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Comments by Tom Ramsay

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A MESSAGE FROM YOUR PRESIDENT

Eduardo Salas



As we all know well, all good things must come to an end. And being your president has, indeed, been one of the best “good things” I’ve experienced in my professional life—thank you so much for the honor and privilege of serving you! I only hope that I have served you well. I hope that the initiatives and actions taken this year by the Executive Board benefit all of us in the short and long run; that these make us stronger as a profession and as a Society; that these move us away from the science versus practice discussion; that these lead us to embrace the view that both—science and practice—have a place in our field; that these strengthen our visibility efforts in the world of work and in the funding agencies; that these educate and motivate undergraduates (and even those in high school) to pursue our career; that these help us create a culture where we know, value, and respect both; and that, at the end of the day, we see ourselves as one—I-O psychologists—rooted in science and practice. Maybe this is wishful thinking on my part, but I care. I care very much about this SIOP family that is rich in ideas, perspectives, philosophies, approaches, and orientations and wish we remain united by a set of core principles. One of these ought to be that we are, indeed, both scientists and practitioners; we are I-O psychologists above and beyond. And from my point of view, the scientist–practitioner model is alive and well; we ought to embrace it more often and begin to discuss its implications and meaning. Enough said on this...let’s continue the dialogue and journey on this.

I hope (I know it will!) that the journey continues with Adrienne and Doug’s leadership (and those that follow) and our many committee members as we continue to face new challenges and adventures. I’ve said it before and will say it again, our Executive Board is a well-coordinated team that cares about SIOP and its members. Without their views, concerns, comments, humor, opinions, questions, dissents, and openness, we would not have the magnificent organization that we have. We are a diverse and growing organization with multiple stakeholders who need to be served; not an easy task, but we do it. So, to my Executive Board—Kurt, Adrienne, Milt, Lori, Ed, Howie, Mort, Debbie, Suzanne, Tammy, Scott, Paul, Dave, and Doug—thank you so much for your service, your dedication to SIOP, and for making my job easy and fun. To the numerous committee chairs (and chairs-in-training) so many to name—thank you!

Allow me to end on a personal note. I left Peru 30 plus years ago to be an I-O psychologist, and I can say now...yes, dreams do come true. This profession has enriched my life and has taught me so much more than I can give back, has been and will continue to be a gratifying passion of mine. As I noted before, America is indeed the land of opportunities. So to all my friends, colleagues, mentors, former students, current students, and teammates along the way, thanks for the opportunities!

I’ll see you all around...

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FROM THE EDITOR

Lisa Steelman
Florida Tech

An I-O friend of mine once told me that, for years, she felt like her work was not meaningful enough, that it didn't contribute much value to society. "It's not like I'm a doctor saving lives or a teacher teaching children," she said. "But then I realized that my reports in some small way keep the corporate engines running and give some additional meaning to the work-lives of the individual employees I touch." In fact, providing data and recommendations for management to make better decisions is important. Mentoring professionals in training, helping them grow and develop their skills does have a place. In my short time as editor of *TIP*, I have come to an even greater appreciation of how I-Os can have an impact in their own companies, as well as across the globe. This edition of *TIP* is chock full of information and impact.

Griffeth, Witt, Polk, Robinson, Thacker, and Callison discuss a new approach to using utility analysis to influence organizational decision makers in "Assessing the Cost of Underperformance." **Frank Schmidt** shares his thoughts on meta-analysis and the nature of intelligence from his 2010 Distinguished Contributor Award from the International Society for Intelligence Research. Mills, Knight, Kraiger, Mayer, and LaFontana provide an overview of the issues associated with starting up and maintaining an online I-O master's program. Klein, Sanders, and Huffman discuss how I-O psychology can impact corporate environmental sustainability. And **Joel Lefkowitz** submits his thoughts on the EEO implications of rating teachers based on the standardized test performance of their students.

And from your Editorial Board columnists: Dickson writes about having an impact on students' lives, particularly those hard to reach students. In **TIP TOPICS**, Tesler provides some musings on the within person science-practice gap. Carr's interviews give us some insight into how I-O can contribute to nonprofit organizations and help make the world a better place, one I-O psychologist at a time. Ka mutu pea! Foster Thompson shines her global spotlight on I-O psychology in Peru. Culbertson provides insight into how to manage lengthy review cycles. Providing a nice compliment to Griffeth et al., Brannick's **Practioners' Forum** discusses influence strategies. Silzer and Cober continue their report on a survey of I-O practitioners, this time reviewing answers to the question "What can SIOP do to facilitate I-O practice in the future?" Madigan and Giberson provide another thoughtful discussion of the implications of recent academic articles. Levy shares information on The Center for the History of Psychology and the Archives of the History of

American Psychology, both located on the campus of the University of Akron. Dunleavy and Gutman review legal issues associated with the practical versus statistical significance debate. In the **Foundation Spotlight**, Hakel announces a new award: the Wiley Award for Excellence in Survey Research.

Speaking of awards, the call for nominations for SIOP's 2011 awards is in your hands. And speaking of impact one last time, Salvaggio and Brummel provide information about how SIOP members can join the Teacher's Bureau and help spread information about I-O psychology in our local communities.

Thanks to all the contributors to this edition of *TIP*! I welcome your input. If you have comments or suggestions for *TIP*, feel free to contact me any time at lsteelma@fit.edu!

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Assessing the Cost of Underperformance: A Computer Programmer Example

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Conversations with our SIOP colleagues suggest that many, if not most, of us find considerably more support from executives than managers for our projects. Whereas executives often take a long-term view that accepts short-term costs as necessary for long-term gain, managers tend to focus on short-term costs. It appears that it is quite common for us to face resistance from line managers when we are seeking their support (i.e., funding, permission to collect data from employees during work hours, or both) for an HR study that is intended to help them! Unlike corporate attorneys whose advice managers seem to follow without question, we typically find ourselves jumping through hoop after hoop to “justify” what we propose. We offer an approach to reduce the number of these hoops.

What do managers care about? The pay of line managers is typically a function of the extent to which they meet their business unit goals, which are most often operationalized in terms of short-term (i.e., quarterly or annual) financial performance (i.e., adherence to their allocated budget) and operational performance (i.e., production in the form of revenues, service, and/or goods). As a consequence, managers think in the short term and tend to care most about meeting operational objectives and not spending too much money. This requires a delicate balancing act, as business conditions sometimes require allocating unbudgeted monies (e.g., overtime pay) to maintain operational performance levels. The bottom line, though, is that managers are expected to meet expected operational performance levels. Anecdotal evidence suggests that executives are more tolerant of managers who go slightly over budget to meet operational performance goals than of managers who stay well within the budget but fall short of operational performance goals.

Given that managers tend to care most about meeting operational objectives and not spending too much money, it is not surprising that HR-related projects are among the first to get cut when budget constraints are identified. That is, “desired but not required” HR projects are typically seen as expenses designed to “improve” operations. Perhaps consistent with the old adage, “if it ain’t broke, don’t fix it,” when managers are faced with the need to hold the line on expenses and/or maintain production levels, they likely view HR-related projects as risky from an return on investment (ROI) perspective. It is not surprising that our efforts to position projects as high utility are met with resistance because they threaten what managers care most about: short-term operational (i.e., taking employees offline to participate in a study) and financial performance (i.e., funding the study).

Work on attitude change suggests that persuasive attempts are “likely to be effective to the extent that the function of, or reason for holding, the position outlined in the appeal matches the function underlying recipients attitude” (Wood, 2000, p. 545). To us, that means that we need to position what we do in terms of what managers care most about: short-term operational and financial performance. Consequently, we advocate positioning the “underperformance” of employees as a threat to what managers care about. As a threat, “underperformance” may have multiple causes, including dysfunctional selection systems, poor leadership, and inadequate training. Hence, it may be appropriate as a universally relevant label for the threats that we typically can address. We know from physician appeal research—work intended to ascertain how physicians can most effectively persuade patients to discontinue health-damaging habits—that well-defined threats presented with well-defined solutions are more effective than well-defined opportunities for better health in general (e.g., Prentice-Dunn, Jones, & Floyd, 1997; Rogers, 1983). In other words, as even most lay observers of political campaigns well appreciate, “going negative” works. Consistent with work by Macan and Foster (2004), we argue that this approach is more likely to work with managers than appeals based on opportunities to improve performance over the long term. As many managers find themselves “too busy fighting alligators to drain the swamp,” it behooves us to position our projects in terms of a solution to a short-term threat. Doing so moves our projects from the “desired” to “required” column.

What evidence can we offer to identify a threat? We have for many years applied various forms of utility analysis to demonstrate the effectiveness of HR practices. For example, practitioners have presented the number of employees affected \times quality of the HR program/practice, minus the costs (Boudreau, 1991; Cascio, 1991). Whereas managers apparently appreciate utility analysis and the light it can shed on financial benefits from HR practices (Carson, Becker, & Henderson, 1998), evidence suggests that providing the results of a utility analysis to managers does not enhance the level of acceptance of HR practices (Latham & Whyte, 1994; Whyte & Latham, 1997; Carson et al., 1998).

We suspect that the primary reason that utility analysis results have been less than convincing is not that utility analysis comes across as complex (Carson et al., 1998). Rather, we argue that managers may be predisposed to keep HR projects in the low-priority category because they see threats (i.e., other issues) to their performance goals as clear priorities. In other words, we often have not made the sale that managers need to address underperformance because it is a threat to operational (and sometimes also financial) performance goals.

We offer a simple example of how one might apply utility analysis to identify the cost of underperformance. We discuss a study in which we computed the costs of underperformance across computer programmer/analysts in a software development organization. In tough economic times, organizations can ill afford to absorb the costs of underperforming employees. Rather than thinking of the value a particular HR practice or program adds to the organization, why not calculate the cost of keeping employees whose performance is not up to par, a threat to the success of managers?

To calculate the costs of underperformance in this study, we applied the Cascio-Ramos estimate of performance in dollars (CREPID; Cascio & Ramos, 1986). The rationale underlying CREPID assumes that an “organization’s compensation program reflects current market rates for jobs, then the economic value of each employee’s labor is reflected in his or her annual wage or salary” (Cascio, 1991, p. 213–214). Interpreting the results of our calculations presented here requires acceptance of some underlying assumptions. The first assumption is that there is an outcome against which performance level can be measured. Available operationalizations for underperformance include involuntary terminations, product flaws, customer complaints, employee errors, and schedule failures, all of which are direct and relatively easy to compute. Other measures include costs of absence, turnover, and training (Becker, Huselid, & Ulrich, 2001). The second is that the gap between maximum and typical performance is small; that is, the employee is motivated to do the job to near the best of his/her ability most of the time. The utility analysis approach does not break down influences on performance, such as motivation level, interpersonal problems with other organization members, or lack of resources needed to perform the job, all of which can affect an employee’s performance level. We emphasize that we do not intend our use of the term underperformance to be value laden nor do we intend to use it in a pejorative sense.

CREPID and the Costs of Underperformance

To operationalize CREPID, we used a portion of a job, programmer analyst, which underwent job analysis under our supervision. The job analysis provided a list of the job’s essential tasks. Based on available salary data for programmer analysts, we used an annual salary of \$50,000 USD. We assigned a proportional amount of the annual salary to each task and then applied hypothetical job performance ratings to each task. We then translated the resulting ratings into

estimates of dollar value for each task. "The sum of the dollar values assigned to each task equals the economic value of each employee's job performance to the company" (Cascio, 1991, p. 214). We reasoned that the cost of underperformance is the difference, in dollars, between a high-performing employee and low-performing employee (a conservative estimate of underperformance cost) or between a high-performing employee and meets-expectations-performing employee (very conservative estimate of underperformance cost).

In applying CREPID to this job, we followed seven steps to calculate dollar amounts that would be assigned to each task for a hypothetically low-performing employee, a hypothetically meets-expectations-performing employee, and a hypothetically high-performing employee. The columns within Table 1 depict the following process:

Step 1: *Identify key job tasks.* The five most important tasks were identified from the job analysis (column 1).

Step 2: *Obtain frequency and importance ratings for each job task.* Six subject-matter experts (SMEs) assigned ratings for each task in terms of frequency and importance to the job (columns 2 and 3).

Step 3: *Calculate relative weight of each job task.* The numerical ratings for frequency and importance were multiplied together and divided by 65 (the total frequency \times importance value) to obtain a relative weight for each task (column 5).

Step 4: *Assign dollar value to each task.* The relative weight percentage for each task was multiplied by a salary of \$50,000 to obtain the dollar value of each task (column 6).

Step 5: *Rate employee performance on each task.* Performance levels for low, meets expectations, and high performers were simulated for each task (columns 7, 9, and 11, respectively).

Step 6: *Tie together dollars and performance.* The dollar value of each task was multiplied by the performance levels of the low, meets expectations, and high performers (columns 8, 10, and 12, respectively).

Step 7: *Compute economic value of job performance.* The dollar values of each of the five tasks were added to create the economic value of job performance for low, meets expectations, and high performers (bottom row of Table 1).

Based on our calculations, low-performing computer programmers who earn a yearly salary of \$50,000 have a value of \$29,806.25 to the organization and are overpaid by \$20,193.75. Computer programmers who meet expectations have the value of exactly what they are paid, \$50,000. Finally, high-performing computer programmers have a value of \$71,933.75 to the organization and are worth \$21,933.75 more than they are paid.

To determine the dollar amount assigned to differences in performance, we subtracted the low-performing employee's net dollar value from the high-performing employee's net dollar value: $\$71,933.75 - \$29,806.25 = \$42,127.50$ (see last row in Table 1). We multiplied this value by 200 as an

Table 1
The Estimated Cost of Underperformance Among Programmer Analysts in an Organization of 1,000 Workers

1 Tasks	2 Imp	3 Freq	4 Total	5 Relative weight (%)	6 Dollar value (\$50k)	7 Rated perf. (Low): Pts. assigned	8 Rated perf. (low): Net value	9 Rated perf. (meets expecta- tion): Pts. assigned	10 Rated perf. (meets expecta- tion): Net value	11 Rated perf. (high): Pts. assigned	12 Rated perf. (high): Net value
1. Analyze customer requirements to ensure that they are met by the software	5	3	15	23.1	\$11,550	0.5	\$5,775	1	\$11,550	1.75	\$20,212.50
2. Analyze software requirements to determine feasibility of design within time and cost constraints.	5	3	15	23.1	\$11,550	0.75	\$8,663	1	\$11,550	1.35	\$15,592.50
3. Evaluate options for required reporting formats, cost constraints, and need for security restrictions.	5	3	15	23.1	\$11,550	0.5	\$5,775	1	\$11,550	1.5	\$17,325.00
4. Define candidate architectures for evaluation that meet critical architectural requirements of the system	5	2	10	15.35	\$7,675	0.75	\$5,756	1	\$7,675	1	\$7,675.00
5. Define design classes that implement required system capabilities	5	2	10	15.35	\$7,675	0.5	\$3,838	1	\$7,675	1.45	\$11,128.75
Total			65	100.00	\$50,000		\$29,806		\$50,000		\$71,933.75

estimate of the number of employees, out of 1,000 (20%), who might be considered low performers: $\$42,127.50 \times 200$ low performers = $\$8,425,000$. In other words $\$8,425,500$ might be the cost of underperformance in an organization of 1,000 employees.

A more conservative estimate of underperformance compares low-performing employees to employees who meet expectations (see last row in Table 1): $\$50,000 - \$29,806.25 = \$20,193.75$. If 80% of the employees meet expectations and 20% are low performers, this more conservative estimate of the cost of underperformance is $\$4,038,750$ ($\$20,193.75 \times 200$).

