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TIP

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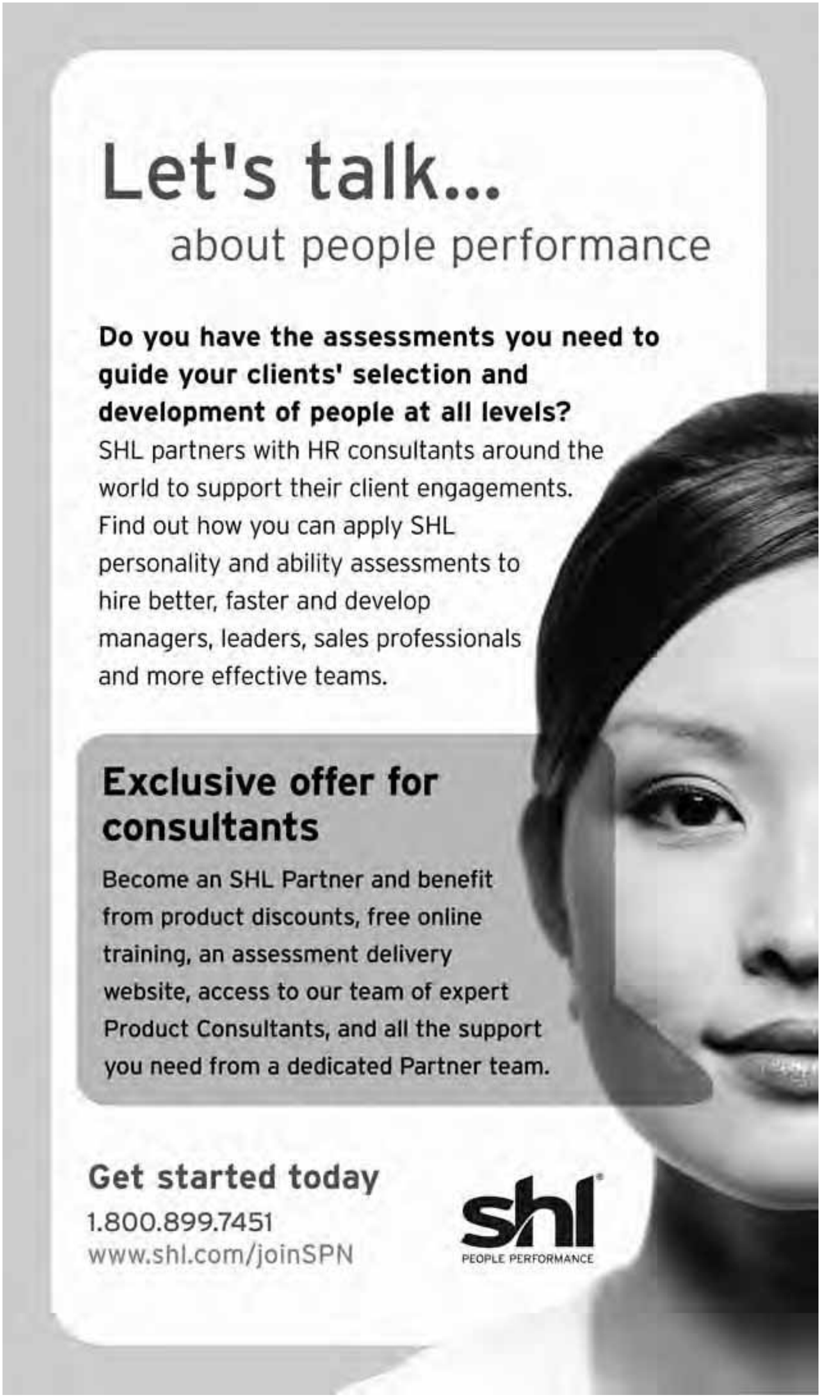

A MESSAGE FROM YOUR PRESIDENT

Celebrating Our Science and Practice!

Eduardo Salas

In this note I want to share with all of you two of my reflections about our field. First, you see, over the last few years I've been reflecting on what it means to be an I-O psychologist: on who we are, on what we do, and the impact we have on people's lives. I am in search of our "soul" as a field. My first thought always sounds something like: "Boy, we do a lot for the world of work…we just don't celebrate all that we do as scientists and practitioners enough," "we just don't," and "we need to!" Upon further reflection, I believe that our science and practice is valued by many (those who know it!). Although not perfect, what we do in many settings and industries is, indeed, valued. So, as I've noted before, I have the desire to put in place (hopefully) the beginnings of a way to "think" about what we do and to celebrate both science and practice. And celebrate we must! We must start to celebrate, to enjoy, to embrace, to respect, to honor, and to feel good about our findings and our practices!

With the help of the SIOP Executive Board and the many active committee chairs we are beginning to "plant the seeds" for this thinking. We hope that our initiatives, goals, procedures, decisions, dialogue, and policies will gradually encourage us to celebrate who we are and our accomplishments. Many of these initiatives were put forth by my predecessors (e.g., the LEC, Mentoring for Practitioners), so I will just hone in on some, refine and extend these excellent ideas, and hope that those who follow will continue. So, my call to you is join us, send ideas, participate, engage, and celebrate. I encourage you to e-mail me or use our *SIOP Exchange* blog to share your thoughts.

A second reflection: In order to celebrate I think we must think as a collective, as a whole, and move away as much as possible from the science versus practice perspective we seem to have. We need to shift our thinking and our approach to what and how we do things. We can't celebrate if we view ourselves as residing in one camp or the other. The board and committee chairs have begun to put in place initiatives and goals that we hope will help shift the emphasis to the science AND practice of I-O psychology (e.g., reflected in the conference progam and in our education and training). We must start to shift, to update our mental model if you will, and think that both matter, have a place, and can live in harmony. So, here too, my call to you is join us, send ideas, participate, engage, and celebrate.

OK, enough on philosophy. By the time you read this, I will be at the midpoint of my tenure as your president and things are happening (just read some of the articles in this volume)!!! We have several task forces underway or soon to be (e.g., on APA's MLA, the LEC, humanitarian efforts). We continue our efforts to be global and make the Alliance for Organizational Psychology, a collaboration between SIOP, EAWOP and IAAP, Division 1, a reality and viable. We are thinking about some innovative sessions for the conference to stay fresh as well as creating forums to celebrate our science and practice. We are exploring fresh avenues in the areas of visibility and advocacy. As a board we are engaging in some continuous improvement and making our processes more efficient. And the list goes on. What is amazing to me is that we have a set of smart, motivated, diverse, dedicated, conscientious, energizing, and fun Executive Board members! We are all lucky to have Kurt, Adrienne, Mort, Howie, Debbie, David, Suzanne, Scott, Doug, Lori, Lise, Joan, Milt, Tammy, and of course, Dave! So, when you see them around or get an e-mail from them, say thanks! Back to work…

A Dispatch From the Editor

Lisa A. Steelman
Florida Tech

Happy fall and welcome to the October issue of *TIP*! In this edition we have reports from a number of different fronts, literally and figuratively.

Today I sit here in front of my computer on the east coast of Florida preparing to ride out what is predicted to be an active hurricane season, due in part, say scientists, to global warming. The increased press about global warming and other man-made environmental issues always leaves me wondering, what can one (sort of) small individual do? How can I help to make this a better world for those of us here now as well as for those who will come later? In our lead-off feature article, **Cathy** and **David DuBois** offer suggestions for how I-O and HR can have an impact on the green movement and the environmental sustainability of organizations.

On another front, Doug Lindsay sends a report from his station in Afghanistan. Doug shares his reactions about learning of his upcoming deployment to a war zone, as well as discusses how I-O can contribute to the war effort and military occupations on a wide variety of different levels.

On the world stage, the continued globalization of business and organizations has created increased pressure for I-O psychologists to be mindful of data privacy in their work. **Doug Reynolds** provides a cogent outline of data privacy issues as well as recommendations and resources for navigating and becoming better educated about this sticky terrain.

Back in the U.S.A., **Mike Aamodt** writes an amusing account of Thomas Edison's foray into I-O psychology in the 1920s.

Next, we have two points of view on the issue of merging science and practice in our curriculums. **Alexis Fink** and her colleagues on the SIOP Education and Training Committee report on a study they conducted to assess current practices and expectations for developing consulting and business skills in graduate I-O programs from four key stakeholder groups: current faculty, current students, recent graduates, and the practitioners who hire them. Second the **TIPTOPics** article written by **Scott Cassidy** discusses a student perspective on work experience as part of the graduate education.

I hope you have time to check out the columns prepared by our brilliant editorial board. They cover a variety of issues including sabbaticals, SIOP's response to the International Standards Organization's (ISO) proposed assessment standards, a view of the future of I-O psychology practice from 50 leading I-O practitioners, recent developments on the legal front, a spotlight on I-O psychology in Brazil, and a note about the history of Chinese personality psychology, among others. You'll also find information about the upcoming SIOP conference in Chicago.

So enjoy the dispatches in this edition, and join with **Ed Salas** and me in celebrating the diversity of our science and practice, both in content and scope, and for all we do and all we will do around the globe!

As always, I welcome your feedback and ideas as I and the editorial board strive to create *TIP* issues that are informative and helpful.

A Call for I-O Leadership in "Going Green"

Cathy L. Z. DuBois
Kent State University

David A. DuBois
The Social Design Group

So far, 2010 is shaping up to be the warmest year on record, in the warmest decade ever, since recordkeeping began in the 1880s (Dorrell, 2010). This summer's Gulf oil spill is among the largest recorded, illustrating the challenges of finding more oil, in ever more distant and difficult locations, to satisfy ever growing demand as more of the world's 6.8 billion people modernize their lifestyles. As the world's oil supplies struggle to keep up with demand, this translates into an 87% increase in U.S. gasoline prices in the last decade (U.S. Energy Information Administration, 2010). Meanwhile, the U.S. Congress this summer declined to address an energy bill.

These events summarize in a nutshell the current situation. We've had the technology for decades to switch to more climate-friendly, clean, and cost efficient alternative fuel sources. The costs of doing so, although substantial, appear much less than the costs of maintaining the "business as usual" scenario, especially when the security costs of ensuring stability in the regions in which these supplies exist are considered. So neither technology nor economics are the major bottlenecks to addressing the issues of energy and the environment—people are. And that's the heart of this story—how and why social scientists should engage these vital issues because social scientists possess the crucial set of technologies that are required to move the country forward. Although the challenges of energy and the environment are large, so are the opportunities.

A New Era at Work: The Natural Environment Begins Driving the Business Environment

An important factor for engaging organizations in environmental sustainability (ES) is to establish the business case for doing so. The business imperative can emerge from a variety of sources: responding to customer and supplier requests; finding market opportunities for green products, services, and brands; maintaining competitive advantage through cost efficiencies achieved through energy efficiency and waste reduction strategies; meeting government regulations; and attracting and retaining high-performing talent by providing an attractive, compelling, and rewarding culture.

Increasingly, changes in the business environment are also being driven directly by the natural environment. This summer's oil spill is but one example where a major segment of the fishing and tourist industries suffered significant blows to their economic health from the environmental damage inflicted by the oil rig accident. Similarly, climate change is impacting the agricultural and tourism industries by affecting natural habitats and normal weather patterns. Hunting and fishing patterns in Canada, for example, have been affected as the numbers of cold-water game fish have decreased from the warming, leading to sharply reduced tourism and the closing of fishing lodges.

Many companies have already adapted operational practices to accommodate higher fuel prices. As the impacts of global peak oil (the point at which maximum oil production begins to decline) take hold, energy prices are expected to increase even more rapidly, triggering further organizational adaptation. Although many take a "wait and see" attitude towards predictions about energy price increases and climate change, the difficulty with this position is that meaningful responses to these challenges can take more than a decade to build out. Wind energy is a good example, where the timeline for building new transmission lines and bringing new power sources to bear can easily exceed a decade. Waiting until there are sharp price increases before beginning to address such vital issues is maladaptive behavior. Social scientists are needed to unfreeze the individual and organizational impasses that block proactive adaptive responses to these major challenges.

There are many success stories to share in this new business environment. Walmart, for example, created a model program for waste management and engaged one local store to test and refine it. Within a single year, they reduced the waste hauled to landfills by over 90%, reducing their costs by tens of thousands annually, while reducing their carbon footprint and increasing employee and community engagement in their store. The challenge now is to build industry trends from successful cases such as this one.

The Nature of Organizational ES Initiatives

Organizational ES initiatives are as varied as the organizations in which they reside, and they typically reflect the manner in which environmental issues became salient to the organization. ES initiatives can be inspired from a variety of angles, by workers at the top, bottom, or middle of the organization, or from customer or supplier demand.

For example, it was customer inquiry for environmentally sustainable products that inspired the creation of an ES task force at Interface, a global producer of modular carpet tiles. Ray Anderson, the company's founder and chairman, gleaned his vision for ES at Interface from Paul Hawken's book, *The Ecology of Commerce.* Ray took the message of this book, that the industrial system is laying waste to the earth, to heart and became determined to change the way Interface did business. He grasped the fundamental ways in which a sustainability focus would impact his business and provided strong executive leadership for a company-wide ES initiative (link to online video: http://www.youtube.com/watch?v=3OwMmem2m60).

Such strong leadership from the top is rare, and most current ES initiatives are more limited in scope. They more commonly focus on specific aspects like increasing energy efficiency within buildings, grounds and transportation, waste reduction and recycling, or the design/production/marketing of products that appeal to the environmentally conscious consumer. These more focused ES initiatives tend to house their champions in corresponding functional areas of the firm, with ES-related job responsibilities designated either as an entire job (e.g., a sustainability manager) or simply comprising parts of existing jobs (e.g., organizational architect, production manager, communications and marketing manager, etc.).

An Opportunity for HR

Our interactions with leaders of/participants in organizational ES initiatives have highlighted the all-too frequent absence of the human resources function from these initiatives. This gap has likely occurred because (a) most of the early ES initiatives have focused on the "low-hanging fruit" of acquiring new technology to increase energy efficiency or decrease waste production, with little recognition of the significant role that behavior can play in such initiatives; and (b) most early ES initiatives have been limited to targeted areas rather than organization wide.

It's interesting that the success of technology in addressing ES challenges has actually highlighted the need for attention to human behavior; that is, where technology is lacking, or where workers need to be motivated to use existing technology, it is clear that addressing behavior is as critical as addressing technology. As recognition of the importance of employee behavior to organizational ES initiatives grows, the involvement of I-O and HR experts becomes paramount.

Organization-wide ES initiatives are in many ways similar to organizational safety and health initiatives. The goal is to get employees throughout the organization to "own" the importance of their organization's ES initiative as well as their personal contributions to the ES initiative. (Interface has successfully accomplished this down to the factory floor; link to online video: http://www.youtube.com/watch?v=V-syic9dvqo.) For enduring and substantive success, three components are critical: top management support, allocation of sufficient resources, and buy-in at all levels of employees. Buy-in is achieved through systematic organizational culture change, which entails implementation of a variety of organizational initiatives that span all levels of employees and includes elements to hold individuals accountable and secure employee engagement. Such a systems approach requires design and implementation expertise from I-O psychologists.

How ES Initiatives Impact Work and Require I-O Interventions

Targeted ES initiatives, such as those focused specifically on increasing office-paper recycling or reducing energy use, will have limited impact on how work is done throughout the organization. Yet even these initiatives require significant HR involvement for optimal effectiveness. For example, the successful work of environmental psychologist Doug McKenzie-Mohr

(McKenzie-Mohr & Smith,1999) lays the foundation for how the HR function should go beyond the standard approach of employee communications to support the desired employee action. Rather, HR should take the lead in designing, developing, and evaluating a more sophisticated effort to gain employee commitment and secure desired changes through social marketing.

More broadly construed ES initiatives will impact in fundamental ways how employees do their work and can require support from the full array of HR functions. For example, when a school's ES initiative motivates the cafeteria to "buy fresh, buy local," a cascade of changes occurs. Meal planning, food procurement and storage, as well as food preparation will require new skills and equipment. The HR function must initiate a variety of tasks to support these changes, such as job design/analysis, recruitment and selection, training and performance management, safety and health, and compensation.

ES initiatives also have the capacity to change how workers feel about their jobs and the inner resources they bring to their jobs. The president of a hospital in Cleveland told us that their ES initiative had been the primary driver of innovation throughout their organization since its inception. He was surprised at how significantly it had impacted the jobs of all employees and delighted about how the innovation had led to increased engagement and productivity throughout his workforce. In this case, the HR function was highly involved in organizational culture change efforts.

Current Practice: From the Sublime to the Ridiculous

Our conversations with a variety of HR executives over the past months about their departments' involvement with their organizations' ES initiatives have both inspired and entertained us and confirmed that the state of practice is all over the map. The rare HR executive can talk at length about their role in shaping, implementing, and supporting their organizations' ES initiatives. Not surprising, this occurs in organizations in which HR functions as a strategic partner in organizational success.

Most executives have directed us to their organization's sustainability manager, of whom they are aware but do not deal with directly. In other words, their organizations have ES initiatives, but the HR function plays no role in them. Some HR executives are simply unaware of their organizations' ES initiatives, even though these ES initiatives are featured on their organizations' Web sites. It's not clear if these executives are truly out of the loop as to what's going on in their organizations or whether what's on the Internet is simply window dressing for consumers, and the organizations truly lack an ES initiative. To bring up the rear is the HR executive who reacted to our inquiry with an emotional tirade about how global warming is a hoax! Clearly, there is work to be done.

Our interviews with HR vendors at SIOP were surprisingly discouraging. We asked each of the vendors who might possibly have something to offer to support an ES initiative whether they had such a product, and none of them did.

Some vendors could point out what their organization did to be environmentally sustainable (bring ceramic cups to work, turn off/unplug computers, etc.), but no one could speak to having incorporated anything into their selection systems, job analysis systems, engagement surveys, and so on that addressed ES initiatives. They stated that their customers haven't yet asked for anything like this, which no doubt reflects the current lack of HR involvement in organizational ES initiatives. But that shouldn't stand in the way of them (or you) taking a proactive approach to developing what will (hopefully) soon be requested.

Gaps to Fill: How I-O Psychologists Can Contribute

I-O psychologists hold a variety of positions from which they can influence organizational practices. I-O psychologists who are positioned as HR executives have the opportunity to help shape their organizations' ES initiatives. This will require that they reach across functional boundaries to involve their HR functions in the ES initiatives. In all but those rare cases in which the ES initiative is organization wide and HR is truly a strategic partner in business initiatives, the HR function will likely not be invited to the party, simply because it might not be obvious to organizational others what HR can contribute. In such cases, HR executives will need to make a case for the importance of behavior change and the key role that HR practices can/must play in obtaining necessary employee involvement and secure behavior change.

I-O psychologists who work as HR specialists and consultants will be the ones who put together the employee systems required to support ES initiatives. They too can take a leadership role in making ES initiatives successful by thinking expansively and innovatively about how their work can speed the trajectory and effectiveness of organizational change. Early ES initiatives that are focused on one thing (e.g., recycling, turning off computers at night, etc.) are often followed by the formation of an ES task force, and perhaps later by the development of an organization-wide strategic plan for sustainability. The key is to think proactively and be one or more steps ahead of the customer, whether in an HR functional area or in a consulting context. Insert yourself productively in the process. Don't wait until the customer asks for your help; think ahead and sell the customer on the benefits of what you have to offer.

I-O psychologist researchers can seek out the growing research funding for sustainability-related issues, and opportunities to team with researchers in other disciplines are available. Engineers and public policy leaders are recognizing that behavior change has a key role in the ES frontier. Much of this research calls for thinking beyond jobs and organizations to consideration of communities. What we know about human behavior is needed in the broader context of society, and opportunities to share our knowledge are growing. For example, the Behavior, Energy & Climate Change (BECC) Conference that we have attended for the past 2 years is a delightful conglomeration of research and practice that spans corporate, academic, and government sectors, and brings together researchers across a variety of disciplines, from behavioral economics to psychology, sociology, marketing, management, government, political science, and engineering.

From Heads Down to Heads Up: ES as a Team Sport

The very nature of ES issues is that the challenges they pose require expertise from a wide array of disciplines. Hence, ES is by nature a team sport that can't be owned by one discipline or one functional area within a company. Much of I-O work requires a heads-down focus on detail, which I-O psychologists are well trained to do. But ES issues require that we step out of our narrow silos to engage with other functional areas within organizations and other disciplines for research. ES is everyone's responsibility. As such, ES provides both the requirement and the pathway through which I-O psychologists can expand their boundaries and engage in a broader world.

The pursuit of environmental goals, such as reducing the carbon footprint or managing waste, quickly leads us to connect with a very broad array of departments, organizations, and people—from facilities management and transportation to purchasing, food, and waste management. Just as quickly, we end up outside the organization talking with customers and the supply chain; engineering and architecture firms; local, state and federal government; consulting groups and nonprofits; and even collaborating with competing firms. In the process we learn a lot about a business, its organizational context, and many of the technical issues associated with effective environmental management. In addition to expanding the arena of influence for I-O interventions, we believe that understanding these expanded organizational and natural ecologies will contribute much to our science.

Start From Where You Are

You don't need a degree in environmental science to join ES efforts. David began his work in environmental sustainability through his civic work—helping a rural community of 10,000 define their vision of city-scale sustainability and writing grants to support their strategic planning process to "go green." Cathy got interested in ES through the community work that David was doing. She engaged her students in discussions about the impacts of sustainability on HR practices and got significantly involved in her university's ES initiative and in AASHE (Association for the Advancement of Sustainability in Higher Education). Our stories are similar to other I-O psychologists who do ES work and research.

To get involved, learning about climate change issues and corresponding organizational impacts is a good starting point. Read classic ES-related books, and pay attention to ES-related news (see below for a list of seminal books and useful Web sites). Look into what your organization is doing with regard to ES and consider what role you can play, or offer to assist a nonprofit that is engaging in this work. Understanding the business reasons to respond to ES issues with organizational change is the fundamental basis upon which I-O professionals can interface with employees across the variety of functional areas that participate in ES initiatives. Apply the technologies and theories with which you are familiar (i.e., training, motivation, job analysis, performance measurement and management, team building, organizational development and culture change, leadership, etc.) to ES challenges. Finally, reach out to those of us who are doing ES research; we welcome you to our all-too-small group.

A Possible Green Agenda for SIOP

Here's a short list of possibilities for how SIOP could more fully engage these issues:

- Commit to making environmental sustainability a priority
- Go global: Learn from leaders in countries that have outpaced the U.S.
- Aggregate and disseminate existing best practices
- Fund research to develop appropriate HR–ES support systems
- Provide tools to assist I-O and HR professionals with ES initiatives
- Facilitate ES-related networking and knowledge-sharing opportunities
- Dig into the business case for ES initiatives across functional areas
- Pursue transdisciplinary ES-related research funding
- Collaborate with a broad range of disciplines in addressing the social and cultural bottlenecks that impede effective environmentally sustainable policies and practice
- Become involved with the wide array of campus sustainability centers, such as the Precourt Energy Efficiency Center at Stanford
- Inform Congress, federal agencies, and corporations about the capabilities of I-O with respect to contributing to energy and environmental issues
- Link more closely with the Society for Human Resource Management (SHRM)

HR professionals increasingly look to SHRM for day-to-day HR system support. SHRM has made great strides in the past decade to improve their professionalism, accessibility, visibility, and the substance of the tools and expertise they offer. Because their link to practitioners is so strong, strengthening the ties between SIOP to SHRM can be a practical means to funnel I-O research findings to all levels of HR practitioners and thereby provide leadership in the development of expertise and tools used to support ES initiatives.

SIOP has already taken several steps to recognize the importance of the role of I-O in addressing ES within organizations. Two prior *TIP* articles addressed I-O and ES: Campbell & Campbell, 2005; and Huffman, Watrous-Rodriguez, Henning & Berry, 2009. The 2009 and 2010 SIOP conferences featured several sessions related to ES, and the 2011 SIOP conference will allocate the Thursday theme track to managing HR for sustainability. These constitute a nice beginning, but the urgency with which actions are needed to maintain economic productivity, to protect our environment, and to ensure our security should compel stepped-up efforts. Again, the crucial technologies that are slowing the deployment of renewal energy and other green technologies are social technologies.

Perhaps the bottom line is that ES provides the opportunity for the full array of I-O psychologists to take initiative, to assert leadership in a variety of ways—for leadership is truly needed to rapidly speed along necessary changes at the individual, organizational, and social levels. The opportunities are many, varied, and exciting. In this sense, I-O has as much to gain from participating in environmental sustainability as it has to contribute to sustainable solutions for organizations and communities.

Social science and practice lie at the heart of effective adaptation to a changing natural and business environment. ES challenges are compelling, and many opportunities for participation are readily available. Help I-O make a difference.

Seminal Books

Anderson, R. (2009). *Confessions of a radical industrialist: Profits, people, purpose—doing business by respecting the earth.* New York: St. Martin's Press.

Esty, D., & Winston, A. (2008). *Green to gold: How smart companies use environmental strategy to innovate, create value, and build competitive advantage.* Hoboken, NJ: John Wiley & Sons.

Friedman, T. (2008). *Hot, flat & crowded: Why we need a green revolution—and how it can renew America.* New York: Farrar, Straus and Giroux.

Hawken, P. (1994). *The ecology of commerce: A declaration of sustainability.* New York: Harper Collins.

Hawken, P., Lovins, A., & Lovins, H. (1999). *Natural capitalism: Creating the next industrial revolution.* Boston: Little, Brown & Company.

McDonough, W., & Braungart, M. (2002). *Cradle to cradle: Remaking the way we make things.* New York: Farrar, Straus and Giroux.

McKenzie-Mohr, D. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing.* British Columbia, Canada: New Society Publishers.

Useful Web Sites

Association for the Advancement of Sustainability in Higher Education (AASHE): http://www.aashe.org/

Behavior, Energy & Climate Change (BECC): http://www.aceee.org/conf/09becc/09beccindex.htm

Doug McKenzie-Mohr, PhD. Fostering Sustainable Behavior: Community-Based Social Marketing. http://www.cbsm.com/public/world.lasso

ICLEI-Local Governments for Sustainability (formerly the "International Council for Local Environmental Initiatives"): http://www.iclei.org/

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Huffman, A. H., Watrous-Rodriguez, K. M., Henning, J. B., & Berry, J. (2009). "Working" through environmental issues: The role of the I-O psychologist. *The Industrial-Organizational Psychologist, 47*, 27–35.

McKenzie-Mohr, D. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing*. British Columbia, Canada: New Society Publishers.

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Reflections From a Deployment to Afghanistan: The Relevance of I-O in a War Zone

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As a military officer, I have been fortunate in my career to have been able to spend time in both applied and academic settings. This is not necessarily uncommon because the military places value on both of these areas. In fact, promotion and compensation are dependent upon a combination of education and application. With respect to education, in order to be a career officer, one must go through a series of professional military education (learning about the profession, the art of warfare, and related topics) and formal education programs (in order to obtain senior ranks, one must have earned a master's degree). For the application, at the heart of the military personnel system is the concept of mobility. What this means is that every 2 to 4 years, you will be moving to a different location and position. This means that the longer you remain in the military, the more applied experience you will get in your particular career field (i.e., behavioral scientist, engineer, pilot). What this balance means is that during the course of an individual's career one is caught managing both areas. Neglecting one will necessarily affect the other and will have very specific implications for your career trajectory and longevity. Therefore, if you want to remain in the military organization and ultimately reach retirement (for the armed forces, this starts at the 20-year point), you must be willing to accept these criteria when they arise.

Several months ago, I had a situation come up in which I had to reassess this balance. I was sitting in my office at the Air Force Academy when my boss came to my office and said, "Guess what? We have received a tasking for someone to deploy to Afghanistan and your name is at the top of the list. Oh, by the way, you leave in 2 weeks." I'll be real honest, that is not what I was expecting to hear when I came to work that day. Once the "opportunity" had a chance to sink in, I called my wife and explained to her what the next 8 months of our life was going to look like. I must interject here that ever since I got my PhD in industrial-organizational psychology from Penn State I have paid more attention to organizational policies, practices, and procedures than I used to. Things that I didn't really notice before I now examine and try to understand. I guess that's an occupational hazard of being an I-O psychologist (applying the knowledge we know to not only other's lives but to our own lives and experiences as well). Because I had never deployed in my 18 years in the military, I knew my turn was coming up. With that in mind, one of the first questions I had was, "How come I only got 2 weeks notice?" I know many people who have months to plan such an undertaking, and I just get a couple of weeks. I started spending time trying to find out why I didn't have more time and expended a lot of energy toward this endeavor. Ultimately, I realized that I was going to go anyway so I might as well prepare. Let me also state that I was happy to go. I have served in the military for a while and never deployed. So, it was my turn, and I was glad to answer the call. I just had to make it happen in an abbreviated time frame.

During the next 2 weeks, I did all my processing, said goodbye to the family, and set off on a very unique opportunity. During this transition, I decided that I was going to use this as an opportunity to expand my applied knowledge and also provide some experience and context that would help me as an educator. As some of us have probably done, we started our I-O journey fairly open to the total I-O domain as we were working through our educational program. Somewhere along the way, due in part to our own interests and the necessity of completing our program, we focused our efforts in a few areas. I know I did this. So, I told myself I was going to use this as an opportunity to take the blinders off and try to relook at the total I-O spectrum in the context of a military deployment. Specifically, how does the military go about such a monumental undertaking of deploying and redeploying tens of thousands of military personnel (and contractors) in support of the war in Afghanistan? Actually, that number is in the hundreds of thousands if you consider all the folks we have had in Iraq and Afghanistan. Naturally, this includes many of the basic topics and constructs that we as I-O psychologists study every day. These include topics such as training, selection, performance, leadership, compensation, assessment, motivation, and satisfaction, to name a few. I want to reflect on my experiences by sharing many of the ideas and questions that came up during my deployment. As you will see, all of them can either be informed or answered through the application of I-O psychology. It really gave me a renewed appreciation for what I-O brings to our understanding of people at work and, in the current example, to the fight.

Prior to my selection as the person to deploy, there were many different factors that had to line up. How did these come about? The first of these was that there was a vacancy that needed to be filled. In order to find out who was the right person for that position, some sort of analysis (job analysis) would have had to be done (part of the staffing process). The military then had to select someone that had the right mix of experience and training. Because it was not an entry-level position, the person for the job had to have previously been socialized and developed so that they had the necessary skill set (or KSAOs) to fit the job requirements. After all that, the right person could be put into the job.

The task of preparing my family and me for a 6-month deployment was a significant effort. How was I going to get it all done in time? I thought back to the topic of work–family conflict and gained a new appreciation for this concept. Not only were there the emotions involved in the pending separation from the family, but there was the idea of going into a combat zone. An area, by the way, where over 1,000 military members had previously perished. Although this is an issue I had settled in my mind years ago, there was (and still is) a significant amount of stress and anxiety for my family. From a pragmatic standpoint, the military attempts to alleviate some of this by compensating the individual in the form of benefits and special pays, allowances, and time off when a soldier returns from deployment.

As I was en route to my deployed location, I attended training to make sure that I was ready to deploy and to sharpen skills that I would need once I got to Afghanistan. I kept thinking about the service members that have year-long deployments or those that have been deployed multiple times since the war began in 2001. How do they manage such a balance? What is motivating them? Is it internal or external? Why do some choose this lifestyle but others don't? What is their compensation? For some people this is a tough lifestyle to deal with and the military faces issues such as retention and turnover. The trip over there was fascinating. There are people coming in and out of the country every day for various reasons, and they all have to be tracked and accounted for. This is a monumental task, and the folks that are in charge of it are doing a herculean effort.

Once I got to Kabul, I realized that I would be working at a North Atlantic Treaty Organization (NATO) location. That meant that not only were there individuals from all the U.S. military services (Army, Navy, Air Force, and Marine), there were individuals from over 40 different countries. This gave me a renewed appreciation for the idea of culture and how that impacts not only how we do work but also its impact on the organizational culture. Different countries were responsible for different functions, which meant that processes I was used to were going to be different. In addition, the various levels of leadership were populated by members of foreign militaries. As can be imagined, this caused misunderstandings between leaders and followers from time to time as their different methods of decision making and accomplishing tasks became evident (considering differences in personalities, ideas of appropriate leader–member exchange relationships, group/team dynamics).

