating dialogue among colleagues. Each presentation takes place in general session, a setting conducive to interaction with presenters and networking with leaders in the I-O field.

Consortium includes lunch on Friday and Saturday, breaks, and receptions on Thursday and Friday evening. Registration fee is \$425 on or before August 28, 2010. After the early registration deadline, the fee is \$495. You can register now at www.siop.org/fallconsortium.

For more information about the LEC, visit the Leading Edge Consortium page at www.siop.org/lec.

Announcement of New SIOP Fellows

Ann Howard
Development Dimensions International

We are delighted to announce that 13 SIOP members were honored at the Atlanta conference with the distinction of Fellow.

FYI: The 2010 Fellow nominations process goes online on **July 1**. Visit the SIOP Web site for the process.

Here are the new Fellows:

David P. Baker

Director, Health Services Research Institute, Carilion Clinic; Principal Research Scientist, American Institutes for Research

Dr. Baker has developed and applied his expertise in teams, teamwork, training, and team performance measurement to the great benefit of those in high-risk work settings and the public they serve. He has contributed significantly to the aviation industry but is best known for his work with healthcare teams and their impact on patient safety. He led the team that developed evidence-based training methods (Team-STEPPS) that notably improved the performance of healthcare work teams. This project earned him and his team SIOP's 2007 M. Scott Myers Award for Applied Research in the Workplace. This method is now becoming the national standard for healthcare training and is spreading internationally. He has been principal investigator on more than 20 funded research projects and has published his work in a wide range of journals.



Cristina G. Banks

President and Founder, Lamorinda Consulting LLC

A practitioner with academic and service contributions spanning more than 30 years, Dr. Banks is best known for her work addressing claims in more than 70 wage and hour class-action lawsuits. Through innovations in job analysis methodology, she has transformed an ambiguous field of practice into one based on credible data and systematic methods of analysis. She is a leading expert on how plaintiffs and defendants can present scientifically defensible analyses to address wage and hour contentions, using her techniques to instruct lawyers, judges, and participants. Her expertise has helped organizations to quickly settle legal challenges and change their practices to conform to labor law. Her efforts earned an APA Presidential Citation for Innovative Practice award in 2009. She has also founded two successful consulting organizations and two nonprofit organizations.





Arthur G. Bedeian

Boyd Professor, Louisiana State University and A&M College

Dr. Bedeian has advanced I-O research and theory in four areas: role theory, work–family conflict, multilevel analysis, and research methodology. He has been a prolific researcher, evidenced by 144 publications in refereed journals and more than 1,600 citations in ISI Web of Science. He was often one of the first to call out the importance of a topic (for example, role conflict, structural equation modeling) before it evolved into mainstream research. He is a past president of the Academy of Management where he has been a Fellow for 30 years and a recipient of a Lifetime Achievement Award. He has been editor of the *Journal of Management* and served on the editorial boards of 16 journals, including the *Journal of Applied Psychology*, *Organizational Research Methods*, and *Academy of Management Review*.



Jason A. Colquitt

McClatchy Professor of Management, Warrington College of Business Administration, University of Florida

With a 10-year post-PhD career that includes 26 top-tier articles, 3 books, 11 chapters, and more than 1,800 citations in Web of Science, Dr. Colquitt is a model of career achievement. He was the recipient of SIOP's Distinguished Early Career Contributions Award in 2005 and the Cummings Scholar Award for early to midcareer achievement from the Academy of Management in 2006. He is the editor elect of *Academy of Management Journal*. His research has tackled difficult issues at the heart of I-O psychology. He has made considerable contributions to the literatures of organizational justice, team effectiveness, and personality influences on task and learning performance. An important advance was his integration of organizational justice and team effectiveness. His scale for measuring organizational justice has become the de facto standard used in about a dozen countries.



Sandra O. Davis

Founder and CEO, MDA Leadership Consulting

Dr. Davis cofounded her leadership consulting firm 28 years ago, and she is actively involved in individual assessment, executive coaching, and CEO/board succession. She consults regularly with CEOs and boards of directors of *Fortune* 500 companies, showing how psychological assessment can be used as a business strategy for improving individual, team, and organizational effectiveness. Her writing, including two chapters in SIOP's Professional Practice Series, conference seminars, and presentations, attests to her impact in the field. A recent article in SIOP's journal, on integrating coaching principles with clinical research on the therapist–client relationship, illustrates the unique perspective she brings to coaching. She is also a practicing coach: Approximately 100 psychologists have benefited from their experiences in her firm as consultants and interns, and she has helped forge a path for women practitioners in I-O psychology.

Jeffery A. LePine

Darden Restaurants Professor of Management, Department of Management, Warrington College of Business Administration, University of Florida



Dr. LePine is an early career achiever with only 11 years of post-PhD experience. He was the recipient of both SIOP's Distinguished Early Career Contributions Award in 2004 and the Academy of Management's Cummings Scholar Award for Early-Mid Career Research Achievements in Organizational Behavior in 2005. He has made considerable contributions with his research on teams and moderators of their effectiveness. The good and bad effects of stress, multidimensional models of job performance, and the role of organizational citizenship are also areas of notable research. The common thread in his work is around individual and team effectiveness in contexts where adaptation is required. His scholarship has been described as "highly rigorous, as well as focused and programmatic" and "remarkable in terms of quantity, quality, scope, and range of skills."