The costs of removing underperformance from the workplace include training costs, a supervisor's time devoted to providing assistance, instruction and monitoring (e.g., coaching), and recruiting and selection costs. An estimate of the turnover costs for a computer programmer in 2002 was $\$20,080$, including separation costs, replacement costs, and training costs (Mercer, 2002, as reported in Bohlander & Snell, 2007). The $\$20,080$ figure is $\$113.75$ less than the cost of underperformance between a meets-expectations employee and a low-performing employee ($\$50,000 - \$29,806.25 = \$20,193.75$). Even such a seemingly small difference of $\$113.75$, when multiplied by our estimated number of 200 low performers, is not insubstantial: $\$22,750$. The organization we studied would gain $\$22,750$ by terminating low performers and replacing them. Multiple terminations at the same time would increase the savings even more as some costs would be consolidated. Assuming that the low performers are replaced by meets-expectations performers, the cost of turnover is recovered quickly. Obviously, replacement costs differ depending upon location and labor market conditions. Clearly, however, decision makers would benefit from calculating turnover costs in order to take the most strategically sound step to address underperformance.

We emphasize that we are not considering a number of issues, including underperformance over time (i.e., the cost of replacement is likely to be well below the cost of underperformance across a 2-year time span and obviously will grow over time). In addition, coworkers and supervisors who must deal with ongoing underperforming incumbents and later with new hires will experience productivity losses. Of course, supervisor dealings with ongoing underperforming incumbents are likely more expensive than dealing with new hires, considering time and effort devoted to attempts to raise the effectiveness level of the underperformers.

Conclusion

Asch (1940) argued that influence is not a change in attitude toward an object but rather a change in the definition and meaning of the object. We respectfully invite our colleagues to consider the possibility that focusing on threats in terms of "underperformance" rather than long-term opportunities to "add value" is likely to position us to effectively sell our services to managers.

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An Interview With Frank L. Schmidt

Editor's Note: The following is an excerpt from the International Society for Intelligence Research's (ISIR) Distinguished Contributor interview with Frank Schmidt. The interview was conducted at the 2010 ISIR annual conference before a plenary session.

When you and Jack Hunter began your work, the general conception was that there was little relationship between occupational performance or occupational status and intelligence. That conception has completely changed, such that it is currently hard to believe that anyone ever thought otherwise. What were the main obstacles to changing peoples' minds, and what resistance did you encounter along the way?

I think there were at least four sources of resistance.

First, I-O psychologists were being paid to conduct situational validity studies. The concept of generalizable validity for general mental ability (GMA) was a threat to this activity because it shows such studies are unnecessary. This research also showed that situational validity studies did not "work" anyway because their statistical power to detect validity was typically about .50, meaning that only about half of such studies gave the correct answer about the presence of validity. This was also disturbing to many.

Second, many I-Os were wedded to differential aptitude theory and believed that job performance was best predicted by a job-specific weighted combination of specific aptitudes (such as spatial, verbal, numerical, etc.). They were reluctant to accept the evidence that this belief was false (but eventually did).

Third, the idea of the dominance of GMA was a threat to the equalitarian idea that the main difference between people is in their *pattern* of abilities, not in overall ability. This belief was common among laypeople as well as psychologists.

Fourth, it is very hard, nearly impossible, for mature scientists to change their core theories. Older people in my field found it hard to change. For example, to change meant they would have had to redo all the courses they taught. We were told many were hoping this would just be a fad (like so many other things in psychology), and they could just wait it out. Acceptance of our work greatly increased once these people retired or died off. Max Plank once said "Old scientists never change their theories, they just die and are replaced by young scientists who accept the newer theories." In our case, this process took about 20 years! The big turnaround occurred when we got the APA Distinguished Scientific Award for Applications of Psychology in 1994.

We found out that it is not true that if you build a better mouse trap people will beat a path to your door. They will, but only after about 20 years.

What is your definition or theory of intelligence (over and beyond the brief definition you and Hunter give in your articles)? Do you believe that g is sufficient to represent the intelligence domain? What is your opinion of John Carroll's analysis of the data and his proposed three-stratum model?

We have defined intelligence as the ability to learn. There are many different definitions of intelligence, but they are just different ways of describing the same ability and are all compatible with each other. I have no patience with articles that maintain that because of these minor differences in definitions, there is no agreement on what intelligence is. That is hogwash.

I accept the hierarchical models of the structure of mental abilities—the Carroll 3-stratum model, the Gustafsson model, the Bouchard-Johnson model, and others. My only complaint is about how these models are sometimes interpreted because people get causality reversed. They say that the specific abilities (level-1 tests) combine to create the general aptitudes (e.g., verbal), which then combine to produce the *g*-factor. In fact, causality goes in the *opposite* direction. GMA is the main cause of general aptitudes, which are then the main cause of performance on the specific level-1 tests (specific aptitudes).

What is your current point of view on the psychological significance of specific abilities beyond “g.”

The evidence is very strong that specific aptitudes make no contribution to the prediction of complex performances (such as job performance) over and above GMA. The big research project that Jack Hunter did for the Pentagon, as well as the work of Malcolm Ree and some of my own work, shows that the whole burden of prediction of complex real-world performances is borne by the *g*-factor. In regression equations, adding level-1 or level-2 ability measures does not increase validity over that of GMA alone. Much of the evidence that seems to suggest otherwise is based on sloppy research in which there is no control for the biasing effects of measurement error. In our research, once we controlled for measurement error, no specific aptitude got a nonzero beta weight, but they did before this control. This finding may not hold for simple performances such as adding and subtracting numbers. But these are not the kind of performances that are of practical value and interest. Complex, multifaceted real-world performances like job performance seem to be learned over time based on GMA, in the same way the specific aptitudes like verbal, quantitative, and so on are learned.

The phrase “over time” is important here. Specific mental skills might contribute over and above GMA to individual differences in initial performance if some individuals have these skills going in and others (independent of GMA) do not. But over longer time periods, GMA swamps these *initial* differences in specific mental skills in the determination of real-world complex performances such as job performance.

Lloyd Humphreys liked spatial ability, perhaps because social class differences are smaller on this indicator variable for GMA than on other indicators such as verbal and quantitative. Spatial ability is a useful indicator variable (among many) for GMA, but Lloyd never presented any empirical evidence to me showing incremental validity over GMA for the prediction of complex real-world performances. He said he had such evidence but never provided any.

I endorse Cattell's investment theory of ability (although not his *gc* vs. *gf* theory). Investment theory holds that the individual's interests and values determine where each person invests his/her GMA to develop specific aptitudes (which are mental skills). For example, people with technical, scientific, and engineering interests invest GMA in the development of spatial and technical ability, which then becomes good indicators of GMA for them but which do not per se make any independent contribution to their overall professional achievement and success.

What aspects of your approach to research could be generalized to other areas with profit?

I think my most important contribution is the development of psychometric meta-analysis methods with Jack Hunter. These methods were initially developed for validity generalization purposes but over the last 30 years have spread to many other research areas, not only in I-O psychology and other areas of psychology, but also to applications in economics, political science, wildlife management, medical research, nursing research, and other areas. These methods are very widely used today, not just in the U.S. but around the world. I provide software to implement these methods. Over half the orders are from foreign countries. Usually they say they learned of the software while reading the 2004 Hunter-Schmidt meta-analysis book. About 300 copies of this software package have been distributed, which is a lot for specialized software. By contrast, in retrospect the areas of personal selection and student selection seem somewhat narrow.

What led you and Jack Hunter to the basic ideas that underlie meta-analysis (e.g., your original work on validity generalization)?

One of my professors at Purdue, Hubert Brogden, had been the research director at the Army Research Institute in Washington, DC. In 1967 in a conversation with him at Purdue, he stated that the military validity estimates were stable across samples. I asked him why this was not true for civilian estimates, and he said "sampling error." Nine years later in DC (in 1976) sitting in my office, I was looking at one of Ghiseli's highly variable validity distributions, and I remembered what Brogden had said. Then it occurred to me that you could use the sampling-error formula to estimate how much of the observed variance was due to sampling-error variance. I did some quick calculations on a calculator and found it was 70% or more. I was excited by this and called Jack. He immediately said it was a great idea and wrote a letter saying it was the best idea I had ever had. We then worked out the details of applying this idea and published it in 1977.

Why do you think this idea did not take hold much earlier, either in psychology or other disciplines?

In retrospect, we can see there were some early examples of nascent meta-analysis methods in the 1930s. People like E. L. Thorndike averaged

several r s and presented the average as the best estimate. But meta-analysis was not widely adopted until the 1980s.

The decade of the 1980s was approximately the time when research literatures became so voluminous that it was clear a method was needed to make sense of them. This was the effect of the information explosion and the resulting information overload.

Before then, there were at least two reasons why there was no meta-analysis. The first is that there was a failure to appreciate how large sampling error is. Researchers believed that sampling error could be controlled with N s of 50 or 100. This led to the false belief that you could answer a question with a single study in this sample-size range. Second is the myth of the perfect study, the belief that truth is revealed by the one perfect study and the rest should be thrown out. The prescription was to search for the one perfect study.

Some of my colleagues do not like meta-analysis. They think there is always a perfect or near-perfect experiment or study that can answer any question. Explain why this idea is wrong.

This argument is addressed in some detail in our 2004 MA book. This argument is essentially the same as the myth of the perfect study. Those advocating it usually argue that a single large N study can provide the same precision of estimation as the numerous smaller N studies that go into a meta-analysis. But with a single large N study, there is no way to estimate SD -rho or SD -delta, the variation of the population parameters. This means there is no way to demonstrate external validity. A meta-analysis based on a large number of small studies based on different populations, measurement scales, time periods, and so on, allows one to assess the effects of these methodological differences. If SD -rho is small or zero, one has demonstrated that these factors do not matter and has demonstrated external validity (generalizability of the findings). If SD -rho is not small, then one knows there may be moderators operating and can attempt to identify them. None of this is possible with a single large sample study, no matter how well conducted it is. The specific methods and sample used in a single large sample study can always be challenged as not generalizable. A single large study does not address the many questions related to generalizability of findings.

Schmidt and Hunter go together in people's minds. Could you give us an insider's perspective on this collaboration, its highs and lows?

I don't recall any lows. Jack was wonderful to work with, the smartest person I have ever known and a wonderful friend too. Lee J. Cronbach remarked that Jack was the smartest PhD student he'd ever known. Jack critiqued Cronbach's Generalizability Theory and found an important flaw, and Cronbach accepted this. Students loved Jack, but many faculty were intimidated by him and so did not work with him. I never felt intimidated by him. If I came up with an idea (for example, the idea for VG), he immediately saw

the value and then made important contributions to developing and perfecting it. But he did not like administrative or editorial work, so I did almost all of that. For example, I handled journal submissions of all our joint work.

In Cronbach's (1957) presidential address he made a great deal about the importance of interactions. He followed this up in 1975 in "Beyond the Two Disciplines of Scientific Psychology." Some believe the search for interactions has been a dismal failure whereas others believe it is the future. Indeed this is now a hot topic in behavior genetics. What is your take on the importance of interactions in science generally?

I think it is important to remember that in the Cronbach (1975) article referred to here, he stated that cumulative knowledge in psychology was not possible, that there were so many complex interactions in psychological processes that we faced an impossible "hall of mirrors." Well, he was wrong, and applications of meta-analysis in many literatures have shown he was wrong and that cumulative knowledge is possible. Amazing as it seems, Cronbach seems not to have appreciated the ability of sampling error and other artifacts to create illusions of complexity where the underlying reality was actually simple.

In terms of interactions I think we have to distinguish between the detectability of interactions and their substantive scientific importance. In 1978, Jack Hunter and I published an article in *Personnel Psychology* entitled "Moderator Variables and the Law of Small Numbers" in which we showed that the sample sizes needed to have adequate power to detect interactions are much larger than most people believe—often requiring 10,000 or more people. We also showed that even small amounts of measurement error greatly reduce power to detect interactions. And measurement error ALWAYS exists. So detection is very difficult. If your response is don't use significance tests and you won't need to worry about power, then consider that confidence intervals are also wide for interactions unless N is very large.

What about substantive importance? Crossover (i.e., disordinal) interactions, if they exist, could have great substantive importance. (These appear as a big "X" when graphed.) But neither Cronbach nor Snow was able to demonstrate any such interactions in the area of aptitudes and learning via different presentation modes. I doubt whether there are many crossover interactions.

Now consider a typical noncrossover interaction. On the graph you see two lines that are not quite parallel. The difference in elevation between the two lines is somewhat larger on one end than on the other. To me, this suggests that what is really important is the main effect, despite the fact that there is an interaction. Possibly because I am an applied psychologist, my preference is to go after the big effects and emphasize these. I think many experimental psychologists study effects that are quite small, but they often don't realize this because they do not compute any indices of magnitude of the effects, such as d -values or correlation coefficients. They rely solely on statistical significance (p values).

You've been very involved in the use of cognitive tests for hiring. What are your ideas about how they fit into the overall hiring scheme? For instance, in some settings, notably public safety but also education and sales, it may be important that the total workforce be perceived as being part of the community they serve. Note that the issue isn't one of dealing with government-enforced quotas as targets. It's an issue of evaluating the effectiveness of the total workforce, in the setting in which they are working. Individual competencies may be only part of this. What are your thoughts on this topic?

This is an important question. As we know, there are increasingly stringent legal constraints on affirmative action attempts to increase minority representation. The recent Supreme Court decision involving firefighters is an example of this. But I will ignore this in answering this question and assume a situation in which decision makers have free rein.

There are costs and benefits to both sides of this question, but the problem is that these have never been calibrated and compared, and as a result we do not have the evidence we need to make a rational decision.

Here are the trade offs. Suppose we consider a police force in city with a large Black population. If we lower valid selection standards to get more Black police officers, then (a) the police force will look more like the community, and this is believed to have benefits. These benefits are postulated but never measured; they are hypothesized. And (b) the level of competence and performance of the police will be lowered, and because police services are used more heavily in Black areas, Black citizens will be the big losers from this. But we do not have any reliable or valid measures of this effect either, although the DC police case shows how bad this effect can be in the extreme. It is possible to use selection utility models to estimate the decline in performance in *SD* units, but this may not give us a picture of the real impact on the community.

If we decide to maintain police selection standards, then there is no performance decrement. But the force is mostly White and does not mirror the community in racial makeup. Some believe this leads to bad outcomes. But again, we do not have a reliable assessment of this outcome.

The upshot is that we do not have the information to answer this question. We just have to guess or use intuition—and so people will not agree.

Do you think we should find new ways for assessing g in real-life settings?

The big problem here is the assessment of adult intelligence. GMA is a latent variable that can be assessed only through its effects (verbal ability, general knowledge, etc.), that is, by measuring the areas in which people have “invested” their GMA in developing aptitudes and skills. These effects of GMA are called indicator variables. The problem is that adults differ dramatically in where they invested their GMA, and it is not practical to look in all such possible places, which is required for a perfectly construct valid GMA measure. Phil Ackerman, among others, has made this point.

For example, someone with technical interests will probably invest much GMA in the development of mechanical, spatial, electrical, and similar skills.

If your GMA test does not include these domains, this is a construct deficiency for that type of person. But note that this does not imply invalidity. It just means the test is not as valid a measure of GMA as it could be. Fortunately for us, most people have invested a lot of their GMA in the development of verbal and quantitative skills, and so we rely heavily on these two indicators.