One aspect I was extremely interested in was how functionality is achieved when you have such a diverse (in terms of gender, experience, and nationality) workforce. You have personnel from all over the world trying to adjust to being deployed while at the same time learning their job. In addition, everyone is on a different time frame. For example, military personnel from the United States are either on a 4-month, 6-month, or 12-month cycle. That means at any given time, you have people at all levels of experience, with those with the most experience in the organization constantly leaving and being replaced by newer personnel. The challenge to such an approach is how do you assess, measure, or even sustain performance with this constant influx and outflow of personnel? Because people are on such short work cycles, how do you conduct effective performance appraisals and provide meaningful feedback? Even programs like mentoring and coaching take on a different role due to the time constraints. Obviously, organizational change is always at the forefront not only for personnel but also for adapting the organization to the changing mission or, as in this case, ultimately transitioning coalition (NATO) control of national security to Afghan control.

Another aspect that I was interested in was how do people cope (individual differences) with being in such an environment? The military, by definition but especially in a combat zone, has certain occupational health and safety issues that have to be dealt with. There were examples of people who were dealing with it well (positive affect) and not so well (negative affect). How do people spend their leisure time? Everyone has their own approach to dealing with this from watching movies, working out at the gym, listening to music, or just plain working. One thing I did notice was that there were many examples of organizational citizenship behaviors and very few counterproductive work behaviors. People just chipped in and got the job done. This was good to see when you have people that are already working 15 hours a day, 7 days a week.

I don't mean to imply that the military is significantly different than most organizations. Although we certainly have different missions and functions (prosecuting a war versus making a profit), many of the concepts and constructs talked about above are present in most organizations. Although the circumstances surrounding the constructs are certainly different, it is I-O psychology that is in the best position to address and answer these questions. The value of this experience was that I have gained a renewed appreciation of the benefits that the field of I-O psychology brings to the understanding of people and their organizations. Although most people will not have the opportunity that I describe above, there are plenty of opportunities out there that practitioners (job rotation, expatriate) and academics (sabbaticals, fellowships) alike can take advantage of to reappreciate the field of I-O. I would like to encourage all of you to take advantage of such opportunities.

These types of experiences have several distinct advantages for all of us as I-O psychologists. The first of these is that it can help us bridge the science–practice gap that we hear so much about. My applied experiences on this deployment will help me to be a better educator. By being able to operate on both sides of that divide, I have gained a better appreciation for the challenges that each side has in trying to read the other side. The more individuals that can walk comfortably in each camp, the better we are as a field in terms of making an impact in the world of work.

A second advantage is that it gives us a greater base of experiences from which to draw. Instead of just being focused on several specific lines of research, I have a renewed appreciation for how other constructs impact my research and vice versa. In turn, this helps me to view my work in a much more sophisticated and informed way. The result is that this may open up new avenues of research for us as we progress in our careers. Personally, I have thought about my research differently and have developed several new research topics as a result. In addition, I have gained a new set of peers with which to collaborate.

Finally, and I think importantly, it helps give us more credibility with those that we work with or those that we serve. For example, it is hard for me as an educator at the Air Force Academy to talk about deployments with my students when I have never been on a deployment. Previously, I had no experiences to draw from except those that came from my counterparts. I now have more credibility when I talk about these topics.


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A Primer on Privacy: What Every I-O Psychologist Needs to Know About Data Protection

Doug Reynolds
Development Dimensions International

Google runs afoul of data privacy officials in Europe and Hong Kong for collection of private e-mail information.

Consumer protection groups face off against Facebook regarding privacy policies.

Stolen laptop compromises nearly a million job applicant social security numbers.

These are some of the headlines you may have run across in recent months as issues of data security and privacy have become A-section news. Risks associated with data misuse and loss have mounted in recent years due to increased opportunity for data breaches and heightened sensitivity on the part of individuals and regulatory agencies. Organizational psychologists may find themselves in situations where they can, and should, influence how personal data are collected and stored, but many in these roles don't realize where the boundaries have been set for sound practice.

Case-in-point: In October 2009, 149 I-O psychologists and assessment specialists were gathered for SIOP's Leading Edge Consortium; many in attendance were responsible for some of the world's largest personnel assessment and selection systems, either as internal practitioners or external consultants. When asked about data privacy considerations, a majority of the audience was unaware if their programs complied with some of the basics of privacy protection. The chart below shows the results from an electronic poll of this group of experts; clearly we have room for improvement.

	Response (%)		
Poll question	Yes	No	Not sure
Does your organization (or those you work with) collect personal information over the Internet?	87	9	4
Are the assessments you work with compliant with European Union data protection regulations?	20	9	71
Is your organization (or those you work with) registered with the U.S. Safe Harbor program?	21	16	63

The poll was conducted as an introduction to a consortium session about the basics of data privacy; this article provides a brief summary of the presentation as a starting point for researchers and practitioners who may be unfamiliar with the growing network of privacy regulations.

Why do I-O psychologists need to know about data privacy safeguards and regulations? Consider the following scenario: An organizational psychologist helps to design an online application and screening process for a large organization. The tool will be used for entry-level recruiting at all of company's offices in the U.S., UK, and Australia. The system is hosted by a third-party provider in the U.S. The Web-based tool collects personal data such as name, address, e-mail, birth date, race, and gender from applicants across the globe and transfers the data to the U.S. for processing and storage.

In this situation, the organization has collected personally identifiable information (PII) from non-U.S. citizens, and they have transferred those data across national boarders, thereby triggering data protection regulations established in the applicant's home country. Liability for proper data handling typically rests with the organization because they are in the best position to control and safeguard the information. As the vignette demonstrates, the need for awareness of privacy regulations is growing due to the confluence of computerization and globalization of our work with organizations. Although this example uses the common practice of online recruiting, the same conditions can exist for any assessment or research application where PII are collected. (PII can be thought of as any information that may be used to identify a specific individual, such as name, address, social security number, telephone number, etc.)

Regulatory Context

In the U.S., the protection of private information is loosely regulated through a patchwork of rules, limited legislation, and a reliance on self-regulation; often different standards may exist for varying circumstances. For example, there are separate regulations for healthcare (personal health information through HIPPA) and financial data. A few states have now enacted legislation pertaining to data security, most notably California and Massachusetts. These state laws tend to focus on proper notification of security breaches, but some also require computer security policies and practices such as data encryption and laptop security, specifying minimum requirements for employees and contractors that handle PII. Although individual state laws are beyond the scope of this article, if you work with data provided by residents of Massachusetts, you should ensure that your computer systems meet the specified rules for encryption and access control required by their new state law.

In Europe, privacy protection is viewed as a fundamental personal freedom, and data protection is specifically acknowledged in the European Union (EU) Charter of Fundamental Rights (Article 8). To protect this right, the various EU member countries have enacted a network of laws administered through government data protection agencies within each country.

These laws were implemented as a result of the 1998 EU Directive on Data Protection. The directive's primary purpose is to set minimum privacy protection standards for each of the EU member countries to facilitate the transfer of personal data within the EU. The directive also aims to prohibit the free flow of personal information from EU member countries to countries that had been deemed to have “inadequate” privacy protection regulations, such as the United States, at the time the laws were enacted.

To help U.S.-based organizations comply with EU data protection laws, the Department of Commerce established a program whereby organizations can self-certify as a “safe harbor” for personal data. This certification is based on the organization’s willingness to adhere to seven safe harbor privacy principles—principles that mirror the concepts underlying the EU directive and associated laws. The U.S. Safe Harbor program has grown steadily since its inception in 2000; as of 2008, over 1800 companies had self-certified under the program (Greer, 2008).

Seven Privacy Principles

Organizational psychologists who are involved with the implementation of systems that collect and hold PII must consider how these systems will comply with the data protection principles. Failure to comply could result in fines and other liabilities; in fact, recent concerns in the EU over weak enforcement have sparked investigations and fines by the Federal Trade Commission when privacy principles were not followed by safe harbor companies. The major considerations for each principle are described in the following sections.

Notice. The key issue under this principle is whether the data providers (e.g., job applicants completing a Web-based application) are presented with information early in the process that allows them to understand how the information they are about to provide will be used by the organization. This principle also implies that *all* uses of the information are described, not just the immediate purpose. Organizations must then abide by these uses of the data. For example, if an organization intends to use job applicant information for product marketing purposes, this second purpose must be described to individuals when they are providing their data. If the data are to be transferred to third parties, this practice must also be described to the individual. If limits can be placed on the use of the data (such as opting out of the transfer of data), the individual should also be notified about how those limits may be enacted.

Choice. In situations where the organization may desire to use PII for purposes other than those described in the original notice, the participant should be able to choose (opt out) whether or not to have the information used in this new manner. This practice essentially reestablishes the notice principle for the new purpose because the participants must be informed about the new purpose when they are given a choice to participate. If the PII contains sensitive information (e.g., race), the individuals must be given a choice to participate in the new purpose as an opt-in option. So, as new purposes for the data emerge, the participants should be recontacted for their permission to use the information for the new purposes.

Onward transfer. If an organization desires to provide PII to a third party, they must provide both notice and choice regarding this transfer of the data. Under this requirement, an organization can transfer data to another organization without participant assent if the purpose of the transfer is consistent with the original purpose of the data collection *and* if the third-party organization also qualifies as a safe harbor or otherwise satisfies the requirements of the EU directive. For example, PII collected from job applicants may be transferred to a third party for the purpose of conducting a criminal history check as a part of the selection process. If the background check provider only uses the information for this purpose and abides by the safe harbor principles, then the transfer is allowable. Organizations should also describe any data transfer to the job seeker before they are asked to submit personal information; that way the notice and choice principles are satisfied, and the transfer will be consistent with the agreed-upon purpose of the data submission.

Access. Within reason, individuals must have access to and be able to correct, add to, or delete their personal information where it is deemed inaccurate. This principle must be considered carefully when the PII are considered to be a portion of an assessment. Is it appropriate to allow job applicants to change their answers to biodata questions? Probably not, but certainly allowing access to update an address would be appropriate. Furthermore, provisions should be made to allow individuals to request that their data be deleted from the database if they no longer wish to be included in the purpose for the data collection.

Security. Data must be reasonably protected from loss, misuse, unauthorized access, and disclosure. Without proper data security, the privacy of personal data cannot be assured, so data security is an important underpinning of privacy protection. Compliance with the state laws mentioned above should help to ensure proper data security.

Data integrity. The integrity principle requires that PII must be relevant, reliable, accurate, current, complete, and used only for the purpose for which it was collected and authorized by the individual. This principle underscores the obligation to ensure that the data are in the proper condition to support the intended purpose and that databases are free from common problems such as corruption, formatting errors, or misuse by poorly trained data analysts.

Enforcement. The final principle requires a process for individuals to register complaints and for providing solutions to privacy and data security issues. Additionally, procedures should be developed for verifying compliance with the safe harbor principle. Companies such as TRUSTe provide verification and arbitration services for a fee.

Implications for I-O Psychologists

The *Ethical Principles of Psychologists* (APA, 2002) and *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) contain many specific recommendations for data security, usage, and consent that fit well with the prescriptions provided by the Safe Harbor program. However, the safe harbor principles extend and amplify many areas where psychologists and HR professionals may fall short, especially when the Internet is used for data collection. A few recommendations are provided below for elevating compliance with the privacy principles.

Implications for practice. When collecting and storing PII in organizational contexts, practitioners should consider the following suggestions:

- *Design data collection systems for privacy control.* Review the seven privacy principles within the context of the organizational systems that require PII. For example, review online screening tools to determine how each of the principles is met by the system or by the supporting business processes.
- *Don't collect information you don't need.* Every data point provides an opportunity for breach, corruption, expiration, and potentially liability. Have a well-defined reason for collecting personal information, communicate the purpose clearly, and stick to it.
- *Define your data policy in advance.* Describe who will have access to personal information and the conditions under which it will be available.
- *Be very cautious about onward transfer.* Risk is magnified each time a dataset is transferred to other users. Are all data recipients required for the purpose of the data collection? Are all data recipients compliant with the safe harbor principles?
- *Review your security practices*. Laptops and USB drives that hold PII should be encrypted and password protected to meet the standards set by recent state laws. Review the nature of your data with your organization's computer security specialists. They may already have security protocols prepared, but they may not realize the sensitivity of the data you handle. Furthermore, consider how you would respond to a data security breach in advance.

Implications for research. Perceptions of personal privacy and the factors that may affect those perceptions are ripe for more research. Despite the multitude of PII collected within assessment programs and other HR systems, privacy perceptions related to the treatment of personal information have received little research attention. Organizational researchers could help develop a better understanding of issues such as:

- What organizational practices heighten individual concerns about information privacy?
- What practices best mitigate privacy concerns?
- What are the facets of individual privacy as a construct?
- What are the antecedents and correlates of privacy perceptions in the workplace?
- How do privacy perceptions vary across cultures?

Increased attention to the principles of data privacy helps to safeguard the information entrusted to organizational psychologists and HR professionals, reduces the risk associated with security breaches, and differentiates the profession from those who might take less care in the handling of personal data.

For More Information…

To learn more about the U.S. Department of Commerce Safe Harbor Program, and the EU laws to which it relates, see www.export.gov/safeharbor. A useful overview was also presented by:

Greer, D. (2008). *The U.S.–E.U. Safe Harbor framework: Past, present, & future.* Presented at the Workshop on International Transfers of Personal Data Centre Albert Borschette, Brussels, Belgium. Available at http://ec.europa.eu/justice_home/news/information_dossiers/personal_data_workshop/doc/Presentation_Greer.ppt.

The obligations of psychologists to maintain data security in research and assessment are described within these well-known sources:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *Standards for educational and psychological testing.* Washington, DC: American Psychological Association.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, *57*, 1060–1073.

Recent guidance regarding data protection practices has also been provided by the National Institute of Standards and Technology:

McCallister, E., Grance, T., & Scarfone, K. (2010). *Guide to protecting the confidentiality of personally identifiable information (PII).* Gaithersburg, MD: NIST (Special Publication 800-122). Available at http://csrc.nist.gov/publications/nistpubs/800-122/sp800-122.pdf.

State laws dealing with data privacy and security are concisely summarized by the National Conference of State Legislatures (NCSL.org). For example, see www.ncsl.org/Default.aspx?TabID=756&tabs=951,71,539#539.

Finally, more information about data privacy in the context of online personnel selection is available within:

Reynolds, D. H. & Weiner, J. A. (2009). *Online recruiting and selection: Innovations in talent acquisition.* Malden, MA: Wiley-Blackwell.

Questions and comments concerning this article are welcome; please direct them to Doug.Reynolds@DDIworld.com.

Consulting and Business Skills in Industrial-Organizational Psychology Graduate Education

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Abstract: In 1999, SIOP updated its graduate training guidelines to reflect the importance of consulting and business skills to practitioners in I-O psychology. A study was conducted in 2009 (Fink et al., 2010) to gather data on current practices and expectations for developing consulting and business skills in graduate I-O programs from four key stakeholder groups: current faculty, current students, recent graduates, and the practitioners who hire them. Survey results revealed several areas of misalignment. For example, graduate students desire, and recent graduates believe they should have, business development skills. However, the employers who responded to this survey did not have particularly high expectations for new graduates' competence in this area. This report reviews the findings of the study and outlines a set of recommendations for students and new graduates, faculty and program directors, and SIOP as a professional society.

Introduction

Proportionately, SIOP is reasonably balanced between those who identify themselves as "academic" and "applied" (SIOP, 2006a). More than half of SIOP members in 2006 indicated their employment setting as applied (51%), with about 41% reporting an academic work setting (SIOP, 2006b).

The emphasis on science and practice in industrial-organizational (I-O) psychology serves several functions for our profession, operating as a model, value system, mindset, and career metaphor for the field as a whole (SIOP, n.d). Although I-O psychologists generally agree that the scientific method should inform inquiry in research and practice, there is disagreement about how this should be implemented. Many think that expecting every individual I-O psychologist to conduct both research and practice in organizations is unrealistic (Rupp & Beal, 2007, citing Brooks, Grauer, Thornbury, & Highhouse, 2003; Hays-Thomas, 2002; Kanfer, 2001; Murphy & Saal, 1990). We argue that it is not necessarily the ability to simultaneously conduct research and practice in I-O psychology that is important; rather, it is the ability to work effectively in both the science and practice spheres when necessary. Those who bring business and consulting skills along with their scientific knowledge and acumen will have a clear advantage in the workplace. Furthermore, these individuals are better able to represent the science of I-O psychology because they are able to communicate effectively its relevance.

SIOP has recognized the need to train students to work effectively within the scientist–practitioner model—SIOP's (1999) guidelines for education and training at the doctoral level were revised (from 1985) in part to make the model more explicit. According to the more recent guidelines, a "dual emphasis on theory and practice is needed regardless of a student's intended career path." One of the new competencies added in 1999 was "consulting and business skills," which includes the broad categories of communication, business development, and project management. These competencies require practice; that is, I-O graduates should not only know what these competencies are, but they should be able to execute them effectively. Questions remain, however, about how to train these skills. For example, should I-O programs directly train these competencies? Are I-O faculty best qualified to train these competencies, or should the competencies be trained through internship experiences? From an employer perspective, how important are these competencies? What level of proficiency is expected of new graduates?

In 2007, the Education and Training Committee charged a subcommittee with the task of surveying a variety of stakeholders (employers, universities, and recent graduates) regarding the general competency of "consulting and business skills." This subcommittee sought to answer the following questions: (a) What skills do recent graduates have? (b) What are some areas in need of improvement? and (c) Where can training programs make adjustments to improve student capabilities in consulting and business skills?

Method

Survey Design and Administration

A core set of survey items were developed to examine business and consulting skills identified by SIOP as being relevant to the practice of I-O psychology. These items focused on three primary areas: (a) *communication* (business writing, business presentation, influence and persuasion skills, and the individual in the team), (b) *business development* (the ability to package ideas and practical problem solving), and (c) *project management* (organizing work and integration and utilization of information). To obtain perspectives from both academic and practitioner domains, two versions of the survey were created.

The academic survey examined graduate students' opportunities to develop business and consulting skills as well as the manner in which these opportunities are provided. Respondents were also asked to indicate the extent to which graduate training programs in I-O psychology *should* provide opportunities to develop business and consulting skills. The industry survey examined business and consulting skills expected of new graduates in I-O as well as the extent to which these skills were actually possessed by typical new graduates. Response scales were five-point Likert scales ranging from 1 = *small/no extent* to 5 = *great extent*. For both versions, participants were also given the opportunity to respond to a series of open-ended questions. Questar, SIOP's survey partner, provided survey design, administrative support, and data analysis for this project.

The survey population consisted of 2,631 SIOP members that met predetermined criteria, including employers of new I-O graduates in their first 4 years of employment, recent I-O graduates in their first 4 years of employment, faculty at PhD and master's I-O programs, and students past their second year of graduate school. An e-mail was sent to all identified members on April 21, 2009 asking them to log onto the Questar Web site to complete the survey. The survey remained open until May 8, 2009, with a reminder e-mail sent to participants on May 4.

Survey Participants

A total of 419 survey recipients responded to the survey, resulting in an overall response rate of 16% (see Table 1).

Table 1
Response Rates by Group

Group	# Sent	# Responding	Response rate
Faculty	295	44	15%
Students	1,334	173	13%
Employer	483	85	18%
Graduates	519	117	23%
Total	2,631	419	16%

Of the 202 employers and recent graduates who responded, 43% indicated that they worked in consulting, whereas 21% and 18% indicated that they worked in academia and industry, respectively. Of the 212 faculty and student respondents, 58% were affiliated with PhD programs and 38% were affiliated with terminal master's programs. Only two individuals indicated that they were affiliated with PsyD programs. The highest degree attained for the majority of employer, recent graduate, and faculty respondents was a PhD (85%).

Results

Faculty and Students

To examine the extent to which the development of business and consulting skills is integrated into graduate I-O psychology programs, respondents were asked, *"To what extent **does** your graduate training program in I-O psychology provide opportunities to graduate students to develop these skills?"*

Overall, both faculty and students agreed that opportunities to develop business and consulting skills were available in their graduate training programs, typically in the form of "working on project teams," "organizing work," and "integrating and utilizing information." However, results suggest that faculty members indicated greater availability of opportunities than students perceived.

To examine potential differences between the extent to which opportunities to learn business and consulting skills are provided and respondents' beliefs about the extent to which they *should* be provided, respondents were also asked, *"To what extent **should** a graduate training program in I-O psychology provide opportunities to graduate students to develop these skills?"*

Overall, both faculty and students felt strongly that I-O graduate training programs should provide opportunities to develop business and consulting skills, especially with regards to "general communication skills" and "integrating and utilizing information." Students felt more strongly than faculty about the extent to which graduate training programs should provide these opportunities. For five of the eight skills, students indicated that I-O graduate training programs should provide opportunities to develop these skills to a significantly greater extent than did faculty members. These results suggest a possible disconnect between the opportunities that faculty believe they are providing for students and the opportunities that students perceive as available to them. Furthermore, paired *t*-tests revealed significant within-group discrepancies between what is actually provided and what should be provided. These discrepancies are especially pronounced among students. Thus, it appears that both faculty and students agree that opportunities to develop business and consulting skills as part of I-O graduate training may not be as readily available as they should be. A summary of the above results can be found in Table 2.

There was also considerable disagreement between faculty and students regarding the manner in which opportunities for developing business and consulting skills are provided in their graduate training programs. For example, faculty members indicated that supervised experience provided the primary opportunity to learn communication skills, business development skills, and project management skills, whereas students indicated that formal course work provided the primary opportunity to learn these skills.

Employers and Graduates

To obtain a practitioner perspective on the importance of business and consulting skills to I-O graduate training, respondents were asked, *"To what extent do you expect new graduates trained in I-O psychology to possess this skill?"*

Table 2

Faculty and Student Mean Responses for Graduate Training Does *Provide Opportunities to Develop Business and Consulting Skills Versus Graduate Training* Should *Provide Opportunities*

	Faculty responses				Student responses			
	Does provide opportunities (mean)	Should provide opportunities (mean)	*t*	*df*	Does provide opportunities (mean)	Should provide opportunities (mean)	*t*	*df*
Communication skills in general	3.77	4.42	-3.71**	42	3.62	4.54	-9.76**	165
Business writing	3.19	3.81	-3.50**	41	2.90	4.23	-12.33**	170
Business presentation	3.56	3.95	-1.84	40	3.11	4.33	-12.46**	170
Influence and persuasion skills	3.35	4.00	-4.09**	42	2.76	4.21	-14.66**	168
The individual in the team	4.12	4.00	0.61	42	3.38	4.05	-7.23**	169
Business development skills in general	2.87	3.59	-3.46**	38	2.88	4.27	-14.98**	160
Ability to package ideas	3.19	3.79	-3.20**	42	2.85	4.33	-16.26**	170
Practical problem-solving	3.62	4.12	-2.51*	41	3.30	4.55	-14.28**	167
Project management skills in general	3.58	4.21	-3.09**	38	3.45	4.38	-10.03**	160
Organizing work	3.60	4.23	-3.44**	42	3.62	4.42	-8.59**	170
Integrating and utilizing information	3.83	4.38	-3.34**	41	3.75	4.55	-9.25**	169

Interestingly, results indicated that graduates felt that they were expected to possess business and consulting skills upon completion of their graduate training programs to a significantly greater extent than employers. These differences in expectations were especially pronounced for business presentation skills and business development skills. These findings were further supported by written comments, which suggest that employers expect new graduates to come into the organization with strong basic technical skills (e.g., knowledge of the field, data analysis, problem-solving) but believe that practical business and consulting skills will develop over time through experience and on-the-job training. Thus, it appears that recent I-O graduates may have misperceptions about what is expected of them as new hires in the workforce. Parallels may be drawn between these findings and those of the faculty and student survey. Perhaps students felt that opportunities to develop business and consulting skills should be available to a greater extent than faculty members because they have inaccurate perceptions of what skills are expected of them as new hires.

To examine potential differences between business and consulting skills expected of I-O graduates and those skills that are actually possessed by typical I-O graduates, respondents were also asked, "*To what extent do you believe this skill is actually possessed by typical new graduates trained in I-O psychology?*"

Results indicated that overall, employers and graduates agreed that business and consulting skills were not possessed to a great extent by typical new graduates in I-O psychology (see Table 3).

Table 3
Manner in Which Opportunities for Developing Business and Consulting Skills Are Provided

	Overall	Faculty	Students
Communication skills			
Formal course work	79%	80%	79%
Independent reading/study	44%	25%	49%
Supervised experience	53%	86%	45%
On-the-job training	29%	49%	24%
Modeling/observation	44%	75%	36%
Business development skills			
Formal course work	47%	34%	50%
Independent reading/study	35%	16%	39%
Supervised experience	35%	57%	29%
On-the-job training	25%	34%	23%
Modeling/observation	24%	36%	20%
Project management skills			
Formal course work	61%	61%	61%
Independent reading/study	39%	43%	38%
Supervised experience	44%	61%	40%
On-the-job training	34%	48%	31%
Modeling/observation	29%	57%	23%

Similar to the findings from the faculty and student survey, there appears to be a gap between what skills graduates are expected to possess and what skills they actually possess across both employers and graduates. For both employers and graduates, there were significant differences between skills expected and skills possessed across all of the business and consulting skills. These differences were greater for graduates than employers, perhaps due to graduates' perceptions that opportunities to develop these skills in graduate school are very limited. Employer and new graduate findings are summarized in Table 4.

Implications

Our study yielded a set of implications for all of the key stakeholders: students and new graduates, employers, faculty and program directors, and SIOP as a profession.

Graduate students want it all; three-quarters or more of graduate student respondents say that their graduate training program should, to a great extent, provide opportunities for the development of each and every skill inquired about in this survey. However, employers don't expect it all. Most employers have clear priorities among the skills it expects new I-O graduates to express: Technical skills are paramount; communication skills are essential; business skills are nice but not necessary. The priority order of these sets of skills was also reflected in the open-ended survey responses from employers.

This study does have one glaring limitation: We did not include the perspectives of non-I-O employers. Employers accustomed to MBAs may be delighted with I-O graduates' expertise and methodological rigor but disappointed in their facility with the very skills this project addresses. This, in turn, may limit I-O graduates' ability to be influential within these organizations and ultimately may limit the ability of I-O psychology as a profession to expand our influence beyond the niche specialties in which we frequently operate.

Although few would dispute the idea that more rather than less general "business savvy" is good for I-O graduates, for the profession of I-O psychology the critical issue remains one of proportion. Overemphasizing generic business education could diminish the core of professionalism in the training of I-O psychologists. On the other hand, deepening the knowledge of general business issues may accelerate the new graduate's success at getting science into practice.

There are some notable gaps between skill levels desired and possessed. For all skills assessed in this survey, employers' expectations exceed the levels they report seeing in new I-O graduates. There are, however, certain gaps that are especially pronounced. We define these as skills that a majority of employers expect to see to a great extent and for which there is a greater than 40 percentage point difference between those expectations and reported levels of skills possessed.

- *Communication*: 70% of employers expect moderate or greater communication skill levels, but only 14% believe new graduates have skills at that level

Table 4
Employer and Recent Graduate Mean Responses for Business and Consulting Skills Expected of Typical Graduates Versus Skills Possessed by Typical Graduates

	Employer responses				New graduate responses			
	Expect skills (mean)	Possess skills (mean)	*t*	*df*	Expect skills (mean)	Possess skills (mean)	*t*	*df*
Communication skills in general	3.93	2.70	12.30**	81	4.09	2.97	13.09**	114
Business writing	3.31	2.02	11.37**	83	3.59	2.43	13.40**	115
Business presentation	3.15	2.04	10.03**	83	3.66	2.56	10.61**	115
Influence and persuasion skills	3.20	2.33	7.23**	82	3.40	2.45	9.74**	116
The individual in the team	3.61	2.72	7.37**	73	3.94	3.12	8.12**	107
Business development skills in general	2.65	1.89	7.14**	81	3.20	2.33	9.51**	111
Ability to package ideas	2.95	2.21	7.06**	83	3.51	2.52	10.24**	115
Practical problem solving	3.63	2.70	7.88**	80	4.05	2.79	14.42**	114
Project management skills in general	3.62	2.89	7.13**	78	4.05	2.94	12.10**	112
Organizing work	4.02	3.10	9.88**	82	4.22	3.22	10.78**	112
Integrating and utilizing information	4.12	3.10	12.35**	84	4.30	3.32	11.14**	115

- *The individual in the team*: 77% of employers expect to see this skill to a great extent in new graduates but only 24% believe new graduates have this skill at that level
- *Practical problem solving*: 56% of employers expect to see this skill to a great extent in new graduates but only 12% report seeing it at that level of development
- *Integrating and utilizing information:* 76% of employers expect this skill to a great extent but only 33% report that new graduates possess the skill to that extent

Implications for Faculty/Program Directors

Graduate training programs in I-O psychology should emphasize the technical core of the profession: research methods, measurement, psychological theory, and critical thinking. The results of this survey indicate a wide range of views regarding the degree to which programs see the training of future practitioners as part of their mission. This suggests that I-O programs strive to make their stance on this issue clear in both formal and informal communications to prospective and incumbent students. Student responses on the survey express a level of frustration that their programs are not meeting their expectations with regard to the level of focus and encouragement in support of developing strong practitioner skills. Programs need to communicate honestly and clearly so that incoming students arrive with accurate expectations.

In addition, graduate programs would benefit from clarifying for current students the intended linkages between method of training (e.g., supervised experience, independent projects, and on-the-job training) and the skills enhanced by each method. Independently, students can pursue extracurricular activities that hone needed skills.

Graduate programs may be able to foster more well-rounded professionals by expanding evaluation criteria for prospective students and leveraging the experiences of recent graduates. In selecting new students, they may want to consider giving additional weight to communication skills and the ability to work in teams to complement academic credentials and other qualifying accomplishments. They may endeavor to keep recent graduates active in their programs to calibrate current students' expectations to those of employers and/or to coach and mentor more junior students in the business skills they are less likely to learn in the classroom.

Finally, graduate programs can diagnose the strengths and weakness of their current methods for developing those skills for which notable gaps are reported—communication, working in teams, practical problem solving, and integrating complex information—and redesign their training programs to provide more of the best opportunities for students to develop these skills.

There are skills common to excellence as academics *and* practitioners that need to be more thoughtfully nurtured in graduate education. No matter what their focus, all graduates need strong skills in written and oral communications, teaming, and project management. Faculty respondents to the survey recognized a significant gap between the level of skill development they would ideally be providing and the level they currently provide. Academic journal editors, as well as prospective corporate employers, are frustrated by manuscripts that are poorly written. Graduate programs across the spectrum have opportunities to provide more opportunities for students to practice preparing for and delivering formal oral presentations, and provide students with structured, detailed, actionable feedback on those presentations. Similarly, project management skills are as essential to successful academic projects as they are for practitioner work.

We also note that many programs do not assess core written and oral communications skills in selecting students into their programs. Programs that assess and select students in part for effective communications skills, as suggested above, would better serve all of their markets—academic and practitioner alike—as well as our collective interest in widely communicating findings that can benefit society at large. In doing so, we should practice what we preach, using methods with proven validity to measure target skills and getting input from the target market (organizations—academic and/or nonacademic) to establish appropriate selection standards.

Those programs that aim to train graduate students to be practitioners should adopt systematic processes to achieve these goals. Faculty often think that by simply modeling key practitioner skills, students will learn through observation. Students do not agree. Faculty with consulting practices often think that giving students "real-world" data to analyze and interpret creates a meaningful opportunity to develop practitioner skills. Students do not agree. They are looking for involvement in the diagnostic and implementation sides of their professors' consulting projects, including exposure (even if only as an observer) to the client. Students can best develop practitioner skills through multiple, intentionally structured learning experiences.