Karen S. Lyness

Professor, Department of Psychology, Baruch College, The City University of New York



Dr. Lyness has had two complementary careers as an I-O psychologist: first as a practitioner in three different corporations and currently in academia. Her focus in practice was on what makes managers successful and how their success might be moderated by organizational and national contexts. As a scholar, she has specialized in women in executive and managerial roles and the work-life interface of managers. Much of her research has involved pursuing theory-driven questions by creative use of very large samples of archival data. Her findings on issues such as gender differences in career barriers have been significant to society as well as psychology. In 2003, she received the Sage Lifetime Achievement Award from the Gender and Diversity in Organizations division of the Academy of Management.

Steven G. Rogelberg

Director and Professor, Organizational Science; Professor of Management; Professor of Psychology, University of North Carolina



Dr. Rogelberg is recognized for his excellent scholarly work, which includes 60 publications over a 15-year career as well as five books. Particularly notable is the novel and unique content of his high-quality research. For example, he has studied the impact of meetings on employee job satisfaction, health, and well-being. He has investigated why people do or do not respond to surveys. And his interest in studying the well-being of people who do "dirty work" led him to intensive research on those who perform euthanasia in animal shelters. His findings have appeared fre-

quently in textbooks as well as the national media, including radio, television, newspapers, and magazines like *National Geographic*. Dr. Rogelberg's considerable and impactful service to SIOP has also been acknowledged through the 2009 Distinguished Service Contributions Award.



William A. Schiemann
Founder and CEO, Metrus Group

Dr. Schiemann, an S. Rains Wallace Dissertation Award winner for his early work in communications and networking, is probably best known for his employee survey work, spanning 30 years. He was an early proponent of evidence-based management, demonstrating the value of strategic survey information in decision making. After founding Metrus Group in 1988, he introduced the concept of "measurement-management organization," the first publications on strategy mapping and the importance of people as key stakeholders in balanced scorecard theory and application. In the last decade, he has introduced the concept of People Equity as a way to assess the value—alignment, capabilities, and engagement—of talent investments. He is currently chair of the SHRM Foundation Board of Directors. His work includes 5 books, 34 publications, and 7 book chapters, including three in SIOP's Professional Practice Series.



Mark J. Schmit
Western Regional Vice President, Applied Psychological Techniques, Inc.

Dr. Schmit has focused much of his career on improving the quality of HR tools and systems used by other practitioners as well as developing tools and systems for numerous Fortune 500 and public-sector organizations. He led the development of a global measure of personality (Global Personality Inventory) with measurement equivalence across cultures, and his test development strategy is considered a best-practice model. Another breakthrough was his idea to include work context qualifiers in personality measurement, thereby increasing criterion-related validity. He also helped develop a job analysis instrument that identifies the personality requirements of a particular job, and he identified the "good employee" component revealed by Big Five personality instruments. His scholarly publications include 24 refereed publications and 5 book chapters. He has served on several SIOP committees, including chair of Professional Practice.



Daan van Knippenberg
Professor of Organizational Behavior, Rotterdam School of Management, Erasmus University

Dr. van Knippenberg is internationally recognized for his application of experimental social psychology to I-O psychology. His development of the social identity analysis of leadership,

including the Social Identity Model of Organizational Leadership (SIMOL), which has been cited extensively, has contributed important ideas to the field of leadership. His research has also emphasized the importance of studying the interactive influences of the social categorization and decision-making processes underlying the effects of diversity on work group performance. He has published more than 70 refereed articles, and during the past 10 years his work has attracted more than \$2 million in competitive research funding. He is the founding editor of a new journal, *Organizational Psychology Review*. He was instrumental in forging the alliance between SIOP and the European Association of Work and Organizational Psychology (EAWOP).

Larry J. Williams

Professor of Management/CARMA Director, Department of Management and Information Systems, School of Business Administration, Wayne State University

Dr. Williams is a highly cited research methodologist, especially known for structural equation modeling. His publications have received over 3,000 citations, and two of his papers are in the top six most cited articles in the 30-year history of the *Journal of Management*. He was one of the first researchers to bring structural equation techniques to the I-O field and has continued that work, addressing issues like method variance, model fit, and how SEM can better test theories of employee work adjustment and performance. He was the founding editor (1997–2004) of *Organizational Research Methods* and also founded the Center for Advancement of Research Methods and Analysis (CARMA) while at Virginia Commonwealth University. He received the 2005 Distinguished Career Award from the Academy of Management Research Methods Division.



Stephen J. Zaccaro

Professor, Department of Psychology, George Mason University

Dr. Zaccaro is well known for his research on leadership, team dynamics, and the leader–team interface. He has emphasized leader characteristics that promote effectiveness across multiple situations. He has also examined executive leadership and leadership development and has authored or edited six scholarly books and has another one pending. He has published 48 articles, 32 book chapters, and 29 technical reports. A recent analysis of the management literature, which includes all the top I-O journals, ranked him the seventh most cited author during 2000–2004. Working closely with the Army Research Institute and the Air Force Office for Sponsored Research, he has received more than \$1.3 million in funding. He has supervised more than 30 dissertations and is currently the associate editor of *Journal of Business and Psychology* and *Military Psychology*.



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2010 SIOP Award Winners

Anna Erickson, Chair
SIOP Awards Committee

On behalf of the SIOP Awards Committee and Executive Board, I am delighted to present the 2010 SIOP award winners. The following individuals were recognized for their outstanding contributions to I-O psychology at the 2010 annual conference in Atlanta. Congratulations to all of the award winners.