The many different possible indicator variables for the latent GMA construct sometimes have different properties. For example, perceptual speed measures favor women, whereas spatial measures favor men. As another example, measures of “fluid” ability (such as the Ravens test) favor younger individuals, whereas measures of “crystallized” ability (such as vocabulary) favor older people. Measures of “working memory” and “executive attention” are often studied as causes of GMA, when in fact they are just additional indicator variables for GMA. This is probably also true of the “elementary cognitive tasks,” such as choice reaction time, that some hypothesize to be causes of GMA.

Why is personality a worse predictor of job performance than intelligence?

It could be that this is just a fact of nature and that GMA simply dominates personality in determining complex real-world performances. But it could be because self-report personality measures are not very construct valid. Recent research has shown that when personality is measured by the combined ratings of several people who know the focal people, the validities are much higher, sometimes near .50. Of course, some people then argue that ratings by others do not measure “real personality” and that only the individual can validly answer questions about his or her real personality. These critics also point out that the pattern of correlations among personality traits is very different when personality is assessed via ratings by others. This debate is still going on. It is a construct validity question.

If intelligence and educational achievement are highly related, why not use the latter for predicting job performance? It is easier for lay people to accept educational achievement as a valid predictor because it comprises intelligence plus other relevant traits such as zeal, persistence, diligence, and so on.

Grade-point average (GPA) does in fact predict job performance. This has been shown by meta-analysis for both UG GPA and graduate GPA. But the validity is not as high as that of GMA, probably because of problems in measuring academic achievement on the same scale across individuals (who have different levels of rigor in their past schools, in their majors, etc.).

We do know that high school GPA is a slightly better predictor of college performance than the SAT or ACT. We also know that the GRE Advanced score (measuring academic achievement in one’s major) is a better predictor of graduate performance than GRE-V or GRE-Q. It is still true that past performance is the best predictor of future performance.

Cronbach (1957) wrote his famous paper on the two disciplines of scientific psychology over 50 years ago. He argued “Psychology continues to

this day to be limited by the dedication of its investigators to one or the other method of inquiry rather than to scientific psychology as a whole.” Have things improved much since Cronbach penned that statement?

I think they have in I-O psychology and educational psychology. In both these areas, there are research studies that take into account both the role of mental ability and the role of training methods. For example, in the training area of I-O, current researchers do not ignore the role of GMA when evaluating training methods.

I think there is an asymmetry here that Cronbach ignored. Differential psychologists do not deny the importance of treatment conditions. They recognize, for example, that training programs and education do have real effects on people. However, many experimentalists and experimental social psychologists flatly deny any scientific value or impact of traits, whether GMA or personality, or whatever. In fact, they often publicly decry what they call “the fallacy of dispositionalism.” This includes prominent people like Philip Zimbardo and Albert Bandura. You are hoping against hope if you think these people are going to produce an integrated psychology.

Has applied psychometrics hit an asymptote in terms of future creative developments?

No. There is much room for improvement:

There is a need to learn to simultaneously control for sampling error and measurement error. Too much research focuses on one or the other but not both. Statisticians focus on sampling error and ignore measurement error. In effect, they assume perfectly reliable measurement, so they can focus only on sampling error. Psychometricians and psychometric textbooks focus on measurement error and ignore sampling error. In effect, they say “Assume a large sample, so we can ignore sampling error and focus only on measurement error.” Simultaneously controlling both sampling error and measurement error is a major contribution of meta-analysis. All data sets have both kinds of error and unless both are addressed research results are distorted.

Psychometricians need to develop a *substantive* understanding of the different kinds of measurement error and stop just referring to “random error” or “random response error.” Specific factor error and transient measurement error are important, but most psychometricians do not address them and are not interested in the substantive psychological processes that produce these errors. As an example, Le, Schmidt et al. (2010) found $r = .91$ between organizational commitment and job satisfaction when the correlation is properly corrected for all sources of measurement error. This sort of finding has important implications for construct redundancy and construct proliferation. Some constructs in the literature have been “shown to be distinct” by the expedient of not correcting for measurement error or not correcting fully. As a result, there is a lot of construct redundancy.

You have written a lot about how to make psychology more rigorous, and a lot of the research out there falls way short of your standards. What effect do you think this has on the likely accuracy of the things we think we know?

I see the following effects of lack of rigor:

1. People conclude that results on any given hypothesis or question vary when in fact they do not. The inconsistency illusion is created by sampling error and low statistical power (typically about .50).

2. People conclude that the relationships that are demonstrated are “small” because they do not correct for the downward biasing effects of the artifacts of measurement error, range restriction, dichotomization, and so on. In fact, these relationships are often not small at all.

3. Also contributing to false conclusions that relationships are small is reliance on indices of “percent variance accounted for,” which is a biased statistic relative to what we want to know. The path coefficient, not percent variance, reveals the causal leverage of one variable on another. Substantial path coefficients can correspond to small percentages of variance accounted for. For example, 9% of variance can be a path coefficient of .30.

What areas do you see as especially fruitful for intelligence research?

Linda Gottfredson’s work on the role of GMA and everyday life tasks, such as understanding bus schedules and filling out Social Security forms. This is an area of opportunity for future research that could lead to better understanding of many social phenomena. I would also include Linda’s work on the role of GMA in personal health management and health outcomes. Medical researchers have repeatedly been puzzled by the fact that even when poor people get exactly the same medical care as middle class people, their health outcomes are still worse. Linda has proposed that this difference is due to average social class differences in GMA. This is an area of research opportunity for differential psychologists. Finally, I would add the revolution in developmental psychology. As the old guards of environmentalism in that field (like Maccoby and Kagan) die off or retire, opportunities are appearing for researchers who study human development from the viewpoint of individual differences in traits and behavior genetics.

Who are your heroes?

My heroes are those who defended the scientific value of traits and dispositions against the arrogant denial of their value by social and experimental psychologists, from the 1960s on. My heroes are those psychologists who kept differential psychology alive in the face of the predictions that it was an anachronism and was dying. These defenders include not only differential psychologists but also people in behavior genetics.

It is gratifying to see that neuroscience researchers now take our psychological research on traits so seriously that they use fMRI brain imaging to seek the brain differences underlying the trait differences that differential psychologists have studied.

And it is also gratifying to see molecular geneticists searching for specific genes underlying the traits elucidated by differential psychologists. I suspect the social and experimental psychologists are gritting their teeth about these developments.



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Developing and Managing I-O Online: What's Behind the Virtual Classroom?

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In recent years there has been an increase in the number of courses and degree programs offered online. This is particularly true in the field of industrial and organizational psychology, wherein many students are working professionals who, while unable to leave their jobs, are seeking convenient ways to supplement their experience with the necessary education. Despite this surge in student interest, many educators lack explicit training in making the transition to online education. Here, a variety of individuals experienced in various aspects of developing online I-O degree programs—both undergraduate and graduate—discuss best practices for such a program as well as discuss its pedagogical challenges. In attempts to guide other institutions developing similar programs in the future, these individuals discuss what has (and has not) worked as they have supplemented their institutions' traditional on-campus I-O programs with online equivalents.

First Things First: Is a (Successful) Online Program in I-O Possible?

Inevitably, online degrees will be questioned for the foreseeable future, and those institutions offering them have a responsibility to critically consider and respond to such concerns. Institutions should also consider such concerns while developing the program, putting forth only those programs that are justifiable and quality assured. For instance, it is necessary to consider what types of degrees are feasible in an online format. Among the schools represented here, all were emphatic that although bachelors and master's degrees are possible via distance, the online format is not optimal for doctoral degrees. Specifically,

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doctoral degrees require a frequent and intense one-on-one student–faculty interaction that would likely be severely compromised in an online format. Bachelors and master’s degrees, on the other hand, require less interaction, particularly for terminal master’s degrees that may be more applied in nature. Therefore, they are more amenable to quality and effective online instruction.

However, the fact that online teaching is more optimal for some degrees than for others should not diminish the value attributed to the online degrees for which such an instructional format is acceptable. Indeed, some content areas—particularly statistics and research methods—are inevitably more challenging to teach in an online format; however, such challenges can be overcome. Some programs overcome these challenges by requiring an on-campus component to the primarily distance program, during which time students take such courses in a face-to-face format. Other programs teach the courses online but make use of innovative technologies (e.g., Jing®) that produce short video clips of an instructor’s computer screen accompanied by a voiceover by the instructor, which can be helpful in teaching SPSS analytics and output interpretation, literature review techniques, surveying software, and the like.

Nevertheless, despite such helpful technologies, some research skills are indeed more difficult to teach in an online format. However, online students can still be exposed to research, for instance by being paired up with PhD students who could use the distance student’s company as a source of data collection, thus benefiting both parties. Another option is to make research projects for distance students more oriented toward solving real-world problems than toward devising testable theoretical models. Such a project may involve solving a problem currently encountered by their employing organization or conducting a job analysis for a new or revised position within that company. Such projects may be particularly useful for the student population attracted to an online program, as these students are more likely than on-campus students to be employed full time in the field. These applied projects are no more difficult to work with in an online environment than they are in an on-campus environment. Rather, the key to their pedagogical value is the instructors’ willingness to invest the necessary time in evaluating them, as doing so effectively requires a substantial time commitment.

Implications for the Existing On-Campus Program

Yet another consideration during the development of a distance program is how such a new program will affect the preexisting on-campus program, if one exists. In some cases, the online and on-campus programs may be developed at the same time, allowing for direct attention to be given to how the two programs may be linear in nature and consistent with one another. However, if a reputable on-campus program is already established prior to the introduction of a distance program granting the same degree, discord may develop among the faculty and resentment among the students if the programs are not

perceived as similar. It is also crucial to ensure the availability of adequate staffing and resources to fulfill the needs of both the on-campus and online programs. If an online program draws necessary faculty and other resources away from the on-campus program, neither program is likely to thrive, and discord may result because of the negative impact of the online program.

Another option is to map the online program to the preexisting program as closely as possible. Some institutions purport that this is largely possible in today's society of increased technology, with the same faculty member teaching both the on-campus and online versions of the same course, assisted by an instructional designer who can help the faculty member translate the face-to-face course experience into an online environment using advanced technologies. Other institutions develop programs based upon the consideration that there are inherent differences between on-campus and online programs, and thus the programs are structured so that each takes a slightly different focus. For instance, the on-campus program may be more methodologically and theoretically rigorous as it may be considered a stepping stone toward the on-campus PhD. The online program, on the other hand, may be framed as a terminal master's degree offering more of an applied focus, presuming that many students entering such a program will be working professionals looking to move up within their organization.

Finally, another way in which the implementation of an online program may affect an on-campus program is that, in some cases, on-campus students may request to take a particular subset of their courses online. This could, of course, pose a problem for the enrollment numbers in on-campus courses if it became widespread. Such an issue can be circumvented by not permitting any cross-pollination between the on-campus and online programs, considering them separate tracks, one of which must be chosen by the student at the outset of his or her degree.

The On-Campus Requirement: To Be or Not to Be?

Although it is certainly necessary to distinguish between on-campus and distance programs in order to avoid any possible conflict, unfortunately the issue rarely remains so clearly dichotomous. That is, distance programs vary widely on their sentiment regarding whether or not to mandate an on-campus requirement for their distance program. On one hand, incorporating an on-campus requirement can provide a program with a unique "edge" that most other distance programs fail to offer. It increases the ease with which students form a sense of identification with the school itself, enhances access to and affiliation with faculty members, and increases a sense of community with one another. This is particularly important in the case of I-O distance programs, wherein many students are employed full time and the on-campus option provides an important forum for networking and information exchange.

On the other hand, mandating such an on-campus component necessarily limits student recruitment. Because one of the greatest benefits of online edu-

cation is the flexibility that it affords the students, for some students an on-campus requirement limits that benefit to the extent that an online degree no longer becomes feasible. For instance, it limits the ability to recruit internationally, as such students would incur an added expense of mandated international travel. It may also limit the appeal of the program to individuals who are employed full time or who have families and therefore may lack the resources (time, money) to travel to campus as mandated. Finally, incorporating an on-campus requirement into an otherwise-distance program is likely to involve a great expense of both time and money. This can prove to be particularly problematic for institutions that do not have an external administrative office managing such aspects of the program. In such cases, the thought of the academic department finding the resources with which to arrange such a requirement (without neglecting in-house, on-campus programs and needs) might be altogether overwhelming.

Challenges Posed by the Online Student Body

When considering such questions as whether to require any on-campus components to the distance-based program, it is necessary to have a clear understanding of the target population for the program and how well the requirements of the program would serve that population. The most obvious characteristic of online education is convenience for the student. Beyond that, different target populations have different needs. Graduate programs, if serious, cannot be “one size fits all,” and choices must be made during the initial planning of a program that will constrain how the program develops over time. For instance, a program targeted at working professionals will not look like one targeted at newly minted college graduates. Maximizing the utility of the program for either group would likely make it less useful for (and attractive to) the other, whereas striving for a middle ground would make the program less valuable to both groups.

As such, it is crucial to consider the likely differences in the specific populations seeking out on-campus versus online degrees and the educational mechanisms through which each will be optimally served. Oftentimes, a challenge for online programs is the nature of the students applying to such programs. Specifically, online education creates interest from a large number of individuals who would not otherwise be pursuing a traditional graduate education. Although this is indeed positive, the wide diversity of prospective applicants—and, ultimately, students in the program itself—adds an additional challenge to the already difficult process of teaching (and advising) online. This begins with the application process, including successfully managing inquiries into the program and filtering applications, and continues into the classroom, often creating a cohort with widely varied ability and experience. This is in contrast to what is generally experienced by on-campus programs, to which the majority of applicants are relatively homogeneous in motivation, background, and aptitude.

Related to this is the concern that some online students, regardless of their general ability, may lack extensive academic background knowledge of psychology because many of the students who are attracted to online I-O programs are human resources professionals, business management consultants, and the like, who often come with business degrees. This brings an interesting perspective to the table and broadens opportunities for classroom discussion but also challenges faculty to supplement the introductory courses in the program with some relatively basic knowledge of psychology. This can be further complicated by the fact that a department's ability to offer career and research advising to online students is rarely considered to the extent that it is for on-campus students. This has spurred some programs to attempt to involve online students in their research and provide them with more extensive career advising, as they might for their on-campus students.

Finally, regardless of ability or experience, the online student body poses one additional challenge that is difficult to overcome in such a nontraditional format: (lack of) face-to-face contact with faculty and classmates. Nevertheless, technology allows for substantial interaction between individuals, including virtual office hours, group discussion boards, synchronous and asynchronous chats, group projects completed via distance, and the usage of software such as Tokbox[®], which is similar to Skype[™] but allows visual group meetings. Institutions wanting to offer the opportunity for further interaction can offer optional or mandatory on-campus sessions, as discussed previously.

International Implications: Easier Said Than Done?

Given the extended use of technology in online programs, initial assumptions might presume that such programs could easily generalize across international boundaries. This is true to some degree, and online programs do indeed increase an institution's ability to include foreign students living abroad. However, these students' incorporation into the program may not be as seamless as one might imagine. Specifically, American colleges and universities have various stipulations regarding international students (e.g., TOEFL score requirements, financial support documentation, etc.), and these will likely need to be satisfied prior to such students being accepted. Matters can be further complicated if the program has an on-campus component, which can (a) limit international students' interest in the program, (b) increase their financial burden, and (c) threaten their likelihood of completing the program once admitted. Finally, accepting international students can be particularly problematic for online I-O programs specifically because most I-O programs will, to some extent, instruct students in the basics of business law and legal issues. Given that these are likely to vary widely across international boundaries, attending to international students' concerns as well as attempting to keep their discussion posts relevant to the material at hand can be a challenge and can divert the focus away from legal issues in the U.S.