Like all good training, these experiences—internships, practicum courses, team projects, participation in MBA business games, and work on faculty consulting projects—have the greatest impact when they are deliberately structured with well-defined learning objectives, frequent measurement of those objectives, specific feedback on progress measured against those objectives, and time for reflection and integration.

Taken together, these results and recommendations identify opportunities for growth as a community of I-O psychologists and offer practical solutions designed to enhance the effectiveness and impact of our profession in both the academic and practitioner spheres.

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Thomas Alva Edison: An I-O Psychologist?

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When thinking about the pioneers of I-O psychology, several names quickly come to mind: Walter Dill Scott, Hugo Munsterberg, and Lillian Gilbreth to name a few. But, despite not even having a college degree, could inventor Thomas Alva Edison also be an I-O pioneer?

Although Edison is most famous for such inventions as the phonograph and a long-lasting incandescent light bulb, it is the 163-item employment test that he created in 1921 that best connects him to I-O psychology. On February 24, 1921, the following blind-box ad appeared on page 18 in the "Help Wanted–Male" section of the *New York Times.*

EXECUTIVES

> The President of a large corporation is looking for executives in the embryo stage—Young men who have graduated from a first-class college, technical or non-technical; experience in the manufacturing world unnecessary, but candidate must be willing to buckle down and work hard to learn a business of national repute from the raw material to the finished product; only those men who know they can compete with the best, who are above the average, who are still studying, plugging, and analyzing problems and are full of ambition to get to the top will stand a chance of qualifying; those who measure up to the high standard required will have a brilliant opportunity and promise of the future; starting salary $25 to $30 per week; let your application tell us briefly your ambitions, and give age, education, religion, and experience. V 959 Times Downtown.

Applicants who responded to the ad did not initially realize they were applying to Thomas A. Edison, Incorporated until they received a letter directing them to report to the Edison plant in New Jersey. When they arrived, they were given an unspecified amount of time to answer a 163-question test (some applicants recalled there being 170 questions; "Edison's Questions Still," 1921) covering geography, science, history, and literature, and then depending on the position for which they applied, some questions specific to their field. Apparently Edison's motivation for the test was that he wanted to hire the best employees but didn't trust that a college degree was sufficient proof of knowledge. This distrust can be seen in his May 6, 1921 quote to the *New York Times*, "Men who have gone to college I find to be amazingly ignorant. They don't seem to know anything."

To pass the test, an applicant had to get 90% of the questions correct. Edison labeled these as "Class A" men (there were no female applicants). Very few applicants were able to pass the test (Dennis, 1984). Various sources put the passing rate at "one of every 23 men" ("Edison Condemns," 1921), 32 out of "about 600" ("Edison Stands," 1921), and 32 of 713 ("What Do You Know," 1921). Regarding the distribution of test scores, Edison noted, "One curious thing is that there are no intermediates. The candidates seem to know a good deal or else nearly nothing" ("Edison Asserts," 1921).

In contrast to the "Class A" applicants passing the test, those failing the test were considered "XYZ" men. Edison noted that the Class A men were "well dressed and bright in appearance" and typically answered the questions in less than 90 minutes. XYZ men, however, usually required over 2 hours to complete the test. XYZ men were given a week's pay and then terminated ("Edison Condemns," 1921).

What were some of the questions?

- Where was Lincoln born?
- Where do we import cork from?
- Who was Cleopatra?
- What has the greater area, Greenland or Australia?
- Why is cast iron called pig iron?
- What is copra?

The Web site for the Edison National Historic Site contains a complete copy of the test that can be taken interactively (http://www.nps.gov/archive/edis/edifun/quiz/quizhome.htm).

As is a common concern with tests today, Edison was concerned about the security of the test, so much so that Edison scored the test himself, did not tell applicants their test scores, and forbade applicants from communicating the questions to others. In spite of that rule, at least two applicants leaked the test results to the media, and on May 11, 1921, the *New York Times* published 141 of the questions that were remembered by Charles Hansen, an unsuccessful applicant. The following day, the *Times* indicated that another unsuccessful applicant—Columbia University graduate William L. Shaaf, Jr.—remembered 150 of the questions. Although many of these were consistent with those remembered by Hansen, 12 new questions were added to the original 141 ("Edison's Questions Still," 1921). On May 13, the *Times* published 146 of the questions along with their answers.

Edison apparently was not the only executive testing applicants during this time. In response to the articles about Edison's test, Sherwin Cody sent the *New York Times* a list of 20 questions that he used to select office executives at Eastman Kodak Company ("Edison's Questions Still," 1921).

The day after Edison's questions and answers were published, Edison created a new test with similar questions. According to the *New York Times*, Edison "dashed them off in a few minutes" ("Edison's Dashes Off," 1921). Interestingly, over time, Edison realized that there was no need to create an alternate form because applicants still did poorly on the original test. Edison took this finding to support his idea that "the average college man doesn't read newspapers" (Stross, 2008, p. 275).

Keep in mind that in 1921 there were no federal laws prohibiting gender or race discrimination, no *Uniform Guidelines* requiring that a test be valid, and no EEOC or OFCCP to challenge Edison's test. But, the *New York Times* considered the test to be silly and ran a series of articles challenging Edison to justify his test. According to the Edison National Historic Site, Edison responded by creating even more tests!

Was Edison's test valid? According to Edison's secretary, H.W. Meadowcoft, it was 100% accurate: "Mr. Edison originated the questionnaire three or four months ago and is well satisfied with the results. Only some thirty of the several hundred applicants have managed to pass the test, it is true, but those who did and thus became inspectors of the factory have made good in *every case*" ("Edison Questions Stir," 1921). Edison himself said, "It has been asserted that the questions are not well adapted to finding out whether the candidates who answer them have the right stuff in them, but those who have passed are functioning well" ("Edison Asserts," 1921).

The applicant scoring highest on the test, Samuel A. Halsey, progressed rapidly through the ranks of the company to become the manger of the Phonograph Corporation of Manhattan. More importantly, he so impressed the sister of Edison's daughter-in-law that she married him, at Edison's home ("Led Edison Quiz," 1922).

Edison also tried a "content validity" approach to justifying his test with the following two quotes he gave to the *New York Times* on October 23, 1921:

> If a man cannot remember things well in general, he cannot remember where to turn for them and how to look them up quickly and effectively. The man who tries to substitute a research method for a memory cannot act decisively and safely in an emergency.
>
> When I call upon any of my men for a decision, I want it right away. When his department calls on him for a decision, it wants it right away. It's all very well to say that you have got to look up the data on which the decision will be based, that you know just where to look. But I want the decision now, and the department wants the decision now. It isn't convenient for me to wait.

In a letter to the *New York Times*, an engineer from Salem, Virginia agreed with the content validity of the test, stating "Mr. Edison is presumably hiring an engineer, and I find that of the 141 questions published in the *Times* of May 11, seventy-five should be answered correctly by any engineer. These seventy-five questions are not at all 'silly' as they deal with processes and sources of supply, a knowledge of which is essential to an engineer" ("Edison Brainmeter," 1921). Could this be the earliest example of using subject-matter experts to review test content?

Though not using the term by name, Edison further tried to justify his test using the concept of utility (no pun intended). He was quoted in the *New York Times* and in *Scientific American* as saying that the inability of minor executives to remember has cost Edison as much as $5,000 per lapse of memory and that "it costs too much to learn whether a man is a good executive by trying him out on the job" ("Edison Answers," 1921; "What Do You Know," 1921).

Although Edison was a strong believer in his tests, he apparently had no problem with nepotism because he hired his son Theodore without requiring him to take the test ("Edison to Hire," 1923).

Edison also understood the importance of minimum qualifications and multiple selection hurdles. In a 1921 interview with S*cientific American,* Edison stated, "Don't misunderstand me. Of course it does not follow that a man with a fine memory is necessarily a fine executive. He might have a wonderful memory and be an awful chump in the bargain. But if he has the memory he has the first qualification, and if he has not the memory he lacks the first qualification and nothing else matters." In a later interview on his 77th birthday, Edison had the following reflection on his tests, "It eliminates the unfit to a certain extent, but something more is needed to select good men" ("Edison, 77," 1924).

In 1922, Edison expanded his selection testing by creating a test to select his new personal assistant. The new test focused more on thinking speed rather than general knowledge. Consistent with his being an I-O pioneer, the test contained several situational judgment questions as well as several personality questions (e.g., "are you hard-boiled"). Two interesting examples of his situational judgment questions are:

> You are a salesman making every effort to get an order from a big manufacturer who is married to an unusually jealous wife. One evening you see this prospective customer dining with a chorus girl. What would you do?
>
> You have only $10 in the world and are playing poker with a man you have never seen before. On the first deal he holds a pat hand. You have three eights before the draw. There is 50 cents in the pot. He bets a quarter. What are you going to do and why?

During the interview portion of the selection process, Edison asked each applicant to stand up and turn around so that Edison could evaluate how well the applicant was dressed and groomed. After applicants answered a question, Edison's secretary would shout the answers to Edison because he was hard of hearing. After testing several hundred applicants, Edison still hadn't found a man worthy of being his assistant ("Edison Tests Poker," 1922).

Edison continued to make tests over the years with the 1923 version containing 150 items that had to be answered in 2 hours ("Edison at his Desk," 1923). One unsuccessful applicant described the following selection process used by Edison: Arrived at the company, received a quick prescreen interview by the personnel manager, was administered the 150-item test, met with Edison as he scored the test, was told by Edison that he didn't pass the test, and was then given subway fare back home. Edison's feedback to the applicant was, “You were very good at arithmetic, but you don’t read the papers carefully enough” (“Edison at his Desk,” 1923).

Although Edison’s tests seemed to receive as much scorn as they did praise, his use of tests influenced other organizations. For example, the Citizens’ Military Training Camps run by the U.S. Army created a 115-item test modeled after Edison’s test (“New Army,” 1923). The test contained such questions as:

- Why is it impossible to gather figs from thistles?
- Why do we have rules of the road and traffic policemen to regulate driving?
- What is the difference between an army and a mob?

Edison continued to create tests toward the end of his life, even using them to find his potential successor (an early example of succession planning). In 1929, Edison announced a contest in which the governor of each state would select one boy to take Edison’s test. The boy who scored the highest would then be given a full college scholarship. The other candidates would receive an Edison radio-phonograph (“Edison Hopes,” 1929). The winner of that first scholarship, who was also given the title of “America’s Brightest Boy,” was 16-year old Wilber Brotherton Huston of Seattle, Washington (“Huston Reveals,” 1929). Arthur O. Williams from Providence, Rhode Island won the contest the following year (“Edison Test Winner,” 1930).

Perhaps one of the most interesting things about Edison’s scholarship test is that he assembled a board of examiners to help him create the test. Who served on the board? None other than Henry Ford, Charles Lindbergh, George Eastman, Dr. Lewis Perry (headmaster of Phillips-Exeter Academy), and MIT President Dr. Samuel Stratton (“1929 Edison,” 1940).

How well did the test do to identify Edison’s successor? Not so well. Huston, the first winner, graduated from M.I.T. with honors, spent 4 years with Edison laboratories, but then quit to work for the Oxford Group. The scholarship competition was discontinued after the second contest in 1930 (“1929 Edison,” 1940).

In addition to his employment tests, Edison also had thoughts on the following I-O topics:

- *Vocational choice*

  “Every man has some forte; something he can do better than he can do anything else. Many men, however, never find the job they are best fitted for. And often this is because they do not think enough. Too many men drift lazily into any job, suited or unsuited for them; and when they don’t get along well they blame everybody and everything except themselves” (Forbes, 1921, p. 10).

  “I said that there is something every man can do, if he can only find out what that something is. Henry Ford has proved this. He has installed in his vast organization a system for taking hold of a man who fails in one department, and giving him a chance in some other department. Where necessary every effort is made to discover just what job the man is capable of filling" (Forbes, 1921, pp. 10-11).

- *Social inhibition*
  "Of course, I realize that the leaders of union labor have their political problems and that they must appeal to the collective intelligence of their followers, which is lower than the average individual intelligence of the same men" ("Thomas Edison," 1920).
- *Work schedules*
  "I'm glad that the eight-hour day had not been invented when I was a young man.... Today I wonder what would have happened to me by now if fifty years ago some fluent talker had converted me to the theory of the eight-hour day and convinced me that it was not fair to my fellow workers to put forth my best efforts in my work men" ("Thomas Edison," 1920).
- *Utility*
  "It is the same way with many mechanical engineers. They are not mechanical engineers at all. They are utterly incompetent. Yet every large concern is employing many of these incompetents, causing loss to the companies, and therefore, to the public-of untold millions. If concerns would only get up a little questionnaire and have candidates for positions take this test, at least the worst of the incompetents could be prevented from being put into positions where their gross inability results in incalculable loss" (Forbes, 1921, p. 86).
- *Social information processing theory*
  "I am not against the eight-hour day or any other thing that protects labor from exploitation at the hands of ruthless employers, but it makes me sad to see young Americans shackle their abilities by blindly conforming to rules which force the industrious man to keep in step with the shirker" ("Thomas Edison,"1920).
- *Retirement*
  "I don't want to retire, but when the doctor brings in the oxygen cylinder I shall know that I am through. Not until then. If a man retires from active business after he reaches 70 he probably dies in three years" ("Edison Discusses,"1921).

Was Edison an I-O pioneer? He just might have been.

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THE ACADEMICS' FORUM

Making the Most of Your Research Sabbatical

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A lot of advice exists to help academics maneuver their way through their careers. One need only look at the topics covered in a junior faculty consortium or workshop to see that there is ample advice given regarding steering one's way through the tenure process, becoming a better teacher, and managing the publication process. One area where I've seen relatively little advice, however, is on how to best manage a research sabbatical. Having never taken one myself, I asked three individuals who have recently taken research sabbaticals to answer some questions about how to make the most of a research sabbatical. **Lisa Finkelstein**, PhD, associate professor of psychology at Northern Illinois University (who took a semester-long sabbatical in fall 2009); **Stephanie Payne**, PhD, associate professor of psychology at Texas A&M University (who took a semester-long sabbatical in fall 2008); and **Alice Stuhlmacher**, PhD, professor of psychology at DePaul University (who took a year-long sabbatical in 2009–2010) were kind enough to answer my questions. I hope you find their advice as helpful as I did.

Before diving into the questions, I'll first provide some brief background on sabbaticals in general. The term sabbatical comes from the Greek word sabbatikos, or "on the Sabbath," literally meaning a ceasing or rest from work (as in when God took that little breather from creating the universe). The modern understanding of a sabbatical, particularly a research sabbatical, is that it is an extended absence from day-to-day work in order to achieve something. Within the university setting, these absences are often for a semester or a year and often are available for individuals at 7-year intervals of full-time employment (of course, this can vary by institution). Typically, and in the case of the three individuals providing advice here, one must apply for the sabbatical (often up to a year in advance) and must submit a report documenting their achievements upon the completion of the sabbatical. The funding available for individuals during a sabbatical varies by institution, but typically full pay is given for semester sabbaticals and half-pay is given for year-long sabbaticals. Faculty members are usually encouraged to seek external support to aid in costs (e.g., travel) associated with their sabbatical plans. And now, some helpful advice for making the most out of one's sabbatical:

What would you advise people do <u>beforehand</u> to make the most of the sabbatical?

AS: Communicate—with students, peers, advisees. Everyone seemed to do better if they heard from me about my plans and what I would be doing and how they could still get along without me. With my peers, I think we understand that we take turns with leaves, and it may be more work to be missing a colleague but everyone can get the opportunity at some point.

Assess goals: What do you really want to do? I had some stated goals and some unstated ones in my application. I stated that I would be applying for a grant, writing up and completing some research projects, but I also wanted to try new things and reach new audiences. I went to different conferences than ordinary and accepted more invitations to speak to professional groups about my research, so I could make contacts and see what nonpsychologists are excited by.

LF: I am all about goal setting in general, so set goals ahead of time, and not just work, work AND life goals. Make lists. Buy a journal and carry it everywhere. I got a pink leather journal with a cool pen that I never went anywhere without, and it was great to be able to reflect on goals, record what was happening, and so on.

Also, figure out what you are going to keep doing in your department and what you aren't. Your grad students, turns out, CAN live without you! Mine actually were super productive because I picked 4 days in the semester I would meet with them (phone or live) and 4 days I would read whatever was turned in to me, and that was IT. So, realize you can cut ties, and just tell people you will be gone and unavailable. And then really be gone and unavailable.

SP: Set short- and long-term goals and seek externally imposed deadlines. Try to arrange it so your lab/students can work without you present and do not need face-to-face meetings (and ideally don't defend during your sabbatical). Don't agree to take on any new students during your sabbatical. Just say NO! Protect your time. I attended eight oral defenses during my sabbatical semester. I was the chair for four of these. So, while my students made good progress that semester, I did not.

What would you advise people do <u>during</u> the sabbatical?

AS: This depends on peoples' goals. It was important to me not to get into administrative responsibilities and to focus on research. But I did not mind reading student theses or dissertations since I was in a research mode and it helped them make progress. It took the first few months for invitations to come to administrative meetings to slow down, but I liked that my colleagues asked and understood when I said no. I also have extremely competent and likable colleagues who I trust to make good decisions, so that made it easy to decline.

LF: I really liked the system described above with my grad students. I only came to campus on occasion, and I put a BIG sign on my door that said "I am on sabbatical—hooray! If you hear me in here, you can knock, but I most likely won't answer the door. I'm hiding. Don't take it personally. See you in 2010!"

I did still keep a daily list of what I wanted to do (although often it wasn't work related, sometimes it was). I thrive on structure so I created structure where there was none, but I made a really conscious effort to have balance and to stay out of the minutia.

I didn't check e-mail; I left an "I'm on sabbatical" out of the office e-mail, and I used my personal e-mail account if I had to get in touch with people on projects or for social reasons. Believe it or not, it took under 2 days coming back to clean out my inbox.

SP: I would give the same advice my senior colleagues gave me: Stay away from campus. Physically go somewhere else or pretend as if you have. This is the only way to focus on what you really want to accomplish. I also think the idea of going somewhere else to collaborate with someone, teach elsewhere, or even work in an organization/consulting firm sounds quite developmental, but none of those are all that feasible when you have a spouse who is not an academic and you are not willing to relocate your family temporarily or live apart.

Any advice for after the sabbatical?

AS: What surprised me was how much things changed in the time I was gone: textbooks, software, course requirements, and advising rules.... I missed getting to know a cohort of students that I had to get back up into. Maybe I should have kept a file about things I would want to refer to later when I was back to teaching. I had to update my teaching with more material than usual.

I also got quite a bit done on leave but now I have revise and resubmits coming along, and it is frustrating not to make progress as quickly as I originally did. But that is to be expected.

LF: We had a report due. The rumor is no one ever gets their whole project done in time, and I was no exception to this rule. As long as you could explain how far you got, your next steps, how much it all helped you, and the other great career and life changing things you did, no problem. And, I turned mine in at the end of May! No one complained.

SP: We had to generate a 1–2 page report. I dreaded writing it and put it off because I didn't want to face the fact that I didn't accomplish much. But, I actually found it enlightening because that's when I realized how many defenses I attended and all the things I did wrong!

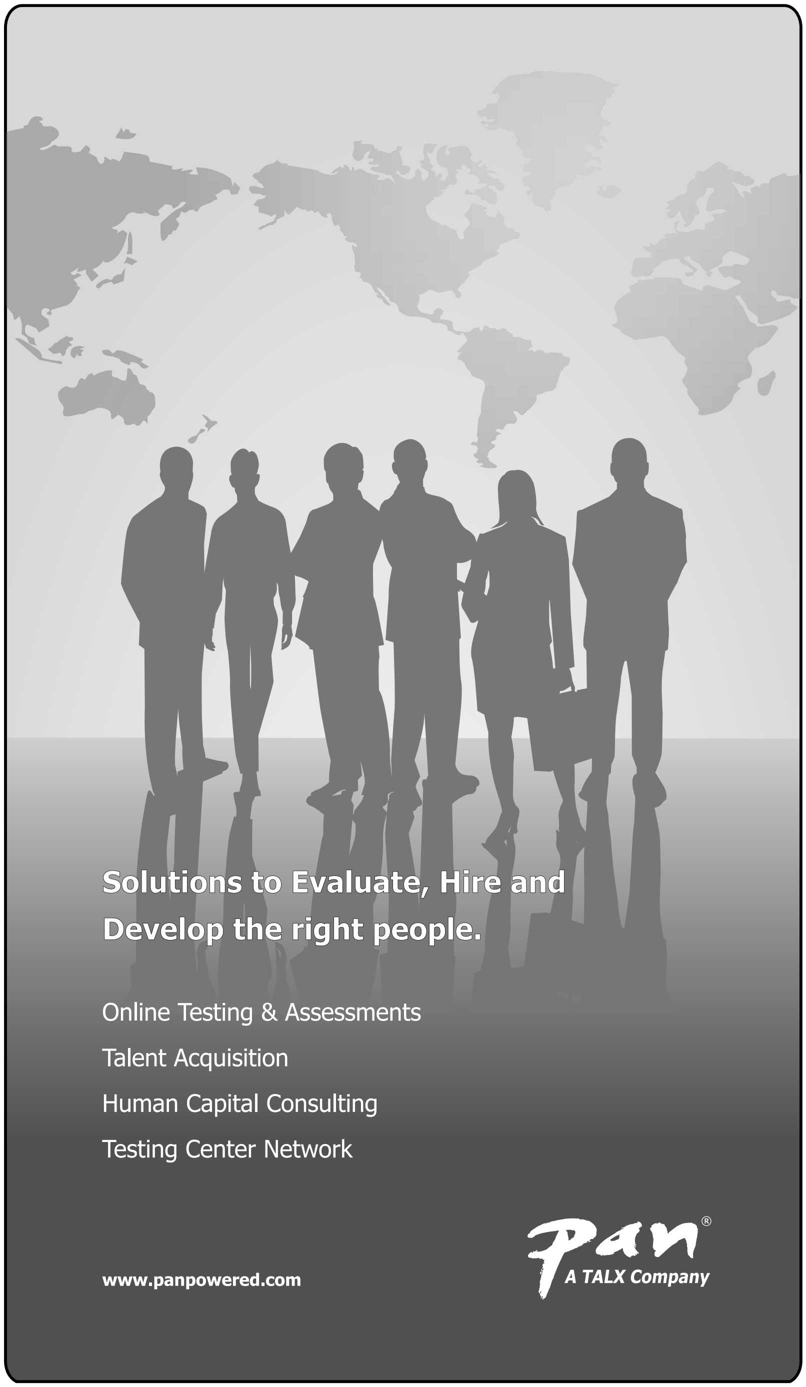
Anything else you'd like to share?

AS: I actually liked taking the sabbatical while staying put (at home). There was no transition time involved in moving or learning new systems, and so much can be done with short trips or technology. Of course Chicago has many resources and opportunities, so if I lived somewhere else the travel might be worth it. I found it overall an excellent experience to be able to step back and refocus energy into research and thinking about new directions.

LF: Think about what is most important to you. Don't be under the illusion that you will get TONS done because you probably won't. But you will get some done, so think of what is most important—and sort of out of your comfort zone, typical way that you work. I worked way fewer hours than normal, but the work I did do was really high quality—good research meetings and conversations and exploring new ideas.

Also, I actually suffered from some reentry problems. I thought I'd be psyched to go back, and for awhile I DREADED it. I am a person who loves her job and loves going to work every day. This has been part of my identity for a long time. So, when I realized how much I loved "not work," I started to question whether I really did love work so much. For me, the epiphany that made it all better was I went to **Tammy Allen's** last day of her grad seminar she was teaching (I was staying with her in Tampa at the time), and it was the day that the students did presentations on their research projects. I had SO MUCH FUN hearing about their stuff and interacting with them and being back in a fun classroom that I realized that I can love work and not-work at the same time! I thanked the class for saving me from an existential crisis at the end. I think they probably think I'm nuts. :)

SP: I know some faculty prefer taking their sabbaticals in the spring because that rolls into summer, but to me, summer rolls into fall, so it doesn't make that much of a difference. Maybe some people have more momentum at certain times of the year that they would want to take advantage of. Overall, I had a hard time being absent. I attended most I-O colloquia and went to some job talks in management. To me, it's hard to be selfish and to temporarily drop all these interpersonal relationships with students and colleagues that we work so hard to establish and maintain!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PRACTITIONERS' FORUM

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Many practitioners work with clients to help them comply with standards and laws related to employee selection processes and procedures. It is important, however, for practitioners to also make sure that they are informed of and comply with various standards and laws related to the practice of industrial and organizational psychology. With that purpose in mind, in this column, Rich Cober, chair of the Professional Practice Committee, provides an update on an important SIOP initiative related to the development of international assessment standards. In addition to this update, Greg Gormanous and Peter Scontrino, co-chairs of the State Affairs Committee, provide information on an important resource for SIOP members (including students) related to licensing.

International Standards Organization (ISO) Assessment Standards

Over the last several months, Rich Cober, chair of the Professional Practice Committee, and the Professional Practice Committee have reviewed and provided feedback on the ISO's proposed assessment standards. During the past several years, ISO has been leading an effort to develop "clear" standards for acceptable assessment practices from both a vendor and client perspective (one document for each perspective). The proposed standards define assessment in a very broad manner that includes testing, surveys, performance appraisals, and other tools and methods that many of our members frequently use in their work. Over the past 3 months, SIOP's Professional Practice Committee has taken charge of organizing the collection and provision of feedback on the ISO's draft standards from a SIOP perspective. One challenge in providing any feedback that attempts to represent our membership is that our membership's perspectives are inherently heterogeneous. Any reader of this column can likely recall a recent example of a situation where colleagues and peers within our teams and profession hold differing perspectives about how to proceed on a given task or support certain practices. The multiplicative complexity of representing the perspectives of SIOP members for a task like this presents a daunting challenge.

That being said, the pragmatics of the process for providing commentary to the working group developing the ISO standards mandated that if SIOP was to provide commentary, it should be in the form of a single document that covers any and all perspectives and points of feedback. This guidance may have provided some logistical challenges for SIOP in the past, but with recently introduced online tools to support broader interactivity among our community, SIOP is better positioned than ever to mobilize a rapid response when needed. To this end, our team of reviewers leveraged the SIOP Web page, SIOP Exchange, and new practice wiki to gather and synthesize feedback in an expeditious manner.

The first challenge with such an activity is to solicit feedback from appropriate SIOP members who have an informed perspective in a given topic area. In this case, the standards are written in such a way that all forms of assessment, from survey to selection tool to performance appraisal, will be addressed in the final standards document. Therefore, our first step was to ask for volunteers with backgrounds in assessment practice (defined broadly) to provide commentary on the proposed standards. This call was posted on the home page of the SIOP Web site and on the SIOP Exchange. Ultimately our call to action identified 10 volunteers with varying professional backgrounds to take up the review task. In addition, 10 more members were "invited" to review and provide commentary based on their background in like type of standards development processes as well as extent of practice in the international assessment arena. For a full list of the SIOP ISO Standard review panel, please see the SIOP Web site at www.siop.org/ISOcommittee.aspx.

To facilitate the collection of feedback, the reviewers leveraged the new practice wiki. It allowed this group to post the text of the Standards and allow for feedback to be provided in areas that were directly relevant to a particular section. Through the wiki, the team systematically collected feedback from a broad array of perspectives. The wiki also allowed for relatively easy interpretation of the commentary given the process of posting feedback against specific draft sections within the wiki environment. Member commentary is in the process of being put into a final document to be returned to the ISO draft working group. Professional Practice members **Anu Ramesh, John Weiner,** and **Mark Poteet** have led the process of pulling comments into a final document ready for submission. At a high level, the feedback suggests:

1. Choice of wording in such a document is critical. Our members pointed out several instances where a word should be better operationalized or perhaps different words used to clarify a point. Terms such as "assessor competence," "assessment participant," and the definition of "reliability of an assessment" were examples of areas where our membership provided recommendations for improvement in the current draft.

2. The ISO's choice to create two draft documents that balanced guidance for assessment providers from assessment clients seemed to find favor with the reviewer panel. Such a division helped to provide a balance between the perspectives, and there were meaningful areas where the reviewers found it important to clarify guidance from a particular point of reference.

As a next step, SIOP's feedback will be sent to the U.S. Technical Advisory Group (TAG) through **Nancy Tippins** who has served as SIOP's liaison and contributor to this group. In addition to Nancy, SIOP member **Wayne Camara** serves on the TAG as well as Kurt Geisinger and G. Harris representing other organizations. In the fall, the ISO TAG will review feedback from SIOP and other groups (e.g., APA, NCME, etc.) and make recommendations to the American National Standards Institute (ANSI), which will vote on the ISO assessment standards. APA's Committee on Psychological Tests and Assessment (CPTA) is also reviewing these standards and will make comments. SIOP members **Marcie Andberg** and **Jerry Kehoe** are on the CPTA. We will continue to keep SIOP members updated on this important information as the review and adoption process moves forward.

An Important Resource for Psychologists (and Students)—Association of State and Provincial Psychology Boards (ASPPB)

The topic of licensure is an ongoing area of discussion and debate for SIOP members. It is, therefore, important for SIOP members to be aware of the laws that affect the practice of I-O psychologists. Many members think of APA when the topic of licensure comes up, especially with the passage of the Model Licensure Act earlier this year. Although APA provides important information and support to state psychological associations and others about licensing, it does not make law. Each state has its own licensure laws for psychologists.

The SIOP State Affairs Committee, cochaired by Greg Gormanous and Peter Scontrino, has several important goals. Two of those goals are to communicate state developments and licensure issues to SIOP members and to work with the Association of State and Provincial Psychology Boards to keep them aware of the needs of I-O psychologists. As part of their goal of communicating state developments and licensure issues to SIOP members, Greg and Peter present the following information from the ASPPB Web site (www.asppb.net). All psychologists, both licensed and unlicensed, can use at least some of the ASPPB services.

What is the ASPPB?

The Association of State and Provincial Psychology Boards (ASPPB) is the alliance of state, provincial, and territorial agencies responsible for the licensure and certification of psychologists throughout the U.S. and Canada. ASPPB was formed in 1961 to serve psychology boards in the two countries. Much of the impetus for its founding related to mobility for practitioners. By consensus, the first step was to create and maintain a standardized written Examination for Professional Practice in Psychology (EPPP). ASPPB has done so since 1965.

Licensing Board Contact Information

The ASPPB Web site provides licensing board contact information for each state; U.S. SIOP members and students are encouraged to go the site for the licensing board contact information in the state(s) in which they practice. SIOP members and students can contact licensing boards in the state(s) in which they practice for information on the licensing laws that govern the use of the title of psychologist and the practice of psychology in the state(s).

ASPPB Credentials Bank: A Credentials Verification and Storage Program

The ASPPB Mobility Program was designed to ease professional mobility through two methods, the ASPPB Credentials Bank and the Certificate of Professional Qualification.

The ASPPB Credentials Bank is designed to store vital information such as:

- Transcripts
- Letters of recommendation
- Internship and postdoctoral experience hours
- Continuing education certificates
- ASPPB EPPP Scores

Importance of the Credentials Bank for Psychologists

The Credentials Bank Program provides a way for students and licensed psychologists to store evidence of their professional education, experience, prior licensure, exam performance, and other achievements. Once archived, this information can be accessed and submitted to any psychology licensing board, employer, or other agency per the psychologist's written request. The convenience of the "bank" helps to reduce potential hassles associated with documenting compliance with licensure criteria, particularly long after one's training and initial licensure.

Information can be stored now and retrieved in the years ahead, perhaps even long after your last contact with internship supervisors or postdoctoral experience supervisors. Such archived documentation can be helpful in maintaining your licensure eligibility even after initial licensure.

The Certificate of Professional Qualification (CPQ)

ASPPB issues the CPQ to psychologists who:

- Are licensed in the U.S. or Canada
- Have met standards of educational preparation, supervised experience, and examination performance
- Have practiced for a minimum of 5 years
- Have no history of disciplinary action

It is *extremely* important to note that the CPQ *does not constitute a license to practice.* It is a mechanism to facilitate the granting of a license to practice in a second or subsequent jurisdiction. Psychology boards that accept the CPQ have agreed to accept the CPQ holder's educational preparation, supervised experience, and examination performance for licensure.