Daniel Sachau, Minnesota State University-Mankato
Distinguished Teaching Contributions Award

In both his classroom teaching and through his 20 years leading the I-O psychology graduate program at Minnesota State University, Dr. Sachau has been a role model for teaching students using the scientist-practitioner model. He has introduced a variety of innovative teaching programs including an annual I-O case competition, a biennial study-abroad program, and a weekly radio show. In addition, he founded the Organizational Effectiveness Research Group (OERG), a consulting practice staffed by MSU students and faculty. OERG clients include the United States Air Force, UnitedHealth Group, London Metropolitan Police, and Mayo Hospitals. Attesting to Dr. Sachau's influence as a teacher and mentor is the regular visits alumni make to the campus to speak to students. They also host students at their organizations and hire them as interns. This degree of alumni involvement is a direct result of their loyalty to Dr. Sachau and to the program he has created. He has received several awards for his teaching, including the MSU College of Social and Behavioral Sciences Distinguished Professor Award (2008).



Michael A. Campion, Purdue University
Distinguished Scientific Contributions Award

In every facet of his professional career, Dr. Campion has promoted and facilitated I-O science with great clarity and persistence. He has made important scholarly contributions in at least three domains: job design, teams, and structured interviewing. He was instrumental in the development of an interdisciplinary approach to job design, combining psychology, engineering, human factors, and ergonomics. He was one of the first scholars to empirically link a variety of work-team characteristics to team effectiveness, especially articulating important team-member competencies necessary for team success as well as the development of selection tools that enable the measurement of such competencies. He followed this research by conducting influential empirical studies on structured interview development and the strong psychometric properties and predictive validity of structured interviews. He has more than 100

publications. He worked 8 years in industry with IBM and Weyerhaeuser early in his career, has performed over 400 consulting projects with over 100 clients in the last 25 years, and has a recruiting firm for I-O psychologists that has made nearly 60 placements. A former president of SIOP, he is a Fellow of SIOP, APA, and APS. He would like to especially thank his wonderful former students and other coauthors for their help in making this award possible.



Riki Takeuchi, Hong Kong University of Science & Technology (HKUST)

Distinguished Early Career Contributions Award

Since receiving his doctorate from the University of Maryland in 2003, Dr. Takeuchi has established an exceptionally strong research record, a high level of commitment to teaching excellence and has been active in professional service. He has published (or has in press) 17 refereed journal articles, mostly in top-tier publications, which is considered an exceptionally high number for an early career researcher. Especially notable is his work in international expatriate adjustment and performance, which given the growing number of citations, is evidence that his work is being recognized by others working on expatriate issues. Additionally, he is developing research interests in strategic human resources management and social exchange relationships. Also, he has been appointed to six editorial boards (including *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, and *Personnel Psychology*), further evidence that editors recognize his expertise and value his judgments. He has also been recognized for his effective teaching by being named a recipient of a Best Ten Lecturers Award, a student-initiated competition at HKUST. While a doctoral student and undergraduate instructor at Maryland, he was awarded the Krowe Award for teaching, the highest honor given to faculty of any rank.



Brian S. Connelly, University of Connecticut

S. Rains Wallace Dissertation Award

Brian S. Connelly, University of Connecticut, received the award for his dissertation entitled "The Reliability, Convergence, and Predictive Validity of Personality Ratings: An Other Perspective."

James Beck, University of Akron

Robert J. Wherry Award for the Best Paper at the IOOB Conference

James Beck (picture unavailable), University of Akron, is the 2010 recipient of the award for his paper "Using After-Event Reviews to Foster Optimal Levels of Trainee Self-Efficacy." (Aaron Schmidt, University of Minnesota, is the second author.)

Adam Grant, University of Pennsylvania
William A. Owens Scholarly Achievement Award

Adam Grant, The Wharton School, University of Pennsylvania, is recognized for his 2008 article “The Significance of Task Significance: Job Performance Effects, Relational Mechanisms, and Boundary Conditions” in the *Journal of Applied Psychology* (93, 108-124).



Ben Liberman, Columbia University
John Flanagan Award for the Outstanding Student Contribution to the SIOP Conference Program

Ben Liberman, Columbia University, is this year’s winner for his submission “The Role of Diversity Climate Perceptions Among Employees With Disabilities.”



M. Scott Myers Award for Applied Research in the Workplace
Walter C. Borman (Personnel Decisions Research Institutes), Janis S. Houston (Personnel Decisions Research Institutes), Tracy M. Kantrowitz (PreVisor), Richard A. McLellan (PreVisor), and Robert J. Schneider (Personnel Decisions Research Institutes) receive the 2010 award for their project *Development and Validation of Computer Adaptive Personality Scales for Military and Private Sectors*.



Brian Roote, PreVisor
Lesbian, Gay, Bisexual, and Transgender Ad-Hoc Committee’s Research Award

Brian Roote, PreVisor, was selected for this award on the basis of his paper “The Role of Actor (Employee) Identity on Performance Evaluations,” which is part of the symposium “LGBT Working Professionals: Perceptions, Policies, and Enhancing Engagement.,



Gary Giumetti, Clemson University
Leslie W. Joyce and Paul W. Thayer Fellowship

Gary Giumetti, Clemson University, was selected for this fellowship based on his research “Applicant Reactions to Online Employment Testing.”





**Smriti Anand, University of Illinois at Chicago
Lee Hakel Graduate Student Scholarship**

Smriti Anand, University of Illinois at Chicago, earned the 2010 Hakel for her research on “Multilevel Examination of Idiosyncratic Deals: Antecedents and Consequences.”



**Kristen M. Shockley, University of South Florida
Mary L. Tenopyr Graduate Student Scholarship**

Kristen M. Shockley, University of South Florida, receives the 2010 Tenopyr for “You Can’t Always Get What You Want, But Does It Matter? A Person–Environment Fit View of Desire and Division of Labor Congruence Across the Transition to Parenthood.”