Incorporating and Managing Appropriate Technologies

As technology is continually evolving, attention to technology in online courses must likewise be almost constantly changing and adapting to the times. As such, technologies have moved from tools such as PowerPoint®, videos, and message boards to supplementing these with newer technologies such as embedded narration and voice threads (e.g., with Jing®), visual group meetings (e.g., with Tokbox®), and Adobe® Captivate®, which enables students to watch and hear ideas in the making. Most schools have struggled with synchronous options such as real-time chats. Although beneficial in theory, they become challenging to implement when students are dispersed across multiple, oft-competing, time zones. This is an unfortunate reality of online education as it excludes the possibility of regular real-time interaction among students and faculty.

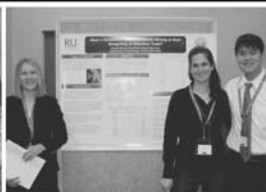
It is important to keep in mind that the technology available in an online program essentially defines the classroom. Despite the many options available for the delivery of online content and the facilitation of online participation, any given institution is likely to have a particular set of tools available for distance learning. These tools set the parameters of the courses and thus define how programs can be designed. The critical task in using online technology is to understand how it works, from both the perspective of the instructor and the perspective of the student. It is also important to realize that the online classroom is really an online university and that as such the student must feel part of the online community of the university. This includes having unrestricted access to journals and other library resources, thereby making it possible for distance students to take advantage of most campus assets. Instructors must be aware of relevant resources, both through the university and via the broader Internet (e.g., O*Net), and be sure that distance students have ready knowledge of, and access to, these resources.

Program Administration

Once the program is developed, with all of the aforementioned considerations in mind, attention must turn to the long-term administration of the program. To whom should this grand task fall? Institutions answer this question in varying ways. Some believe that the integrity of the program is best maintained when program administration remains within the department. Others feel as though that model taxes current faculty too heavily and draws too many resources from the department itself. Therefore, an alternative option is to permit another department, such as the division of continuing education, to manage the administrative aspects of the program. Nevertheless, although an external department may be capable of handling administrative concerns, the most crucial consideration in opting to involve another department is to ensure that the responsibility for the academic substance of the program must always, without fail, fall to the department.

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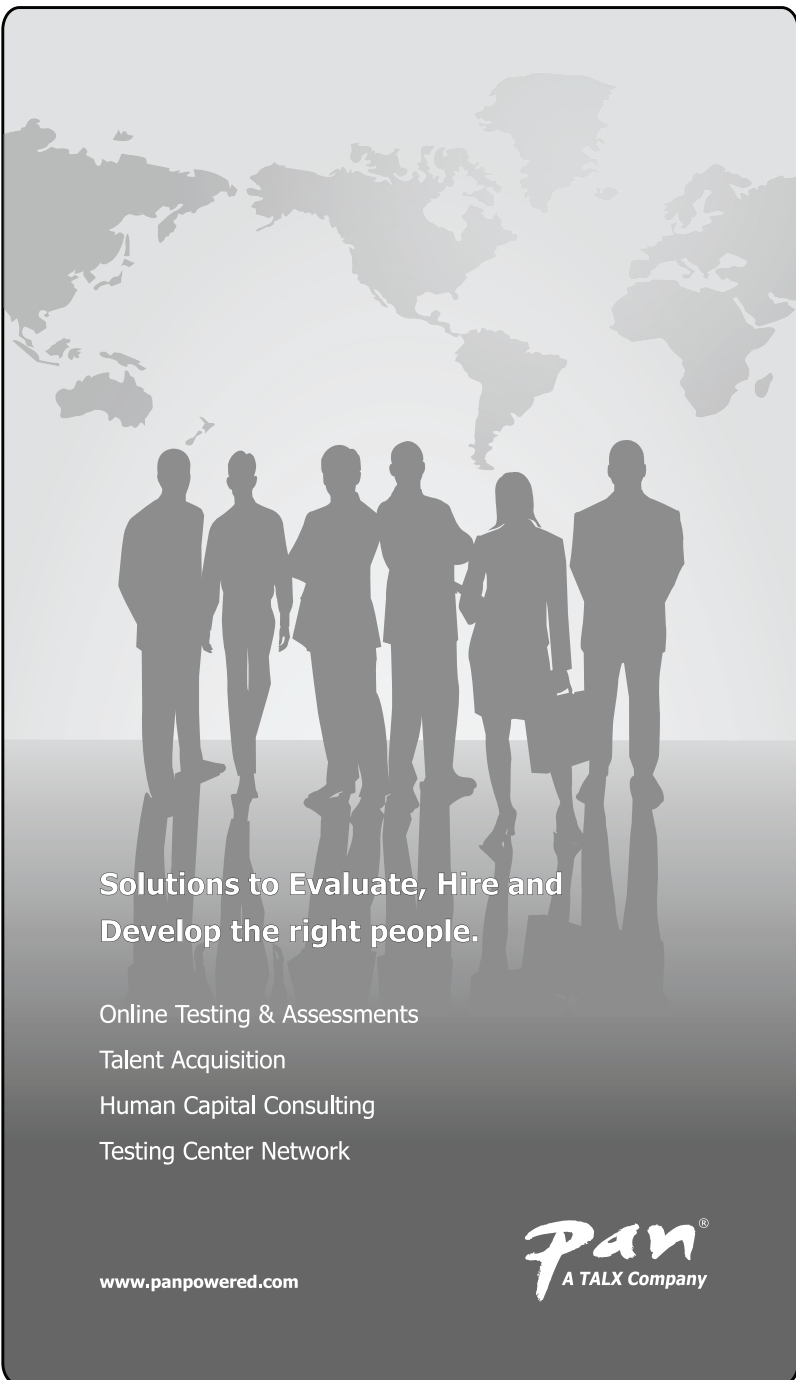
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Green Outcomes: Partnering With Organizations to Demonstrate Unintended Eco-Benefits

Stephanie R. Klein
SHLPreVisor

Adriane M. Sanders
The University of Memphis

Ann H. Huffman
Northern Arizona University

The field of I-O psychology has a unique opportunity to bring the full measure of our expertise to bear on corporate environmental sustainability (CES). I-O scientists and practitioners are accustomed to working with organizations to effect change for the benefit of the company and its employees, to measure the outcomes of change initiatives, and to measure individual, team, and company performance. CES is a performance dimension that may be overlooked in favor of traditional outcomes such as top- and bottom-line financials. However, many corporate initiatives implemented for traditional business purposes, such as cost savings or process efficiency, can yield environmental benefits.

There is an urgent need to enact positive change in the CES domain (Aguinis, 2011), and by the number of references in mainstream media, it is clear that corporate decision makers recognize the value of improving their organizations' CES. A Google alert (which provides a daily e-mail digest of relevant news) for the term "corporate environmental sustainability" resulted in abundant examples of organizations' commitment to CES. A single week included eco-friendly designations for hotels (e.g., Caesars Entertainment Corporation, 2011), updates to retailers' long-term CES goals (e.g., Green Retail Decisions, 2011), and public sustainability commitments from major consumer electronics companies (e.g., Panasonic, 2011; Smith-Teutsch, 2011). Nevertheless, for organizations still developing their CES action plan (or wondering how to begin), rapid transformation is difficult, especially for leaders and employees with a long list of goals and tasks, including the revenue-generating deliverables necessary for organizational success. Bold new corporate initiatives may simply be viewed as the "flavor of the month," and if lasting change is not produced, subsequent initiatives face even greater resistance (Roberto & Levesque, 2005).

I-O psychology can help companies move beyond initial commitment and obvious first steps (e.g., placing recycling bins at all workstations). One critical step toward effecting change without sidelining productivity is to identify, measure, and clearly articulate eco-benefits that may already be ensuing from existing practices or policy changes. Organizational stewards consistently seek ways to improve company performance, and a program with multiple benefits generally

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has a better chance at being prioritized for implementation than a program with a single purpose. By demonstrating and iteratively building on the fortuitous eco-benefits currently occurring, a natural next step should emerge: including CES performance among the outcomes considered in possible business investments, whether improving existing programs or green lighting new initiatives.

CES Research for I-O Psychologists

Huffman, Watrous-Rodriguez, Henning, and Berry (2009) provided a comprehensive list of research areas in which I-O psychology can contribute to CES. The authors also identified three streams of existing sustainability-related research:

- Organizational attitudes and perceptions toward CES,
- Actual CES behaviors by organizations, and
- Effects of CES on organizational practices and outcomes.

Interest in CES research is growing within the I-O community, and the symposia and posters to be presented during the Thursday Theme Track (*Green HR: Environmentally Sustainable Organizations, Jobs, and Employees*) of SIOP's 26th Annual Conference in Chicago provide impressive coverage of these three research streams.

With the current article, the authors would like to propose a fourth stream, the effects of organizational practices on the environment. This research area is intended to further drive CES-related change through the measurement and clear articulation of environmentally beneficial business outcomes. Organizations are accustomed to working with us to improve effectiveness—of people, programs, and processes—and measuring outcomes of the programs we design or enhance. An organization planning (or seeking direction for) CES improvements will derive tremendous value from I-O psychologists' expertise in designing effective programs for a given purpose. Yet, we also have a critical opportunity to elevate recognition of CES accomplishments independent of CES-driven initiatives.

In conjunction with our "regular" organizational partnerships, I-O psychologists should seek opportunities to measure sustainability-related benefits, even for programs implemented for unrelated reasons. Regardless of the strength of a company's commitment to CES improvements, new and expanding initiatives must compete for resources among many candidates for implementation. New programs and policy changes are often prioritized based on multiple factors, including economic benefit, process efficiency, and to take advantage of technological advancements. A change implemented for these reasons may also result in CES improvements that are very positive for the business. The organization should know about all of the outcomes, and it is especially important that business partners are able to articulate the details of CES benefits to all stakeholders.

CES Outcomes: Organizational Examples

There are numerous practices that organizations are actively engaged in that can also be assessed in terms of environmental sustainability. For example, online preemployment assessment programs are generally implemented to improve recruiting processes, reduce time to hire, and improve quality of hire but may also have unintended CES benefits. Klein, Andrews, and Smith (2010) investigated CES outcomes from an online assessment administered early in the recruiting process, designed to screen out the least qualified candidates from subsequent onsite stages of the process. The sample included two companies with locations in eight metropolitan areas and data from 16,645 candidates across multiple years, which resulted in a conservative estimate of over 250,000 miles not driven (i.e., by candidates screened out of the process and thus not invited onsite). This translated to over 10,000 gallons of fuel conserved and over 195,000 pounds of CO₂ not produced—even assuming that all of the candidates had newer, more fuel-efficient cars.

Telecommuting and remote work options are often implemented to accommodate a distributed workforce, facilitate work–life balance, or reduce office space constraints; however, these options can also result in CES benefits. According to Cisco's 2009 Teleworker Survey, telecommuting not only reduced corporate costs and improved work efficiencies but also reduced carbon emissions, preventing over 47,000 metric tons of greenhouse gas emissions from being released into the environment in 2008 alone. Cisco employees, who telecommuted an average of 2 days per week, reported that they saved a collective \$10.3 million per year on fuel costs, with average round trip commutes ranging from 14 to 46 miles (Cisco, 2009).

In a related study, Andrews and Klein (in press) analyzed data from a financial services organization piloting a program to transition employees from a traditional office environment to full-time remote work. Preliminary data showed a travel savings of approximately 16,370 miles per day across 408 employees participating in the pilot. In a year of workdays, by not commuting, these employees will save just over four million miles of driving, which translated to over 150,000 gallons of gasoline not consumed and over three million pounds of CO₂ not produced per year—even using conservative estimates (i.e., calculations based on the assumption that all of the remote workers would be driving relatively new, fuel-efficient cars).

The compressed workweek is another strategy that has benefits extending beyond the intentions of work–family balance. Organizations adopting a compressed workweek redefine their operations to function less than 5 days a week, for an increased number of hours, while maintaining bottom-line objectives (an organization-level change). Employees still have to commute for the specified number of days, but emissions and fuel reductions are attained by a reduced frequency of trips. Other significant savings include reduced energy consumption and costs. In 2008, the state of Utah mandated a compressed

workweek aimed at most state employees to reduce energy costs. A year's worth of 4-day workweeks stopped a cumulative 12,000 metric tons of greenhouse-gas emissions from damaging the environment by reducing commutes (a savings of six million dollars in gasoline costs) and the need for temperature regulation and lighting in offices (a 13% energy reduction; Walsh, 2009).

There are many CES-relevant areas within organizations in addition to the examples (online assessment programs, telecommuting, compressed workweek) provided by the authors. At virtually any level of analysis, CES is often embedded directly or indirectly within organizational responsibilities (e.g., training and staffing) and organizational goals (e.g., efficiency and high performance). The lack of a recognized relationship between CES and traditional business goals certainly does not indicate a lack of CES outcomes but rather that the program or initiative was implemented for a different reason; eco-benefits were neither sought nor measured. With I-O psychologists' expertise in organizational issues and the increasing focus on environmental well-being, it just makes sense for us to guide organizations in discovering their unintended eco-benefits and promoting CES as another necessary dimension within individual, team, and company performance.

CES Outcomes: Suggestions for Additional Research

There is a wide array of possible research topics across the spectrum of the I-O psychology work that takes place in organizations. For example, during the recent economic recession, many companies sought to reduce energy and materials costs, typically through reducing consumption (McKay, 2010). Anecdotally, experiences shared by members of the authors' professional networks suggest that many companies implemented cost-cutting policy changes, such as reducing business travel, replacing onsite training with webinars and video-conferences, conducting interviews by telephone for all but the latest stage job candidates, and eliminating company-purchased disposable plates and cups in break rooms. All of these changes carry the potential of positive CES outcomes.

Likewise, many organizations are attempting to reduce health risks (and health insurance costs) among their employees by implementing wellness programs. Programs may include company-wide distribution of pedometers, walking clubs, or encouraging changes in eating habits, such as employees bringing lunch from home or the company partnering with a farmers market to make fresh, local food available onsite (e.g., Yee, 2010). It would be useful to determine whether these activities lead to any corresponding decrease in car usage, for example, walking instead of driving for nearby errands or fewer people driving offsite to get lunch. If so, this could translate to reduced fuel consumption and CO₂ production as well as the generally accepted benefits of eating locally produced food (e.g., less fuel burned to transport food; fostering the local economy). Unfortunately, according to a recent survey, most companies do not even measure the wellness-related results of their

wellness programs, much less secondary outcomes (Buck Consultants, 2011). Assessment of change and program effectiveness is again an area in which I-O psychologists excel and can assist organizations.

The widespread availability of online human capital management resources suggests additional directions for research into green outcomes. Many companies have implemented, plan to implement, or are expanding their use of online applicant tracking systems and human resources information systems. Functions range from recruiting and selection to time tracking and expense reporting to performance management and employee training and development. Paper application forms move online, paper-filing systems are replaced with secure online databases, and online signatures replace physical sign-off for a variety of business processes. These types of systems are typically implemented to improve process efficiencies, make data aggregation easier, facilitate centralized processes for a distributed workforce, and/or to reduce the costs associated with printing, shipping, or data entry. In addition to the intended outcomes, a number of potential eco-benefits are likely, such as the elimination of paper forms for initial information gathering, as well as reducing the need to create multiple paper copies for distribution because information is available online for authorized parties to access. The complex paper-making process requires high inputs of water and chemicals and multiple types of energy and wood resources, and generates more than 12 million tons of solid waste per year (Industrial Technologies Program, 2005). Eliminating paper use even in one step of traditional HR processes is beneficial, but adoption of a complete online system can yield significant resource and financial savings for the organization (Sanders & Keim, *in press*).