Currently 39 jurisdictions accept the CPQ. Another seven jurisdictions are in the process of accepting the CPQ.

Interjurisdictional Practice Certificate (IPC)

The Interjurisdictional Practice Certificate (IPC) is a mechanism for licensed psychologists to practice temporarily in another jurisdiction, without obtaining full licensure or registration in the jurisdiction where the temporary practice occurs (i.e., the visited jurisdiction). The IPC allows psychologists to provide temporary psychological services in jurisdictions that accept the IPC for *at least 30 work days* (a day being defined as any part of a day in which psychological work is performed) per year without obtaining full licensure in that jurisdiction. Threshold requirements include being licensed to practice psychology in at least one jurisdiction where such license is based on receipt of a doctoral degree in psychology, having no history of any publicly reported disciplinary action, completing a Declaration of Competency in area of intended practice, and providing an Attestation of Professional Work Experience. Other requirements may be required, so review the ASPPB Web site for more information.

Doctoral Psychology Programs Meeting Designation Criteria

The ASPPB/National Register Designation Project expedites the doctoral credentials review of individuals seeking licensure as psychologists. Doctoral programs that are designated have undergone a paper review by the ASPPB/National Register Designation Committee and have been found to meet the designation criteria for granting doctoral degrees in psychology. There is no site visit, and many believe this process is less intrusive than APA accreditation. It serves as a service to doctoral students because graduates of designated doctoral programs typically meet the educational requirements for licensing. Some I-O programs, such as the University of Akron's Industrial/Organizational Psychology PhD program, have been designated.

Handbook on Licensing and Certification Requirements *and Other Resources*

The ASPPB *Handbook on Licensing and Certification Requirements* is the leading resource for the regulation and credentialing of psychologists. The information contained in this handbook summarizes licensure requirements by state and province and is provided at no charge. Because requirements change, it is always best to access the jurisdiction's Web site directly. Additional resources and information can be obtained from the ASPPB Web site at www.asppb.net.

Many practitioners spend much of their time and other resources keeping up to date on professional standards and laws that affect how they do what they do with their clients. Many practitioners may, however, find it difficult to dedicate time and resources on educating themselves about the standards and laws that affect them, the profession, and their practice. In this column, we will continue to do what we can to help inform practitioners of the development of and changes in standards and laws that affect the profession and the practice of industrial and organizational psychology. If you have a question or a topic on which you want information, let us know and we will do our best to provide an update in a future column.

PRACTICE PERSPECTIVES

The Future of I-O Psychology Practice, Part I: Future Directions for I-O Practice Identified by Leading Practitioners

Rob Silzer
HR Assessment & Development Inc./Baruch-CUNY

Rich Cober
Marriott International

The current and future state of industrial-organizational psychology has been widely discussed in recent years (see references). I-O psychology seems to be in the middle of a transition or perhaps a rebalancing among the various groups and interests in the field. Most professions evolve over time. At times, the evolution is due to technological innovations that change the nature of the work. Other evolutions are in response to shifts in macro environments (such as cycles of economic prosperity and recession), which often require innovative adaptations in professional practices and standards.

In order to better understand the evolution and future direction of I-O psychology practice, a brief survey on the "Future of I-O Psychology Practice" was sent to a small but diverse sample of 80 I-O practitioners (1Qtr, 2010) Completed surveys were received from 50 leading I-O practitioners, including 20 SIOP Fellows. This survey was a follow up to the SIOP Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008).

Our survey team was interested in finding out how I-O psychologists saw the future of I-O psychology practice. In addition, we wanted to draw on their extensive experience to gather suggestions on what I-O practitioners and SIOP can do to further facilitate I-O practice. The survey contained three open-ended questions:

Based on your own experience and insight, and thinking ahead to the next 10–20 years of I-O psychology practice:

1. What are the three most likely future directions for I-O psychology practice?
2. What are the three most important activities that I-O practitioners can do in the future to contribute to organizational and individual effectiveness?
3. What are three steps that SIOP could take to facilitate I-O psychology practice in the future?

In a series of *TIP* articles we will provide a summary of the responses to each of these questions. A full listing of all the responses to the survey will be made available on the SIOP Web site.

Future Directions for I-O Psychology Practice

In this article we focus on the responses to the first question: *What are the three most likely future directions for I-O psychology practice?* We received 138 responses (on average 2.76 comments per respondent) and sorted them into 16 categories that emerged from the data (see Table 1). The top four categories for this question account for 51% of the responses (n = 71).

Table 1
Response Categories for Question 1: Future Directions for I-O Psychology Practice

Response category	Number of responses
1. Changes in the field of I-O psychology	27
Consolidation of the field	
Better integration between I-O research and I-O practice	
Splintering of the field	
Potential obsolescence and irrelevance	
Integration with related fields	
Incorporation into HR	
Migration to business schools	
2. Changes in I-O practice	20
Shift to focus on individuals and talent management	
Shift to other practice areas	
Streamlining of our practices and procedures	
3. Impact of globalization	14
4. Impact of technology	10
5. Greater business/client orientation	9
6. Changes in skills	9
7. Increasing influence of data driven and research-based approaches	7
8. No change	7
9. Increased competition	7
10. Changes in roles	6
11. Changes in careers	4
12. Increased legal considerations	4
13. Better measurement of impact and outcomes	4
14. Greater public visibility	3
15. Impact of economic factors	3
16. Commoditization of products and services	2

Many respondents found the first survey question to be the most challenging. Below we provide a representative sample of the responses we received in each category.

1. Changes in the field of I-O psychology
   - Consolidation of the field
     - More consolidation in the field, which is filled with individual practitioners; this is really a fragmented market right now, but the larger firms, including search firms and broader HR firms, are buying I-O expertise. I fear that it will make us subservient to HR or other interests. If the larger firms were to provide more dollars for applied research, that would be a positive.
   - Better integration between I-O research and I-O practice
     - Potential for greater connectivity between I-O research and I-O practice (how to create a continuous loop of practical research that informs application in a shorter lifecycle).
   - Splintering of the field
     - A bifurcation into "individually focused" (e.g., assessments, coaching) and "systems focused" (e.g., human capital strategy, program design/implementation) styles of practice. Bifurcation is a negative.
     - Dying in SIOP and reemerging in other flourishing, growing, and thriving areas of professional psychology practice (e.g., business of [psychology] practice; consulting psychology; organization development; executive development; healthy workplace environment roles; etc.).
     - It will splinter and be absorbed into other areas such as coaching, HR consulting, strategy consulting, and so on. We will not have been able to carve out a niche as a field of "psychological" practice. Research will become even more specialized and esoteric. Because it is narrow and reductionist, outside of the small circle of academics I-O research is not viewed as useful nor giving us credibility to be at the table with senior decision makers.
     - It will break into two parts: a commodity portion in which online tools (both good and terrible) will be distributed over the Web at very low cost and elite consulting practice where practitioners do highly customized work with senior executives.
     - A split between I-O practice and the researchers, perhaps into different professional societies.
     - High-volume selection work will be increasingly commoditized as turn-key solutions. Organizations will be able to select from menus of available selection procedures, online test administration systems, and standardized job "analysis" tools to be able to plug in reasonably effective selection systems.
     - I-O psychology practice and research will continue to drift apart, and it will lead to less professional engagement and cross-fertilization (40% chance).
     - Split of content specialists (practitioners) versus methodological (academic) specialists. Practicing I-O psychologists will further split into primarily psychology-based content experts/practitioners

versus organization development types.
    - Special interests within our society will cause us to fractionate like APA.
- Potential obsolescence and irrelevance
    - Potential for obsolescence if the practical components are not promoted and better PR is not provided to help others' understand the value and impact.
    - I-O moves more toward academic/less business relevant initiatives and loses its traction in a business setting.
    - Unless we stop producing technocrats who have no insights about business, we will become more irrelevant.
    - Death of I-O…work in practice is subsumed by clinicians/counseling psychologists and lawyers.
    - The field is becoming irrelevant; other professions are savvier in their ability to influence business leaders and make themselves indispensable to the business world.
    - I-O professionals marginalized despite best intentions; profession grows incrementally but is widely outpaced by growth of adjacent professions (APA, SRHM, ASTD, HRPS) and other more interdisciplinary associations. As a result the theoretical- and experience-based contributions of SIOP practitioners are largely ignored unless channeled through other vehicles (HBR, online forums not yet developed). Those with a background in I-O psychology who ascend to senior organizational roles cease to look to SIOP for best practices, instead looking at the broader field of management consulting (as in "it was a good training ground, but now I have really big issues to work on"). Having I-O psychology background/degree offers little market differentiation among executive coaches, talent management practitioners, and organization development consultants.
- Integration with related fields
    - It will become more integrative with other parts of psychology, incorporating input from clinical, counseling, social psychology, and with other disciplines. We will do more work as integrated teams of professionals such as pairing with MBAs, and so forth. Our models will become more attentive to real-life problems of organizations. Methods will involve more qualitative as well as quantitative approaches.
    - Elevation of the importance and visibility of I-O psychology by virtue of strengthened connections with other disciplines that contribute to organizations and management.
    - Those with I-O backgrounds will absorb knowledge and learn strategies and techniques from other fields—may even align themselves in multibackground groups (to take advantage of the many fields that have something useful to contribute to leadership development). Some may stay connected to I-O as a professional group, and others won't.

- Incorporation into HR
  - There will be increasing demand from HR generalists (e.g., HR business partners) who support line leaders and field operations to learn and "own" some of the up-front work that I-O psychologists are trained to do (i.e. organizational diagnosis, job analysis, etc.). I can easily envision other functions or professionals either wanting to be empowered to do I-O work or simply coming into the organization claiming they can do high-quality I-O work without the proper training (e.g., clinical psychologists, counselors, therapists, etc.).
  - Continued integration and subordination to HR. In organizations, I-O psychologists will continue to work for HR professionals more often than any other arrangement. Gradually SHRM will provide more practice-oriented resources appropriate to I-Os and will gradually become the practice-oriented professional resource of choice for I-Os.
- Migration to business schools
  - The migration of I-O psychology into business departments will impact I-O practice in the future. There are some benefits in terms of the profession integrating more into the education and training of future business leaders. Future business leaders are likely to be more aware of I-O psychology and the perspective, solutions, and benefits it brings to an organization. On the other hand, this migration may "morph" I-O psychology into something different and may, by necessity, become more focused on and more associated with organization development and large-scale organizational change efforts. Some parts of our profession that provide unique value to others, such as research/practice related to individual differences, measurement, and so forth, could take a back seat in terms of focus, be seen as less relevant, or possibly disappear all together.
  - "Human capital management" becomes a separate discipline, MBA focused.
  - Decline: Graduate programs erode in favor of B-school OB-type programs.

2. Changes in I-O practice
   - Shift to focus on individuals and talent management
     - Change direction in terms of the "science" influence on practice; that is, practice becomes more defined in terms of coaching, organizational behavior, and "softer" services, and the "I" side is treated as having less importance overall.
     - More focus on leadership development and the integration/alignment of talent management with organizational strategies.
     - More focus on practice related to the individual; for example, coaching, individual assessment and feedback, career development, and counseling.
     - Migration toward areas where there is a smaller I-O research base

compared to historical I-O practice (e.g., migrate from job analysis, selection, performance management to leadership development/leadership talent management, organization development, workforce planning, etc.).
    - Increased focus on talent management (including assessment, development, succession planning); this is only going to get worse as the boomers finally retire fully and the shortage of Gen Xers ascend to the senior most roles.
    - Expand understanding of interfaces among individual differences and context, be it organizational and national culture, strategy, stage of development, structure, and so on.
- Shift to other practice areas
    - Increased focus on sustainability, "green" jobs, and so forth.
    - Taking a leadership role in helping organizations become corporate citizens in the world economy: facilitating cultural integration and sustainability initiatives and helping organizations advance in ways that benefit economies and societies.
    - Movement into more heavily org-design kinds of work as ability to understand data patterns, compensation theory, and job structures are leveraged to help organizations adapt to changing economic conditions. This would afford opportunity to broadly leverage assessment and performance development expertise.
    - Becoming more engaged in the reality of organization development as it is practiced in the real world by those who are sophisticated but not psychologists.
    - The demographics of the work place will continue to change. In addition to growing diversity, people are living longer. I-O practices need to focus on ensuring the work effectiveness of this population in particular, perhaps in partnership with human factors psychologists.
    - In 10–20 years, I think that most businesses will only employ 20% of their workforce directly and the other 80% will be vendors and contingent labor. I predict that this will have huge implications in motivation issues, compensation, employee adaptability, leadership issues, and so on.
- Streamlining of our practices and procedures
    - We need to come up with ways to develop legally defensible selection procedures in a shorter period of time. Maybe we can work together with our colleagues to come up with ways to streamline the process.

3. Impact of globalization
    - It's trite to say, but the globalization of I-O practice will continue to be a dominant trend, if not *the* dominant trend. Cultural differences in I-O practice will not necessarily be reduced, but such practice differences will increasingly be represented as options within the "family" of practice tools.
    - Increased globalization. The days of "U.S" I-O and "niche" international

I-O are quickly disappearing. I-O practitioners need to practice globally.

- Globalization has got to still be a major trend. How do I-O psychologists better support global leaders, employees, and organizations?
- Global activities (e.g., assessing/training people all around the world for one company).
- Loss of relevance due to lag of research to help understand impact and use of assessment cross-culturally in a truly global economy. Our vendors today that claim to be global very much struggle with providing truly global insight.
- Globalization: Need to leverage practices globally while at the same time being sensitive to cultural differences.
- China will become the world's largest economy in the next 10–20 years. I-O practices will have to adapt and evolve as a result of changes in organizational and work practices due to the dominance of the Chinese.
- Increasing focus on cross-cultural issues. We're still at the beginning of the effective use of global, virtual teams and the full use of global talent. Need to make more progress in personality assessment globally (tackling the issues of norms), behavioral assessment and cultural integration, and the effective management of cross-cultural and virtual teams.
- Continue to build interfaces with business and government globally as well as increased collaboration among practitioners globally.
- Globalization of the workforce.

4. Impact of technology
    - Technology will continue to impact I-O practice: Internet testing, virtual assessment, social networking, and new software and products.
    - The integration of technology into the practice of organizational psychology will continue to increase. This trend is already in motion; many areas of practice have become entwined with the development and delivery of software to support related organizational systems (recruitment, selection, training, performance management, succession management, etc.).
    - Technology: Not only will this impact how we do research and practice I-O psychology, but our clients will be facing extreme changes with advancements in technology, so we need to be prepared to help them transition, take advantage, manage the change, and so on, well. Technology is also impacting how I-O psychologists are trained (e.g., online courses).
    - More Web-based instruments: tests, assessment centers, training, 360.
    - Recognizing and leveraging the new world of connectivity and transparency to find new ways and methods of delivering individual, team, and organization interventions.
    - More efficient, streamlined and automated processes, less personal touch.
5. Greater business/client orientation and understanding
    - Closer tie to "MBA" competencies leading to more effective practitioners and possibly leaving "pure" I-O to academicians and increasing obsolescence.

- Even stronger ties with business schools, a positive in terms of demonstrating a link to business results but a negative in terms of the field maintaining its identity.
- Being able to provide new, creative, and innovative solutions to our clients is important for the future. We also need to do a better job of anticipating client needs (rather than following their lead). Our graduate training and SIOP could do more to encourage more creative or innovative thinking and focus more on the future of the profession and those we serve. If practitioners and SIOP do not shift their thinking, we will become obsolete because others will perceive us as not adding value.
- A greater emphasis on demonstrating effectiveness and results and connecting to business strategy.
- So I guess I wonder how useful the concept of "I-O practice" is. Practices may be better organized around particular needs that client organizations or individuals have rather than around professionals with similar educational backgrounds and professional socialization experiences.
- Even greater emphasis on learning to speak the language and to understand the business executives and work within the c-suite.

6. Changes in skills
   - Less specialization and broader focus (e.g., focus on many talent management domains and not just a subset).
   - R&D skills for HR studying workforce trends, metrics, and analytics.
   - Increasing interest in "business analytics" and "predictive analytics."
   - Increasing focus on adult learning, how individuals become skilled at leadership and how to identify and build talent for the long term.
   - Increased emphasis on the ability to interact with senior leadership, less emphasis on traditional research.
   - Provide thought leadership and moral authority in field of assessment as it evolves (morphs) through high technology and global applications.

7. Increasing influence of data-driven and research-based approaches
   - Evidence-based practice will help us maintain a vital link to our research base and will provide a critical point of differentiation between organizational psychology and other management consultants.
   - Practice should become more science based. Science-based practice should become the norm for organizations, diminishing expediency of quick and dirty approaches and of fad practices.
   - I-O psychologists in "senior" practice roles will demand that I-O and OB researchers refocus their research on topics that are most critical to business, and this will spur a renaissance for I-O psychology.
   - More focus on utilization of data to drive talent/HR decisions.
   - Elevation of the importance/visibility/contribution of I-O psychology by virtue of its ability to use, scientifically and for practical ends, the rapidly increasing amount of data available in organizations about people, their attributes, their situations, their behavior, and the outcomes they produce.

- Use of research-based instrumentation and products become standard operating practice in a wider range of companies, as does adaptive testing over the Internet. Practitioners are seen by organizations as narrow but highly skilled technicians.

8. No change
   - Stay the same general course…do not resolve some of the fundamental issues with the academics within SIOP. Practitioners continue to complain but do not do much more. At this time I am not sure practice is encouraging or developing new leaders and contributors who are willing to even maintain the status quo let alone enhance the influence of practice within SIOP.
   - Wish I could honestly forecast that practice would become more united and influential both in the domain of psychology as it studies and serves organizations, and within SIOP itself. However, I do not see enough commitment from the broader practitioner group to make it happen.
   - Things keep going like they are, I-O gets bigger and better as a field.
   - Selection will continue to be a cornerstone of the profession.
   - I believe our theory building in employee attitudinal issues will be core also.
   - More of the same; I-O psychologists making their mark with some businesses (those with deep pockets and a leaning toward research) but are not viewed as providing unique value for most.

9. Increased competition from others
   - Lines becoming increasingly blurred/undifferentiated with non-I-Os practicing in the I-O “sandbox”; training people doing competency modeling, clinicians doing executive coaching and selection, social psychologists doing organizational surveys, and so on.
   - Boundaries between our profession and others (HR, OD, etc.) continue to erode and our profession moves towards more and more specialization.
   - Increasing competition with other psychologists and even other professions in the realms of coaching, assessment, and corporate advising.
   - We must prepare for our value differentiators. Fierce competition will erupt as other professions (e.g., MBAs) from around the world invade our vastly underleveraged and underpenetrated domain of increasingly obvious criticality (talent at work) accounting for over 50% of business expenses and untold dollar percentages of business value. (Get ready for Bain, McKinsey, and even law firms and IT on one side while on the other side, charlatans, snake oil salesmen, and rehabilitating IT programmers push out crap under the name of psychological assessments.)
   - Determine how to fend off and differentiate ourselves from the influx of clinical psychologists and nonpsychologist “executive coaches.”
   - Competition from online testing vendors could pressure I-O psychologists to lower standards for validity evidence and responsibility for adequately proctored testing.

- Difficulty maintaining an identity as a branch of psychology given the proliferation of business school and nonpsychology programs in OB, "organizational leadership," and other programs. Combine that with what I believe is the field's ambivalence toward licensing and I think it will be very difficult for I-O psychologists to compete with the nonpsychologist "coaches" and consultants out there.

10. Changes in roles
    - More opportunities to leverage training in senior executive roles such as chief human resource officers.
    - Will become the talent gurus in an organization (perhaps CTO, chief talent officer).
    - Application of I-O to wide array of work problems; I-O psychologists will work in all parts of large companies helping to make the work place more efficient and satisfying.
    - More focus on the "total" employment process—recruitment through exit.
    - Technical roles in support of psychologists' (as in those qualified to call themselves psychologists and practice psychology in their state) and human resources professionals' work in organizations (i.e., statistical analysis, test validation, testing, developing surveys, etc.).

11. Changes in careers
    - Less I-Os in companies, more in consulting.
    - More careers in HR/organizations.
    - Outsourcing of most personnel research to consulting firms.

12. Increased legal considerations
    - The legal environment for selection will become increasingly complex and challenging. The *Uniform Guidelines* are not getting any younger, and enforcement agencies are becoming increasingly active, so the pressure to justify our practices against older standards will increase. This influence will impede our ability to advance our practice in this vital area of expertise.
    - Increased legal scrutiny. Will be delicate balance to use "off-the-shelf" tests with more generalizable validity evidence versus building customized assessments that might be more applicable but that must rely on internal validity only.
    - Increased litigation and scrutiny by enforcement agencies of a growing range of activities, including selection, promotion, RIF, compensation, and access to desired programs such as 360, coaching, and management development.
    - Pressure from companies to increase the diversity of their organizations and from regulatory agencies to ensure equal opportunity will continue. I-O psychologists whose work is related to "employment decisions" must continue to ensure it meets professional standards and legal guidelines.

13. Better measurement of impact and outcomes
    - Increasing demand from line leaders for I-O psychologists to solidly demonstrate the ROI or value of the work we do.
    - We need to focus on meeting legitimate business needs with practices that really work and don't just function as a bandaid. There are a lot of solutions that sound appealing to a business person but don't work well in the long term. I have concerns that these things will come back to bite us.
    - We do need to police ourselves. I can't believe some of the ads that I see. We are taking the worst of business and adopting it rather than the best.
    - Increasing focus on ROI of I-O services.
14. Greater public visibility
    - I-O psychologists should become better known in the public domain as long as a few high-profile projects demonstrate the expertise and value of our field.
    - Increased utilization of I-O psychologists due to excellent marketing regarding the unique value the field contributes to the accomplishment of business goals.
    - Growth and prominence: We become more visible and we "own" a variety of HR practices (e.g., selection).
15. Impact of economic factors
    - Recession and global competition have pushed management into some very tough corners, and I think we are seen as a very small part of the solution if not an actual hindrance. The good news is our science is better than ever; we need to sell its value and apply it effectively.
    - Decreasing organizational reliance on I-O practitioners due to economic constraints.
16. Commodizations of products and services
    - Increasing reliance on scalable, commoditized products, reducing opportunities for research; greater demand for cheaper, faster, easier processes ranging from testing to performance management, even if they don't represent our best science and knowledge; increasing disinterest from management in anything that requires time or effort to develop or implement.
    - It will break into two parts: a commodity portion in which online tools (both good and terrible) will be distributed over the Web at very low cost and elite consulting practices where practitioners do highly customized work with senior executives.

Summary

The responses to this question are thought provoking and perhaps challenge our collective mindset of who we are and what we contribute to business and society. We are encouraged that the overwhelming majority of respondents are able to envision future changes in our field but are concerned about the mix of positive and more negative trends. There are many important insights here that I-O practitioners and SIOP should carefully consider. In our view some primary insights are:

- Ongoing concern about the integration versus divergence of I-O research and I-O practice
- Potential irrelevance and splintering of the field
- Perceived threat and competition to our field from professionals in other fields
- Possible integration and incorporation into other fields
- Migration to business schools
- Increasing focus on individual psychology and talent management
- Diverging professional interests between a focus on individuals/talent and a focus on organizations
- Need to be more relevant and useful to business clients and organizations
- Increasing impact of technology, globalization, and economic conditions
- Opportunity to leverage a data-driven and research-based approach for the benefit of individuals and organizations
- Potential changes to I-O roles and careers
- Increasing demand for demonstrating the ROI of our contributions

These insights suggest that the field of I-O psychology is highly likely to go through some significant changes in the future. One core question is whether I-O psychologists and SIOP are prepared to proactively shape the future of our field or whether we will just passively stand by as the world shapes us.

A recent symposium at the 2010 SIOP conference in Atlanta discussed the future of I-O practice (Silzer, Ashworth, Paul, & Tippins, 2010). The main conclusion was that the symposium audience strongly preferred that the headline for the future be “I-O psychologists become the indispensable gurus of talent,” with some also supporting the future as “chief strategist for HR.” But the audience thought the most likely future will be “more of the same.” This points out the difference between wishful thinking and passive reality.

This article is the first of several articles that will explore the future evolution of I-O psychology and outline suggestions on what I-O psychologists and SIOP can do to proactively shape the future of our field. Our perspective is slanted toward being proactive and looking for ways to actively shape the future of I-O psychology. Some of the survey responses make us concerned about the general long-term health of our field.

In the next article, we will summarize the survey responses to the question of what I-O practitioners can be doing to further contribute to organizational and individual effectiveness.

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Good Science–Good Practice

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Given that I-O psychology is traditionally concerned with the world of work, it's interesting to see when some researchers step back from that world and use the same scientific methods to examine the time when we're not working. In the case of a 2010 article by **Carmen Binnewies, Sabine Sonnetag,** and Eva Mojza presented in the *Journal of Occupational and Organizational Psychology*, that time is the weekend. Adopting an effort-recovery model and positing that workers have limited resources to spend on the accomplishment of their work, the researchers reasoned that employees may use the weekend to recover and recuperate those physical and mental resources. In order to do that, though, employees have to step back and away from their world of work and enjoy themselves. Then, if recovery is successful, workers come back on Monday morning better equipped to tackle their work and do a better job of it.

Specifically, Binnewies, Sonnetag, and Mojza say that recovery can be the result of three different kinds of weekend activities: psychological detachment, relaxation, and mastery experiences. The first of these, psychological detachment, can be as simple as not going in to work—it relies on the employee to do and think about something else for a change. Depending on the nature of the job and the telecommunications equipment thrust upon the employee, psychological detachment can be tricky though. One has to turn off the laptop, stop checking voice mail, and stop thinking about what to do come Monday. Relaxation activities, the second of the three weekend activities measured, are those that most of us probably think of in response to the phrase "taking it easy." These kinds of pastimes can be anything that the person enjoys and which is physically relaxing: reading, lounging, doing yard work, even exercising. Again, the key idea is that it is not work and that it is pleasurable. Finally, mastery experiences are those that build new skills and a sense of accomplishment and maybe even add new skills to our repertoire. Examples could include playing video games, training in a sport, or mastering a new hobby.

Armed with these concepts and the effort-recovery model, the researchers hypothesized that to the degree that these three kinds of activities result in recovery, employees should perform their job better. Performance was split into three parts: task performance, contextual performance (an aspect of organizational citizenship behavior), and personal initiative. The researchers also predicted that work would require less effort to perform if a person was well recovered from the weekend.

The research relied on self-report via surveys of actual employees, and all of the hypotheses were supported to some degree. The extent to which participants reported engaging in psychological detachment, relaxation, and mastery activities predicted their state of being recovered at the beginning of the work week. This state, in turn, was positively related to task performance, personal initiative, and helping behavior. It was also negatively correlated with the amount of effort respondents reported needing to put forth to do their work.

We find this research interesting because it uses a scientific study (though one admittedly limited by the nature of self-report survey research) to examine something that everyone knows is important, but which few people have actually researched empirically. We all know that the weekends (or whatever days on the calendar mark your time off) are important, and this article has helped build one possible theory as to why.

Another article from the same issue of the *Journal of Organizational Psychology* also dealt with employees' resource allocation in the face of organizational commitments but did so in service to a slightly different question. The article, by **Mark Bolino**, Sorin Valcea, and Jaron Harvey and entitled "Employee, Manage Thyself: The Potentially Negative Implications of Expecting Employees To Behave Proactively," gets the award for the most cheerfully pessimistic thing we've read lately.

The gist of the piece is that there may very well be undesirable downsides to asking employees to step up and do things without being asked. This shouldn't be a novel concept; it's hard to find a job description or recruitment ad that does not include the word "proactive" or some synonym in the list of characteristics required by the job, but the writers of this piece tap into a wide variety of other research to hypothesize about why "proactive" can mean the same thing as "overzealous, impulsive, cavalier, or even volatile."

For example, because most employees operate in a world of limited resources, allocating some of those resources to being proactive may mean that there's less left over to doing other parts of one's job. This creates stress to the degree that those unmet obligations are important. This stress might be especially acute among those who lack the resources to be proactive or when the nature of the job works against these aims. Being proactive might also create tension and conflict among employees. Those who see value in cultivating a reputation as a proactive person may compete with other employees, putting undue stress on those relationships and increasing the chances that proactive behaviors may be misguided or done at the expense of other responsibilities.

The larger organization may not be immune to the dark side of proactive endeavors, either, especially if they try to rely on proactive behaviors as a substitute for real organizational resources born out of traditional sources like culture and leadership. Bolineo, Valcea, and Harvey note that "self-managed teams" may be popular and may look like a good idea to organizations short on good leaders, but relying on the proactive behaviors elicited by these arrangements might rob the company of genuine opportunities to develop leaders and give employees practice leading people—you can't effectively learn to lead someone who leads himself. Likewise, people who educate and train themselves through proactive endeavors may see that knowledge as "theirs" and be less likely to share it or institutionalize it in the absence of a strong culture that rewards that kind of formal behavior.

Although the authors didn't present their own original research to test their hypotheses, this article was nonetheless interesting from a scientist–practitioner's perspective because it dared to take a look at what the science suggests about something that the business world has viewed as an almost uniformly good thing: stepping up and trying to do something helpful without being asked. It's hard to imagine arguing for less of such a good-sounding thing, but the authors draw heavily from the formal research of others to do just that. They also spend a fair amount of time calling for future research and the expansion of this concept into a full research program. We'd love it if someone took them up on it.

In a similar vein, a recent *Journal of Applied Psychology* article also addressed unethical pro-organizational behaviors and a few antecedents. This study is timely and relevant given the past several years of experiencing the economic consequences of unethical behavior in organizations (e.g., Enron, BP, the banking industry). In many cases, the unethical acts were intended to benefit the corporation, not destroy them, arguably making the actions "pro-organizational" behaviors. Enron is an example wherein the unethical behaviors were clearly intended to benefit the company. For example, low-level traders ordered power plants shut down to limit the supply to California, thereby driving up the price of energy and subsequently company profits and share price. Enron's accountants and leaders also used extraordinary accounting procedures and shell organizations to hide debt and show false profits (McLean & Elkind, 2004).

Unethical pro-organizational behaviors (UPB) are the focus of a recent study by Umphress, Bingham, and Mitchell (2010). The authors define UPBs as "unethical behaviors conducted by employees to potentially benefit the organization" (p. 769) and conducted two field studies to understand the moderating effect of organizational identification and positive reciprocity beliefs on UPBs. Typically, organizational identification and positive reciprocity beliefs are studied as antecedents of positive outcomes. For example, the more individuals identify with an organization (i.e., the extent to which their self-concept relies upon membership in an organization), the more they tend to internalize the organization's values and contribute via extra-role behaviors (Ashforth & Mael, 1989), among other positive outcomes. Similarly, individuals holding positive reciprocity beliefs feel obligated to return beneficial behavior to their employer, such as higher performance (Orpen, 1994) and citizenship behavior (Witt, 1991), clearly behaviors intended to improve organizational outcomes. Umphress et al. were interested in whether or not organization identification and positive reciprocity beliefs might contribute to UPBs in organizations.

The authors conducted two studies using working adults recruited through surveyresponse.com. The first study examined organizational identification as a predictor of UPBs; the authors did not find any significant effects. The second study examined both organizational identification and positive reciprocity beliefs. The interaction term was significant, suggesting that individuals having strong organizational identification and strong positive reciprocity beliefs were more likely to report engaging in UPBs.