Graduate Student Scholarships



Bethany Bynum, University of Georgia, receives a scholarship for her work, “Patterns of Multisource Performance Ratings: An Integrated Approach for Examining Agreement Across Sources.”

Christopher D. Nye, University of Illinois, receives a scholarship for his research “Bias in Employee Selection: Understanding the Practical Importance of Differences Between Groups.”



Small Grant Awards

Dan Ispas, Alexandra Ilie, Russell E. Johnson (all at University of South Florida) and **Dragos Iliescu, D&D Research, Bucharest, Romania**, are awarded a grant for their project entitled “Increasing the Use of Structured Interviews by Hiring Managers: A Longitudinal Field Experiment.”





Eva Derous, Ghent University, Annemarie M. F. Hiemstra, Erasmus University Rotterdam, and Marise Ph. Born, Erasmus University Rotterdam, receive their grant for their research entitled “Video Resumés

Portrayed—Studying the Use and Added Value of Video Resumés for Ethnically Diverse Applicants and Recruiters.”

Autumn D. Krauss, Kronos, Donald M. Truxillo, Portland State University, and Talya N. Bauer, Portland State University, earned their grant for research entitled “The Effects of Explanations on Applicant Attitudes and Behaviors: A Typology for Applicant Explanations and Field Study.”



Michael A. Daniels, Bowling Green State University, Jennifer Gillespie, Bowling Green State University, Cheryl J. Conley, (not pictured), Alzheimer’s Association, Northwest Ohio Chapter, Lynn Ritter (not pictured), Alzheimer’s Association, Northwest Ohio Chapter, and Salli J. Bollin (not pictured), Alzheimer’s Association, Northwest Ohio Chapter, are being given a grant based on their research entitled “Emotional Labor and Long-Term Care Work: A Look at Antecedents, Consequences, and the Role of Intrinsic Motivation.”

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The annual SIOP conference is always a rich source of news stories for reporters and the Atlanta conference was no exception. Several presentations caught the attention of reporters and found their way into various media.

Perhaps the best part was that more writers became aware of I-O psychology and the value it brings to the workplace.

Of course, not all SIOP members' media mentions came as a result of the conference, but as usual, SIOP members are contributing to news stories on an ongoing basis, which is good for the visibility of I-O psychology and SIOP.

Following is some of the news coverage that has occurred in the past several months:

Kathy Schnure of Georgia Tech conducted research on narcissistic leaders that was presented at the April SIOP meeting in Atlanta. Stories about her findings appeared in the April 9 *Management Issues*, *Psychology Central*, the *Atlanta Constitution-Journal*, and several European publications. She noted that although narcissists do gain leadership roles, often based upon their charisma and ability to persuade others to accept their point of view, some of the underlying traits, or "dark sides," will eventually surface, preventing any "good" leadership. **Timothy Judge** of the University of Florida also contributed to the story, adding that narcissists rarely live up to their high opinions of themselves. "More organizations should attempt to assess narcissism prehire or prepromotion to avoid them. It is a fool's errand to think that narcissism can be corrected as a result of organizational intervention," he said.

The May 5 *Wall Street Journal* carried a story about the long-term effects of layoffs of a large number of employees that included comments from **Wayne Cascio** at the University of Colorado, Denver. "You can't shrink your way to prosperity," he said. His study of companies in the Standard & Poor's 500-stock index showed those who cut the deepest, relative to industry peers, delivered smaller profits and weaker stock returns for as long as 9 years after a recession.

Schnure and **Dennis Whittaker** of CorpPsych in Charlotte, NC were guests May 3 on the NPR program "Charlotte Talks" and discussed narcissistic leaders with the host. Whittaker said good leaders care about their employees and invest in their success. Narcissistics are only interested in themselves and are not effective leaders, he said.

A SIOP conference research presentation showing how preventable hospital deaths can be reduced by encouraging error reporting by **Dana E. Sims** drew interest from several medical publications. Her study focused on the influence of a learning orientation culture within an organization and trust in leadership on worker's willingness to report and document errors. Her findings were reported in the April 30 issues of *Medical News Today*, *The Medical News*, and *Infection Control Today*. She conducted the study for her doc-

toral dissertation at the University of Central Florida. She is now a research psychologist at the Naval Air Warfare Center in Orlando.

Ben Dattner of Dattner Consulting in New York City was interviewed for an April 29 *Wall Street Journal* story about questions job candidates should ask that may set them apart from other applicants.

The April 10 *Atlanta Journal-Constitution* had a story based on a SIOP conference presentation by **Lori Foster Thompson** of North Carolina State University on the consequences of using “smileys” when e-mailing prospective employers. Her findings: Smiley faces are acceptable for some professional correspondence because they evoke warmth and friendliness but not for application cover letters because it could negatively affect the employer’s impression of the applicant.

In the April 2 *Human Resource Executive*, **Rebecca Schalm** of RHR International (Calgary) discussed an RHR survey about onboarding challenges for internal executives transitioning to new jobs. Assistance is not usually offered to workers promoted internally, which leads to struggles that continue on longer than necessary. “When people were 9, 10, or 11 months into their new roles, they were still struggling with things one would have thought would have been resolved a long time before,” she said. Companies need to apply the same rigor to their internal transfer and promotion processes as they do for external hires, she said.

Schalm also writes a leadership column that is distributed to media outlets in Canada. Her February 5 column highlighted the roles leaders play in providing guidance others in the organization need for them to make decisions and take actions. Without overarching vision, values, and guidelines, organizations run the risk of expending a lot of energy in pursuit of wrong goals, which often leads to chaos, she wrote.

A March 3 column focused on the importance of productivity in organizations and outlined ways that companies fail to be productive. Her columns have appeared in the *National Post*, *Vancouver Sun*, *Calgary Herald*, *Calgary Beacon*, and Canwest News Service.