It is important to be aware of any potentially negative outcomes as well. For example, reducing business travel may be detrimental to employees' relationships with clients and colleagues they are no longer able to visit. Videoconferencing and virtual meetings may be an effective replacement, but employees may need training on effective use of these tools (Kokkinos, 2010). Likewise, Web-based training should be carefully designed to maximize effectiveness. Increased use of technology equipment and services may also lead to increased energy consumption, although organizations should still expect to see an overall decrease in resource use and waste when replacing a paper-based process with an electronic system. As another example, online preemployment assessments might encourage candidates to apply to jobs further away than they would have otherwise considered, potentially resulting in a longer average daily commute for those who are hired. It is also important to note that any of the aforementioned positive or negative outcomes will be influenced by organizational traits as well, such as size, type, location(s), and baseline resource consumption trends.

Conclusion

CES must be approached from multiple angles if I-O psychology wants to drive change in organizations for the benefit of our world. Based on I-O

expertise and training, our contributions can and should be many and varied. On one end of the spectrum, leveraging I-O principles and practice to develop, implement, and evaluate CES-oriented initiatives specifically designed to effect widespread change in an organization. On the other end of the spectrum, casting the I-O lens on existing programs and policies to identify unintended eco-benefits and bring them to the attention of our corporate partners.

Ultimately, by quantifying and clearly articulating the full-range of eco-benefits to their people, processes, and profitability, we can shape organizations' sustainability-related attitudes and perceptions. In addition, when I-O psychologists demonstrate the unintended sustainability benefits of a recent initiative or process change, we not only spotlight the environmental resources that were conserved but also showcase our own capabilities as trusted advisors contributing to multiple levels of success for our business partners.

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Rating Teachers Illegally?

Joel Lefkowitz

City University of New York

Recently developed “value-added” systems for rating or ranking K–12 teachers have raised a hue and cry nationally, reflecting sociopolitical antagonisms (e.g., pro- and anti-union positions) and work values (e.g., “accountability” versus job security). Essentially, teachers are evaluated via complicated algorithms based on the standardized test performance of their students. It is surprising that the public debate has not included any voices from I-O psychology. After all, we are supposedly the experts in employee performance appraisal, and I assume most of us are sympathetic in general to HR practices based on merit. Even more to the point is that these performance evaluations appear to lack validity or job relatedness and in at least some instances could be found illegal.

The systems have been developed by economists who may not be familiar with the country’s equal employment opportunity (EEO) laws. But the educational administrators and business leaders who have become educational chief executives, and even teacher union officials, should be familiar with them by virtue of their past role as defendants and/or potential defendants in EEO litigation. Most certainly the federal government, which endorses teacher rating systems as integral to the Race to the Top program, can be assumed to be aware of EEO laws by virtue of its 40-plus year history of bringing EEO suits against private and public (state and municipal government) employers under those statutes. Yet, all of these stakeholders have been silent on the joint issues of job relatedness and fair employment practices.

The Uniform Guidelines on Employee Selection Procedures (Guidelines) was adopted in 1978 by the Equal Employment Opportunity Commission, the then Civil Service Commission, and the Departments of Justice and of Labor in order to guide and inform employers how to conduct their human resources practices without discriminating unfairly against so-called “protected groups” (those “identifiable on the grounds of race, color, religion, sex, or national origin”). Other statutes later included protections based on alleged age discrimination as well. And state governments have enacted their own versions of EEO laws. As is now widely appreciated, the title of the *Guidelines* is misleading. It defines a “selection procedure” as any measure “used as a basis for any employment decision.” Consequently, if these value-added teacher ratings/rankings were used as even a part of the basis on which to decide which teachers were promoted; dismissed; granted raises or financial bonuses; recommended for advanced training, special work projects, or desirable class assignments and so on; they would be covered by the *Guidelines*. The *Guidelines* are potentially applicable whenever the use of a selection pro-

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cedure has a demonstrable “adverse impact” on a protected group. Adverse impact is both a psychometric and a legal concept referring to a situation in which a human resources practice, even if facially neutral, has a significant disproportionate adverse effect on a protected group. For example, if, based on their “value-added” ratings (determined by their students’ average scores on standardized tests), significantly more male than female teachers in a school system received merit pay raises, a lawsuit on behalf of female teachers might be filed, and applicability of the *Guidelines* could be triggered.

Of course, filing a lawsuit is not the same as winning a lawsuit. Even if the hypothetical female teacher plaintiffs succeeded in demonstrating that the performance evaluation system (value-added scores) had an adverse impact on their receiving merit pay, they wouldn’t necessarily win the lawsuit. The employer, in this instance the school system, could successfully refute the charge of unfair discrimination if they could demonstrate that use of the measure was justified by its validity, job relatedness, or business necessity. Business necessity “normally means that it must show a clear relation between performance on the selection procedure and performance on the job.”

Let’s overlook, for the sake of brevity, the two contentious but relevant construct validity issues of whether a school system can successfully define teachers’ job performance entirely in terms of their students’ standardized test scores—even their scores relative to last year—and whether such test scores represent the best, or even a very good, indicator of student education. It’s valuable to recall what might be considered one of the “golden rules” of performance appraisal: Using performance outcomes to evaluate individual employee’s work performance is appropriate only if those indicators are under the employee’s control. Commensurate with that principle, the *Guidelines* would require showing a “clear relation” between standardized test scores and teachers’ performance. Arguably, that entails producing empirical evidence that teacher performance is significantly related to the test scores after accounting for other potentially related influences also having an impact. (Imagine a fully specified structural equation model or a hierarchical regression with average student test scores as the DV.) Think of all the likely sources of variance influencing average class test scores that are unrelated to teacher performance. From a levels-of-analysis perspective there are (a) broad differences (e.g., in terms of resource availability, student population, etc.) stemming from system-wide factors between school districts and their administration, neighborhoods, type and level of school, and grade level; (b) differences stemming from individual school-related factors such as quality of administration, family involvement, average experience level of teachers, assignment patterns of students to classes, and so forth; and (c) differences among students between classes in even the same school(s): class size, average ability level, prior school experiences (including who their past teachers were), parental engagement in homework, and so on and so forth.

The movement to evaluate individual teacher performance via value-added scores assumes that between-classes variation in student standardized test performance can be measured reliably and is determined to a substantial degree by teacher performance independent of all of those factors—and many more that have not been mentioned, including interactions among some of them. And “substantial” in the previous sentence is meant to a degree justifying personnel actions such as teacher pay determination, tenure decisions, advancement, and, perhaps, job retention. And, for good measure, let’s add an appreciation for the difficulties attendant upon the large within-class variance in test scores relative to the between-classes variation in the same grade.

If, in the face of the documented adverse impact, the school system in question was not able to demonstrate job relatedness or business necessity, the rating procedure would be found to be illegal, and they would presumably lose the lawsuit. As many I-O psychologists are aware, however, EEO litigation is complicated, contentious, and often unpredictable. Many technical issues have been glossed over for this brief presentation. But the possibility, if not likelihood, remains that the requisite demonstration of job relatedness is at present beyond the scope of what the value-added proponents can produce. The extent to which that merely reflects technical/measurement difficulties that might be overcome (existing studies apparently indicate a high level of inaccuracy in these measures) versus the extent to which the value-added concept as an explanation of student test performance is deficient remains to be determined. And, of course, whether standardized test performance per se should be driving the entire K–12 educational enterprise remains the 800-lb. gorilla in the kindergarten classroom.

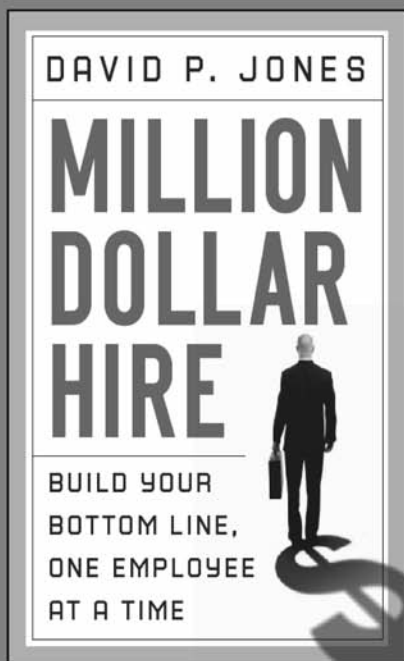
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Marcus Dickson
Wayne State University



I'm in a somewhat administrative role now, mostly focusing on the education mission of my department, so I end up getting a lot of books related to teaching in some form or another (peer review of teaching, dynamic teaching, technology and teaching, reenergizing teachers who are burned out, etc.). One I looked at recently is called *Motivating Students Who Don't Care: Successful Techniques for Educators*, by Allen Mendler. It has some specific approaches for working with students who "aren't prepared, don't care, and won't work." I recognize in the author's suggestions many things that I have tried myself but in a less-organized structure than presented here. The book is an inexpensive and short little read, but as one reviewer on Amazon.com put it, "It has some good ideas, and when you are an inner city teacher ANY new idea is worth the price of a paperback."

Now, it's certainly true that tuition at my university is lower than it is at many places, but it still isn't cheap. I often see students who I know are paying tuition out of their own pockets who rarely attend class, who don't try nearly as hard as they possibly could, and who—from my professorial perspective—don't seem to care. What's a dedicated professor to do? And so I turned to this little text, hoping to find some answers.

But as I read through the book, I found myself questioning some of the author's assumptions about why students aren't motivated in class. He focuses on students who are discouraged or who have lost their enthusiasm for learning somewhere along the way. Bad teachers, parents and peers who diminish academic success, or who knows what else have led these students into self-fulfilling prophecies in which they see themselves as unlikely to do well or that it is unimportant to do well, leading to behaviors that ensure that they don't do well. Although I certainly see these students, as I think back over my challenging students I see some other types of unmotivated students as well.

As a graduate teaching assistant many years ago, when I first encountered unmotivated students in my own classes, I just didn't understand them. I felt like the managers at the Hawthorne Works who felt that their employees were behaving irrationally when they didn't strive for the available incentives or like Skinner when his rats didn't do what he expected. I remember reading his statement that he used to yell at the rats, saying "Damn you! Behave as you ought!"

Later on, I began to recognize, just as the managers at Hawthorne did and just as Skinner did, that in many cases the students are behaving in entirely rational ways. One semester, while I was in the midst of asking myself "why

are some of my students so irrational? Don't they see that school has real potential benefits for them?" I decided to gather some data. I asked one of my obviously intelligent and seemingly unmotivated students why he didn't put in a little more effort because it was clear that he could get an A if he wanted to do so. His reply surprised me. He said "D stands for diploma, man." When I pushed for a little more detail, he said that he was close to being finished with school. He needed a degree—any kind of degree—because having one would make him eligible for a promotion into management at work. He was working full time while going to school, and the only reason his GPA mattered was to ensure it was high enough to allow him to graduate. All he needed from my class was a D so that he got credit for the course on his transcript. Getting an A would cost him a lot of time and energy, and there was no payoff for him for doing so, none that mattered, anyway. So while I had been shaking my fist and thinking "Damn you! Behave as you ought!," this student was doing exactly that. I've concluded that one group of students who are "unmotivated" is actually quite motivated—they just have different outcomes in mind than I do. They don't attend class or put in a lot of effort because they have concluded that it is in their rational best interest to get a specific outcome for the least effort possible. I have to respect the decision they've made and make it clear to them that they have to accept the outcomes they earn even when they misjudge the level of effort required (i.e., shoot for a D and get an F). I believe that, for many of these students, the topics we cover in class would in fact be useful to them down the road, but that's a decision they make for themselves.

I think that there is a second group of "unmotivated" students, and over time I've concluded that for these students their behavior is rational but uninformed. By this I am referring to students who have potential but who have never before been required to put in a lot of effort to succeed. These may be students who are underprepared for college but are not yet aware that they are underprepared. They've succeeded in the past because not much has been required of them. They are not putting in effort because they have not learned that they need to do so nor have they learned how to do so. They may be students who have been able to get by on intelligence alone and are just now reaching the point where they have to apply effort in conjunction with that intelligence, but they don't yet realize that. These are the students who will show up part way through the semester, often confused and angry about their performance in class to date. These are students who I can help, but it is often not an easy process. They may have years of bad habits to unlearn and a new mindset about the relationship between effort and outcome to learn. For these students, one-on-one conversations about their study habits and the expectations of time spent on class work outside of class, along with referrals to campus programs to help students build those skills, can make a tremendous difference.

And then there are the students that Allen Mendler is describing in his book—the student who has become discouraged, who is lacking in efficacy

and/or esteem, and who does not see the connection between effort and outcome. For these students, some of Mendler's five strategies (emphasizing effort, creating hope, respecting power, building relationships, and expressing enthusiasm) and specific suggestions (e.g., praising a student who is habitually late for class when they arrive "less late" or praising a student who gets an F on a test but whose performance is better than it had been previously, etc.) have a chance to work. But just as we know that there are situational and cultural moderators to the effectiveness of particular leadership behaviors, it seems to me that there are moderators to the effectiveness of these strategies—specifically, what's the source of the student's "unmotivated" behavior?

As I look back now on how I've thought about and tried to address this "unmotivated student" issue over the years, I'm not terribly impressed with myself. I've tried a variety of things over the years, starting off with a simplistic approach that focused on class attendance. I've made class attendance mandatory, nonmandatory but rewarded with points, nonmandatory but helpful, and I've made attendance entirely optional. I've tried focusing on engagement rather than attendance: If I couldn't make them attend, then perhaps I could make them want to attend. In the end, I've had to conclude that Taylor was wrong. On this issue, there is no "one best way" to motivate the seemingly unmotivated student. So I continue to wrestle with this. It is still hard for me to fully accept it when a smart student chooses not to invest time and energy in doing as well as he or she could. But I am focusing on doing a better job of understanding why a student might not be behaving in the ways I think of as "motivated student" behaviors and then tailoring my response accordingly.

What about you? How have you approached the challenge of seemingly unmotivated students? I've set up a blog to accompany this column, and it can be found at <http://maxclassroomcapacity.blogspot.com/>. I'll post these columns there and invite your feedback. When possible, I'll cycle back through to a topic and report here on SIOP members' input. I hope that you'll join in the conversation on teaching, moving us all closer to reaching our **Max. Classroom Capacity**.

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Practicing What We Publish: A New Twist on the Scientist–Practitioner Gap

Rachel Hoult Tesler¹
The Pennsylvania State University

A common concern in I-O psychology is the gap between research and practice (e.g., Murphy & Saal, 1990). Typically, this gap appears to have been conceptualized as between person. That is, some psychologists may choose to pursue academic research but others choose to become practitioners (although there are some who do both), and unfortunately there is often a lack of communication and cooperation between these two sides



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

(Banks & Murphy, 1990; Maton & Bishop-Josef, 2006). There have been recent calls for ending this bifurcate perspective, with an alternative focus on the within-person integration of the principles of science and practice (Ryan & Ford, 2010; Salas, 2010). Brannick (2011) recently inquired as to how practitioners can bridge the gap between scientists and practitioners. In this article I ask how can scientists bridge the gaps within themselves?

Researchers often joke that they pursue topics where they themselves are lacking. A leadership researcher may have trouble keeping his or her assistants productive, a teams researcher may have difficulty coordinating with others, and so on. But how often is this truly the case? Do academicians simply report their results because it is easier than implementing them, or do they integrate their findings into their own behaviors within their academic organization?