Given the many positive outcomes of organizational identification and positive reciprocity beliefs, there must be more to this relationship. The authors suggest that management behavior could be one (albeit unmeasured) factor influencing UPBs in this study. For example, individuals having strong organization and positive reciprocity beliefs with a manager who demonstrates UPBs might be more likely to believe that their own UPBs could lead to rewards by their manager. Umphress et al. suggest that an organization's culture (via modeling leader behavior) likely accounts for some of the relationships found in this study. In other words, positive reciprocity beliefs and organizational identification are related to both ethical and unethical pro-organizational behavior; the cultural context in which individuals work likely accounts for the difference. Leaders who establish an organizational culture based upon transparency and clear values and ethical guidelines would likely encourage ethical pro-organizational behaviors. Enron explicitly and implicitly encouraged UPBs via reciprocity and programs intended to strengthen organizational identification. Similarly, some news outlets report that BP cut corners on its safety inspections. Based upon the results of the Umphress et al. study, UPBs might lead to some short-term successes but can also exact a high price on the organization and society.

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ON THE LEGAL FRONT

A Medley of Summer EEO Updates

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Although we haven't had any paradigm shifting cases or statutory updates, it has been an interesting summer of happenings in the equal employment opportunity community. For example:

- The Supreme Court ruled for the plaintiffs in *Lewis v. City of Chicago*.
- The Supreme Court also agreed to review *Thompson v. N. Am. Stainless LP* (U.S., No. 09-291, *cert. granted* 6/29/10), a retaliation case that addresses whether reprisal against a relative or friend is actionable retaliation.
- Plaintiffs prevailed in *Velez v. Novartis Corp.*, one of the largest pattern or practice sex discrimination cases in history.
- An administrative law judge ruled in favor of Frito-Lay and against the OFCCP in a regulatory temporal scope case released just before this article was due.
- OFCCP issued an Advanced Notice of Proposed Rulemaking (ANPRM) inviting the public to provide input on how the agency can strengthen the affirmative action requirements of the regulations implementing Section 503 of the Rehabilitation Act of 1973. One of the purposes of the notice is to discuss data that could be used to conduct utilization analyses for purposes of establishing hiring goals as well as adverse impact analyses for persons with disabilities.
- President Obama, Vice President Biden, and Secretary of Labor Solis all called for the Senate to pass the Paycheck Fairness Act, which would change the rules of the game for pay discrimination under Title VII, the Equal Pay Act, and Executive Order 11246. Some form of the bill may have been passed by the time you read this. In addition, the Obama administration created the National Equal Pay Enforcement Task Force, bringing together the Equal Employment Opportunity Commission (EEOC), the Department of Justice (DOJ), the Department of Labor (DOL), and the Office of Personnel Management (OPM).

All of these issues are worth noting or monitoring if they are still pending. For the purposes of this article, we decided to review the *Lewis, Frito-Lay*, and *Novartis* rulings, primarily because each has implications for the general I-O community.

The Supreme Court Rules in *Lewis v. City of Chicago*

We reviewed the facts of this case and speculated on the potential outcome in the January 2010 *TIP*.[1] The Supreme Court issued its ruling in May and unanimously ruled in favor of the plaintiffs, reversing the Court of Appeals decision to throw the case out based on the "timeliness" of the claim. Thus, the Supreme Court concluded that the adverse impact challenge to written exams for entry-level jobs in the Chicago Fire Department was viable and timely. A unanimous decision from this court is somewhat unusual, but this case became a simple case of deciding what constituted an employment decision.

Recall that the city of Chicago administered written exams to 26,000 applicants to fire department jobs in July 2005. Based on these test scores, test takers were banded into well-qualified, qualified, and unqualified groups. In 1996 the city announced that it would draw randomly from the well-qualified group. Applicants in the qualified group were placed in limbo and, although informed that it was unlikely that they would be selected, would remain on an eligibility list in case the band of well-qualified applicants was exhausted. The city selected its first group of applicants later in 1996, and the process was then repeated nine more times over the next 6 years.

Subsequently, one of the qualified applicants who was not selected sued in March of 1997. Five other similarly situated plaintiffs joined him in July of 1998, and the district court eventually certified a class of 6,000 qualified applicants and ruled that the tests were discriminatory for various reasons.[2] However, on appeal, the 7th Circuit overturned the district court on grounds that these claims were untimely because they were filed more than 300 days after the city banded the scores into the three categories and reported those categories to applicants. That is to say, the 7th Circuit ruled that the banding process was the only discriminatory act and described subsequent hiring decisions as an "automatic consequence of the test scores rather than the product of a fresh act of discrimination." This language has similarities to the Supreme Court ruling in *Ledbetter v. Goodyear Tire* (2007), which of course was later reversed via the Ledbetter Fair Pay Act.

The Supreme Court reversed the 7th Circuit in a unanimous ruling written by Justice Scalia. This ruling is one of the simpler Supreme Court rulings on an adverse impact issue, which are very infrequently unanimous. In essence, the Court focused on whether the application of the banding process (i.e., who would be selected) constituted an employment practice under adverse impact theory. The justices concluded that any time test scores were used to exclude qualified applicants in the qualified group that could be challenged. Recall that the merits of the written exam were not considered by the Supreme Court because the city conceded that the banding process was unlawful.

The city argued that past Supreme Court rulings in *Delaware State College v. Ricks (1980), Lorance v. AT&T Technologies (1989),* and *Ledbetter v.*

[1] http://www.siop.org/tip/jan10/473_editorials.pdf

[2] Refer to this column in the January 2010 *TIP* for a review of those reasons.

Goodyear Tire & Rubber stand for the proposition that present effects of prior actions cannot lead to Title VII liability. Scalia replied that Title VII plaintiffs must show a "present violation" within the statute of limitations and that the principal relating to present effects of prior acts applies only to disparate treatment claims, which require proof of an illegal motive (or deliberate discrimination) within those limits. However, in adverse impact claims, which do not require proof of motive, Scalia ruled there was "ongoing" adverse impact.

This ruling should seem intuitive for I-O psychologists. Regardless of when a selection procedure is developed or initially applied, anytime the procedure is used to make an employment decision it can be challenged under an adverse impact theory. In these situations the validity research associated with the selection procedure (and consideration of reasonable alternatives) may decide the case if substantial impact exists. This ruling should also seem intuitive from a rational perspective, particularly because, under the City's reading, if an employer adopts an unlawful practice and no timely charge is made, it could in theory continue using the practice indefinitely. Moreover, if the city's perspective were favored, plaintiffs aware of the danger of delaying charges may choose to file charges upon the announcement of a hiring practice before they have any basis for believing it will produce a disparate impact in actual employment decisions.

One other interesting note is that Justice Scalia wrote the opinion. Recall that he also wrote a concurring opinion in *Ricci v. Destefano* (2009) questioning whether adverse impact theory was constitutional in light of equal protection under the 14th amendment. Justice Scalia suggested that the Supreme Court would rule on this issue if the right case ever came along. Given his string of rulings that support adverse impact theory under different statutes and situations, who knows how he would rule if that case came along.

Administrative Law Judge (ALJ) Rules Against OFCCP in Temporal Scope Case

We discussed the ALJ ruling against Bank of America in our last column. There was another interesting ALJ ruling on the heels of that one, but this time the judge ruled in favor of the federal contractor. More specifically, in July, Administrative Law Judge Larry W. Price ruled in favor of Frito-Lay and against the OFCCP on a case focused on the regulatory temporal scope of an OFCCP audit. Those of you who work in federal contractor organizations or develop selection procedures for federal contractors may have experienced OFCCP audits where the data time period of evaluation expands over time. Recall that the vast majority of OFCCP audits are not complaint driven and stem from a neutral federal contractor selection system (FCSS) that randomly selects federal contractor locations to be audited in a given year. Thus, there is very infrequently a claim of discrimination, and as such there is no clear claim-based time period for review.

As has been described elsewhere (Cohen & Dunleavy, 2010), the vast majority of recent OFCCP settlements have alleged systemic discrimination in employee hiring. Typically, federal contractors under audit are required to submit 12 months of last year's applicant flow data as part of their current affirmative action plan. However, if a contractor is 6 months or more into its plan year at the time of the audit, the contractor must send an additional 6 or 12 months of update data per OFCCP regulations. Thus, a 2-year period of data preceding the start of the audit may be requested in some situations. However, in other situations, audits may last for longer periods of time (and for unknown reasons), and the agency may request additional years of update data that proceed the initial 12, 18, or 24 months of data that are required up until the date of the scheduling letter.

The time period of data for analysis is important for a number of reasons. In some situations it may be unclear as to whether OFCCP has jurisdiction to request additional update data. Of course, additional data may lead to additional exposure/liability. It is also important to note that the OFCCP has been using statistical significance tests as their primary index of adverse impact, and in some cases these analyses have combined multiple years of data into single pool results. The addition of applicant flow data from later time periods increases the sample size of the data analyzed and with that the statistical power of the test. This also increases the likelihood that results could be statistically significant as a function of very large samples but not practically significant.

The *Frito-Lay* ruling is critical because it may provide clarity on what data OFCCP has jurisdiction to request, particularly for audits that last a substantial amount of time. OFCCP selected the Frito Lay Dallas Baked Snack facility for an audit and sent the standard scheduling letter for the audit. Item 10 of the scheduling letter specifically asks for information pertaining to applicants and hiring. More specifically, Item 10 requests *data on employment activity (applicants, hires, promotions, and terminations) for the preceding AAP year and, if you are 6 months or more into your current AAP year when you receive this listing, for the current AAP year.*

Because Frito Lay was 6 months or more into its plan year, it sent the required 12 months (June of 2006 through May of 2007) of applicant flow data for the annual plan and the required 6 months of update data (June of 2007 through December of 2007). OFCCP conducted a desk audit review and identified substantial adverse impact in the applicant flow data. As a result, on November 10, 2009, OFCCP requested that Frito Lay supply more recent applicant and hire data from January 1, 2008 through October 31, 2009 to see if the impact existed in more recent data. Frito-Lay refused, and OFCCP filed an administrative complaint to obtain the data.

As stated in ALJ Price's ruling: "The issue before the Court is whether the temporal scope of the desk audit phase of a compliance review can be extended beyond the date that the contractor received its Scheduling Letter." He concluded that, "In summary, I find that the EO, regulations, case law and the Federal Contract Compliance Manual (FCCM) contemplate that the temporal scope of the desk audit phase of a compliance review cannot be extended beyond the date that the contractor received its Scheduling Letter. Accordingly, Frito-Lay's Motion for Summary Decision should be granted." That is to say, OFCCP was limited to the 18 months of data that Frito-Lay initially submitted in the audit. Note that OFCCP will likely have already appealed the decision to the Administrative Review Board (ARM) by the time you are reading this article.

Regardless, this ruling may have a number of important implications for those of you working in federal contractor organizations or developing selection procedures for those organizations, including the following:

- This ruling makes it clear that OFCCP can go back 2 years from the receipt of the scheduling letter. However, OFCCP cannot ask for additional data at the desk audit going forward once the scheduling letter has been received. This is a significant ruling for federal contractors, as requests for additional data going forward have been a common practice for OFCCP in recent compliance evaluations;
- The decision reduces potential data analysis timeframe (and back pay exposure) in all pending audits to the 2-year period preceding the audit notice;
- Frito-Lay pointed out that they have had 74 other audits since this one began, and none of those audits included a request for data post-scheduling letter. The ALJ appeared to agree that this was compelling anecdotal evidence that OFCCP was departing from previous interpretations of regulations;
- On the other hand, the ALJ did not react favorably to the fact that the review was still in the desk audit phase 3 years after the review started. It is important for contractors to keep track of the timeline of an audit and to consider proactive audit management strategies intended to complete the audit quickly (and to document any reasons why an audit may be dragging);
- Frito Lay cited language from OFCCP's Federal Contract Compliance Manual (FCCM) as its justification for not submitting the additional data going forward. OFCCP basically suggested that certain sections of the FCCM are "outdated" and that the agency did not have to abide by it. The judge thought otherwise and stuck to guidance in the FCCM. Note that OFCCP is currently reviewing and revising the FCCM, so it will be interesting to see what changes are made to relevant data-related sections;
- In theory OFCCP could open a new audit for the "post-audit" period (anything after the initial 18 months) but that location would have to be selected again from the neutral FCCS system the next time the location would be eligible to be audited.

It will be important to monitor the staying power of this ruling. If the ARB should happen to rule against the OFCCP, the agency may simply make the necessary regulatory changes and update its FCCM to broaden its authority beyond the 2 years.

Novartis Loses Class-Action Sex Discrimination Case… Preview of *Dukes v. Wal-Mart?*

Large-scale pattern or practice cases have become more visible in recent years, particularly given the potential class size and liability in *Dukes v. Wal-Mart Stores.* This summer we may have seen a preview of sorts in *Velez v. Novartis*, a pattern or practice sex discrimination suit. There was a 5-week jury trial in front of District Court Judge Colleen McMahon of the Southern District of New York. In this case the jury awarded over $3 million to 12 named female plaintiffs. The 12 named plaintiffs are slated to receive between $50,000 and $598,000 each for lost wages and compensatory damages from the $3.4 million award. Like many pattern or practice cases, the plaintiffs alleged discrimination in a variety of employment decisions, including promotion, pay, and pregnancy discrimination against female sales representatives, as well as a hostile working environment. The allegations were disturbing.

However, the big news happened a few days later when the jury awarded $250 million dollars in punitive damages for a class of 5,600 current or former female sales representatives employed between 2002 and 2007. The settlement for plaintiffs is initially valued at $175 million, with up to $40M for the plaintiffs' attorneys and over $20 million for remedial changes in organizational policies and procedures. Novartis has denied systemic discrimination but acknowledged issues with managerial behavior. The settlement was announced in July, and a fairness hearing on the settlement is scheduled for November.

This case has drawn substantial attention in part because it is the second largest class action sex discrimination case (after *Dukes v. Wal-Mart*) to reach a jury trial, and the two cases are similar in various ways. In the latest Wal-Mart appeal, the 9th Circuit supported a class size of approximately 500,000 women in its en banc ruling in April of 2010. Thus, the potential class in *Dukes v. Wal-Mart* may be about 100 times the size of the class in *Velez v. Novartis.*

The case involves an original claim by six named plaintiffs filed on June 8, 2001 that women employed at Wal-Mart were (a) paid less then men in comparable positions even when women have higher performance ratings and more seniority, and (b) less likely to be promoted and wait longer for their promotions than men. The plaintiffs charged that "Wal-Mart's strong, centralized structure fosters or facilitates gender stereotyping and discrimination, that the policies and practices underlying this discriminatory treatment are consistent throughout Wal-Mart stores, and that this discrimination is common to all women who work or have worked in Wal-Mart stores."

The plaintiffs sought to certify a class of women working at any Wal-Mart store on or after December 26, 1998. Considering that Wal-Mart had 3,400 stores in 41 regions, the estimated size of the class in the original claim was approximately 1.5 to 1.6 million women. In 2004, the District Court for the Northern District of California certified a proposed class of women on issues relating to alleged discrimination, including liability for punitive damages, injunctive relief, and declaratory relief, but rejected a proposed class for back pay determination. In 2007, a three-judge panel of the 9th Circuit ruled 2 to 1 to affirm the district court ruling. Wal-Mart then appealed for the en banc review.

In the most recent appeal, the majority of six judges in the en banc panel made three rulings:

- Rule 23 was satisfied for injunctive relief, declaratory relief, and back pay for women employed at Wal-Mart on or after June 8, 2001 (approximately 500,000 women) but remanded to the district court on
- a separate class of current female employees seeking punitive damages relating to the promotion claims and
- a separate class of female employees no longer working at Wal-Mart at the time the suit was filed.

The five dissenting panel judges argued that the majority rulings were "made with virtually no analysis," are "wrong both as a matter of law and fact," and establish a split among circuit courts. One gets the feeling that somewhere down the line the Supreme Court will likely rule on the *Wal-Mart* case. However, the *Novartis* settlement may increase the likelihood of a *Wal-Mart* settlement, simply based on the potential preview of results and the expanded scope in the *Wal-Mart* case. If *Novartis* is viewed as a case study of sorts, we may be close to another precedent setting pattern or practice settlement in *Dukes v. Wal-Mart.* Stay tuned.

Conclusions

Our original plan for this column was to focus entirely on *Lewis v. City of Chicago*. We expected it to be a major, complex ruling. It was a major ruling but not so complex. Hence, we included the other cases. On a more general note, there are important cases and settlements that occur on a daily basis, and we try to cover the most important of these at www.dciconsult.com. The interested reader should go to this Web site and click on the link in the top right hand corner (http://www.ofccp.blogspot.com), where we provide anywhere from 5 to 10 posts a month. For example, each of the cases and settlements cited above has been featured in these blogs. The reports are free, and if you sign up for the client update you will be notified twice a month of new posts.

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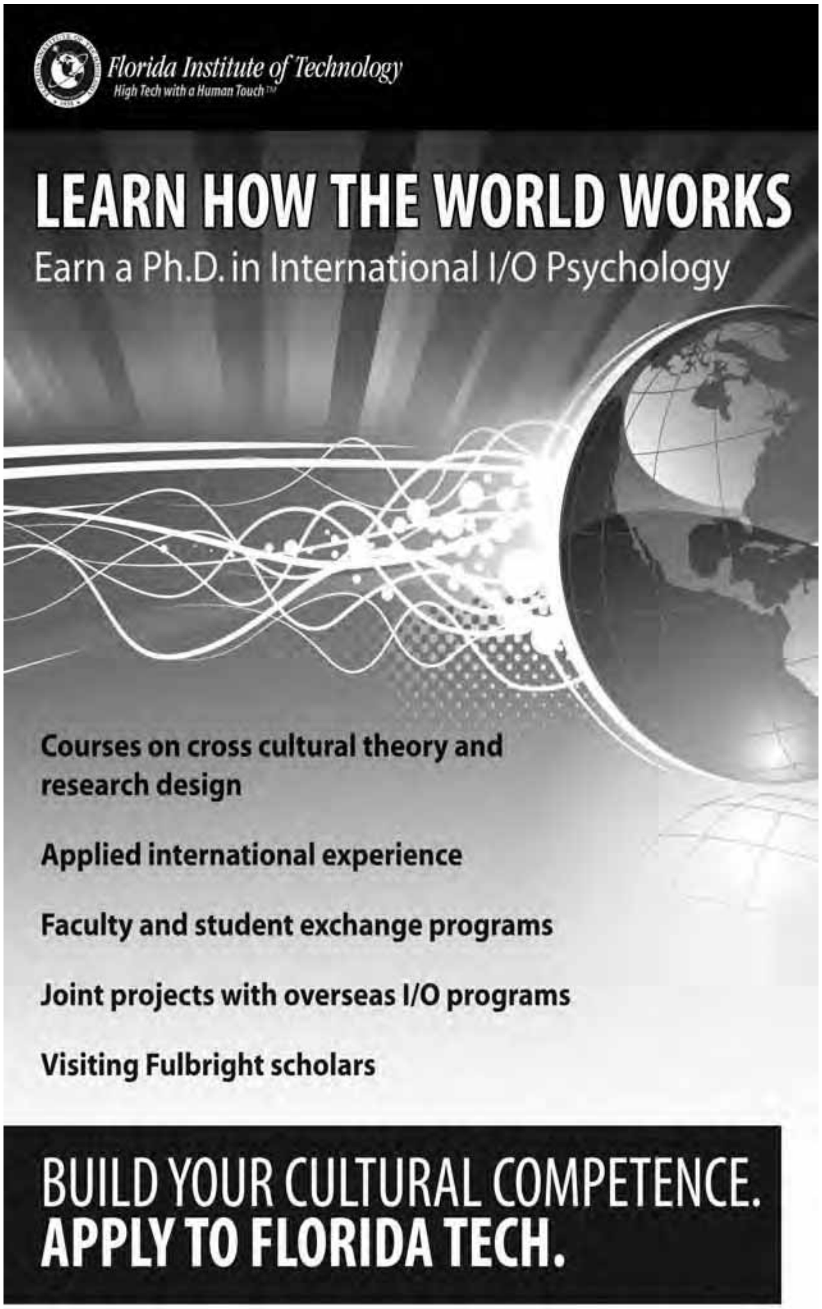
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MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University

I have to say, I have not been up to my **Max. Classroom Capacity** of late. Coming back from SIOP, I came down with a pretty nasty case of bronchitis, and it took me several weeks to get back to where I could finish a lecture without feeling totally winded! Combined with taking on a new role around the educational mission in my department and, oh yeah, getting married, I ended up not getting my column in on time for the last issue of *TIP*. But SIOP had so many exciting teaching-related sessions that I have to use at least a brief column to highlight a few of them.

First, **Dr. John Binning**, the 2009 recipient of SIOP's Distinguished Contributions in Teaching Award gave an invited address entitled "Toward a Bolder Model: Reflections on the Teaching of I-O Scientist–Practitioners." John gave us a small window into his classroom in this presentation, in which he shared some of the things he has developed over the years of teaching at Illinois State University. I won't say much about it here because I've asked John to write a guest column for the next issue of *TIP*, but I did want to mention his approach of sending students e-mails before the semester starts in which he tells them that they aren't taking a class, they'll be in a professional development program. Reframing the experience in that way allows for a whole new—and bolder—approach to learning and education of Boulder-model scientists–practitioners in I-O. I am looking forward to hearing more about John's thoughts on teaching in his guest column in the next issue of *TIP*.

Another great session was one chaired by SIOP's new chair of Education and Training, **Mikki Hebl** of Rice University. The session wasn't so much focused on classroom presentation as it was on the transition between a master's program in I-O and a PhD program. I asked Eliza Wicher of Roosevelt University, one of the panelists in the session, to describe it.

> The roundtable/conversation hour began with our host, Mikki Hebl, soliciting questions from the audience. We were fortunate to receive a number of questions, and the audience members' eagerness to contribute responses led to a very lively discussion. The discussion opened with a question very pertinent to many people considering an I-O degree: What kind of jobs can I get with my master's? The panelists covered a range of options that their own students had pursued including human resources, I-O consulting, quantitative work, and market research. Many audience members chimed in with reports about where their students are working and added areas like government and organizational research. A brief discussion of starting salaries for I-O practitioners with a master's

degree seemed to please many of the student audience members and provided a natural segue into another hot topic: advantages of pursuing/not pursuing a PhD after completing a master's degree.

Generally, the panelists and contributing audience members agreed that PhD students really need to have a passion for research and to view the degree as an opportunity to hone their creativity and research skills. Beyond that, the PhD can help an applicant stand out in a difficult job market and is typically required for academic positions. Students seemed interested to find out what PhD programs look for when evaluating applicants from master's programs and to what extent a master's degree is an advantage when applying to a PhD program. The panelists representing PhD programs stressed the research focus of a PhD and recommended that students provide evidence of successful research involvement in the way of presentations and publications, in addition to recommendation letters that speak to a student's potential as a researcher. Having a master's degree is strong evidence of a student's mastery of I-O content, but it should be complemented by research experience.

Finally, one audience question addressed the confusion students often feel about repeating classes taken toward a master's degree at the doctoral level. Although transfer of courses typically occurs on a case-by-case basis, panelists explained that PhD programs often infuse their unique perspectives into courses and thus want "their" PhDs to reflect those perspectives. All in all, the discussion covered a range of similarities and distinctions between the two types of degrees; we only wish we had time to dive into all of the points that came up!

Finally, I had the privilege of serving as discussant on a symposium focused on scholarly teaching and the scholarship of teaching and learning, chaired by **Julie Lyon** of Roanoke College. Julie coordinates SIOP's Teaching Aids Wiki, and I asked her to summarize this session.

This session was intended to encourage I-O psychologists to contribute to the growing field known as the scholarship of teaching and learning (SoTL). This SIOP session showcased several examples of classroom practice informed by research (i.e., midterm evaluations, critical incidents technique), as well as several examples of research on teaching issues (i.e., service learning case comparison, climate for teaching survey).

Mike Horvath began the session with a presentation on his use of midterm evaluations. Mike found that midterm evaluations increased student engagement in the course and provided a mechanism for discussing performance appraisals in more detail. He asks for students to discuss the results by asking "What might this student have meant?" Next, Wendi Everton shared data that she has collected for several years on a critical-incidents activity. She has students collect critical incidents about poor and excellent college teaching. She was impressed that students never mentioned easy or hard as a dimension. For more information, please see Wendi's recent *TIP* article.

Bob Brill described his experiences with service learning in two of his classes. He found that service learning was more successful in his upper level seminar class in part because all students worked on all of the service learning projects and the class was smaller. Bob suggests doing a lot of prework to set up the service-learning activity.

Julie Lyon presented the development of a climate for teaching scale that can be used to assess whether good teaching is rewarded, supported, and expected by a department. She described her 3-year study of the climate in one department and showed that climate for teaching did improve after enacting several interventions such as an improved teaching orientation and teaching workshops. She also offered the scale to other researchers and teachers for their use, so feel free to contact her.

Finally, Marcus Dickson served as a discussant. He suggested that the SIOP Teaching Wiki (siopwiki.wetpaint.com) serve as a central repository in helping to coordinate multi-university studies on teaching. The wiki will enable us to coordinate data collection beyond one classroom and to publish with like-minded peers. The ultimate goal of SoTL is to share work through peer-reviewed publications.

In all, we believe the unique training of I-O psychologists on statistics, methodology, quasiexperimental design, as well as a focus on the group and organizational level of analysis provides a unique opportunity for more I-O psychologists to contribute to SoTL. For more information about SoTL, see www.issotl.org.

There were several other great sessions, including a panel called "Engaging Students in Applied Work: Lessons From University-Based Consulting Centers," chaired by Brandy Brown, **Lindsay Sears**, and **Mary Anne Taylor** (all of Clemson University), and several interesting posters, but I don't have the space to summarize all of them! A final highlight was seeing Dan Sachau of Minnesota State University receive SIOP's 2010 Distinguished Contributions in Teaching Award, and having him, Paul Muchinsky (2004 recipient of the Distinguished Teaching Award), and several other teaching award recipients attending John Binning's presentation. I know there is always more to do, but coming away from SIOP this year, I continue to feel like our classroom capacity as a Society is pretty high.

Now I have a request. I have been asked by Mikki Hebl to coordinate the task of updating PowerPoint files that were put together to help integrate I-O topics into introductory psychology courses. Most intro psych texts don't have an I-O chapter (and if they do have one, it is often skipped), so the E&T Committee several years ago, under the direction of **Steve Rogelberg,** came up with the idea of creating "drop-in" topics that can be integrated into the already existing chapters in an intro psych text. There are about 14 files, and I'd like to invite I-O faculty members who teach introductory psychology to contact me if they'd like to participate in the challenge of updating these files and perhaps of developing new ones.

One of the exciting things that has happened with these files in the past couple of years is that SIOP has negotiated agreements with several major textbook publishers to either include the files themselves or to include a link to the Web page where the files are posted in the instructor's ancillary materials provided by the publishers to professors using their textbooks. This way, we get the word out about these resources and about our field to a much wider group of instructors. So because they're now in broader circulation, it's time to get them up to date. If you're interested in helping out, please feel free to contact me at marcus.dickson@wayne.edu.

That's it for now, and I promise not to miss another issue of *TIP*!

PRO-SOCIAL I-O – QUO VADIS?

Corporate Social Responsibility Has Gone Global: The UN Global Compact

Stuart Carr
Massey University

Sean Cruse holds a PhD in applied organizational psychology from Hofstra University in New York and currently works for the United Nations (UN) where he is a research and communications consultant. Prior to working at the UN, Sean worked in the nonprofit sector in New York, primarily conducting program evaluation services for organizations that support individuals with disabilities. Sean's doctoral research focused on defining and exploring the construct of a "global mindset." Showing how he has developed this focus in his career, he speaks with us today about working in the office of the United Nations Global Compact. Sean first heard about this project when it was introduced to *TIP* readers by Mary Berry, **Walter Reichman**, and **Virginia Schein** (2008). Where has the project progressed, and how can I-Os make their mark?

Sean, please tell us a little about your work.

Launched in 2000, the United Nations Global Compact is a strategic policy initiative for businesses that are committed to aligning their operations and strategies with 10 universally accepted principles in the areas of human rights, labor, environment, and anticorruption. By doing so, business, as a primary agent driving globalization, can help ensure that markets, commerce, technology, and finance advance in ways that benefit economies and societies everywhere. These moves may also benefit the bottom line, particularly in the wake of disasters like the one in the Gulf of Mexico.

The Global Compact is the only UN entity with a primary mandate of engaging the private sector. That makes the initiative unique. It can help to mobilize sustainable business practices as well as contributions to global UN goals like poverty reduction and environmental protection. The Global Compact also helps the UN with outreach and partnership with companies. These mandates are huge. Yet the office is actually comprised of just a couple dozen highly skilled and dedicated employees. So our roles and responsibilities vary quite widely!

For example, my own responsibilities include coordinating facets of the Global Compact annual "implementation survey." This project essentially gauges what concrete actions companies are undertaking to advance human rights, labor rights, environmental stewardship, and anticorruption practices, as well as how they are supporting UN development and humanitarian targets like the Millennium Development Goals (Annan, 2000). This year we received over 1,000 responses (for a summary report, http://www.unglobalcompact.org/docs/news_events/8.1/UNGC_Annual_Review_2010.pdf). Interestingly, 94% of respondents said that the relevance of participating in the Global Compact did not decrease last year in the wake of the economic downturn. In fact, 25% considered the initiative even more relevant than before. So it looks like global CSR is here to stay.

Where does I-O come in? Does it play a role?

Yes, I-O is vital. Companies that commit to the principles of the Global Compact indicate that they will ultimately embed its 10 principles throughout their operations. That commitment means planning strategically and operationally how organizations can improve their performance, in the wider sense. Companies also submit an annual progress report, which becomes publicly available. Analyzing the steps the company has taken, and the subsequent impact they may have, is a space that would benefit from formal evaluation by practicing I-O psychologists. A good starting place is to become versed in the 10 principles through our available resource, the "library of guidance" (see, http://www.unglobalcompact.org/AboutTheGC/tools_resources/index.html).

Participants in the Global Compact commit to taking steps to contribute to the UN Millennium Goals, which focus on global poverty reduction. This can be done in a variety of ways, from philanthropic gifts to initiatives at the strategic operations level. For example, a food and beverage multinational corporation provided training to local farmers in India on producing specific ingredients for their products; the same company also provides seeds and pesticides. The company now sources its ingredients from those communities, thereby providing jobs to thousands and stimulating the local economy. This is just one of many examples of companies using their influence and resources to support the eradication of poverty around the world.

Crucially for I-Os, projects like this would benefit from strategic analysis and impact evaluation. We need concrete evidence that projects are beneficial, both toward the development goals and for the company's bottom line.

How prominent is I-O in your field of work? Could it be more so?

In practice, I would say that it is not prominent. Ironically though, I-O research is really in demand. With stretched resources there is only so much that can be tackled in-house. Questions of critical importance—such as a recent study of the business contribution to development over the past 10 years—are outsourced to consultants from a range of professional disciplines. These are avenues where an I-O background and methodology could contribute to high-quality outcomes.

Looking to the Millennium Goals, the Global Task Force for Humanitarian Work Psychology recently hit the nail on the head:

> Education occurs in schools, and depends on teacher (and pupil) motivation; gender equity depends on removing glass ceilings at work; reducing child mortality requires access to well-managed health service teams; maternal health depends on skilled/motivated health workers; combating diseases like HIV and Malaria is as much about educational services as medical products; environmental sustainability depends on corporate social responsibility; global partnerships rest on inter-organizational harmonization and alignment. (http://www.un-ngls.org/spip.php?page=amdg10&id_article=2552)

Although we might not earn top dollar working in these areas, they are stock-in-trade domains where I-Os can make a contribution. This has been suggested already in previous *TIP* columns.

From your perspective, how could the I-O profession really start to help?

There are many areas that would benefit from an I-O contribution. I recently conducted an exercise where I outlined specific areas of need.

First, the Global Compact has received well over 8,000 "Communications on Progress"—annual progress reports—since the requirement was introduced. Reflecting what companies are doing to advance the 10 principles, these reports are evidence bases to find common strengths and challenges. The database is replete with analytical opportunity. Our small office does not have the resources to conduct such studies. We rely on researchers to access the database and conduct them. Archival research—but fundamental to determining the best avenues for business to advance socially responsible business practice.