As the corporate proxy season began this spring, the March/April issue of *Chief Executive* carried a story about what shareholders and the SEC expect. **Paul Winum** of RHR International (Atlanta) was asked his thoughts. “The economy was teetering on the brink and still has not recovered, which is swinging the pendulum toward greater transparency and shareholder rights. There remain a lot of angry citizens writing their congressional leaders and demanding more of a say. The 2010 proxy season is occurring at the crescendo of these forces. Shareholders will be banging their collective fists about compensation and its relationship to corporate performance and risk,” he said.

Winum also contributed to a February 22 *Wall Street Journal* story about corporate succession plans. He noted that an altered SEC policy “has intensi-

fied board interest in preparing sooner for a leader's exit, but it's hard to get chief executives focused on planning their own funerals."

Ben Dattner of Dattner Consulting in New York City contributed to a March 30 *Wall Street Journal* story about how some chief executives live and work far away from corporate headquarters. Although some CEOs need to travel extensively to run far-flung enterprises and can keep in touch with headquarters through technology, Dattner noted they have less time to connect in person with other top executives and rank and file employees, and that can lead to hurting employee morale. "It's a little bit like the general being based in a comfortable location while the troops are on the front line," he said.

Dattner and **Matthew Paese** of Development Dimensions International were quoted in a January 31 *Wall Street Journal* story about how NBC handled the Jay Leno-Conan O'Brien succession. The first critical mistake made by NBC was to name O'Brien as Leno's successor 5 years in advance. Dattner said that was too long because a lot can change in that time. Speaking about Leno's return for a second act on the Tonight Show, Paese said "it would be a mistake for Leno to come back and to not acknowledge that there's been a real hitch in his career."

Michele Gelfand of the University of Maryland was a March 11 guest on the NPR program "The World" discussing how revenge may have played a role in a massacre of Christians by Muslims in central Nigeria in early March. She said that psychological research suggests that "revenge is a universal instinct that when you perceive you've been harmed, your group has been harmed, that there's an instinct to get even. And this is something that's common across cultures, across history," she said.

Mike Aamodt of DCI Consulting in Virginia and **Art Gutman** of Florida Institute of Technology were interviewed for an March *HR Magazine* article about Chicago city officials considering scrapping their police entrance exam because of concerns about racial diversity on the force. At issue is a "paper-and-pencil" test measuring cognitive ability or job knowledge. "If employers place less weight on paper-and-pencil tests, they should augment them with structured interviews or situational-judgment tests," Aamodt said. Added Gutman, "Public employers should be proactive. They should do pretest training for free, and they should make the test material available at no cost."

Brian Lyons of Fresno State, **Brian Hoffman** of the University of Georgia, and **John Michel** of Towson University conducted a research project reported in the March 6 *Atlanta Constitution-Journal* showing that giving general mental ability tests to players is unrelated to future NFL performance. "General mental ability (GMA) is a strong predictor of future employee performance in most occupations, but that isn't true for the NFL because it is so physically based," said Lyons. He contends teams could get better predictors on performance by doing more football intelligence-based testing.

In a March 7 Scripps Howard News story, **Theresa Welbourne** of eePulse Inc. in Ann Arbor, MI said successful new business owners can make the best decisions by focusing on three main points: (a) Talk to other entrepreneurs and your customers on a regular basis so you know what is going on in your industry and the solutions you can offer; (b) by having a solid business plan in place with specific goals and budgets, it's easier to make fast decisions; and (c) when decisions involve others, it's important to communicate your ideas and listen to feedback before making a choice.

Carl Greenberg of Pragmatic HR in Chesterfield, MO was featured in a March 5 article in the *Business Insider* about firing employees. He said they should be warned that their performance is not meeting standards but should be given enough time, at least 4 weeks, to correct and improve their performance. He also emphasized the importance of protecting the employee's dignity throughout the process. Monday morning is the best time to let an employee go, he said. "You want to quickly transition the person from working for you to the process of looking for another job, which is usually done during the week."

Gary Johns of Concordia University in Montreal was featured in a March 2 *Australian Financial Review* article about the productivity effects and costs of employees working while they are sick. "For a lot of managers, having somebody at work, even though they are sick, is much more productive than having them absent," he said. He noted there are "several different instruments to measure productivity loss but most are self-reported; so it is relatively easy to measure but difficult to measure well."

The January 15 *Toronto Globe and Mail* carried a story on the good and bad aspects of competitiveness within an organizational setting and included observations from **Thomas Fletcher** of State Farm Insurance in Bloomington, IL. He said the competitive label is often misapplied to people who are achievement oriented. Competitive people are easy to spot because they "have a desire to win at any cost," he said. In the long run, someone trying to outperform others instead of being cooperative will be more likely to deliver mediocre performance because the person seeks "easy wins" rather than working hard to do his or her best, he said.

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 boutelle@siop.org or fax to 419-352-2645 or mail to SIOP at 440 E. Poe Road, Suite 101,, Bowling Green, OH 43402.



IOTAS

Stephen Young
Florida Tech

Transitions, Appointments, and New Affiliations

Herman Aguinis, Indiana University, was appointed the director of the newly established Institute for Global Organizational Effectiveness in IU's Kelley School of Business. This new institute was created through a \$4.8 million gift from the GEO Global Foundation and aims to increase the department's presence in Latin America as well as support the university's commitment to diversity and global initiatives. The goal of the institute is to merge the research, teaching, and outreach functions in Latin America, both for graduates and the companies that hire them after graduation.