In this article, I will consider five I-O-related areas of study that seem ripe for application within an academic setting: selection, assessment, teams, mentoring, and organizational citizenship. I will describe examples of how faculty and students have successfully implemented I-O research in their own workplace and make some general suggestions for improvement. In doing so, I hope to demonstrate that the scientist–practitioner gap is not only an issue of the journey from research lab to corporate organizations but also an issue of translating research into behavior within the academic setting. This article's goal is to inspire each of us to identify our own gaps so that our field can continue to grow and flourish.

¹ Rachel Hoult Tesler is a doctoral student in the I-O Psychology program at Penn State. She received her BS in psychology, summa cum laude, from the University of Maryland. Her research interests include decision making and leadership in teams. Please feel free to contact her with any questions or comments at rtesler@psu.edu.

Selection

Selecting smart, motivated students who will thrive is a goal for every I-O graduate program. However, are most of us ignoring Schneider's (1987; Schneider, Goldstein, & Smith, 1995) attraction-selection-attrition (ASA) model? Faculty tend to base their admission decisions on indicators of intelligence and academic success such as GPA, GRE scores, and writing samples rather than student personality and fit. Thus, I-O programs may often arrange meetings with applicants after they have already accepted them for admission, leaving faculty and current students crossing their fingers that the applicants will be a good fit for their program's culture. In line with ASA, the hope is that applicants who do not feel they are a good fit will not accept the invitation to that school. **Dr. Kurt Kraiger**, the director of Colorado State's I-O program is very proud of his program's students and culture and is forthcoming with applicants that a good fit is crucial for success. He finds that "we do have candidates select out during the recruitment process.... I think some are insightful enough to realize they don't quite fit the culture [here]" (personal communication, January 25, 2011).

If a prospective student perceives that a certain program's culture is not a good fit and declines the offer, then the ASA model has served its purpose. However, there may not be agreement between the applicant's perspective and the program's perspective. For example, a student may feel more positively about a program than the program feels about him or her. What happens then? Our hands are tied. We know that interviews can be valid selection tools if used properly (e.g., McDaniel, Whetzel, Schmidt, & Maurer, 1994), so why not follow the example of other areas of psychology and interview applicants prior to accepting them? Are there logistic hurdles that cannot be overcome? Or is it simply, as Dr. Kraiger states, "Very often what we do as I-O psychologists is not consistent with our research?"

Assessment

Just as graduate school selection may be incomplete without considering fit, graduate student assessment may be incomplete without considering behavioral performance. Students may be evaluated on completion of coursework and timely progression towards their thesis or dissertation, but the University of Connecticut's **Dr. Janet Barnes-Farrell**, inspired by Kerr's (1975) classic article, points out that "the aspects of performance we choose to measure...communicate what aspects of performance we value in our program" (personal communication, January 26, 2011). Are grades and publications all that matter, or are programs "really hoping for students who work hard, think hard, collaborate with others, [and] rise to challenges?"

Such constructs are harder to operationalize, which is why Dr. Barnes-Farrell stresses that clearly defined behaviors accompany assessments of student performance. UConn's program has designed a formal appraisal system with clearly specified domains of performance, and it provides written guidance on

how to meet the program's standards. However, even such a well-designed program is always looking for better indicators of performance. Perhaps a job analysis of graduate students, or multisource feedback, could provide more answers. Overall, an appraisal system such as UConn's can guide other programs just beginning to develop student appraisal systems, whereas further research could possibly help more established systems further hone their precision and utility.

Teams

It is the hope of team researchers that their findings can be translated into useful prescriptions for how to improve team outcomes in organizations. Due to its complex nature, team research often requires a group effort. If team members in a research setting are working together to conduct team research, then isn't it reasonable that a team subscribe to positive research findings for improving its own outcomes? For example, **Dr. Susan Mohammed** encourages social bonding activities and celebrations of group accomplishments to increase team cohesion and open and frequent communication to promote taskwork and team mental model (TMM) development in our research lab at the Pennsylvania State University.

On the other hand, Dr. Mohammed also notes that "I have been struck by how easy it is to disconnect science from practice when managing a research team that is studying group dynamics!" (personal communication, January 28, 2011). For example, in response to the call for more research on the antecedents of TMMs (Mohammed, Ferzandi, & Hamilton, 2010), our lab has found that stories, as metaphors for important teamwork lessons, combined with team members' reflecting upon their performance, goals, and strategies, can improve TMM similarity, which in turn is related to better team performance (Tesler, Mohammed, Hamilton, Mancuso, Parr, McMillan, & McNeese, in press). As we have been studying these new antecedents, we have identified how we, often inadvertently, incorporate these findings into our own work processes. For instance, our research team is multidisciplinary, consisting of members from information sciences and technology as well as psychology. Because researchers from different fields conceptualize and describe problems differently, we have sometimes noticed ourselves using metaphors to "translate" ideas cross-disciplinarily (Bartel & Garud, 2009). Furthermore, we have found it useful to take the time to reflect upon our goals and strategies so that everyone can be on the same page. However, we have often made this connection retrospectively rather than deliberately converting our research findings into practice.

Is it enough to realize when we are demonstrating the concepts we study? To maximize the potency of our findings and recommendations, we must not solely identify team processes but also intentionally and proactively engage in them. Thus, one of our goals as researchers should be to purposefully utilize the fruits of our research, which could also help us determine the feasibility of our suggestions for best practice.

Mentoring

Various studies have suggested that mentoring can lead to positive career outcomes such as greater job satisfaction and more promotions (e.g., Allen, Eby, Poteet, Lentz, & Lima, 2004). However, it has been suggested that informal mentors are more effective than formal mentors (Ragins & Cotton, 1999). In graduate school, although we interact in some capacity with all of our professors, we are either assigned to an advisor or select one based on our research interests. If we are lucky, we “click” with our advisors on an interpersonal basis, which may help us perceive the relationship as more informal rather than imposed. But if we assume the worst and this doesn’t occur, what can professors do to maximize the benefits of mentoring?²

Dr. Tammy Allen at the University of South Florida has conducted recent research suggesting that more frequent mentor feedback is associated with greater student scholarly productivity (Allen, Shockley, & Poteat, 2010). She acknowledges that “as many faculty do, in my relationships with students I have thought that frequent and constructive feedback was important but have not always succeeded in my application of this principle” (personal communication, January 23, 2011). Certainly, with the demands placed upon academicians, it is hard for most faculty to find time to provide ample feedback to students. But perhaps with these new findings, faculty will be reminded to strive for best practices.

Organizational Citizenship Behaviors

Organizational citizenship behaviors (OCBs) are extra-role behaviors that are not necessarily a formal part of one’s job requirements but are performed to help others and create a more positive social environment (Borman & Motowidlo, 1993, 1997). Graduate school is stressful, and our cohorts are small. As graduate students, we often lean on each other for support, whether it’s lending a sympathetic ear, picking up the slack when a colleague is overwhelmed, or going out to celebrate the successful completion of comprehensive exams. In our program at Penn State, we also volunteer for extra-role positions such as planning our annual SIOP reception or arranging visits from guest speakers. These actions go a long way in creating a positive and supportive work environment.

In a desire to apply the research about which she was learning, former student (and Penn State alumna) Amie Skattebo proposed the implementation of a service award to recognize students who went above and beyond to create a positive climate. In addition to wanting to recognize such students, she felt that “by viewing the program as an organization, we could learn to apply as examples principles we learn in core courses, as supported by research” (personal communication, October 26, 2003). The faculty eagerly embraced the idea,

² For further guidance on how graduate students can benefit from mentoring relationships, Dr. Allen recommends the following article: Huwe, J. M., & Johnson, W. B. (2003). On being an excellent protégé: What graduate students need to know. *Journal of College Student Psychotherapy*, 17, 41–57.

and it has since become a yearly tradition. Many other programs surely are proud of the contributions of their students as well and may have their own way of acknowledging and encouraging OCBs. But if not, then perhaps this example, along with research findings on OCBs, will help provide inspiration.

Conclusion

To clarify, by no means do I believe that as I-O researchers we disregard all of our findings in carrying out our academic lives. My goal is to demonstrate that, although we tend to perceive the scientist-practitioner gap as between person and between domain, it can just as well apply to faculty and students within the academic realm. Certainly we utilize many of our findings when determining our own program or research group's policies, but it is not always easy to practice what we preach. Sometimes our findings may be less relevant to our own circumstances, but other times it may just be seen as too difficult to follow our own prescriptions. Regardless, we should be aware of our shortcomings and have a desire to improve upon them. I am confident that we will continue to bridge this gap because, if we cannot find a way to implement the findings of which we have intimate knowledge, it is dubious whether our comrades in the practitioner domain will fare any better.

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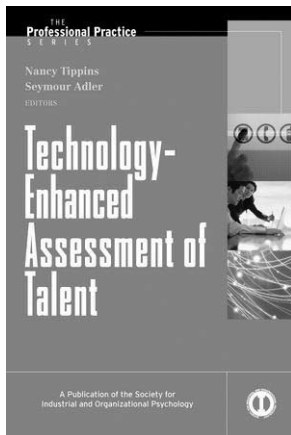
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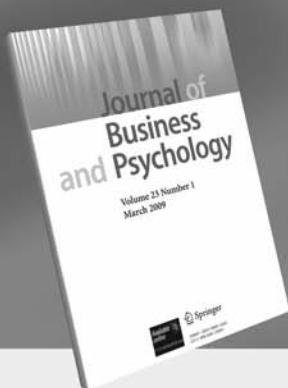
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In this issue of *TIP*, we are delighted to publish not one but two interviews. To be honest, twin interviews were not planned. Then happenstance intervened. Just as we were completing an interview with Greenpeace in Aotearoa/New Zealand, a report arrived from Haiti about the need for I-O contributions there. The contiguity is fortuitous, though. An exciting annual conference is underway. I-O psychologists from a range of backgrounds are hungry to hear about and confer on important new topics that affect us all. On the surface the particular topics might look a tad different. Underneath, however, they are linked. They share a concern with prosocial issues. They are tuned to local perspectives and global diversity. They were enabled by young humanitarian work psychologists, working in the same global task force (<http://www.humworkpsy.org/>). Their lead is most encouraging and admirable. Here they introduce us to some people whose work is increasingly vital for one and all.

Building Capacity in Nonprofit Organizations: A Meeting With Greenpeace in the City of Sails

Alexander Gloss is coordinator for Capacity Building with the Global Task Force for Humanitarian Work Psychology. He is currently undertaking an internship here at Massey University in Aotearoa/New Zealand. Recently, he and I met with Greenpeace New Zealand at their offices in the country's largest city, Auckland, known here as the "City of Sails." As a semiautonomous branch of one of the largest environmental organizations in the world, the office raises funds to support environmental and humanitarian campaigns in New Zealand and in lower, middle, and higher income settings around the world. A key question is: What can I-O psychologists do to help support such socially responsive fundraising work (Paton, 2008; Sorcher, 2009)? With a wealth of experience across several continents, Amanda Briggs-Hastie is Greenpeace New Zealand's fundraising director. Here she discusses her work and perspective on the mission of this globally active, not-for-profit organization.

Can you tell us a little bit more about your work?

Greenpeace is an independent global campaigning organization that acts to change attitudes and behavior, to protect and conserve the environment, and to promote peace. Greenpeace has many offices around the globe, and New Zealand's office has one of the highest membership rates in the world

(<http://www.greenpeace.org.nz>). Through fundraising, we support both local and international campaigns. For some time, Greenpeace has been expanding its presence within lower income, “developing” economies—where a great deal of the world’s environmental destruction and degradation is taking place. Personnel from the New Zealand office often travel to newer offices, like that in South Africa, to engage in training and mentoring (“capacity building”). In fact, I recently travelled to our offices in Brazil to support their efforts to build capacity, or what you might term “competencies,” to protect that country’s famous yet threatened rainforest.

Environmental destruction not only has severe implications for our environment, but as identified by the United Nations in the Millennium Development Goals (Annan, 2000), it is a core humanitarian concern, connected with global issues like poverty reduction and human development generally. For example, Greenpeace New Zealand is currently concentrating on lobbying a major dairy producer headquartered in New Zealand to stop purchasing palm products from a company that is destroying major swathes of rainforest in Indonesia and Malaysia. Deforestation is a key driver of climate change. Climate change affects all of us, but people in economically poorer economies will suffer the most, according to the World Health Organization (WHO, 2010). In fact according to WHO, climate change is now undermining fundamental requirements for health like clean air and water, food and shelter, and is predicted to worsen disease rates for scourges like malnutrition and malaria. Globally the number of reported deaths from natural disasters has more than tripled since the 1960s.

The future is not all bleak, however. Policy changes by organizations, individual choices, and our linkages can make a difference. Our own priorities at Greenpeace include for instance lobbying organizations for a clean energy revolution, defending our oceans from wasteful and destructive fishing practices, protecting the world’s ancient forests, working for nuclear disarmament, creating a toxic-free future, and campaigning for sustainable agriculture.

Does psychology play a role in the work that Greenpeace does?

Absolutely. In addition to lobbying multinational and other organizations externally, just like any other organization we have everyday HR issues like recruitment, training, and performance management. In addition, work psychology is especially relevant to our core mission through fundraising efforts. Much of our fundraising work is conducted on the street or over the telephone. People who are drawn to work as fundraisers often do so because they strongly identify with the Greenpeace larger purpose and organizational mission. Indeed, it is commitment to a larger purpose that motivates and drives the organization. It is what keeps us going through sometimes difficult and discouraging times.

Fundraising at Greenpeace is quite demanding. Greenpeace fundraisers must maintain their passion for our cause while meeting targets and dealing with rejection. The stakes are high. Only through the hard work of our fundraisers is Greenpeace able to run any of its campaigns. Moreover, our fundraisers are public representatives for our organization. Even if a fundrais-

er is a passionate Greenpeace supporter, he or she might not have the skills necessary to be an effective fundraiser. The job requires a unique outlook, mindset, and a set of core competencies.

In a more fundamental sense, because Greenpeace is about changing attitudes and behavior, our core mission is in a sense psychological. Our fundraisers do not just represent us and raise funds: They are the front line of our efforts to change hearts and minds.

How prominent is the application of I-O psychology to your field?

It is not very prominent. In terms of fund raising, much of what we know is based on our knowledge of human resource management and marketing in for-profit settings. Sometimes the lessons from these disciplines are applicable, sometimes they are not. As it turns out in fact, the recession did not hit our donations very hard. What we are finding is that it has been more difficult these days to recruit and retain staff. Our fundraisers are paid, so it's not as simple as providing financial remuneration per se.

In general, it could be said that not-for-profit organizations have been overlooked. There are millions of nonprofit organizations worldwide, and their needs are not always the same as those in multinational corporations and other for-profit groups. Just like many not-for-profit organizations, and corporations that are socially responsible, we stand up with those who don't have much of a voice in our world. Often this means joining their efforts to protect themselves from the excesses of some less responsible for-profit corporations, or advocating for people and the environment in appropriate forums and venues. In order for us to continue to do this work, we need more research on the not-for-profit sector, so we can stay effective in an often-demanding marketplace.

How could our profession be more useful to nonprofit organizations like yours?

Not-for-profit organizations don't always have many resources to spare, so we can always use a helping hand. Industrial-organizational psychology's insights into how best to select, train, and motivate our fundraisers would be very valuable: We need to better understand how to maintain our personnel's identification and commitment—both to our organization and our mission—while ensuring that we meet our professional and fundraising goals. In addition, one of the problems working for an organization like Greenpeace is that it becomes difficult to disengage. When, or rather if, you're trying to "save the world," people can get emotionally and physically burned out. Risks like that have to be managed or, better still, prevented.