Second, it is clear that implementing the Global Compact principles poses different challenges for companies depending on the country, and even community, where they operate. How does implementing the 10 principles differ by region and sector? We have the annual review, fine, but this is quite macro. A deeper, more localized dive would be an important step in gaining greater comprehension of what corporate social responsibility looks like at different coal faces[1].

Third, companies that undertake projects in support of UN development goals have a need to track their projects' impacts. Partnerships between a com-

[1] An idiom that means dealing with real problems and issues on the front line rather than simply talking about them in an office.

pany and other entity, be it the UN, nongovernment organizations, or universities, need several forms of evaluation. They include but are not limited to cost/benefit assessment, impact of project, and operations of the partnership. Empirical evaluation like this was the subject of your keynote at ICAP (International Congress of Applied Psychology; see also, (http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html).

Can you give us a take-home message for our community of practice in I and O?

Future advances in global integration, poverty reduction, protection of our planet, and, ultimately, peace critically depend on our ability to collectively address the most pressing global challenges. Accelerating the practice of corporate sustainability and responsibility is an urgent task in these complex times. Crises—from financial market breakdowns to environmental degradation—are increasingly global and connected. The stakes could not be higher given that climate change threatens the security of food, water, and energy. These are interlocking resource pillars for prosperity and the productivity of any economy. To bring about a new era of sustainability, business everywhere must put long-term considerations, comprehensive risk management, and ethics at the top of the corporate agenda. As I-O psychologists, the mandate is clear. We can help to galvanize resources, and efforts, to ensure that the case is made and acted upon—at all levels, including organizations.

Thank you Sean, for making accessible a very important and innovative new I-O avenue.

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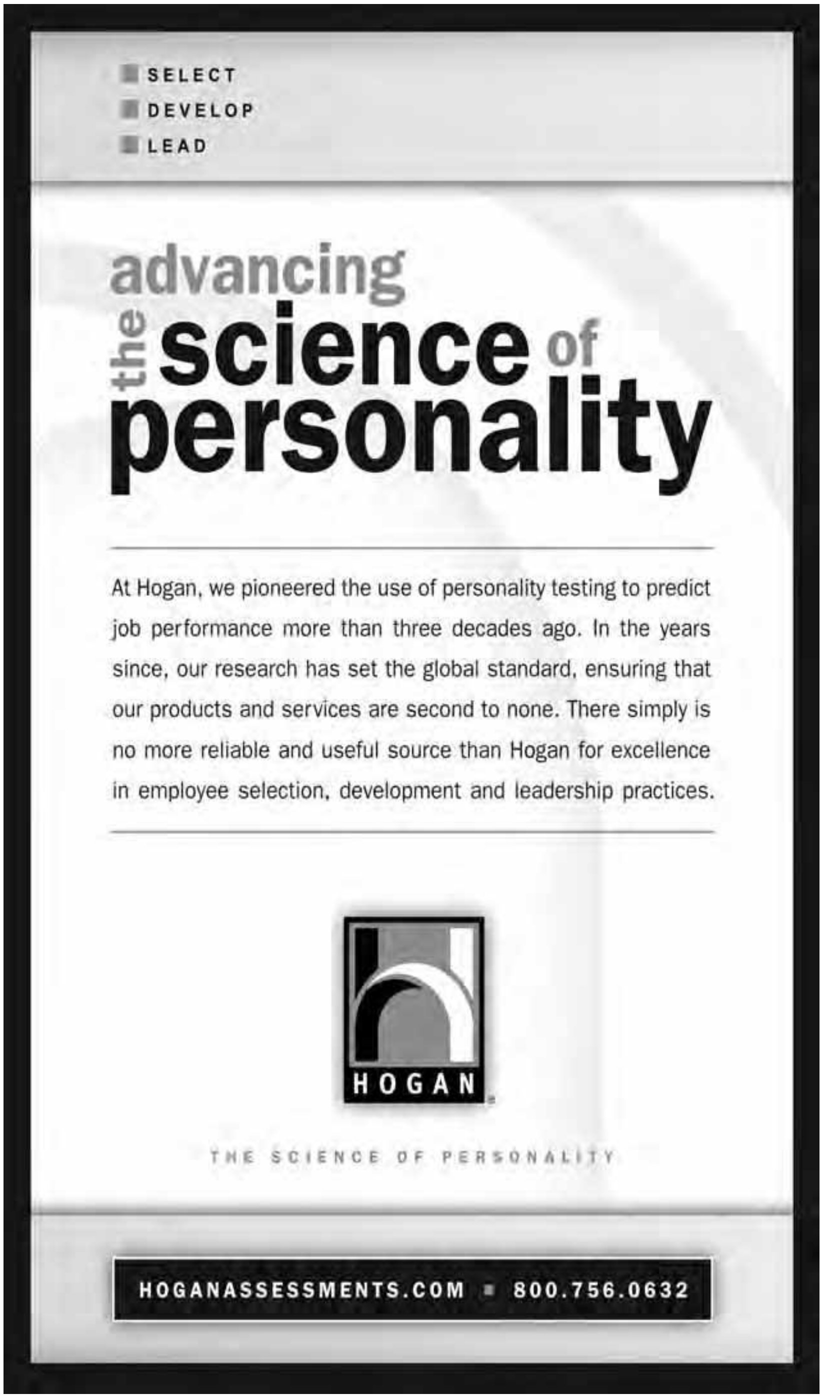
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THE HISTORY CORNER

Mike Zickar
Bowling Green University

For the past 20 years, scholars have begun to investigate the history of applied psychology in the United States with increasing frequency, although there are still are a great number of topics, people, and events to explore. The history of applied psychology outside of the United States, however, has been infrequently investigated, and in the few studies that exist, most of the focus has been on European countries. Therefore, I was delighted to see the following historical investigation of personality research within China. Naer A, Li, and Bie present a nice summary of the tradition of personality research within China. This research is instructive in that it highlights the possibilities of emic research, that is, research conducted within a particular culture with no desire to generalize beyond that particular culture. By comparing the personality structures that are found in emic studies of Chinese personality (along with the methods that were used to come to those structures) with Western-based samples, we can learn more about the nature of personality. In addition, the derivation of personality theory from philosophical sources (e.g., Confucius, Mencius) provides a moral component to personality theory often not seen in Western personality theory. I hope you enjoy this historical exploration!

A Brief History of Chinese-Centered Personality Research

Leslie Naer A, Xiaofei Li, and Qingwen Bie
Florida Tech

Psychology research in China had been dependent on theories and methodology imported from the West until late 20th century when the cultural differences between the West and the East started to receive increasing attention. To systematically develop a psychology knowledge system that is most suitable for the Chinese population, an event called “Chinese Indigenous Psychology Movement” was established by Professor K. S. Yang and his colleagues at the Sinicization of Social and Behavioral Sciences Conference in Taipei, Taiwan, 1981.

Although indigenous psychology has flourished in several psychological communities in Chinese societies, this movement and its work may not be familiar to many readers of *TIP*. In this article we will review both the origins of Chinese personality concepts in ancient Chinese philosophy and briefly discuss how these historical notions align with the contemporary findings of the Chinese indigenous psychologists.

The Contrast Between Western and Chinese Personality Definitions

Psychologists are familiar with the origin of the English word "personality" in the Latin word persona, which means mask. This etymology may indicate that in Western psychology the interpretation of "personality" includes two aspects of an individual: the external role and the internal self. Various personality definitions have been proposed in the history of Western psychology, yet it is apparent that their common foundation, as well as the theories from which they emerged, is individual differences and the uniqueness of each individual's characteristics (Huang, 2004). For example, Carver and Scheier (2000) define personality as "a dynamic organization of psychophysical systems that create a person's characteristic patterns of behavior, thoughts, and feelings," where the "characteristic patterns" is the key point; even in Webster's dictionary, the word "personality" is defined as "a set of distinctive traits and characteristics" in which the uniqueness of personality is emphasized.

The Chinese equivalent term for "personality" (*renge*) is a contemporary term that combines two Chinese characters meaning "person" (*ren*) and "quality" (*ge*). This term, although parallel to "personality," adds some additional meaning implying traditional Chinese social norms and standards. For example, in Chinese historical literature, the person is viewed not as an independent being but as a part of the world, nature, a social network, and so on. Therefore, it is to be expected that an individual's personality is judged based on the role he/she plays in this broad context. Even in today's China, people would most likely describe an individual based on the moral or ethical concerns held by traditional values (Huang, 2004; Liu, 2006).

Thus, in order to establish a comprehensive understanding of personality that is appropriate to multiple cultural traditions, cross-cultural psychologists are becoming increasingly interested in indigenous personality research in China and acknowledging the perspectives that the indigenous movement brings to the international psychological community.

Traditional Chinese Perspectives on Personality

Confucian Origins

Although the discipline of modern psychology was mainly introduced to China from the Western world, Chinese philosophical approaches to personality originated as far back as the 8th to 6th century BC. *Zhouyi*, one notable book from that period of time, is regarded as the root of almost all schools of Chinese thought. A major premise in the book is the harmonious relationship between people and nature, captured in the famous Chinese phrase *tian ren he yi*, "unity of heaven and man" (Liu, 2006). *Shangshu*, another renowned literature of that time, proffered a nine-type personality taxonomy that had a great impact on later Chinese personality theories. The nine types are affability yet dignity, mildness yet firmness, modesty yet self-respect, competence yet cautiousness, docility yet fortitude, straightforwardness yet gentleness, ambition yet meticulousness, uprightness yet pragmatic, and valor yet righteousness.

The period 500 BC to 300 BC was a prosperous period of Confucianism, which has maintained great influence on social ideology throughout Chinese history to the present. Confucius' teaching shaped many different aspects of Chinese personality philosophy. He believed that a superior man should value righteousness more than self-interest, respect supernatural gods but keep aloof from them as well, and earnestly keep seeking knowledge. According to him, there are three types of people: neutral, ardent, and cautiously decided. In the *Analects of Confucius*, it is noted that "the ardent will advance and lay hold of truth; and the cautiously-decided will keep themselves from what is wrong." Equally influential is Confucian scholar Mencius (372–289 BC), who suggested that the innate nature of individuals is good, and this character is then affected by social influence. Conversely, another important Confucian thinker of his time, Xun Zi (313–238 BC), believed that individuals are born evil but can be shaped and cultivated by a good environment. According to him, people are differentiated into five different levels in terms of morality: *shengren* (sage), *junzi* (gentleman, exemplary person), *shi* (officer, manager), *shuren* (common people), *xiaoren* (mean person). The terms *shengren, junzi,* and *xiaoren* are most commonly used by all philosophers and scholars in Chinese history when describing an individual type or morality level (Liu, 2006).

Five Constant Virtues

Following the wide-spread Confucian ideology of virtue, the famous Han dynasty scholar Dong Zhongshu (179–104 BC) advocated the guidance of five constant virtues (*wuchang*): benevolence/humanity (*ren*), righteousness (*yi*), propriety (*li*), wisdom (*zhi*) and fidelity (*xin*), in his exquisitely titled book, *Luxuriant Dew of the Spring and Autumn Annals*. The importance of benevolence, righteousness, and propriety virtues were already established in the early stage of Confucianism, thus Dong's work mainly elaborated these concepts. Of interest to modern psychologists, these five virtues are not only considered as moral criteria but also as personality factors (Yang, 2005; Liu, 2006).

Recognized as the lead virtue, benevolence advocates a loving mind, compassion, and absence of harmful or evil thoughts towards others. This state of mind is believed to be the foremost quality in a moral person and is reflected by amiable demeanor and well-intended behaviors. In contrast to a general state of benevolence, the second important virtue, Righteousness, speaks to a person's role in a given situation. Dong stated, in his book, that "Benevolence is towards others; righteousness is towards self." Righteousness demands rational action, the self-restraint to resist temptation, and the fortitude to do one's duty. Equally important as righteousness is the virtue of propriety, which is not surprising given that China is traditionally a hierarchical nation. In general, to maintain social hierarchy, one is expected to show great respect and modesty in relations with the elderly and value behavioral norms such as filial piety, fraternal duty, chastity, and so forth. Another important virtue is identified as wisdom, which is one's innate knowledge of right and wrong, good and evil. Wisdom is seen as the reference for the practice of moral behaviors, for it is a different individual quality in nature that provides one with the sense of ethics. Finally, the virtue of fidelity, or honesty, is recognized as the complementary factor of the whole. It is reflected in consistency between intentions and behaviors. Dong's emphasis on fidelity is recognized as his greatest contribution to classical Confucianism.

Five, Nine and Twelve-Type Classification of Personality

About 1800 years ago, Chinese philosophers began to develop models of what we would now think of as trait theory and personnel selection. Liu Shao, a prestigious ideologist in the Three Kingdoms Period (AD 220–280), proposed that personality was based on five traits in *Renwu Zhi* (*The Classified Characters and Political Ability*). These traits were derived from the Chinese doctrine of *yin* (passive, feminine, and gloomy) and *yang* (active, masculine, and bright) and the doctrine of *Wuxing* (the Five Agents or Forces). The traits were *hong yi* (broad mindedness and perseverance), *wenli* (bookishness and orderliness), *zhengu* (uprightness and chasteness), *yonggan* (bravery and decisiveness), and *tongwei* (reasonableness and sagacity). Liu thought that the five traits are the basis of the five constant virtues *ren, yi, li, zhi,* and *xin,* and emphasized that external appearances, expressions, and behaviors showed internal personalities. These external characteristics were divided into nine categories and called nine features. Liu's *Renwu Zhi* is also seen as the first systematic record on how to select talent. Liu suggested selecting talents by evaluating their behaviors in five types of situations including *ju* (who are his/her friends), *fu* (how to bestow wealth), *da* (how to select his/her subordinates when he/she has power), *qiong* (how to behave when he/she is in trouble), and *pin* (how to behave when he/she is poor). The reader is invited to draw parallels to modern I-O psychology performance and organizational behavior concepts.

Because the long history of ancient Chinese personality perspectives cannot be fully described in this article, we present Table 1, which places major writings and developments in historical context.

The Chinese-Centered Indigenous Personality Research

Since the Chinese Indigenous Psychology Movement occurred in the early 1980s, Chinese indigenous psychologists as well as a number of international scholars have conducted a considerable amount of research on Chinese personality concepts and theories. As one of the primary leaders of the Chinese Indigenous Psychology Movement, K. S. Yang has conducted a considerable amount of research on Chinese personality dimensions. Using Chinese personality adjectives as research materials and Taiwanese students as

Table 1
Reference List of Ancient Chinese Personality Literature and Important Events

Time/dynasty	Important event	Relevant literature
Zhou 1046 BC–221 BC	Appearance and prosperity of Confucianism	*Zhouyi, Shangshu* Confucius: *Analects of Confucius*
Han 202 BC–9 AD	Formation of Chinese tradition	Dong Zhongshu: *Luxuriant Dew of the Spring and Autumn Annals* Five Constant Virtues
Three Kingdoms AD 220–280		Liu Shao: *Renwu Zhi (The Classified Characters and Political Ability)* 5, 9 and 12 Personality Types
Tang 618 AD–907 AD	Emergence of Buddhism	Liu Zongyuan: *Collected Works of Liu Hedong*
	Corruption of Confucianism	Li Ao: *Work of Li Gong* Liu Yuxi: *Collected Works of Liu Yuxi* Hanyu: *Book of Chang Li Author*
Song 969 AD–1279 AD	Revival of Confucianism	Zhang Zai: *The Whole Works of Zhang Zai* Zhu Xi: *The Complete Works of Zhu Xi (Chu Tsi)* *The Quotations From Zhu Xi*
Ming 1368 AD–1644 AD		Wang Shouren (Wang Yangming): *The Complete Works of Wang Yangming*
Qing 1644 AD–1912 AD	Western Imperialism	Dai Zhen (Tai Chen): *Tai Chen on Mencius—Explorations in Words and Meaning*

subjects, Yang and Bond (1990) uncovered five pairs of bipolar factors, namely Social Orientation versus Self-Centeredness, Competence versus Impotence, Expressiveness versus Conservatism, Self-control versus Impulsiveness, and Optimism versus Neuroticism.

In addition to the psychometric personality dimension approach, Yang also engaged in work on the social aspects of Chinese personality. Yang (1986, 1995) proposed the concept of social orientation to summarize the collectivistic interpersonal orientation of the Chinese. Later, he developed a four-level conceptual scheme (Yang, 2006) of personality attributes to explain personality across cultures. Reflecting Chinese collectivism, Yang's original conceptualization of Chinese personality included the three components of social orientation (relationship orientation, group orientation, and generalized others orientation). However, individual orientation also exists in Chinese society, and is increasing due to societal modernization (Yang, 1996), so Yang's four-level comprehensive framework for Chinese personality also includes individual orientation. Yang views this model as applicable to individuals from other cultures as well.

Other researchers have followed suit, and currently there are a number of different approaches to the structure and the social aspects of Chinese personality. Table 2 lists some other contemporary approaches that might be of interest.

Conclusion

It is evident that the newly found Chinese dimensions involve social orientation. Modern concepts of collectivism were developed with China and India as prototypical collectivist societies, so it is no surprise that Chinese indigenous personality constructs diverge from Western constructs in ways that parallel the collectivism–individualism distinction. Such findings emphasizing social identities and interactions are very common in Chinese indigenous psychology research. These Chinese-centered theories and models help us understand why social connections and interpersonal relations are essential in defining personality.

In review of the traditional literature and the modern scientific findings, it is evident that the difference in the understanding of personality is profound among cultures. Therefore, it is prudent for I-O psychologists to take these differences into consideration while examining issues involving personality across cultures. In the past 20 years, Chinese indigenous psychologists have attained a number of discoveries that provide insight to those who are interested in Chinese organizational issues. At present, China is witnessing rapid development and economic growth. More and more business relations are being built between China and western countries, and the scientific methods and business practices of the West are widely implemented in all areas. Yet the long-standing traditional values and mentalities of Chinese nationals may be neglected both in research and business practice, despite the increasing awareness of cross-cultural differences. Both science and practice may benefit from knowledge of Chinese cultural traditions and historical development, and the integration of these cultural factors in research and application.

Table 2

Contemporary Research on Chinese Indigenous Personality Structure and Social Aspects

	Authors	Proposed personality structure or model
Personality structure	Cheung, P. C., Conger, A. J., Hau, K. T., Lew, W. J. F., and Lau, S. (1992)	Outgoing vs. withdrawn Self-serving vs. principled Conforming vs. nonconforming Stable vs. unstable Strict vs. accepting
	Cheung, F. M., Leung, K., Fan, R. M., Song, W. Z., Zhang, J. X., and Zhang, J. P. (1996) Cheung, F. M. & Leung, K. (1998)	The Chinese Personality Assessment Inventory (CPAI): Dependability Chinese tradition Social potency Individualism
	Yang, K. S. and Wang, D. F. (1995) Wang, D. F. and Cui, H. (2003)	The Chinese personality scale (QZPS): Competence vs. impotence Industriousness vs. unindustriousness Other orientedness vs. self-centeredness Agreeableness vs. disagreeableness Extraversion vs. introversion Large mindedness vs. small mindedness Contentedness vs. vaingloriousness (the "Chinese Big Seven")
Indigenous social aspects	Ho, D. Y. (1976)	Face and facework: Explained in depth that face is an inherently interactional and social construct that can be negotiated through communication behavior called "facework."
	Chinese Culture Connection (1987, established by Bond, M. H. and his colleagues)	Chinese Values Survey (CVS): Four value factors were found, among which, Confucian Work Dynamism was determined to be indigenous to the Chinese, for it's not related to any of Hofstede's culture dimensions.
	Hwang, K. K. (1987)	Face and favor model: identified a set of rules underlying social decision making in interactions between people who have various kinds of relationships.
	Yang, C. F. (1991)	An interpersonal relationship model that views individual self-identity at two different levels: the "small self" and the "big self." The small self represents the sole identity of the individual and the narrow interests of oneself, while the big self-identity connects the individual to a group (e.g., family, social organization, the nation, and the world).

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SPOTLIGHT ON GLOBAL I-O

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Greetings, *TIP* readers, and welcome to the latest edition of the **Spotlight** column. October is coming, and you know what that means: National Nut Day is just around the corner ("A Bottle," 2007). Chances are stockpiling Brazil nuts for the big day has primed your network of Brazil-related thoughts, leaving you wondering about the state of I-O psychology down south. If so, this column is for you! Read on for an informative account of the development and state of work and organizational psychology in South America's largest country.

Industrial and Organizational Psychology in Brazil

Maria Cristina Ferreira
and Luciana Mourão
Salgado de Oliveira University

The Brazilian Context

Located in South America, Brazil is a continent-sized country (more than 8 million square km). Its population of around 184 million inhabitants is concentrated in urban centers in the southeastern region of the country. The official language is Portuguese. Brazil is a federal republic, with a presidential government; it is composed of 26 states and the capital, Brasília. At present, Brazil has a solid economy, which is growing at a moderate rate; the unemployment rate has fallen; inflation is under control; exports have been increasing, as has the Brazilian gross national product. With all this, the country continues to live under huge economic and social inequalities.

A Brief History of Work and Organizational Psychology in Brazil

In Brazil, industrial and organizational psychology is most commonly called work and organizational psychology (WOP). As such, the terms WO psychology and WOP will be used throughout this article. According to Antunes (2007), the first application of psychology in the workplace began in the 1920s, accelerating through the 1930s and 1940s, accompanying Brazilian industrial expansion and consequential demand for the application of scientific principles as a way to rationalize production. During this time, some institutions were created to carry out research and select individuals for a

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

variety of professions. These institutions were located mainly in three different Brazilian cities (São Paulo, Minas Gerais, and Rio de Janeiro). The activities of selection and research were performed by professionals from different areas who were prepared for these functions through coursework offered at various institutions and universities.

Therefore, personnel selection was one of the first branches of WOP in Brazil and has played an important role in the modernization of the country's productive process. However, from the 1960s, the WO psychologist's activities began to diversify to include personnel training, human resources planning, development and management, work health, and so on. Over time, WOP has unfolded into three different areas: (a) work psychology, focused on the work organization and its effects on the quality of the worker's life and health; (b) personnel management, concerned with selection, assessment, and development of organizational members; and (c) organizational psychology, interested in the analysis of micro- and macro- organizational phenomenon and their interaction (Zanelli & Bastos, 2004).

WOP Training in Brazil

The first Brazilian university undergraduate courses specifically in psychology were established at the end of the 1950s. At present, the number of undergraduate courses in psychology available in Brazil is around 240. Such courses are offered by the government (for free) and private institutions (for a fee). The majority of these course offerings are concentrated in the southeastern region of the country, which is the most economically developed region.

These courses are regulated by the National Council of Education, which establishes the national curriculum directives for Brazilian undergraduate courses. Concerning psychology undergraduate courses, the directives require a set of skills and competencies to be developed during the course, together with a number of hours of internship. The aim is to provide the student with an education that covers professional activities, research, and teaching in psychology. They also stipulate that the aspects to be emphasized throughout the course should be in tune with the characteristics of each institution, although they emphasize the need for the student to have a generalized education. In this way, they offer great autonomy to the institutions in organizing their own curricula.

Such courses usually provide a relatively generalist education; that is, they emphasize an open range of subjects to prepare students for the great variety of fields in applied psychology. There are relatively few courses that deal specifically with WOP topics. Furthermore, compulsory internships may be carried out in any applied field of psychology, which can lead to insufficient acquisition of experience in WOP when students gain hands-on training.

Once they have completed the undergraduate course in psychology, students become legally qualified professional psychologists. They may work in any field of psychology, including WOP, because under Brazilian legislation it is not necessary to hold a graduate degree to be a professional psychologist. However, as the training received at the undergraduate level is very general, the majority of professionals look for graduate courses in order to better prepare themselves to carry out the profession of WO psychologist.

Graduate training in Brazil is divided into specialization courses, master's degrees, and doctorates. The specialization courses are mainly chosen by those who want to work as psychologists inside organizations. Such courses last, in general, 18 months and have marked technical characteristics. Those that arouse the greatest interest are focused on human resources and personnel management. The master's courses and doctorates are, on the other hand, more appropriate for those who want to dedicate themselves to research and teaching in psychology. In 2006, there were 54 graduate programs in psychology in Brazil, of which 21 (38%) offered project opportunities in WOP. Those courses have contributed considerably to the dissemination of WOP-related scientific research in Brazil.

The Professional Practice of WOP in Brazil

The profession of psychologist was officially regulated in Brazil in 1962 when there were only 15 practicing psychologists in the country. In 1971, the Federal Council for Psychology was created, with the mission of guiding and supervising an adequate level of performance in the profession. From then on, activities inherent to psychology—including those specific to WOP—were carried out only by people who had graduated from recently created university psychology courses and registered with the Federal Council of Psychology.

In 1988, the Federal Council of Psychology published the first large survey about the profession of psychologist in Brazil. Since then, other surveys into this matter have been conducted. The most recent was coordinated by Bastos and Gondim (2010) and provides an up-to-date picture of the profession of psychologist in general and WO psychologist in particular in the country of Brazil.

From a total of 2,781 who participated in the survey, 17% worked in organizational and work psychology, and varied between the ages of 23 and 72. The organizational and work psychologists were primarily female (82%) and most had completed their courses at private institutions (73%). Most (75%) of the WOP respondents had completed some specialization course (in psychology or other fields of knowledge), whereas a smaller number had completed a master's course (23%) or doctorate (7%) in psychology in general.

Among the psychologists who worked in the organizational and work area, 31% performed activities outside psychology, even though a majority (69%) were dedicated exclusively to this area. The main activities performed by these psychologists were the application of psychological tests, consultancy, organizational diagnostics, performance assessment, and psychodiagnostics. The vast majority (84%) were satisfied with the work they performed within the organization. With respect to the salary, 42% received up to $1,000 per month and only 10% received more than $2,500 monthly. Even so, 89% of those interviewed expressed that they would like to keep their profession ,and 55% would like to stay in their present position.

The Brazilian Association of Organizational and Work Psychology

The first scientific Brazilian society specifically dedicated to WOP is the Brazilian Association of Work and Organizational Psychology (SBPOT; www.sbpot.org.br), which was founded in 2001. Its main purpose is to expand and consolidate WOP in Brazil. Currently, it has about 310 associates comprised of students (25%), academicians and researchers (52%), and practitioners (23%).

The SBPOT directorship is composed of a president and five directors, who are responsible for the secretary, treasury, communications, disclosure, strategy and political policies in organizational and work psychology, and for representing the association with other national and international entities and society in general. The directorship is elected by the members for a 2-year mandate. Being that the society is still very recent, it does not have regional or local associations. However, their creation has been the center of discussions at the general assemblies of SBPOT, even though the idea still needs some maturing. The general assemblies are normally held once per year.

In 2004, SBPOT was responsible for the organization of the I Brazilian Congress of Organizational and Work Psychology, which had around 800 participants who presented 174 works in symposia, oral presentations, and panels. The second congress was in 2006, with 1,200 participants who presented 302 works. In 2008, the number of participants rose to 2,000, and the number of works had increased to 357. The congress has, since its first edition, also offered some workshops. The fourth edition of the congress will be held in 2010; the organizing committee is expecting around 4,000 participants. It is worth pointing out that each edition of the congress takes place in a different city around the country.

At the last congress held in 2008, the 357 works accepted were separated into three thematic groups: human development and organizational processes (31%), human behavior within the organization (29%), and psychosocial processes at the workplace (40%). Under the human development and organizational processes area, the most common themes were education and training, competence and performance, career and professionalism, social inclusion and education, performance, and the production of knowledge. Within the organizational behavior cluster, the majority of papers were related to themes such as stress and well-being, climate and organizational culture and commitment, and psychological contract. With respect to psychosocial processes at work, the most frequent themes were health and quality of life at work, the meaning and significance of work, the psychodynamism of work, and the analysis of work and ergonomics.

Another SBPOT initiative that deserves mentioning is the *Psychology, Organizations and Work* journal (*Revista de Psicologia, Organizações e Trabalho*). It was initially created by a group of professors from the Federal University of Santa Catarina who were also the founding members of SBPOT. It was later incorporated into SBPOT. This is the first and only scientific journal specializing in organizational and work psychology in Brazil. Its editing is shared among three different Brazilian university editors. The purpose of the journal is to stimulate the production of knowledge and critical discussions about work and the organizational processes from the point of view of those who are subject to them.

Obstacles and Challenges Faced by WOP in Brazil

WOP in Brazil has made considerable advances, especially over the last 10 years. In this process, SBPOT has played a fundamental role with respect to enhancing WOP's visibility as well as serving as a reference point and legitimate forum for political and scientific discussions for those who work as WO psychologists or researchers, for those who are graduating, and for those who are interested in the field of organizational and work psychology. Yet, there are still many challenges to face! One of them is to increase the participation in SBPOT among work and organizational psychology professionals. The other is to be ever more present in all political and scientific instances where WOP is being both debated and articulated.

Concluding Editorial

So there you have it, an informative overview of our profession in the country regarded as South America's leading economic power today (Brazil, 2010). Clearly, our colleagues have been hard at work growing and developing work and organizational psychology in Brazil. And, with many exciting new initiatives underway, they have much progress to show for their efforts.

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The Value of Applied Experience: Bridging the Scientist–Practitioner Gap in Graduate School and Beyond

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The Pennsylvania State University

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

"How can you possibly get a graduate degree in a field like industrial-organizational psychology without having any work experience?" Over the past several years I have been asked this question countless times by friends, family members, and even relative strangers. To the average person who has limited knowledge of what industrial-organizational (I-O) psychology is or what an I-O psychologist does, this is certainly an understandable and quite reasonable question to ask. After all, we do (and rightfully so) hold ourselves to be the resident experts on human behavior in the workplace. In keeping with this viewpoint, and the focus of the **TIP-TOPics** column more generally, the potential value of work experience, particularly before and/or during graduate school, is certainly a topic worth investigating. I am optimistic that this brief column will provide valuable and interesting insight into the potential value of work experience as part of graduate training in our field and, hopefully, will serve as the catalyst for spirited future discussions about this issue.

In many ways, the potential value of work experience as part of graduate training in our field (i.e., full-time employment before and/or during graduate school) brings to bear one of the long-standing core principles of training and practice in I-O psychology: adherence to the scientist–practitioner (S–P) model (e.g., Cascio & Aguinis, 2008; Guion, 1965; Murphy & Saal, 1990; Tushman & O'Reilly, 2007; Zedeck & Goldstein, 2000). Although a detailed discussion of the various debates surrounding the S–P model is outside the scope of this article, it is safe to say that the difficulties inherent in truly practicing what we preach are evident. Yet, several authors have suggested that

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graduate training may play an important and unique role in the development (and reduction) of this unfortunate but very real divide.

In their seminal piece on the integration of science and practice, Murphy and Saal (1990) indicate that the S–P model "has been reaffirmed at virtually every major conference on graduate education" (p. 49). They suggest that students of psychology must have skills and values that are compatible with the dual roles of the scientist–practitioner and, most importantly, that the settings in which they work must provide opportunities to do relevant research and/or apply the results of their research. The authors suggest that this can/should be done by changing training for junior faculty and students to couple research with practical applications. Furthermore, these authors propose that research conducted by academics (presumably to include graduate student researchers) should make every attempt to satisfy two basic criteria: (a) include dependent variables that are relevant and useful to industry, and (b) include independent variables that can actually be manipulated by organizations. What better way to acquire, to varying degrees, the skills and values necessary to fulfill this dual role and a better understanding of these two tenets than by immersing oneself in a "real-world" setting? Although it can certainly be argued that work and/or internship experience is not the *only* way to achieve these goals, it is hard to argue, depending on the nature of the work/job itself, that such an experience(s) is not potentially highly valuable in this regard.