The faculty and staff of the Middle Tennessee State University (MTSU) I-O psychology program and the MTSU Center for Organizational and Human Resource Effectiveness (COHRE) are pleased to announce that **Mark Frame** will join the Department of Psychology at MTSU as an associate professor in August 2010. He is joining **Beverly Burke, Michael Hein, Glenn Littlepage, Patrick McCarthy**, and **Judith Van Hein** in the fourth decade of the long standing MTSU I-O psychology program, and he will also serve as a consultant for COHRE projects.

Ralph A. Mortensen, PhD, received his ABPP certification in organizational and business consulting psychology and became the chief psychologist for HR/OD at IPAT in Chicago.

Maria Rotundo, University of Toronto, has been appointed to the Advisory Board of the Human Capital Institute (HCI). HCI is a think tank, educator, and global association dedicated to advancing the new business science of strategic talent management. The Advisory Board is an independent group that advises HCI members on various issues related to this mission.

Congratulations!

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

OBITUARIES

Ian S. Little

December 20, 1979–May 29, 2010 Iowa City, Iowa



On May 29, 2010, at The University of Iowa Hospitals and Clinics, Ian Scott Little lost his valiant battle against complications from his treatments for acute myeloid leukemia. He was in no discomfort at the end and slipped away peacefully, with his loved ones nearby.

Early in his treatment, when there were so many questions and uncertainties, Ian said he wasn't afraid of death and that whatever happened he was proud of the person he had become, personally and professionally. His parents will receive strength and support from their memories of their son and their pride in the man he turned out to be. It is unusual for a child to become an example of courage and perseverance to his parents. Ian was such an individual.

Ian's loved ones want to express their deep gratitude for all of the thoughts and prayers received during this difficult journey. These expressions of concern and hope were very sustaining through this struggle. Ian was appreciative right to the end for the caring messages and acts of kindness he received.

Ian was a 1998 graduate of Penn High School in Mishawaka, Indiana. He earned his BS in industrial-organizational psychology from Grand Valley State University in Michigan and went directly on to earn his master's and his PhD with honors from Bowling Green University in Ohio. He worked as a research scientist at Pearson in Iowa City, Iowa.

Ian was an avid cyclist and runner, and at various times he has been a competitive swimmer and has played hockey, soccer, and rugby.

Ian is survived by his father and mother, Phillip and Sherry Little of Granger, Indiana, his beloved fiancée Erika Hall and her two sons Finnegan and Sullivan of Iowa City, Iowa, his grandparents Carl and Naomi Metzger of Brownstown, Michigan, as well as numerous aunts, uncles, and cousins.

Private memorial services for family, friends, and colleagues will be held in Iowa City and in Michigan. The family requests that memorial donations be made to The Leukemia & Lymphoma Society at www.lls.org, or to The Leukemia & Lymphoma Society, Donor Services, P.O. Box 4072, Pittsfield, MA 01202.

Gay & Ciha Funeral and Cremation Service in Iowa City is caring for Ian's family and his arrangements. Online condolences may be made at www.gayandciha.com.

Announcing New SIOP Members

Kimberly Smith-Jentsch
University of Central Florida

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 14, 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

- | | |
|-----------------|--|
| 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 | 2010 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/lec . (CE credit offered.) |
| Nov. 8–13 | Annual Conference of the American Evaluation Association. San Antonio, TX. Contact: AEA, www.eval.org . |

2011

- Feb. 24–26 Annual Conference of the Society of Psychologists in Management (SPIM). Napa, CA. Contact: www.spim.org. (CE credit offered.)
- Feb. 27–March 1 Annual Innovations in Testing Conference, Association of Test Publishers. Phoenix, AZ.
Contact: www.innovationsintesting.org.
- March 2–6 Annual Conference of the Southeastern Psychological Association. Jacksonville, FL. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
- March 4–6 Annual IO/OB Graduate Student Conference. San Diego, CA. Contact: cchandler@alliant.edu.
- March 11–15 Annual Conference of the American Society for Public Administration. Baltimore, MD.
Contact: ASPA, www.aspanet.org.
- April 7–11 Annual Convention, National Council on Measurement in Education. New Orleans, LA.
Contact: NCME, www.ncme.org.
- April 8–12 Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, www.aera.net.
- April 14–16 Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, www.siop.org. (CE credit offered.)
- May 22–25 Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, www.astd.org.
- May 26–29 Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
- June 2–4 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Toronto, Ontario. Contact: www.psychology.uwo.ca/csiop.
- June 26–29 Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, www.shrm.org. (CE credit offered.)

CALLS & ANNOUNCEMENTS

**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 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.

**The IWP Conference 2010: Work, Well-Being and Performance:
New Perspectives for the Modern Workplace**

Sponsored by Creativesheffield and Business Advantage, this event is being held from 28 June to 1 July at the St. Paul's Hotel, Sheffield City Centre. It is hosted by the Institute of Work Psychology, University of Sheffield, a distinctive community of researchers focused on work psychology and related areas, such as organisational behaviour and HR management. This conference follows our successful 2008 event, which attracted over 250 delegates from 36 countries. Once again this conference has been publicised worldwide to much interest and enthusiasm from academics and practitioners across a range of disciplines. We anticipate 200–300 delegates for whom this will be a major showcase for their research and a unique networking opportunity.

Three internationally recognised keynote speakers are confirmed: Gary Johns, Concordia University Canada; Ann Marie Ryan, Michigan State University, USA; and Arnold Bakker, Erasmus University, Netherlands. Also, we will have a keynote from Rear Admiral Philip Willcocks, Royal Navy.