Another challenging aspect of our work is the fact that we are a truly multinational organization. For example, our campaign to reduce global greenhouse gas emissions requires the coordination of offices on every continent. This often means that within a single Greenpeace office there will be people from many different cultures, nations, and socioeconomic backgrounds. Cultural competence is key. In addition, our fundraising efforts have to be coordinated across

these potential boundaries. One complication of Greenpeace global presence is that effective fundraising in one culture, nation, or socioeconomic environment is often going to vary somewhat from that in another. This is just one example of where I-O psychology's growing international, cross-cultural, and humanitarian focus might be relevant to us—and helpful to the sector as a whole.

Amanda, Do you have any take-home messages for the readers of TIP?

So much time, attention, and research is given to the organizational effectiveness of militaries, governments, and multinational corporations. Their voices are heard relatively loud and clear. However, planet earth and humanity generally deserve—need—a voice too. By studying and supporting organizations like Greenpeace, I-O can help to add its skills, and voice, where it is arguably needed most. In our day and age, it is not enough to donate funds. We need the participation of I-O psychology.

Thank you Amanda for this galvanizing, energetic, and positive assessment of issues that increasingly trouble us all. Hearty thanks to Alex for doing the lion's share of work!

An I-O Perspective in Haiti: Aligning Practice With Local Values

In a previous *TIP* issue (Godbout, 2009), **Jeff Godbout** spoke with us about roles and career options for graduate students in humanitarian work psychology (HWP). Capacity, he indicated, can be developed at personal, occupational, and community levels. Since 2009, in his role of HWP coordinator, he has been actively promoting those ideas and potentials (www.humworkpsy.org). At this time, Jeff is about to launch a HWP global outreach program, starting in Haiti. Here is his on-the-ground assessment of I-O needs, directly from Port-au-Prince.

Please tell us more about the program and about your purpose in Haiti

My goal for 2011 is to build a deeper understanding of how I-O psychology can be applied to disaster management in particular and development in general, as well as increasing exposure and capacity of humanitarian work psychology through presentations at universities, conferences, and organizations around the world. I will be spending the majority of my time with international and local organizations that provide disaster relief and prevention strategies. In particular I want to do what I can to contribute to the recovery and prevention process while identifying ways to bridge the gap that often exists between local community needs and the distribution of international aid. I hope to start identifying avenues for collaboration and increased understanding among international and local organizations (nongovernmental organizations/businesses/intergovernmental organizations), local communities, and governments, specifically from a people-centered perspective.

Here in Haiti, I plan to take time to look, listen, and learn from the people of Haiti by visiting communities and organizations throughout the country. From

this ground-up approach, I will have a better idea of how to work with organizations, both local and international, to better understand and link their goals/missions/visions with the needs of Haitian people and do so in a respectful manner that is welcomed by the communities and individuals it seeks to help.

I know it is early in the trip, but can you already see any needs there that I-O might be able to help address?

Certainly! An I-O psychologist could have a field day in Haiti working with local and international organizations, observing and most of all learning about the human dynamics involved. Every area of I-O psychology has a place in this type of environment, with some areas seeming more pressing than others. For example I sat in on two cholera training and leadership building sessions. These were hosted by different organizations but for the same audience, Haitian community leaders, who were to take the information they learned back to their respective communities and train others—meaning the effectiveness of training delivery could have life or death consequences.

The training approach taken by one organization stood out over the other mainly because of the way culturally based learning strategies (e.g., group activities, including dancing and acting, for instance) were respectfully incorporated into the meeting. The community leaders were much more receptive to the training and seemed to have a much stronger understanding of the information, thus showing the need for effective training and development methods. I think this is what the UN calls “alignment” of aid (with local needs, values, aspirations, etc.), in everyday terms. What I observed was a macro-level policy principle being enacted at a local, workplace, and organizational level. Alignment made perfect organizational psychology sense to me.

Other specific areas where an I-O psychologist could make a difference in Haiti include working with aid organizations on selection and management of local workers and volunteers and working with Haitian-owned organizations to identify avenues that build a voice in the international community and where policy development occurs (e.g., helping local organizations gain a voice at the weekly UN cluster meetings). Above all, I think, I-O psychologists—local or international—can play a key role in helping organizations more effectively work with local communities.

A culturally competent local or expatriate I-O psychologist might stand as a kind of mediating link between international aid organizations and Haitian people by evaluating the approaches taken by aid organizations and how that approach is perceived and ultimately accepted or dismissed by local communities. Process skills like these might be part of what have been described earlier in **Quo Vadis** as “new diplomacies” (Saner, 2010; see also, Osicki, 2010). The I-O psychologist can then assist organizations in learning how to more effectively align desired outcomes with local needs by assessing and listening to what the community itself wants and needs. After all, Haitian communities know what Haitians want, so why not start asking not telling?

How many I-O people or groups are there working at present?

I believe there may be I-O psychologists working with the UN and volunteers with large aid organizations like the Red Cross. I have been asking around but have yet to meet any others working on the ground. I am sure they are somewhere “out there.” This apparent lack of connectivity may illustrate a role for organizations like HWP, for example through its online Povio network. Such networks may help I-O professionals connect with others in the profession to provide professional support and advice whenever needed. These networks were set up after finding out that I-O psychologists in the aid and disaster management fields are often somewhat isolated from professional support networks despite the valuable work they are (quietly) doing.

From your perspective on the ground, what could the broader profession do to assist in Haiti?

I-O psychology as a profession has an important role to play not only in Haiti but across the international aid arena. By utilizing our understanding of individuals, groups, and organizations, we can work together to help reassess aid approaches to include more organizational perspectives in general and organizational psychology in particular. There are undoubtedly flaws in the system that can be reappraised. Understanding the role that human relationships, both in and between organizations and the community, play in the process will be pivotal to the development of more effective aid, relief, and reconstruction effort(s).

Have you got a take-home message for TIP readers?

If you happen to be an outsider, take your time and learn about and from the people you seek to help. I-O psychology can, as many other disciplines have, do more harm than good if not utilized correctly. Forget any preconceived notions about a population or group of people. Start your I-O work from the ground up.

Thank you Jeff for this sobering but also motivating report. We truly appreciate your time under the circumstances and will be following your program with great interest.

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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson¹
North Carolina State University

Greetings, *TIP* readers, and welcome to the latest installment of the global spotlight column! **Eduardo Salas's** presentation at last SIOP's opening plenary session had those of us here at **Spotlight** Central scratching our heads and wondering: "Did we detect an accent?" The investigation that followed failed to confirm our initial suspicion that he was born and raised in Alabama. His roots, it turns out, are planted even further south.

It is with great pleasure that I point this issue's global spotlight on Peru, the birthplace of SIOP's 66th president. Read on for details.

Industrial and Organizational Psychology in Latin America: The Peruvian Story²

Javier Florez
ADAPTA

in collaboration with
Eduardo Salas
University of Central Florida

Peru has about 30 million inhabitants. Many (8 million) live in the capital, Lima, where the vast majority of the workforce resides. Lima has, of course, its share of multinational organizations primarily focused around the mining, oil, and textile industries. Peruvians and other foreign investments (from Chile, Spain) are clustered around fishing, construction, retail, and manufacturing. Labor laws in Peru play a social role as well, so organizations have to adapt to these in order to be productive. It is in this context that I-O psychologists operate.

What follows is the Peruvian story of what I-O psychologists do. We have organized this article around three basic questions: (a) What kind of research and practice are I-O psychologists in Peru performing? Specifically, we wanted to know the "I-O functions" they carry out, determine the kinds of projects they are involved with, and highlight the focus of their research where

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

² We thank psychologists **Alvaro González**, Arturo Solís, María del Pilar Tamashiro, Maritza Manosalva, Virginia Tejeda, Julieta Acevedo, Cristina Boza, Violeta Hoshi, and Irene Vera for their valuable contributions via the survey that formed the basis for this article. Special thanks to psychologist Angela Alejo, who commissioned the survey process.

appropriate; (b) What educational background do these I-O psychologists have? We wanted to find out what postgraduate training (if any) they have, where they obtained their master's degree or PhD, and how valued and recognized these degrees are; and (c) What is the future of the field in Peru? We wanted to know what trends are anticipated for the upcoming years in the field, what future prospects are likely, and what needs to be done to successfully tackle the demands of Peruvian organizations and society. To answer these questions, we surveyed 30 of the leading psychologists who work in the field. Below, we summarized their responses.

The Research and Practice

The responses received from the I-O psychologists who work in Peru showed that I-O activities can be grouped into five broad categories: (a) personnel selection, (b) human resources (HR) functions, (c) organizational climate and culture, (d) organizational development and change, and (e) counseling and coaching.

Personnel Selection

The majority of I-O psychologists are dedicated to recruitment activities and the evaluation of candidates to fill key managerial positions. In general, this activity constitutes "the main contribution recognized by managers and supervisors of organizations." Today, organizations in Peru regularly use I-O psychologists to select employees; there is a growing demand for these services. However, this work has become so routine and overwhelming that there is no time for those providing this service to conduct research in order to improve the selection process, such as ensuring the selection tools are valid, reliable, and robust psychometrically.

So, not much research is conducted in this area. Organizations don't demand it, and the government does not apply legal pressure to change this state of affairs (as is the case in the U.S.). Furthermore, about 4 decades ago, clinical psychologists were the ones employed for this activity. This resulted in the use of tools that are associated with the clinical psychology world, such as projective tests. However, in recent years, with the development of assessments through software and, especially, the use of Internet, much of the traditional work of selection has become quite proceduralized; relevant tests, candidates' interviews, and reports are increasingly standardized and job relevant.

Human Resources Functions

Increasingly, as a profession, I-O psychology is gaining a presence in the HR divisions of organizations in Peru. This is evident both in the number of psychologists employed to work in this area and in the number of management positions they are taking. Thus, "mostly, new graduates are quickly placed in private organizations and consulting firms." This is a major shift. Previously, lawyers were the professionals who managed human resources

and personnel functions. This was due to the paternalistic legislation, which favored employees and unions in an unbalanced way. At that time, employees had a complete job security right, where dismissal was nearly impossible, time consuming, and/or costly. Fortunately, 20 years ago the legislation changed, the labor disputes are now reduced, and the position of HR managers has begun to be occupied by I-O psychologists. ("Thousands of announcements are being made to fill vacancies in HR departments in companies, stating as a requirement that applicants must be psychologists.") So now, I-O psychologists have begun to cover a number of broader roles from organizing the induction of new staff, to developing competency models, to designing performance appraisal systems, to developing succession or career plans and talent management. There are also those who now manage compensation and create the structure for incentive systems and recognition programs.

Organizational Climate and Culture

Many I-O psychologists in Peru, when possible, attempt to determine how the work environment (or conditions) influences organizational culture. Undergraduate theses on this topic are very popular. These are, primarily, survey-based studies aimed at diagnosing the specific culture and how it is influenced by prevailing working conditions. In practice, I-O psychologists use existing surveys or adapt a climate survey for their purposes. In other cases, I-O psychologists lead focus groups to understand the critical variables of the existing culture or climate. They report findings and provide recommendations to their management for action.

I-O psychologists are sometimes hired as management consultants to improve the work climate in an organizational system. But, this is not a common practice. In recent years, many organizations have turned to the services offered by Great Place to Work, which provides a benchmarking of national and foreign companies. While interest in improving organizational climate is positive, there is a concern that professionals outside of I-O psychology (e.g., lawyers, economists, and engineers) conduct similar studies using instruments outside their specialty. So, I-O types end up competing for this practice with nonpsychologists.

Organization Development and Change

Organizational development (OD) is practiced in Peru by only a few I-O psychologists: "There are very few people who develop integral organizational projects; some just run a set of scheduled events [administrative duties]." It should be noted that in this area, as was the case above, other professionals without the necessary competencies apply psychological-based interventions without the necessary rigor. For example, when a business merger is occurring, organizations seek lawyers, managers, accountants, and economists but not I-O psychologists. Moreover, most of these jobs are delegated to transnational consulting firms, leaving out the local ones and Peruvian I-O psychologists.

Counseling and Coaching

In recent years, coaching services and the so-called “ontological coaching” have become quite popular. This is locally referred to as changing the “language, emotions, and body activity” to achieve better integration of the employee into the social environment. Many of those who act as “coaches” have obtained basic training through short courses. In this sense, “competition is strong...any professional can become a certified coach.” Fortunately, Peru’s most renowned coaches are I-O psychologists. Perhaps, the practice of counseling and coaching in Peruvian organizations has been reinforced by the old paradigm that psychologists are “primarily helpful for mental health problems.” Even some Peruvian psychotherapists may contribute to this old paradigm by offering these services as executive coaches.

It is interesting to note that there are two activities I-O psychologists perform in Peruvian organizations that are outside the mainstream field. These attributes are often confused with the typical work of I-O psychologists. They are (a) consumer psychology—investigating the preferences of different segments of the market, developing marketing strategies, and conducting branding research and campaign advertising; and (b) community psychology—undertaking community development projects for nonprofit institutions and supporting the execution of the tasks associated with the exercise of social responsibility on behalf of the town where the organization resides.

Education, Teaching, and Research

Our survey indicated that most I-O psychologists work in large or multinational organizations. However, in Peru the majority of organizations are medium and small ones, and their size prevents them from having well-structured HR departments. If they have HR, it is often limited to addressing basic issues related to recruitment and remuneration without addressing major issues related to talent management. This has encouraged the growth of consulting firms dedicated to providing outsourced services for selection, training, and compensation. The good news is that these firms have a considerable number of I-O psychologists.

As in other countries, many I-O psychologists are dedicated to teaching. The ones who do it exclusively have a large teaching load, typically leaving them with no time to conduct research or consult to organizations. Perhaps this explains the “almost nonexistent research; I-O psychology in Peru is almost exclusively devoted to professional practice.” This, unfortunately, explains the low number of articles, cases, and textbooks in the field of Peruvian industrial-organizational psychology.

Despite the I-O expertise in Peruvian universities, there is still a “gap in the country of high-level specialization centers in I-O psychology, so as to provide courses, workshops, and so on for update.” The low number of PhDs and master’s degrees trained in this discipline explains this failure. Fortu-

nately, in recent years, several local universities have become aware of this situation and have begun offering more specialized courses and master's degrees in organizational psychology and HR management. Currently, there are seven universities offering master's degrees in organizational behavior or human resources management: Universidad de San Martín de Porres, Universidad del Pacífico, Universidad ESAN, Universidad Femenina del Sagrado Corazón, Universidad Nacional Mayor de San Marcos, Universidad Peruana de Ciencias Aplicadas, and Universidad Ricardo Palma.

Although in recent years there has been an increased demand for I-O psychologists, they have not yet achieved the recognition and appreciation they would like. An important aspect is that "many professionals in other specialties are suspicious of the incorporation of organizational psychologists into the field." So, being a relatively new specialty in Peru, it is incumbent on I-O psychologists to overcome the difficulties inherent when something is new and its worth has not yet been proven. Therefore, young professionals must continue to work hard and do more to secure credibility and respect in organizations. Another reason why I-O psychologists have not received the recognition they deserve is because they often lack understanding of the business environment; that is, "they lack a business vision and language, so many of their good ideas are not well raised [received]." As noted above, only a small group of I-O psychologists have master's and doctoral degrees.