More recently, other researchers have expressed similar views on the importance of promoting the S–P model and reducing the S–P gap at the graduate training level. In their review of research in *JAP* and *PPsych*, Cascio and Aguinis (2008) suggest that engaging academic researchers in active dialogue with practitioners around key issues should be an integral component of graduate training in I-O. The authors also suggest that a long-standing trend in graduate training has been the focus on the psychometric characteristics of variables at the expense of demonstrating ecological validity by neglecting the input of practitioners with first-hand experience and in-depth knowledge of the organization. Clearly, bridging the lines of communication across the S–P gap is crucial to minimizing it, and among the author's suggestions for doing so include several remedies at the graduate training level, which echo the sentiments of Murphy and Saal (1990). Nowhere among these, however, is a mention of the value that actual work experience during the formative years of graduate training may have on one's likelihood of, and ability to, reach out to those on the "other side of the fence." Such an omission led me to a dogged yet fruitless search for data regarding how the I-O community, generally speaking, views the value of work experience as part of the graduate training process.

Attitudes Toward Work Experience in the I-O Community

Given my lack of success in finding such published data, I developed and circulated a brief survey that addressed several specific topics related to this issue. The survey demographics are presented in Table 1.

Table 1
Survey Demographics

Variable	Value
N	60
Gender	
Female	36 (60%)
Male	24 (40%)
Age range	22–61
Mean age	29.9
Average work experience*	4.7
Range of work experience*	0–25
Current employment status	
Employed full time (FT)	24 (40%)
Not employed FT	3 (5%)
FT graduate student (GS)	33 (55%)
Primary area of FT employees	
Academic	8 (33.3%)
Applied	16 (66.6%)
Preferred area for GS upon completion of graduate school	
Academic	13 (39.4%)
Applied	20 (60.6%)
Number of different institutional affiliations represented**	32
Academic	12
Applied	20

*Number of years of full-time, post-bachelor's degree work.
**Some respondents indicated more than one affiliation.

Despite this survey being somewhat of a grassroots effort, I was pleasantly surprised by the rather enthusiastic response overall, both in terms of the number of respondents and the level of effort and detail apparent in the open-ended response section. Of particular note is the range of age and work experience that I was able to obtain, as well as the number of different institutional affiliations. Given the modest sample size, such figures provide added support for the survey results, which are shown in Table 2.

Overall, the message was clear—the value of work experience, including internships during graduate school, was expressed from a variety of standpoints. More specifically, 78.6% of those respondents who worked before and/or during graduate school indicated that the experience(s) was *either* very important or important in shaping or transforming their attitudes towards, or perspective on, their graduate studies. The figures were similar for respondents who had internship experiences, with over 88% of these respondents indicating that their experience(s) was a very valuable or valuable part of their graduate school training. Furthermore, over 80% of respondents who had either worked/interned before and/or during graduate school indicated that they were glad they had done so. Although more evenly distributed, the data generally indicated that an increase in maturity, exposure to the "real world," and new and different responsibilities as a result of such experiences all played a role in changing one's perspective. Indeed, 88% of respondents indicated that *other* graduate students

Table 2
Selected Survey Questions

How important was working (including internships) before or during graduate school in shaping or transforming your attitudes towards or perspective on your graduate studies?	Very important	Important	Moderately important	Of little importance	Unimportant	Did not work before and/or during graduate school
	28 (53.8%)	5 (9.6%)	8 (15.4%)	1 (1.9%)	0 (0%)	10 (19.2%)
If you had a change in perspective, was it due to...	Yes, absolutely		To some degree		No, not at all	N/A*
An increase in maturity?	7 (33.3%)	5 (23.8%)	2 (9.5%)	3 (14.3%)	4 (19.0%)	37 (63.8%)
Exposure to the "real world"?	10 (62.5%)	2 (12.5%)	3 (18.8%)	1 (6.3%)	0 (0%)	42 (72.4%)
New and different responsibilities?	5 (31.3%)	6 (37.5%)	3 (18.8%)	1 (6.3%)	1 (6.3%)	42 (72.4%)
If you had an internship, do you think your internship experience was a valuable part of your graduate school training?	Very valuable	Valuable	Moderately valuable	Of little value	Not at all valuable	N/A*
	14 (82.4%)	1 (5.9%)	2 (11.8%)	0 (0%)	0 (0%)	41 (70.7%)
Please indicate your level of agreement with the following statements:	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree	N/A*
Graduate schools should place more of an emphasis on work and/or internship experience in the selection process.	12 (22.2%)	13 (24.1%)	10 (18.5%)	12 (22.2%)	7 (13.0%)	6 (8.3%)
Work/internship experience is an important part of being a good academic in our field.	25 (47.2%)	19 (35.8%)	9 (17%)	0 (0%)	0 (0%)	7 (11.7%)
I am glad that I worked/interned (post-bachelor's degree) before graduate school.	21 (63.6%)	6 (18.2%)	5 (15.2%)	1 (3.0%)	0 (0%)	27 (45%)
In graduate school, I find/found that those who had work/internship experience had a unique and valuable perspective that others without work experience did not.	25 (48.1%)	21 (40.4%)	3 (5.8%)	3 (5.8%)	0 (0%)	8 (13.3%)
Work/internship experience acquired before, or during, graduate school results in greater employment opportunities upon graduation.	26 (50.0%)	17 (32.7%)	7 (13.5%)	2 (3.8%)	0 (0%)	8 (13.3%)

Note: Respondents did not provide answers to all questions.
*Indicates percentage of "nonapplicable" and missing responses out of entire sample (cumulative percent; N = 60). All other figures are valid percent.

with work/internship experience had a unique and valuable perspective in graduate school. **Kate Giuca** (Michigan State University) explained, “I have found that my colleagues who have had some work or internship experience often have a very practical mindset that can add interesting perspectives to class discussions as well as research and theory development.”

Among the most intriguing findings was the remarkable lack of convergence in responses regarding whether graduate schools should place more of an emphasis on work and/or internship experience in the selection process. Using correlation and regression analysis, no variable(s) emerged as a significant explanatory factor for this result (e.g., age, gender, years of work experience, applied/academic affiliation, etc.). However, it is probable that such an explanatory factor(s) might emerge with a large sample. Regardless, it seems that there is some disagreement among respondents regarding the relative importance of work experience in the selection process of graduate students.

The open-ended comments support this discrepancy. Brian Tate, PhD (Army Research Institute) echoed what many of the respondents felt: “I don’t think it should be weighted more heavily than anything else…applicants haven’t all had access to the same opportunities.” Others, like Brian Cronin, PhD (ICF International), felt that it was essential: “Yes, I think students should either have work experience or research experience…they seemed to have a better understanding of materials covered in class and a better understanding of the methods used to conduct research projects.” Still, other respondents, including **Nathan Hiller,** PhD (Florida International University), were somewhere in between: “I don’t think it should necessarily be more emphasized in selection, but it is certainly a ‘plus’ factor.”

Although it was clear that applied experiences were almost universally valued, the paths that led respondents to graduate school were often quite different, which had an impact on their opinion(s). **Tracey Rizzuto**, PhD (Louisiana State University) stated:

> I-O psychology is an applied science…regardless of one’s career ambitions, it is important for graduate students to gain applied experience in the form of an internship, field-based research exposure, or consulting opportunities. Not only will doing so hone important practitioner skills, it will also make a scientist wiser for the experience. I’m very happy that I moved continuously from my undergraduate institution to a graduate program, and then directly into employment. Working full time between these hurdles would have certainly provided an opportunity for knowledge and skill development but would have slowed progress toward some of my personal and professional life goals (e.g., marriage, family, tenure, etc.).

Others, however, spent several years working prior to graduate school. **Luke Brooks-Shesler** (George Mason University, SRA International) worked for 7 years before starting an I-O doctoral program:

> I had no idea what I wanted to do…I "knew" that I'd go to graduate school at some point, but I didn't want to start until I knew what I wanted to study. The change in my perspective was absolutely due to changes in my maturity and me getting to know myself better…internships are extremely important for graduate school training because they helped me understand what applied I-O psychologists actually do…and they provide a practical perspective that is useful for conducting research that has "real-world" usefulness.

A similar account was provided by **Wendy Bedwell** (University of Central Florida), who worked at the White House as well as a large engineering and construction firm focusing on training before graduate school:

> While working in the business world, I realized I was not happy with the "off-the-shelf" training programs that were available…they were not based in the science of effective design or training…I think my real-word experience will make me a better professor. Of course it is difficult to see people my age who already have tenure and are well on their way to making a name for themselves in their respective field when I am just getting started. However, I do not regret any of my experiences as I know that I would not be where I am without them.

Not everyone, of course, took time to work before heading to graduate school. **Lily Cushenbery** (Penn State), like several respondents, indicated:

> I have plenty of time the rest of my life to work…and I am very grateful to have more time when I graduate because grad school is hard on a marriage or plans to have a family...if all graduate schools required full-time work experience (as business schools do), I think there would be fewer female academics.

Lily provided further commentary regarding the value of work/internship experience as a professor in our field that was not only reflected by the data but in the open-ended feedback of other respondents as well:

> Some of the best professors I've had were able to talk about past experiences that related to the material, and this seems to give them a unique credibility with students…if you research people at work, it's hard to understand the mentality of someone who is in an environment that is so different from academia if you have never experienced it.

According to SIOP (2007), I-O psychology "can be thought of as the strategic decision science behind human resources," lying at the crossroads between psychology and business. Consequently, although the commentary and data described above provide a small window into the perceived value of applied experiences in the I-O community, it is also imperative to investigate where our field resides, in terms of the value of work, as compared to business schools.

Work-Related Graduate School Data

The introduction on Harvard Business School's (HBS) Web site reads, "It's never too soon to consider a career in academia—nor too late. The profile of today's doctoral students in business administration reflects a diverse cross section of society—virtually all life stages, professional experiences, nationalities, and economic and ethnic backgrounds are represented." In my online searching, I did not come across a similar introduction for an I-O graduate program. So, I decided to dig for as much data as possible to get a better sense of how I-O psychology stacks up against our business colleagues from related disciplines (e.g., organizational behavior, management, labor relations, human resource management).

My initial attempt to find profile data for business schools was reduced, unfortunately, to online searching because none of the potential sources of such information in the business community (e.g., Academy of Management, The Chronicle of Higher Education, Carnegie Classifications, AACSB) maintain graduate program data for business schools. Despite the lack of centralized public data, what is readily apparent is that the profile of the average business school doctoral student is quite different than that of the typical doctoral student in I-O psychology.[1] Based on the data gathered, the average number of business graduate students enrolled at any given time is between 75 and 100 and, among these students, over two-thirds (66.8%) are male, the average age is 30.6 years, the average student enters with over 3 years of full-time work experience (3.25 years), and nearly 60% enter with a previous graduate degree.

In an effort to more objectively compare I-O and business graduate student profiles, I was able to obtain raw data from SIOP,[2] which I then coded and analyzed. The data are stratified by program type and are presented below in Table 3.

With regard to admission considerations, previous *research* experience was considered for admission in nearly the same percentage of I-O doctoral programs as it was for business doctoral programs (85.1% and 81.6%, respectively). Not surprisingly, this same criterion was considered for admission in a smaller percentage of I-O master's programs. Interpersonal skills were considered for admission in relatively the same percentage of graduate programs across all three department types. A particularly noteworthy finding was that previous work experience was considered for admission in exactly the same percentage of business doctoral programs as it was for I-O master's programs at just over one-half (55.3%). The same criterion was considered for admission in a smaller percentage of I-O PhD programs (43.3%). Considering that nearly 68% of business PhD program students enter with a previous graduate degree (more than 3.5 times that of I-O PhD programs!), and that this is typi-

[1] Supporting data is available upon request.

[2] A special thank you to Larry Nader at SIOP for his help in providing me with the raw graduate school data.

Table 3

Graduate Program Data (produced from raw data provided by SIOP)

		Admissions considerations		
		Previous work	Previous research	Interpersonal skills
Program type	*N*	Yes	Yes	Yes
I-O PhD, psychology dept.*	67	29 (43.3%)	57 (85.1%)	31 (46.3%)
I-O master's, psychology dept.*	94	52 (55.3%	53 (56.4%)	38 (40.4%)
PhD, business dept.**	38	21 (55.3%)	31 (81.6%)	16 (42.1%)
Total	199			

		Program requirements/features						
		Supervised internship			Practicum			Percent other grad degree
Program type	*N*	No	Encouraged	Yes/required	No	Encouraged	Yes/required	
I-O PhD, psychology dept.*	67	13 (19.4%)	37 (55.2%)	17 (25.4%)	23 (35.9%)	25 (39.1%)	16 (25%)	19.2%
I-O master's, psychology dept.*	94	17 (19.8%)	37 (43%)	32 (37.2%)	30 (33.3%)	26 (28.9%)	34 (37.7%)	2.7%
PhD, business dept.**	38	29 (76.3%)	6 (15.8%)	3 (7.9%)	32 (86.5%)	4 (10.8%)	1 (2.7%)	67.9%
Total	199							

Notes: Nineteen graduate programs were excluded from analysis due to indistinguishable program type. Not all programs provided data for each variable, % = sample valid percent and is not necessarily reflective of *N* for total sample.

*Also includes I-O-related disciplines (e.g., social/org. psych.).

**Includes management, OB, and HRM programs only.

cally an MBA degree, it is highly likely (based on the admissions considerations for most MBA programs[3]) that matriculates with an MBA have at least a few years of work experience regardless of whether this is directly considered in the admissions process. In which case, the actual number of students entering with work experience is likely high regardless of the relative value that previous work experience is given in the admissions process.

Although business doctoral programs are more likely to consider previous work experience in the admission process, I-O psychology programs appear to place more emphasis on applied experiences *during graduate school* as opposed to emphasizing acquisition prior to graduate school. Indeed, psychology departments are far more likely to encourage or require supervised internships (80.6%) or practicum (64.1%) than are business departments (23.7% and 13.5%, respectively), particularly for I-O master's degree students (80.2% and 66.6%, respectively).

Concluding Thoughts and Future Directions

The bottom line seems to be that applied experience, regardless of the form it takes or when it is acquired, appears to be viewed as a valuable asset by most current and former graduate students, regardless of present employment domain (i.e., academic or applied), but to varying degrees, by graduate programs themselves. Furthermore, work experience was nearly unanimously viewed as an important factor in obtaining a job after graduation, again regardless of applied or academic focus. This creates an interesting situation whereby such experiences, based on the data gathered, are uniformly seen as meaningful, yet there is a difference in opinion regarding the importance of applied experience as a selection criterion for graduate school.

I suggest that work experience, whether directly related to I-O or not, is valuable but should not be a requirement, per se, for graduate school admission. Rather, such experiences should be given some degree of incremental weight in the admissions process: The more I-O relevant, in terms of research skills and direct application of those skills in an applied environment, perhaps the more weight that particular experience is given. In the absence of prior work experience, internships during graduate school should be strongly encouraged even if that experience is relatively brief (e.g., a summer internship).

Although understandable, the notion that an internship or other work experience can slow down the process of completing one's graduate degree and consume time otherwise spent on the publication process is fundamentally flawed given our practice of the S–P model. Graduate school is a time for learning as much as possible about the breadth of our field before narrowing one's focus to more specific areas and pursuits. The idea that graduate students

[3] Despite the recent trend in younger MBAs, an emphasis is still placed on work experience. For example, 707 of the 910 matriculates (or 77.6% of the incoming class) had 3–5 years between completing undergraduate education and entering the Harvard MBA program in fall 2010 (Leopold, 2010).

are encouraged to finish as quickly as possible, with as many publications as possible, and at the expense of applied experiences only to move immediately into an academic position aids, in part, to fueling the S–P gap. Even a brief internship or applied summer experience before or during graduate school can have a marketable impact in terms of maturity and perspective. At the very least, perhaps work experience is most appropriately positioned as a “plus” factor in terms of the ability to integrate research and form higher level cognitive structures by applying class material to work experiences.

The issue of addressing the S–P model at the graduate training level recently surfaced in a SIOP symposium. Panelists in a 2007 symposium argued for the need for training graduate students to communicate and interface with others across a variety of levels and with varying degrees of power and influence, suggesting that such skills are needed to teach, to persuade organizations of the need for certain interventions or practices, and to inform the public about the importance and purpose of our field (Rupp & Beal, 2007, as cited in Cascio & Aguinis, 2008). As it turns out, these are among the types of skills that are acquired through the variety of experiences (e.g., interacting with and presenting to clients and coworkers, conducting and participating in interviews, writing collaboratively, and analyzing and presenting data to name only a few) at virtually any job, regardless of domain, that can be had with a college degree.

In a *TIP* feature article, Halfhill and Huff (2003) amusingly admit:

> While in graduate school we were as interested in the [S–P] gap as we were in retirement plans and hair-replacement techniques. Although we knew that they were important issues, and that they would sooner or later affect us, they just didn’t impact our daily lives. Now, just a few short years out of graduate school, TIAA-CREF, Propecia, and bridging the gap have become regular lunch-hour conversation pieces.

I would argue that, although most graduate students would likely agree that the S–P model does not necessarily impact their daily lives, those who have some applied experiences might be more likely to embrace the role of a scientist–practitioner in their pursuit of graduate studies, and these students might be more likely to bridge the gap. As Jay Silva, PhD (E.B. Jacobs Consulting) remarked, “I had a very distorted, perfectionist view of the world outside of graduate school. It would have helped to learn what I learned in school with a more informed perspective.”

There is simply not enough space in this column to do this subject justice. Fruitful avenues for future research might include investigating a host of outcome variables related to this issue (e.g., what professional path did those who did/did not work before and/or during graduation school ultimately choose? Did they stay in the field of I-O psychology or did they change careers? How satisfied/engaged are they in their current professions?), as well as how different *employers* (e.g., academic, applied) value work experience acquired before and/or during graduate school and how work–family conflict factors into the decision-making process. The information that I uncovered in my research (much of which is not presented here), was nothing short of fascinating. My hope is that this article will serve as the catalyst for a more in-depth discussion of what I-O psychologists (and those in training) appear to consider provocative and important questions for our field, particularly as they relate to graduate training and the S–P model more broadly.

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FOUNDATION SPOTLIGHT

Now Is the Time

Milton D. Hakel
SIOP Foundation President

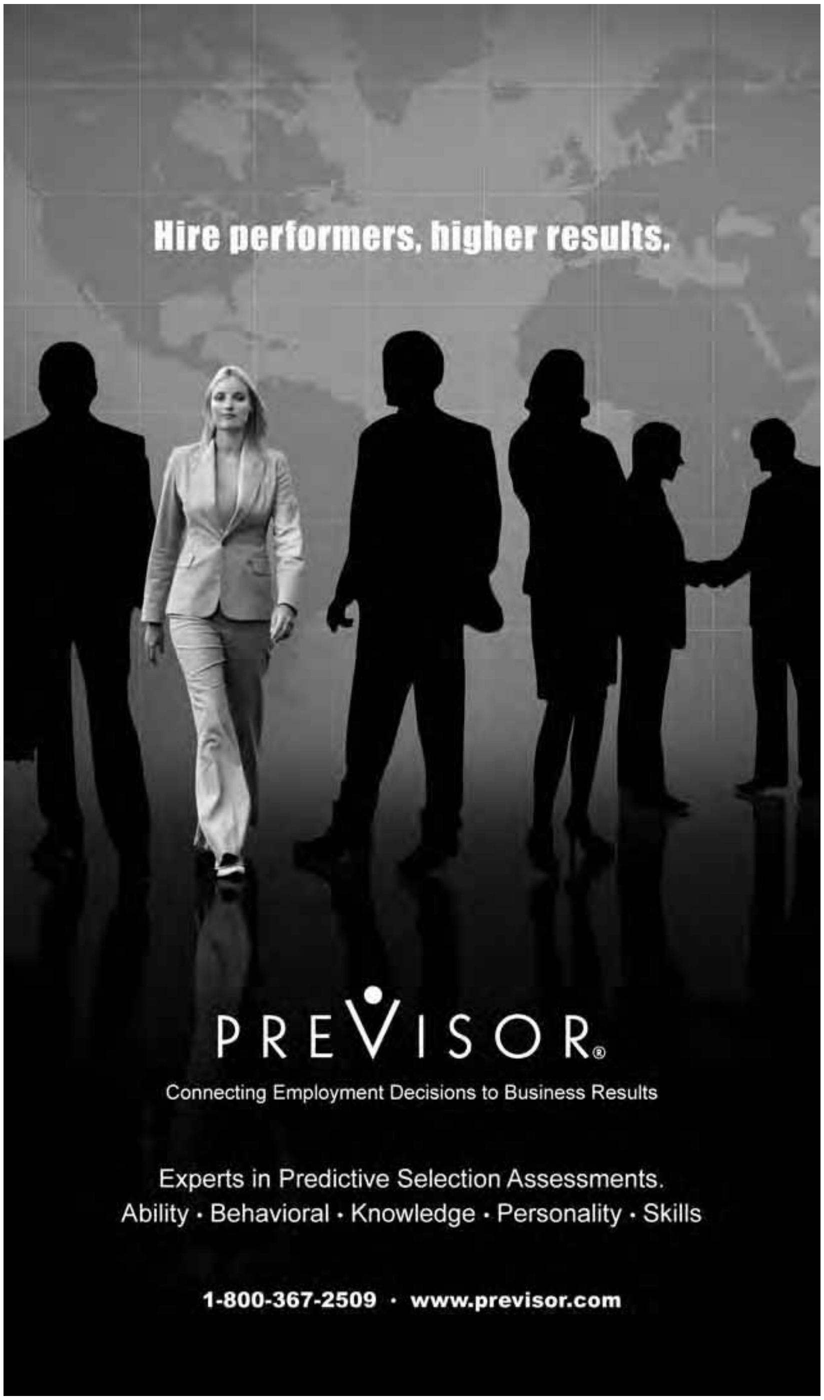
There's never quite enough time and money to do everything that needs to be done. I've found that to be true in every stage of my life. Graduate school days were spartan but no more so than my first professional job (or subsequent ones, for that matter). One of the corollaries of Parkinson's Law must be that needs expand to exhaust 110% of the available resources.

Next, factor in the inevitable swings of the economy. What you get is the realization that the times have always been challenging and that they always will be so. They were challenging in even the best of the good old days. They are challenging now. They will be challenging in all of the days ahead. Agreed?

Something else that I've realized is that the task of defining one's self continues throughout a lifetime. What kind of a person am I now? What am I becoming? What I do in meeting today's challenges reflects my values and priorities.

Giving is never easy because even the best of times are challenging. But giving reflects generosity and gratitude. Here's the point: There will never be a better time than now to contribute some of your time and money.

The SIOP Foundation would like to be among your beneficiaries. Seize the moment. Contribute at http://www.siop.org/foundation/donate.aspx.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PEOPLE PERFORMANCE

Research Funding and Student Support Available for SIOP Members and Students!

Anna Erickson
Questar

Starting Monday, October 4, 2010, we will begin accepting proposals for the Small Grant Program aimed at supporting research conducted by SIOP members in both science and practice, an award for promotion of I-O to the public, a research grant in assessment center methods, and two programs designed to provide support to graduate students.

Small Grant Program. Provides funding for academic–practitioner research; $20,000 available (maximum of $7,500 per grant).

Raymond A. Katzell Award in I-O Psychology. This award is designed to recognize a SIOP member who, in a major way, has shown to the general public the importance of work done by I-O psychology for addressing social issues, that is, research that makes a difference for people ($3,000 award).

Douglas W. Bray and Ann Howard Grant. This grant is designed to support research on assessment center methods as well as research into the development of managers and leaders. The grant may focus on the assessment method (e.g., simulations and other techniques that rely on the observation of behavior), the content area of interest (e.g., managerial career advancement, leadership development), or preferably both. Award size is up to $10,000.

Graduate Student Scholarships (GSS). Provide scholarships of $9,500 to graduate students in I-O or related field; two GSS available ($3,000) and Lee Hakel ($3,500).

Leslie W. Joyce and Paul W. Thayer Graduate Student Fellowship. Provides support for graduate students in I-O psychology whose focus is training/development and/or selection/placement; $10,000 available.

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found in this issue of *TIP* or online at http://www.siop.org/siopawards/. Awards will be presented at the 26th SIOP Annual Conference in 2011 in Chicago.

Proposals can be submitted online at **www.siop.org/awardsonline/main.aspx** by **December 15, 2010**. Please direct all questions regarding research funding to Awards Committee Chair Anna Erickson, aerickson@questarweb.com.

Call for Proposals for 2011 SIOP Small Grant Program

General Procedures and Policies

The overarching goal of the Small Grant Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Fellow, Member, Associate, International Affiliate, or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP professional member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:

- Abstract
- Literature review and rationale for the project
- Method—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications for both academicians and practitioners
- Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1" margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

Raymond A. Katzell Award in I-O Psychology Call For Nominations

Evaluation Criteria

The Katzell Award Committee will select a SIOP professional member based on the following criteria:

- The awardee(s) must be a member of SIOP, preferably with a degree in psychology.
- The work shown to the general public must be research based, and its application clearly demonstrated.
- The work must have an impact on society's well-being: for example, making work organizations better places to work, more satisfying to workers,

more efficient, or creating a service that is beneficial to the public.
- The demonstration to the public must be widespread, reaching a substantial part of the public.
- If the creators of the work and those who publicized it were not the same, the creators would be the awardee(s). An exception would be the creation of a book, film, or other publication that summarized and popularized a significant body of research and application. In that instance, the creator(s) of that publication would be the awardee(s).

Required Documentation

Nominations for the Katzell Award must include:
- Copies of the publication and documentation of the breadth of distribution
- Name of the member(s) being honored (e.g., writer, director, or producer)
- For multimedia publications (e.g., video), where video or audio copy is available through the Internet, the Web site where the publication can be viewed should be submitted with the nomination. In cases where multimedia publications are not accessible through the Internet, nominees should submit eight copies of a DVD containing the publication to the SIOP Administrative Office (440 East Poe Rd., Suite 101, Bowling Green, OH 43402).

Douglas W. Bray and Ann Howard Grant Call for Proposals

Criteria for Selecting Award Winners

The Bray/Howard Grant Subcommittee (appointed by the Awards Committee chair) will evaluate proposals based on the following criteria:

- Have a sound technical/scientific base
- Show innovation and excellence
- Advance the understanding of assessment center techniques, managerial or leadership development, or preferably both
- Use a longitudinal design where appropriate
- Be submitted by members of SIOP, including Student and International Affiliates
- Have a clearly defined project plan, defined deliverables, and budget

Format of Proposals

The proposal must adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

- Abstract
- Literature review and rationale for the project
- Method (if applicable)—including information about the sample, measures, data collection strategies, and analytical strategies

- Implications of the findings or conclusions for research and practice
- Project plan, defined deliverables, and budget

Proposals should not exceed 10 pages of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1” margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

If the research involves human participants, all awarded authors must certify by signature or other methods that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from the student’s academic advisor.

Graduate Student Scholarships and the Lee Hakel Graduate Student Scholarship Call for Applications

Eligibility

Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the U.S.A.

- Applicants must be Student Affiliates of SIOP.
- Applicants must have an approved plan for their dissertation.
- Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for a scholarship, the program must perform an initial screening.
- Applicants who have defended their dissertations are not eligible.
- Applicants must not have previously received a SIOP Graduate Student Scholarship.

Application Procedure

The Graduate Student Scholarship Subcommittee of the Awards Committee will examine all applications for eligibility.

- **12-page maximum*** summary of the dissertation research, including an explanation of research design and other important aspects of the project.
- Two-page maximum curriculum vitae including scientific publications and presentations.

*NOTE: Figures or tables may be included only if they can be incorporated into the twelve (12)-page limit. A list of references should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double spaced, 12-point font, with 1” margins.

- A letter from the advisor indicating that the dissertation plan has been approved.
- A letter of endorsement from the chair or director of the program in which the applicant is enrolled.

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology Call For Applications

Eligibility

- Recipients of the Lee Hakel, Mary L. Tenopyr, or graduate student scholarships are not eligible for the Joyce and Thayer Fellowship.
- Each I-O program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for the fellowship, the program must perform an initial screening.
- Nominees meet the following eligibility requirements:
  - PhD student in I-O psychology
  - Specialized in training and development and/or selection and placement
  - Should be committed to a practitioner career as evidenced by work experience and/or a statement of career goals
  - Should have some experience in an applied setting relevant to I-O

Evaluation Criteria

The Joyce and Thayer Fellowship Committee (appointed by the Award Committee chair), will select one Fellow based on:

- The quality of the undergraduate or graduate record, including appropriateness of coursework to specialization in training and development and/or selection and placement
- The quality of the master's thesis or research summary, both scientifically and practically
- The clarity and realism of the statement of goals and aspirations
- Relevance of any applied experience to career specialization
- Appropriateness of faculty recommendations

Required Documentation

Nominees for the Joyce and Thayer Fellowship must submit:

- An official copy of undergraduate and graduate transcripts
- A statement of graduate program goals and career aspirations
- A summary of the nominee's master's thesis or summary of other completed research not to exceed 10 pages (12-point font, 1" margins, double spaced); the proposal must adhere to accepted formatting guidelines (e.g., APA guidelines)

- Resumé that includes work assignments, paid or unpaid, related to I-O psychology
- Letters of recommendation (at least 1 and not more than 3) from graduate faculty
- Letter of endorsement from the university (or department, or I-O area)

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Submission Procedure for All Funding

Proposals can be submitted online at **www.siop.org/awardsonline/main.aspx** by **December 15, 2010** and must be in the form of either a Word document or a .pdf file. Please direct all questions regarding research funding to Awards Committee Chair Anna Erickson, aerickson@questarweb.com.

Look for These Calls in the Near Future!

Sidney A. Fine Grant for Research on Job Analysis

This grant is for research on analytic strategies to study jobs and is designed to support research that will further the usefulness of analytic strategies to study jobs, especially as to the nature of job content and organizational structures in which work is performed. Award size is up to $7,500. For more details on this grant, please visit www.siop.org/siopawards/fine.aspx.

Mary L. Tenopyr Graduate Student Scholarship

Mary L. Tenopyr was known for her work in the area of employee selection testing and her influence on the standards for testing used today. Mary was a past president of SIOP, a Fellow of SIOP and APA, a winner of SIOP's Distinguished Service Award and Distinguished Professional Contributions Awards. Mary made a bequest in her will for a SIOP Foundation scholarship to promote education in industrial and organizational psychology.

The Dunnette Prize

Marvin Dunnette played many key roles in transforming industrial and organizational psychology from its dustbowl empiricist and technological origins into its present status as a model of science and practice. He is known for his emphasis on individual differences, focus on practical significance, ability to synthesize empirical literature, development of I-O psychologists, and thought leadership. The Dunnette Prize honors living originators of fundamental advances focused on research, development, or application that has expanded knowledge of the causal significance of individual differences. Award size is up to $50,000.

Chicago: SIOP's Kind of Town!

26th Annual Conference: April 14–16, 2011
Preconference Workshops, April 13, 2011

Mariangela Battista
Pfizer, Inc.

Lisa Finkelstein
Northern Illinois University

The SIOP conference is a yearly highlight in the I-O community; indeed, for many members, SIOP IS the conference. Every year the opportunities for learning, networking, reconnecting, and advancing our practice and science continue to grow. The two of us have likened the night before SIOP to a kid's night before Christmas—we are just too excited to sleep!

The 26th SIOP Annual Conference in Chicago is not to be missed. Don't even think about it! Below we present just an initial taste of what's brewing as the conference planning is kicking into full swing. Stay tuned for even more tantalizing details in the January *TIP*!

Submissions

For all of you who have submitted proposals, the results of the peer reviews will be e-mailed in early December.

Concurrent Sessions: Something for Everyone

The member-submitted, peer-reviewed sessions will always be at the heart of our conference. We will continue to have hundreds of peer-reviewed sessions featuring I-O psychology research, practice, theory, and teaching-oriented content. These sessions will be presented in a variety of formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition, we will have addresses from our SIOP award winners, key committee reports, and invited speakers.

Theme Tracks

We are pleased to again offer Thursday and Saturday theme tracks. We have had much success and positive feedback from our prior theme tracks. Theme tracks are essentially individual conferences within a conference, delving deeply into a cutting-edge topic or trend, and are designed to appeal to practitioners, academics, and students. For each theme there will be multiple integrated sessions (e.g., invited speakers, panels, debates, discussions) scheduled back-to-back throughout the day in the same room. Though you may want to stay all day to take advantage of the comprehensive programming and obtain continuing education (CE) credits for participation in the full track, you may also choose to attend just the sessions of most interest to you.