Ten half-day workshops will be delivered on Tuesday 29 June at venues in St Paul's Hotel, the Novotel, and the University of Sheffield. Topics range

from workplace coaching, selecting a positive workforce, organisational stress interventions, diversity, work-life balance, leadership, and statistics. These workshops will marry academic theory and reliable work place practices. The statistics courses include half-day session on Tuesday 29 June on multilevel modelling followed by another half-day session on team-level statistics by Jeremy Dawson. On Friday 2 July there will be an all-day session on structural equation modelling using Mplus. There will also be a full programme of papers and a poster session. The week kicks off with a follow-up to 2008's popular postgraduate and early careers event.

Visit www.iwpconference.org for more information or contact Carol Tighe, Business Manager, at c.tighe@shef.ac.uk.

Call for Nominations

New Editor Sought for *Industrial and Organizational Psychology: Perspectives on Science and Practice*

SIOP is now soliciting nominations for the position of *IOP* editor. The new editor will be selected by the Publications Board and approved by the Executive Board in September, 2011.

The new editor-in-training would begin working with the current editor, Cynthia McCauley, beginning January 2012, and assumes duty for three volumes beginning April 2012.

The editor must be a SIOP Member or International Affiliate. Any SIOP Member or International Affiliate can nominate for the editorship. Self-nominations are also welcome.

Position Description

Because the format of the journal is relatively novel, the requirements for the editorship are a little different from other editorships. The editor must have:

- a very broad knowledge of the field and its inhabitants
- knowledge of the various sides that exist regarding important issues
- a plan for publishing papers that are high in quality and of interest within and outside I-O
- the organizational skills necessary to manage a large journal
- sufficient time to devote to the journal on a regular and uninterrupted basis for 3 years

Complete information for nominees is available at www.siop.org/journal/editor.aspx.

If you are interested in serving as editor of one of SIOP's most influential publications, or if you know someone who might, submit your nomination via e-mail by **January 1, 2011** to **Scott Highhouse** (shighho@bgsu.edu), SIOP Publications Officer.

Work, Stress, and Health 2011
Work and Well-Being in an Economic Context
May 19–22, 2011
DoubleTree Hotel, Orlando, Florida

The Call for Proposals (including online submissions) is available now, and can be found at the official conference Web site: <http://www.apa.org/wsh/>. The submission deadline is **October 15, 2010**.

For additional information, please contact Wesley Baker, Conference Coordinator, American Psychological Association, Public Interest Directorate, 750 First Street, NE, Washington, DC 20002-4242; 202-336-6033 (phone); 202-336-6117 (fax); WSHConference@apa.org (e-mail).

<http://www.apa.org/wsh/> (Official Work Stress and Health Conference Web site)

<http://www.apa.org/pi/work/> (APA Public Interest Work Stress and Health Office Web site)

**OD World Summit 2010: “Co-Creating a New World of
Organizations and Communities—Dialogue & Action”**
August 22–26, 2010

This international event is unprecedented: It is a world summit of numerous professions, professional associations, and their members, who at other times usually belong to different communities of practice and thus might be keen to identify themselves with a specific tradition or approach. The theme of the conference is meant to be meaningful not only for those specialized in OD but to all who are engaged with the current and future challenges of organizations and organizing; interested in studying, building and/or changing organizations and communities; or putting the social-societal consequences of organizing in their focus. The aim is to invite everybody who works with organizations and organizational change, learning, and development:

- representatives of the academic world
- representatives of all sorts of organizations consulting to and developing individuals, teams, organizations, communities, larger systems, even societies
- representatives of associations and institutions spreading the word and supporting the development of human systems
- not-for-profit organization focusing on different social issues/groups
- leaders/founders of nonconventional organizations who are pioneering with new ways of organizing themselves, their communities, their business models

For more information please visit the Web site of the conference: www.odworldsummit.org.

Kenneth E. Clark Student Research Award 2010 Call for Papers

The International Leadership Association (ILA) and the Center for Creative Leadership (CCL) are cosponsors of the annual Kenneth E. Clark Student Research Award to recognize outstanding unpublished papers by undergraduate and graduate students. The winner will receive:

- \$1,000 prize
- Complimentary travel to ILA's annual conference
- 1-year ILA membership
- Recognition at the ILA conference and in ILA publications

Submissions may be empirically or conceptually based. The paper should focus on some aspect of leadership or leadership development.

Submissions will be judged by the degree to which (a) the paper addresses issues that are significant to the study of leadership, (b) the paper considers relevant theoretical and empirical literature, (c) the paper makes a conceptual or empirical contribution, and (d) the research has applications to leadership identification and development. CCL researchers will anonymously review the papers.

Papers must be authored by undergraduate or graduate (graduated within 1-year of the submission deadline) students only. Entrants should submit four copies of an article-length paper and provide a letter from a faculty member certifying that a student wrote the paper. The name of the author(s) should appear only on the title page, which should also include the authors' affiliations, mailing addresses, e-mail, and telephone numbers. Electronic submissions are not permitted.

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

Entries must be received by Thursday, **July 15, 2010**. The winning paper will be announced at the ILA Conference on October 27–30 in Boston, MA. Submit entries to **David Altman, PhD, Executive Vice President, Research, Innovation and Product Development, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300**.

Call for Papers and Reviewers for a Special Issue of *Management Decision* Entitled "Enhancing Decisions"

The focus of the issue would be on ways to help people with managerial responsibilities at work and in private lives, enhance their decision-making skills and, of course, their success. Selection of papers for the issue would be based on their likely interest to individuals who want to improve their own skills, to faculty member in various disciplines, and even more so to readers who have management development responsibilities.

The publisher of this special edition, Emerald Publishing, is the world's leading publisher of management papers. Its focus on theory-into-practice means that Emerald journals publish papers with direct application to the world of work.

Papers can address research or viewpoints. They can be technical or conceptual papers, case studies, literature reviews, or general reviews.

All papers will be double-blind reviewed after a preliminary screening by the guest editor.

As a guide, papers should be between 3,000 and 6,000 words in length. A title of not more than 12 words should be provided. Specific instructions for registering and for submitting papers are at the end of this call. Deadline is **August 1, 2010**.

Please submit your paper online after creating an author account at **<http://mc.manuscriptcentral.com/md>**. Then follow the on-screen guidance which takes you through the submission process. Also please send a copy to the guest editor, Erwin Rausch at didacticra@aol.com. Extensions of the deadline can be requested from him, if needed.

Information of likely interest to authors is on www.emeraldinsight.com/info/journals/md/notes.jsp.

For inquiries, please contact Erwin Rausch at didacticra@aol.com.

For the latest information, visit www.sio.org and click on the "Calls and Announcements" tab in the "Services" menu.

POSITIONS AVAILABLE

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

The **DEPARTMENT OF DEFENSE MANPOWER DATA CENTER (DMDC)**, in Monterey, CA, has a **TALENT MANAGER/PROGRAM ANALYST** position that will be open for public advertisement in the Human Capital Office. The DMDC is part of the Defense Human Resources Activity (DHRA), which is a Department of Defense (DoD) Field Activity. DMDC maintains the central repository and archive for automated manpower, personnel, training, and financial databases for the DoD.

The position will be filled at the GS-0343-14 level. Current (2010) salary for the GS-14 range, including the locality supplement for Monterey, CA, is between \$114,468 to \$148,806. Position includes federal government benefits (www.opm.gov); student loan repayment agreements and tuition assistance may be included.

U.S. citizenship and ability to obtain and hold a secret clearance is required for all positions with the DMDC.

The DMDC talent manager is responsible for the development of a comprehensive enterprise-wide talent management program. As such, the talent manager will develop DMDC's ability to attract, develop, and retain the human capital necessary for DMDC to successfully accomplish its current and future mission. The talent manager will design, develop, and implement program policy and oversight in the area of corporate strategy to integrate multiple DMDC human capital programs into a cohesive approach focused on workforce planning, budgeting, strategic recruitment, and training and development. Incumbent is responsible for advising senior executives and division directors on all aspects of HR policy, planning, review, and research related to talent management. Incumbent will also be expected to develop a working knowledge of DMDC's program management areas/lines of business and represent the organization in Department of Defense (DoD) strategic discussions regarding human capital programs and initiatives.

Interested applicants should contact Ms. Rebecca Gruen at **Rebecca.Gruen@osd.pentagon.mil**, **703-588-0263**, for additional information.

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

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

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

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

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

Review and Selection

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

SIOP Officers and Committee Chairs 2010–2011

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<p>Awards: Anna Erickson aerickson@questarweb.com (651) 683-8697</p> <p>CE Coordinator: Jolene Skinner jolene_skinner@dell.com (512) 723-4914</p> <p>Doctoral Consortium: TBA</p> <p>Education and Training: Michelle (Mikki) Hebl Hebl@rice.edu (713) 348-2270</p> <p>Electronic Communications: Charles Handler chandler@rocket-hire.com (504) 236-7259</p> <p>Ethnic and Minority Affairs: Kizzy Parks kparks@kparksconsulting.com (321) 795-1908</p> <p>Evidence Based Practice: Lise Saari lise.saari@nyu.edu (203) 524-5684</p> <p>Edwin Locke elocke@rsmith.umd.edu</p> <p>†External Relations: Deirdre Knapp dknapp@humro.org (703) 706-5662</p> <p>Fellowship: Wally Borman wally.borman@pdri.com (813) 229-6646</p> <p>Historian: Paul Levy plevy@uakron.edu (330) 972-8369</p> <p>International Affairs: Alex Alonso aalonso@air.org (202) 403-5176</p> <p>Institutional Research: TBA</p> <p>IOP Journal: Cynthia McCauley mccauley@ccl.org (336) 286-4420</p> <p>Leading Edge Consortium: Gary Latham latham@rotman.utoronto.ca (416) 978-4916</p>	<p>ADMINISTRATIVE OFFICE SIOP Administrative Office 440 East Poe Road, Suite 101 Bowling Green OH 43402 (419) 353-0032 Fax (419) 352-2645 Web site: www.siop.org E-mail: siop@siop.org</p> <hr/> <p>SIOP Foundation 440 East Poe Road Suite 101 Bowling Green, OH 43402 Milton Hakel President</p> <hr/> <p>†Ad Hoc Committees</p>

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 resumé 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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Two-page spread	\$672	\$488			
One page	\$399	\$294	7-1/4"	x	4-1/4"
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Inside 1st page	\$715	\$510	7-1/4"	x	4-1/4"
Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
Inside back cover	\$695	\$480	7-1/4"	x	4-1/4"
Back cover	\$740	\$535	8-1/2"	x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2"	x	5-1/2"

Annual Conference Program

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

<i>Size of ad</i>	<i>Price</i>	<i>Vertical</i>	<i>Horizontal</i>
Two-page spread	\$545		
Full page	\$330	9"	x 6-1/2"
Inside front cover	\$568	9"	x 6-1/2"
Half page	\$275	4-1/4"	x 6-1/2"
Quarter page	\$220	4-1/4"	x 3-1/2"
Inside back cover	\$560	9"	x 6-1/2"
Back cover	\$585	11"	x 8-1/2"
Back cover 4-color	\$685	11"	x 8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photo-shop, 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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