Thursday Theme: Managing HR for Sustainability

The Thursday theme track will be devoted to the topic of "Managing HR for Environmental Sustainability." Co-chairs **Stephan Dilchert** and **Deniz Ones** have assembled a committee of scholars and practitioners who have worked to understand and enhance environmental sustainability among organizational members. They are assembling a diverse program that will highlight both cutting-edge research as well as innovative practical applications aimed to increase organizations' sustainability through I-O psychology interventions. The theme track will marry traditional formats (symposia) with interactive ones and will provide ample opportunity to network for those SIOP members interested in the growing domain of green work and green work behavior. In addition to invited presentations, the program will also include peer-reviewed poster presentations. The Thursday Theme Track Committee is also collecting ideas and input to continue and further last year's efforts of "greening the conference." Input from SIOP members is welcome. If you have proposals and innovative ideas, please send them to stephan.dilchert@baruch.cuny.edu, to be included in the committees' recommendations.

Saturday Theme: Using Data to Influence Organizational Decisions and Strategy

Deborah Rupp and her committee have planned sessions that will focus on how data can be leveraged to influence strategic decision making. The Saturday theme track sessions will explore people analytics, data-based decision making, and the skills required for infusing strategy with I-O data. The full-day program will be interactive, including a wide range of formats such as expert panels, research symposia, and science–practice "lightening rounds."

Featured Posters

Our featured poster session kicked off in 2006 and continues to be a big hit. We will once again showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while enjoying drinks in a relaxed atmosphere with the presenters. If you've never been to this, make this the year you check it out!

Friday Seminars

Have you ever been to the Friday Seminars? These sessions take cutting-edge approaches to important topics and are presented by invited experts. The Friday Seminars offer CE credits and require advance registration and an additional fee. This year's seminars will present the following topics:

- Experience sampling: Applications and new directions
- Grant writing
- Organizational change
- The role of I-O psychology during economic recession

Master Collaboration Session

Increasing collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. Indeed, the celebration of science and practice is featured by **Eduardo Salas** as a key presidential theme this year. To further the collaborations between science and practice, there will be three presentations during the Master Collaboration session:

- Lee Konczak (Washington University in St. Louis) and **David Smith** (EASI-Consult, LLC) will describe an academic–practitioner collaboration to develop an executive assessment center using a business case approach.
- **Adam Ortiz** (Executive Development Consulting, LLC) and a colleague from The Guardian (name forthcoming) will describe a collaboration between an internal consultant and an external consultant to develop a systemic leadership development framework.
- **Kara Orvis** and **Krista Ratwani** (Aptima, Inc.) and **José Cortina** and **Seth Kaplan** (George Mason University) will describe an academic–practitioner collaboration to develop a large-scale organizational training program.

Invited Addresses

This year we will feature several invited sessions and addresses throughout the conference. Please note: The term “invited” refers to the presenter not the audience! Come one, come all!

Plans for some of these sessions are still in the works. Here’s a sneak peek at some that are confirmed:

- SIOP members **Belle Rose Ragins** and **Eden King,** and Ron Ophir, will present an invited address on “Out of the Closet and Into the Workplace: Understanding Sexual Identity in Organizations.” SIOP members interested in the practical and scientific implications of the Employment Non-Discrimination Act and the repeal of the Don’t Ask/Don’t Tell policy won’t want to miss this session!
- **Andrea Goldberg** of Digital Culture Consulting will again present on “Social Media and the Implications for I-O Psychology.” Her presentation at the 2010 conference was standing room only! We know Andrea’s insights will continue to provoke much discussion and debate among SIOP members.

Looking for SIOPers Like You?
Come to the Communities of Interest (COI) Sessions

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

- Leadership and the assessment of leadership potential
- Personality testing
- Environmental sustainability
- Virtual teams
- Shifting an organization from current to desired culture
- Online testing
- Performance management
- Succession planning
- Coaching for employee development
- Developing an HR strategy
- The employment interview: best practice and potential pitfalls
- Compensation

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure, HR certification, or other purposes. SIOP is celebrating 30 years of being approved by the American Psychological Association to sponsor continuing education for psychologists and SIOP was recently awarded HR Certification Institute Approved Provider status. Information about the many ways to earn CE credit at the SIOP annual conference can be found at http://www.siop.org/ce and will be continually updated as more information becomes available.

Closing Plenary and Reception

The 26th conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote speaker (stay tuned!) and the announcement of incoming President **Adrienne Colella's** plans for the upcoming year. After the address, we'll head into a Chicago-themed evening reception to celebrate our successful 26th annual conference. Let's just say we are quite sure Al Capone and friends would love the reception if they were still around!

The Conference Hotel

The Hilton Chicago hotel is a landmark downtown Chicago hotel located on the "Cultural Michigan Avenue Mile" overlooking Grant Park, Lake Michigan, and the museum campus. It is only a short distance from Chicago's loop business center, shopping, and theater. The Hilton Chicago is a 4-diamond, AAA property offering guests a historic setting with contemporary amenities. Established by Conrad Hilton in 1928, the hotel is reminiscent of swinging Chicago in the early part of the last century. We learned on our hotel tour that back “in the day” it was once the biggest hotel in the world! Please see the SIOP Web page for details on booking your room. We encourage conference attendees to stay overnight on Saturday to take full advantage of all the 3-day SIOP conference has to offer.

We know it’s only October when this goes to press, but we hope we’ve sparked your excitement for SIOP 2011 and Chicago. We were at the hotel for the conference planning meeting when the city was celebrating their Stanley Cup winning Blackhawks. Maybe we can get the Cup to come to SIOP!

Looking forward to seeing everyone in Chicago!

SIOP 2011 Preconference Workshops

Robin Cohen
Bank of America

Save the date! Wednesday, April 13, 2011 is the date for the SIOP preconference workshops at the Hilton Chicago. The Workshop Committee has identified a diverse selection of innovative and timely topics to offer this year. See below for a glimpse of the topics and the fabulous presenters we have lined up:

Coachability or Coach Ability: Coaching the "Uncoachable." David Peterson, PDI Ninth House; Barbara Lavery, Lavery Consulting. Coordinator: Erica Desrosiers, Pepsico.

Generalizing Validity Evidence: How Is It Done and Is It Right for My Situation? Calvin Hoffman, Los Angeles County Sheriff's Department; Piers Steel, University of Calgary. Coordinator: Cheryl Paullin, HumRRO.

Coming Full Circle With 360s: Driving and Sustaining Individual and Organizational Change. David Bracken, DW Bracken & Associates; Carol Jenkins, Assess Systems. Coordinator: Chris Lovato, Kenexa.

Doing Good Well: Putting the "I & O" Into Corporate Social Responsibility. Stuart Carr, Massey University; Katrina Boshuizen, Starbucks Coffee Company. Coordinator: Mat Osicki, IBM.

Performance Management Myth Busters: Best Practices That Don't Work and How to Make Them Better. Elaine Pulakos, PDRI; Rose Mueller-Hanson, PDRI. Coordinator: Wanda Campbell, Edison Electric Institute.

Navigating the Legal Maze: How-Tos and How-Not-Tos in Employment Litigation. James Outtz, Outtz & Associates; Sheldon Zedeck, University of California at Berkeley; Bill Lann Lee, Lewis, Feinberg, Lee, Renaker, Jackson, P.C. Coordinator: Christina Norris-Watts, APT.

Put Your Survey on a Diet: How to Develop, Deploy, Analyze, and Justify Brief Measures of Organizational Constructs. Fred Oswald, Rice University; Jeff Stanton, Syracuse University. Coordinator: Tim McGonigle, SRA.

Creating Strong Links: Connecting Strategy, Talent Management, and Organizational Outcomes. William Schiemann, Metrus Group; Steve Ginsburgh, Universal Weather and Aviation; Wayne Cascio, University of Colorado at Denver. Coordinator: Mindy Bergman, Texas A&M University.

The Incredible Shrinking Training Program and Other Adult Learning Trends. Presenters: TBD. Coordinator: LeAnne Bennett, Credit Suisse.

Beyond the Org Chart: Classic and Contemporary Considerations in Organization Design. Michael Bazigos, IBM; Coordinator: Laura Heaton, Owens Corning.

A Practitioner's Guide to the Galaxy…of Statistical Methods: A Primer on Developments From the Last Two Decades and a Look Ahead.

Dan Putka, HumRRO; Larry Williams, Wayne State University. Coordinator: Robert Gibby, Proctor and Gamble.

Individual Contributors: The "Other" Employee Group (*AKA* This Isn't Your Father's Leadership Workshop). Seth Zimmer, AT&T; Jennifer Roberts, AT&T. Coordinator: Amy Grubb, FBI.

You do not want to miss the 2011 workshops! They will provide you with a great opportunity to develop yourself (and gain CE credits), to bring back innovative solutions to your organizations, and to network with some of the more prominent professionals in our field. And remember, they are a great value! Please look for the workshop descriptions and presenters' biographical sketches in the preconference announcement and on the SIOP Web site during registration in January.

See you there!

The 2010–2011 Workshop Committee consists of:

LeAnne Bennett
Mindy Bergman
Michel Buffet
Wanda Campbell
Robin Cohen, Chair
Erica Desrosiers
Robert Gibby
Amy Grubb
Laura Heaton
Chris Lovato
Tim McGonigle
Liberty Munson, Chair-in-Training
Dwayne Norris
Christina Norris-Watts
Mathian (Mat) Osicki
Cheryl Paullin
Brigitte Steinheider

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The news media have found SIOP members to be credible sources of information for their workplace-related stories. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site (www.siop.org). There are more than 110 different workplace topics with nearly 2,000 SIOP members who can serve as resources to the news media.

SIOP members who are willing to talk with reporters about their research interests and specialties are encouraged to list themselves with Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call. Also it is a good idea for members to periodically check and update their information, if needed.

Every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology. Following are some of the press mentions that have occurred in the recent months:

Research by **Herman Aguinis** of Indiana University, **Charles A. Pierce** of the University of Memphis, and Steven Culpepper of the University of Colorado at Denver was reported in the August 2 *USA Today*. The study found that procedures used by organizations to ensure that tests are free of bias are seriously flawed. “Our findings are significant because we proved that bias can be present but not be detected by even the top experts in the field, which could result in inaccurate prediction of outcomes such as job and academic performance for hundreds of thousands of individuals,” Aguinis said. Their study, which first appeared in the *Journal of Applied Psychology,* was also reported in the *Bloomington Herald Times*, *Inside Higher Education*, *Science News*, *Science Daily*, and the United Press International wire service.

The July 21 *Human Resource Executive Online* reported on research about entitlement-minded workers conducted by **Paul Harvey** of the University of New Hampshire. The study found that workers who bring a sense of entitlement to the workplace are not only more likely to be frustrated on the job and abuse coworkers, but they also don’t respond well to supervisor communication on the topic. “Unfortunately, the research indicates high levels of feedback and information from supervisors worsened the consequences of entitlement,” he said.

Paul Winum of RHR International (Atlanta) was quoted in a July 11 *Wall Street Journal* story about how a coworker’s promotion to boss affects office relationships. Former relationships will inevitably change, and there are several pitfalls to be avoided.

One danger is having coworkers taking advantage of their friendship with the new boss. “Familiarity breeds a potential for some complacency and that can make it difficult for the manager who’s promoted internally,” he said.

Manage disappointment of peers who did not get promoted by finding new opportunities or challenges for them in the restructured team, he suggested.

The massive oil spill caused by the April explosion of the *Deepwater Horizon* oil rig, operated by BP in the Gulf of Mexico, led to a story carried in several publications, including the July 7 issue of *Management Issues, Human Resource Executive*, News Blaze, and Fox News. The story featured research by **Rhona Flin** of the University of Aberdeen in Scotland who has investigated the competence and abilities of decision makers during catastrophic occurrences, not only on oil platforms but in several high-risk professions where those in charge must take immediate action during extremely stressful situations. In a number of major disasters she reviewed, the common threads that led to problems were incident commanders' inability to immediately assess and be aware of the developing situation. She said it was important that organizations employ managers who can successfully handle crisis situations. She added the key to doing that was in assessments and training.

Flin was also the focus of news stories based upon a *British Medical Journal* article about how rudeness in the workplace leads employees to make more mistakes. "Human attention is a powerfully driven emotion," she said, adding that the link between rudeness and mistakes was particularly worrying in the health care profession, where it could risk patients' safety. Stories about Flin's work appeared in several media outlets around the world, including United Press International wire service.

Rebecca Schalm of RHR International (Calgary) writes a leadership column that is distributed to media outlets in Canada. A July 8 column appeared in *The National Post* comparing how companies manage talent with how World Cup soccer teams manage their roster of players. Lessons learned on the playing field are often cited as an important training ground for developing the skills and mindsets required to lead and manage people, she wrote.

A June column which appeared in various media outlets focused on the talent gap within organizations. She cited two reasons why companies are finding it difficult to attract new talent: Organizations do not have a plan for potential leaders, rather relying on "accidental" learning to develop people and not developing succession plans for future leaders.

Fred Mael of Mael Consulting and Coaching in Baltimore, MD contributes regular columns to *Baltimore SmartCEO* and *Washington SmartCEO*, regional magazines for growing organizations. Recent articles have featured the art of listening, the need for clearer communication, reducing workplace conflicts, and the pros and cons of telecommuting.

The July 4 issue of *Florida Today* featured a story about Florida Institute of Technology becoming the first university in the country to offer a doctorate in international industrial-organizational psychology. **Richard Griffith** of Florida Tech said one goal is to teach students to better understand employees from other cultures. He said companies are more successful when they consider employees' personalities and behaviors, which vary by country. SIOP President **Eduardo Salas** called the Florida Tech program a "trendsetter." "From the get-go, graduates will be able to understand how the world works overseas. That's an advantage to companies," he said.

The June 24 *Boston Globe* carried a story about the CEO of Unilever's involvement with the Perkins School for the Blind in Watertown, MA and how his company is committed to social responsibility. Unilever executives follow his example and volunteer at the school. **Louis Font** of Strategic Talent Group in Leesburg, VA said having a boss who is committed to these kinds of causes has a big impact upon a company and its leaders. "The modeling behavior that a CEO displays is the most powerful influence within the organizations," he said.

A June 22 *Forbes* magazine article focusing on bad boss behavior featured comments by **Anna Marie Valerio** of Executive Leadership Strategies in Ridgefield, CT and author of *Developing Women Leaders*. "Bosses behaving badly would do well to remember that their reputation will get around," she said, noting that employees are quicker to gossip about bad bosses than good ones, and a reputation as a bad manager could ultimately cost a manager top-notch employees who will eventually leave, she said.

As companies hard hit by layoffs and budget cutbacks begin to rebuild staff, new hires may not be welcomed with open arms by existing employees, according to a June 15 *Wall Street Journal* story. They can make it difficult for new employees to fit in and be productive. **Paul Baard** of Fordham University said new hires should not get caught up in looking back at the bad times that have occurred within the company in the past couple of years. "Whatever you do, don't join in on the negative talk," he said. Rather be helpful to surviving employees and offer new ideas and keep moving forward, he added.

The June issue of *Psychology Today* cited a *Journal of Business and Psychology* article by **Tomas Giberson** of Oakland University and **Christian Resick** of Drexel University showing how executive personality can, in fact, shape corporate values. Agreeable and emotionally stable CEOs lead companies that are people oriented; neurotic chiefs run innovative and competitive organizations; and execs highly open to new experiences cause their companies to place less emphasis on standards and efficiency, they reported.

The May 24 issue of the *Wall Street Journal* included a major article coauthored by **Lillian Eby** of Georgia Tech about mentoring. "Mentoring can be invaluable, not only to protégé and mentors but also to organizations," she wrote. "It is important, however, to manage the relationships appropriately and be aware of early signs of potential problems." The article provided ways mentoring relationships go awry as well as advice on how mentors, protégés and companies can spot warning signs sooner and create more positive experiences.

Cleveland Cavaliers star Lebron James' departure to join the Miami Heat generated a flood of stories including the jolt to Northeast Ohio's collective confidence. **Paul Levy** of Akron University was asked about the impact of James leaving Cleveland in a May 24 *Crain's Cleveland Business* article. "Our personal identities and social identities are built around self-image; how we view ourselves is important. We get a sense of positive self-esteem from our community, and LeBron drives that," he said.

Robert Sinclair of Clemson University contributed to a May 17 *New York Times* story on workplace health issues. Discussing the role supervisors play in the psychological health of employees, he said that morale problems within organizations often are related to relationships with leaders. "One of the findings we can be pretty confident in is that people who have more support from supervisors tend to perform better in stressful situations," he said.

In a May 16 *Chronicle of Higher Education* story about the value of admissions interviews at colleges and universities, **Scott Highhouse** of Bowling Green State University, who has studied traditional, unstructured interviews in employment situations, noted they were "so unreliable that absence of validity is almost assured." He also noted that although some people think conducting an interview will help them predict human behavior, actually doing so is difficult.

During the recent recession, some companies announced thousands of layoffs. In a May 5 *Wall Street Journal* about the impact of huge layoffs, **Wayne Cascio** of the University of Colorado, Denver said corporations cannot shrink their way to prosperity. He added those companies who cut the deepest, relative to industry peers, delivered smaller profits and weaker stock returns for as long as 9 years after a recession.

A study by **Nathan Bowling** of Wright State University and colleagues that was published in the March *Journal of Occupational and Organizational Psychology* was also reported in several health publications, including the April 3 HealthDay News. The study sought to find links between job satisfaction and life. "The results suggest that if people are, or are predisposed to be, happy and satisfied in life generally, then they will likely be happy and satisfied in their work," he said.

As law enforcement departments deal with shrinking budgets, many are looking at one of their largest expenditures: overtime pay for employees. An April 11 *Houston Chronicle* story describing how some departments are reducing overtime pay included a warning from **Mike Aamodt** of DCI Consulting Group, a risk management human resources consulting firm headquartered in Washington, D.C. He said drastic reductions in overtime could hurt morale because people rely on overtime for a major portion of their pay.

Dianna Stone of the University of Texas at San Antonio was quoted in a January *Texas Tribune* story about the pay gap between Latinos and Whites. A state report said the wage gap was primarily due to Latinos being less educated, younger, and having a high rate of unemployment. Stone noted that cultural and economic factors sometimes trump the importance of education for Latinos. "Family responsibility has an impact on dropout rates. People have to quit school of help their families, especially single mothers," she said. She added that some of her research suggests that Latinos are more prone to discrimination than other minorities, including Blacks.

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 PO Box 87, Bowling Green, OH 43402.

IOTAS

Stephen Young
Florida Tech

Awards and Honors

Rick Guzzo and Haig Nalbantian won the Academy of Management OB Division's 2010 Outstanding Practitioner Publication Award for the best practitioner-oriented paper published during 2009 for "Making Mobility Matter"in *Harvard Business Review*.

Benjamin Schneider, William H. Macey, Wayne C. Lee, and **Scott A. Young** won the 2010 *Journal of Service Research* Best Article award for their article entitled "Organizational Service Climate Drivers of the American Customer Satisfaction Index (ACSI) and Financial and Market Performance." IBM sponsored the award which was announced at the 2010 Frontiers in Service in Karlstad, Sweden on June 11.

Transitions, New Affiliations, Appointments

Elliot D. Lasson is now the executive director of Joblink of Maryland, Inc., a community-based nonprofit organization that assists Baltimore–DC area job seekers connect with employment opportunities. He was also reappointed to the Governor's Workforce Investment Board (Maryland). He was previously an HR director with the Maryland Department of Budget and Management.

The I-O Ph.D. program at Auburn University is very pleased to welcome two new faculty members, **Jinyan Fan** and **Malissa Clark**. They will join the faculty in August 2010. Jinyan Fan received his I-O PhD from The Ohio State University in 2004 and has taught for the last 6 years in the I-O program at Hofstra University. Malissa Clark received her I-O PhD in summer 2010 from Wayne State University.

Gary Latham has been elected to the board of directors of the International Association of Applied Psychology. In addition, he is president-elect of Division 1, Work and Organizational Psychology.

Congratulations!

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

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 August 17, 2010.

Adrian Acosta
Brooklyn NY
adrian.acosta@baruchmail.cuny.edu

Susan Adams
Northeastern Illinois University
Chicago IL
susan.joy.adams@gmail.com

Julie Agar
PDRI
Arlington VA
juliepelan@hotmail.com

Gene Alarcon
Air Force Research Laboratory
Kettering OH
gene.alarcon.ctr@wpafb.af.mil

Jakob Andrén
Assessio International
Stockholm Sweden
jakob.andren@assessio.se

Kate Andrews
U.S. International University
San Marcos CA
kaandrews@argosy.edu

Christopher Awad
St. Louis MO
cawad@cmaconsult.com

Michele Baranczyk
Kutztown University
Blandon PA
baranczy@kutztown.edu

Thomas Bechtold
Greenville SC
brad.bechtold@furman.edu

John Besich
University of North Texas
Frisco TX
john_besich@oxy.com

Tanya Bhagwat
Huntingdon Valley PA
tabhagwat@hotmail.com

Jason Biggs
Richmond TX
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WELCOME!

CONFERENCES & MEETINGS

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

2010

Sept. 27–Oct. 1	Annual Conference of the International Military Testing Association. Lucerne, Switzerland. Contact: www.internationalmta.org.
Oct. 19	Personnel Testing Council of Metropolitan Washington D.C. (PTC/MW) Fall Conference. Contact: www.ptcmw.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

Jan. 28–30	Annual Mid-Winter Conference of the Society of Consulting Psychology (SCP). Las Vegas, NV. Contact: SCP www.div13.org.
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	National Council on Measurement in Education Annual Convention. 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 19–22	Work, Stress, and Health 2011. Orlando, FL. Contact: www.apa.org/wsh.
May 22–25 `	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, www.astd.org.
May 25–28	European Congress of Work and Organizational Psychology. Maastricht, The Netherlands. Contact: www.eawop2011.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.)
July 17–20	Annual Conference of the International Personnel Assessment Council. Washington, DC. Contact: IPAC, www.ipacweb.org.
July 30–Aug. 4	Annual Convention of the American Statistical Association. Miami Beach, FL. Contact: ASA, www.amstat.org. (CE credit offered.)
Aug. 4–7	Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, www.apa.org. (CE credit offered.)
Aug. 12–16	Annual Meeting of the Academy of Management. San Antonio, TX. Contact: Academy of Management, www.aomonline.org.
Sept. 26–30	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.)

Nominate the Next *IOP* Editor

SIOP is now soliciting nominations for the position of editor-in-chief of *Industrial and Organizational Psychology: Perspectives on Science and Practice*. 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.

CALL FOR PAPERS
Military Psychology Special Issue on Building Adaptive Capacity Within Multicultural Teams

Special issue editors: C. Shawn Burke, Maritza Salazar, and Eduardo Salas, University of Central Florida

The current operating environment is one in which military units are performing in unstable, rapidly changing, and culturally complex environments. Collaborating to accomplish work within these settings requires interacting with people from a variety of national contexts, including both U.S. and non-

U.S. military, civilians, contractors, and NGOs. Despite the need for military units to work within multicultural teams there has been little focused effort to examine the knowledge, skills, and abilities that lead to building adaptive capacity within such teams or corresponding interventions. The purpose of this special issue is to encourage researchers to advance the science of multicultural teams, multicultural team leadership, adaptive capacity, and team adaptation.

Topics of interest include, but are not limited to, the following: (a) What are the KSAs that comprise adaptive capacity within multicultural teams? (b) How might context and environmental conditions work to amplify, suppress, or reverse the needed KSAs? (c) How can the potential for adaptive capacity within multicultural teams be capitalized upon? What is the role of negotiation in this process? (d) What interventions can be used to facilitate adaptation and/or adaptive capacity within multicultural teams: (e) What can team leaders do to facilitate adaptive capacity within such teams? (f) What forms of leadership are best suited for building such capacity within multicultural teams?

Submissions should be received by **December 15, 2010**. An electronic copy of the submission should be sent to **Dr. Eduardo Salas (esalas@ist.ucf.edu).** Questions about requirements and topic appropriateness can be answered by any of the editors: esalas@ist.ucf.edu, sburke@ist.ucf.edu, msalazar@ist.ucf.edu.

Manuscripts should be prepared in MS Word in accordance with APA format and be no longer than 40 pages inclusive.

2010 Conference on Commitment
Advances and Debates Surrounding Workplace Commitments
November 5–7, 2010 Columbus, OH, USA

Registration is now open for the 2010 Conference on Commitment. This conference brings together a community of scholars interested in the phenomenon of commitment to share and discuss ideas and findings relating to the conference theme of "Advances and Debates Surrounding Workplace Commitments." The purpose of this conference is to advance the literature by promoting leading-edge thinking on all aspects and forms of commitment in organizational contexts. The small size of the conference is designed to promote opportunities for informal interaction and dialogue among attendees to facilitate networking and sharing ideas.

The conference begins Friday afternoon November 5, 2010 with networking opportunities. Conference sessions will begin at 8:00 a.m. Saturday, November 6 and end at noon on Sunday, November 7. There are 23 presentations of a variety of lengths and formats on the single track conference program with authors coming from 11 different countries. The complete program is available on the conference Web site (see below). Registration is required to attend the conference events. A special issue of *Human Resource*

Management Review will be developed from the best presentations and ideas from the conference. Appearing on the conference program does not ensure an authorship opportunity nor is it a prerequisite. Potential articles will be solicited by the program committee following the conference.

The conference will be held at the Blackwell Inn and Conference Center in the Fisher College of Business complex at The Ohio State University. For more information, visit the conference Web site: **http://fisher.osu.edu/~klein_12/Commitment.htm** or e-mail **Howard J. Klein, Program Chair, at klein_12@fisher.osu.edu.**

2011 SCP Mid-Winter Conference
Consulting Psychology's Value Equation: Putting Science Into Practice
January 28–30, 2011
The Wynn, Las Vegas, Nevada

The Society of Consulting Psychology (SCP) will host their annual Mid-Winter Conference at The Wynn in Las Vegas, January 28–30, 2011. In addition, pre- and postconference CE workshops will be offered on January 27 and 30.

The theme of this year's conference is, "Consulting Psychology's Value Equation: Putting Science Into Practice." This conference will present great opportunities for networking, educating, and sharing your ideas with fellow colleagues. The SCP is planning a variety of programs designed to enhance your skills and build awareness. Approximately 300 consultants, across all types of industries, will be in attendance. We welcome newcomers.

Additionally, we have outstanding keynote speakers, including:

- John A. Byrne: CEO, C-Change Media Inc.; formerly editor-in-chief of BusinessWeek.com; and co-author of *Jack: Straight From the Gut*
- Chip Conley: CEO, Joie de Vivre Hospitality and author of *Peak: How Great Companies Get Their Mojo From Maslow*
- Daniel Denison: Professor, IMD, and founding partner, Denison Consulting
- Susan Mohrman: Professor, Center for Effective Organizations, University of Southern California

The Wynn is one of Las Vegas' top resorts, conveniently located along the famous Las Vegas strip, offering elegantly appointed guest suites, beautiful amenities, captivating views, fine dining on property, and much more.

Be sure to SAVE THE DATE. You don't want to miss this opportunity!

Visit **www.div13.org/index.php/events/conferences/mid-winter** for more information or contact the co-chairs: **Rebecca Turner, PhD,** at **rturner@alliant.edu** or **Adam Bandelli, PhD,** at **abandelli@rhrinternational.com**.

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

THE SCHOOL OF SOCIAL SCIENCES (SOSS), SINGAPORE MANAGEMENT UNIVERSITY, invites applications for tenure-track positions in psychology at the **ASSISTANT, ASSOCIATE, OR FULL PROFESSOR RANK** to begin in July 2011. Positions are available in cognitive psychology (with focus on judgment and decision making) and industrial and organizational psychology.

The positions require a doctorate in psychology by the date of appointment. We are seeking candidates with a demonstrated record of, or high potential of, scholarly research commensurate with the rank and a strong ability or aptitude to teach a wide range of undergraduate and postgraduate courses. The SOSS, which has a strong record of attracting the best students in Singapore and the region, is committed to an interdisciplinary and integrated undergraduate curriculum. The ideal candidate will have a strong commitment to excellence in research and teaching at both undergraduate and postgraduate levels. A research interest in Singapore and the Asian region will be an advantage. The teaching load is light compared to many research universities. The research support is excellent, and salary and benefits are highly competitive.

Full evaluation of applications will start 1 December 2010 and on-campus interviews will typically be conducted in the period from January to March 2011. However, submission of applications is open, and evaluation will continue until the positions are filled. Applicants must submit, in electronic form (Word or PDF file), a detailed curriculum vitae, a description of research interest and philosophy, and a statement of teaching interests and philosophy to the following address: **socialsciencescv@smu.edu.sg**. Applicants should also send hardcopies (if not available in electronic form) of selected publications and teaching evaluations. Applicants should arrange for three confidential letters of recommendation to be sent directly to **The Dean's Office, School of Social Sciences, Singapore Management University, 90 Stamford Road, Level 4, Singapore 178903.** Information about the university and school can be found at www.socsc.smu.edu.sg.

FLORIDA INSTITUTE OF TECHNOLOGY INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY FACULTY POSITION. The College of Psychology and Liberal Arts at Florida Institute of Technology invites applications for a faculty position in industrial-organizational psychology at the level of **ASSISTANT PROFESSOR** commencing in the 2011–2012 academic year. We are specifically seeking a faculty member with a strong record of cross-cultural research and practice who will contribute to our new international I-O PhD concentration. However, beyond that, content specialty within I-O psychology is open. We are recruiting candidates with strong quantitative skills and a record of peer-reviewed publications, and external research funding. The candidate will be expected to establish/continue a productive research program in his or her area, supervise theses and dissertations, participate in teaching undergraduate and graduate courses, and participate in external funding activities. The I-O program at Florida Tech offers both master's and PhD degrees. Florida Tech enrolls approximately 4,200 students, of which 850 are graduate students. The campus is located on Florida's east central coast, one mile from the beach. Deadline for applications is **December 1, 2010**; however, applications will be accepted until the position is filled. Interested persons should send a curriculum vitae, representative preprints/reprints, three letters of recommendation, and a statement of interests to **Dr. Richard Griffith (Griffith@fit.edu), Search Committee Chair, School of Psychology, 150 West University Blvd., Melbourne, Florida 32901-6975.**

The **UNIVERSITY OF CENTRAL FLORIDA DEPARTMENT OF PSYCHOLOGY**, pending approval, anticipates hiring a tenure-track, 9-month appointment, **ASSISTANT PROFESSOR** in the PhD program in I-O psychology. Applicants must have a PhD in I-O psychology or closely related field. While we will seriously consider any qualified applicant, we are especially looking for someone with strong quantitative skills who is interested in personnel topics and can teach statistics and research methods at the graduate level. Candidates must have evidence of teaching effectiveness, potential to develop a nationally recognized and fundable research program, and possess a PhD at the time of employment in August 2011. Preferred start date is August 8, 2011. Please visit http://www.ucf.edu for additional information about the university and its programs, or contact Dr. Robert Pritchard at rdpritcha@mail.ucf.edu.

Applicants must apply for all positions online at https://jobswithucf.com/. Additionally, applicants should submit a letter of interest identifying the position for which they are applying and outlining their teaching and research interests and their future research plans. Applicants should also include a current Curriculum Vita, reprints of publications, and three letters of reference. Applicants will be considered until the position is filled but screening will begin **November 1, 2010**. Informal inquiries concerning these positions are welcome and encouraged. Please be advised that as an agency of the State of Florida, UCF makes application materials (including transcripts) available for public view. UCF is an Equal Opportunity/Affirmative Action Employer and particularly encourages applications from women and members of minority groups and protected classes.

Send materials to **Faculty Search Committee, Department of Psychology, P.O. Box 16139, University of Central Florida, Orlando, FL 32816-1390.**

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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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.

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