This scenario could be explained by the absence of a professional body to support this field of psychology. The Colegio de Psicólogos del Perú (CPP) does not have a section specifically dedicated to I-O work (i.e., no Division 14) and the Asociación Peruana de Recursos Humanos (APERHU) is an association that brings together various HR professionals, not exclusively psychologists. The situation is different in other fields of psychology such as clinical or educational psychology, which have reached a higher degree of maturity and involvement by specialist groups that support the occupation.

The Future...

Obviously, I-O psychology in Peru has a promising future, mainly due to the economic boom that has taken the country in recent years. Consequently, there has been a growth in the business sector, and there are new Peruvian and foreign companies that see Peru as an excellent place to invest. Therefore, organizations need to become more competitive and seek to differentiate themselves, giving greater emphasis to the development of their employees, especially those without an HR department. Thus, "it is possible that an increase of the value of the profession will arise from the entry of new corporations and from the increased competition generated by economic growth that is being experienced."

Among the trends that will continue in the coming years, demand is expected to keep growing, and the I-O psychologist will have a central role in business management. Now "companies are increasingly looking for psy-

chologists to fill vacancies in departments of human management or HR.” And, for the psychologist to be successful, he/she must be continuously trained, to understand the language of business and get a better focus on the organization, because “if psychologists achieve a more comprehensive and wide perspective of the company, they could position themselves better.”

Fortunately, a new generation of Peruvian I-O psychologists is being formed at universities in America and Europe. So in the coming years, we will have a generational change with a significant number of psychologists with master’s and PhD degrees. Furthermore, in the future there “will be a large population of graduates from the specialty of I-O psychology” because Peruvian universities are offering more undergraduate and graduate studies in organizational psychology. This scenario will favor the development of specialized institutions to promote research and scientific knowledge in the field of industrial and organizational psychology.

In sum, it is clear that there has been notable growth of I-O psychology in Peru. But, more is needed. And we hope more is coming. More research. More recognition. More impact.

Concluding Editorial

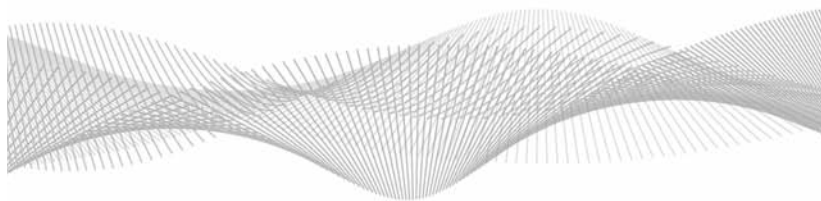
So there you have it, an interesting and informative account of I-O psychology in Latin America, compliments of Javier Florez and Eduardo Salas. Clearly, the Peruvian Story doesn’t end here. The future looks bright as our science and practice continue to develop down south, where unique challenges exist and exciting opportunities abound.

Join the SIOP Teachers’ Bureau and help spread the word about I-O psychology!



We’re looking for volunteers who are willing to travel locally and give introductory talks about I-O psychology to high school and college students as well as other communities of interest (such as libraries and Psi Chi chapters). Volunteers’ contact information will be posted on the SIOP Web site.

To join, contact Bradley Brummel at Bradley-brummel@utusla.edu or Amy Nicole Salvaggio at asalvaggio@newhaven.edu



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Managing Lengthy Review Cycles

Satoris S. Culbertson
Kansas State University

Stop me if you've heard this one. An I-O psychologist walks into a (conference hotel) bar and sits down. "Why the long face?" asks a bearded man sitting nearby. "I have a manuscript that's been under review for 3 months and I still haven't heard anything," replied the distraught psychologist. "That sounds rough," replies the bearded man. "Here, have a drink on me." "That's nothing!" exclaimed another psychologist sitting nearby. "I have a manuscript that's been under review for 6 months with no decision yet." Again, the bearded man expresses his condolences saying, "Wow, that's twice as bad! Here, have two drinks on me." Sitting not far from the two was another individual, listening in on the start of the conversation. Chiming in, the individual said, "You think that's bad? I have a manuscript that's been sitting under review for OVER A YEAR now and I STILL haven't received any reviews. I've checked in with the editor but still nothing." Again the bearded man expresses his condolences and buys the individual four drinks. The bartender, curious about the bearded man's actions, asks him why he keeps buying drinks for the various individuals. The bearded man simply replies, "Eh, it's either this or go back to my hotel room and work on my overdue journal review assignments."

Okay, I'll admit it. The joke isn't funny. Then again, perhaps the only part that's a joke is that there's a reviewer out there who would rather buy people drinks than complete a review for a journal. And if that's not a joke, I'd like to meet him or her at the SIOP conference in Chicago, say 8 pm on Saturday in the Hilton bar?

Jokes aside, a complaint that I have heard more often than I would have expected is that people have papers sitting under review for excessive periods of time at various journals, sometimes upwards of a year. Given the need for papers to get in print (not only for the sake of science but also for issues such as tenure, merit, and promotion decisions), delays such as these can be quite frustrating for authors. In order to identify what might be going on, as well as to figure out what authors can do about this, I sought the guidance of the editors of five I-O journals to serve as a panel of experts on this issue. These experts, who I am very grateful to for their insightful comments, include **Steve W. J. Kozlowski**, PhD, professor of Organizational Psychology at Michigan State University (editor of the *Journal of Applied Psychology*); **Frederick P. Morgeson**, PhD, professor and Valade Research Scholar in the Eli Broad Graduate School of Management at Michigan State University

(editor of *Personnel Psychology*); **Steven G. Rogelberg**, PhD, professor and director of Organizational Science at UNC Charlotte (editor of the *Journal of Business and Psychology*); **Dianna L. Stone**, PhD, professor of Management at the University of Texas at San Antonio (editor of the *Journal of Managerial Psychology*); and **Chockalingam Viswesvaran**, PhD, professor of Psychology at Florida International University (editor of the *International Journal of Selection and Assessment*).

Before proceeding, it is important to note that excessive delays for reviews are likely the exception rather than the norm. Nevertheless, authors do experience (or are currently experiencing) such delays, and hence, that is the purpose of this month's column. In addition, I'd like to make it clear that I asked the above editors to give their perspectives because they are the editors of journals that many I-O psychologists likely target, not because I (or anyone I know) is experiencing an excessive delay at their journal. Now, without further ado....

The Review Process

First and foremost, it might help to understand what the typical review process entails. Although the specific process will vary from one journal to the next, the general process is roughly the same for all. In general, the magic begins when an author submits a manuscript. For some journals, this will be done through an online portal whereas others may require e-mailing the manuscript to the editor or mailing hard copies of the article to the editorial office. Next, an initial examination of the manuscript is conducted to ensure everything is in order (e.g., data are original, there is no identifying information, the paper is appropriate for the journal). If something is wrong, the manuscript may be returned to the authors at this time as either a desk rejection or to remedy problems. If things are fine, though, the editor or an action editor will search for and assign reviewers. The number and background of reviewers will also depend on the journal, but they usually consist of two or three individuals who can serve as subject-matter experts for the topic covered or the methodology or statistical procedure employed. Next, the reviewers conduct their reviews and return them. The editor (or action editor) is notified, reviews everything, deliberates, and writes a letter rendering a decision, which is then sent to the author. Depending on the nature of the decision, the review process with the journal in question will either continue (as in the case of revise and resubmits) or discontinue (as in the case of a rejection), but in any case the manuscript is back in the authors' hands and the onus is on him or her to move forward.

When to Check In

The length of time that the steps above take can vary from one journal to the next, depending on the extent to which there is administrative help for the editorial staff and how much time reviewers are given to perform their duties. As such, many journal editors will let authors know when they should expect

to hear a decision. The general consensus of the panel members was to use this time period as your guide. As Dr. Rogelberg noted, "It is important to recognize that a magic number does not exist. Each journal in their author instructions should identify the review/decision window they aspire to. For *Journal of Business and Psychology*, we have a 90-day window (although we usually render decisions on average after 65 days). Once a journal passes their stated window, it is fair game for the author to contact the editor (but never before that window has been reached). If a journal does not have an explicit proposed review/decision window, I believe following up after 4 months is appropriate."

Dr. Stone echoed these sentiments, noting that, "[when to check in] depends on the journal, and its review policies and practices. At the *Journal of Managerial Psychology (JMP)*, we send all manuscripts out for review by two subject matter experts and give them 4 weeks to complete their reviews. As a result, the authors should expect a decision letter within 8 weeks or less."

Along the same lines, Dr. Kozlowski reports that *Journal of Applied Psychology* strives for a 6–7 week turnaround, noting that the average for 2010 was about 7 weeks (for over 930 new manuscripts and 356 revisions, or a total of 1,286 manuscripts). Nevertheless, there is going to be variability around the average. As such, he recommends that authors check the status of their manuscript on the online submission system if they are curious about the status of their paper. If it's still out for review at 10 weeks, he suggests contacting the manuscript coordinator to check. "Most of the time, we can inform the author what the situation is, but most of the time it's just a slow reviewer. For the most part, we are already trying to get the slow review in, so after one ping you should just be patient for a while before checking again."

Similarly, Dr. Morgeson noted that the goal at *Personnel Psychology* is to get authors feedback within 60 days, though generally they are able to get authors a decision in about 50 days. His view on the matter was that most good journals should be able to get feedback to authors within 60–90 days and that if you don't hear anything by 90–120 days, you should probably check in with the editor.

Finally, Dr. Viswesvaran agreed with the others, saying that *International Journal of Selection and Assessment* has a goal of getting authors decisions in 2–3 months but that 2 months is more typical. He noted that, ideally, authors should wait until the amount of time they were told it would take has lapsed (e.g., 3 months), but they can check in sooner if an extenuating circumstance arises.

How to Check In

The above feedback reveals that it is okay to check in on your manuscript after a certain amount of time, but how should an author check in? First, there is the issue of who to contact. Beyond the comments noted above to first check the online system (when available), there were a few other points made. The general view was that if there is an editorial administrator for the journal, you should contact him or her first. For example, Dr. Stone noted, "I

believe that authors should contact the editorial administrator of the journal if they do not hear from the editor or associate editor within a timely period (e.g., beyond the average review time of a journal). For example, they should contact Kay Wilkinson, the editorial administrator for *JMP*, if they do not hear from us after 90 days.” The reason for going through the administrator rather than the editor, she notes, is that “Most journal administrators monitor the review process and have the information readily available about a manuscript’s status. If an author contacts the editor directly, it just creates another step in the process because he or she will have to contact the journal administrator for the information.” That said, if there isn’t an administrator, or you’re in doubt, you should feel comfortable contacting the editor. Dr. Viswesvaran, for example, emphasized the point that, as the editor, he is always happy to respond to author inquiries regarding their manuscripts.

Second, there is certain information that should be included in the correspondence. For example, Dr. Morgeson noted that authors should note in their correspondence that they are inquiring about the status of their manuscript, provide the manuscript number and the date it was submitted, and ask when the editor thinks the decision letter will be sent. “I have found most editors are open about whether there have been any delays in the process. Hopefully the editor would give some advice about when they would expect the decision letter to be written.” Drs. Rogelberg and Viswesvaran also noted that any special circumstances regarding your request can be included in your correspondence, if they apply. For example, if you are needing a decision because you or one of the authors is preparing their file for tenure, or if you would like to know if you’ll have a decision in time to submit the manuscript to a call for special papers at another journal (if it is not accepted), you should feel comfortable including that information.

Third, there is some information that should not be included. For example, several editors noted that authors should know that an extended review time is unrelated to the decision about a manuscript and does not mean that it will be accepted. As such, comments about the manuscript needing to be accepted because the review process has taken so long (or some variation of this) should be avoided.

Finally, the tone of the correspondence was addressed. For example, Dr. Rogelberg noted that it is best to just keep it simple, empathetic, and direct, and Dr. Stone recommends that authors be very polite and respectful when requesting information on their manuscript’s status.

After Checking In, Then What?

Ideally, after checking in on a manuscript, the issue is easily resolved and a decision is rendered. However, it may be the case that the delay continues. What then? How long should the author wait before checking in again? And how often should an author check in without running the risk of being a nuisance?

Dr. Morgeson suggests that authors only check again if there is another lengthy delay (perhaps over 30 days past the new date/deadline given by the editor). In a similar vein, Dr. Rogelberg noted that following up in 1–2 month intervals is appropriate, and Dr. Stone recommends that authors continue to check on the status of their manuscripts in 1 month's time or less. According to Dr. Stone, "At *JMP*, one of the delays is that reviewers are often overloaded, and the journal administrator checks on the status of reviews after 4 weeks, 6 weeks, and so forth. If we do not receive a review within 6–8 weeks, we typically send the manuscript to another reviewer unless the first reviewer can promise to send it by a specific date. Of course that means some additional delay in the review process, but to ensure fairness, Emerald Publishing requires that all manuscripts submitted to *JMP* be reviewed by two subject-matter experts. If there are continued delays, we make the decision about the manuscript based on one review.

Thus, in general, it appears that authors should wait to check on their manuscripts again until the revised date has lapsed, if a revised date was given. If no date is given for a revision, they should feel comfortable with checking in again after 1–2 months. As Drs. Viswesvaran and Rogelberg noted, however, authors should feel comfortable with checking in on their manuscripts at any time without worrying about being a nuisance.

The Decision to Pull a Paper

Delays in the review process can be frustrating, sometimes to the point where authors feel that they perhaps should pull their papers from the review process of a particular journal. Authors may wonder whether this is the appropriate thing to do, not only from a sunken costs perspective but also from an ethical or professional obligation standpoint.

The editors' views on this were by and large that it is the author's decision and that pulling a paper from the review process is a rare, though difficult, decision. They note that there are numerous factors that authors should consider. For example, Dr. Rogelberg said it likely depends on available options and the urgency of getting the paper in print. Dr. Stone echoed these sentiments and added that authors should consider when they must have a decision prior to submitting it to a journal, noting that some journals in psychology have an average review time of 6 months or more. Along these lines, Drs. Stone and Viswesvaran urged authors to find out the average review time for a particular journal by looking in *Cabell's* (or a similar source) prior to submitting it. Authors can also contact the editorial administrator who can provide them with that information.

As an aside, authors should keep in mind potential ethical and professional issues when pulling a paper from the review process. That is, if the original timeline has not passed, is it (or should it be) considered okay to pull a paper, as this has essentially wasted reviewers' time? In addition, if a paper is pulled, is it (or should it be) okay to resubmit to the same journal from

which it was pulled? (Note that these questions are not addressed here, but things for authors and editors to consider.)

Minimizing Delays

With all of the steps that occur from the time an author submits a manuscript to when he or she receives the decision, it is no wonder that delays are apt to occasionally occur. But where do delays typically occur, and how can they be minimized?

Delays can occur in many places and from many sources. The first source of delays is the author. For example, if authors do not adhere to submission requirements, the paper may have to be sent back to the author to remedy problems before it can actually be sent on. Thus, authors can speed the review process along by ensuring their manuscripts are consistent with submission requirements. In addition, a delay can occur (or a desk rejection) if the manuscript's topic is unrelated to or only tangentially related to the goals of the journal. Dr. Stone suggests that authors review the goals of a journal, and read articles published in it, prior to submitting it for review. Finally, several editors noted that the review process takes longer when a paper is poorly written, has methodological flaws, or doesn't use appropriate analyses to test their hypotheses. Although it may seem counterintuitive, as one might think that a poor-quality submission would have a decision faster (i.e., rejection), if it is sent out for review it may actually take longer to review. The reason for this is that reviewers do their best to provide constructive and helpful feedback on each manuscript. Thus, as Dr. Stone noted, reviewers' comments are delayed "because the manuscript has a lot of problems, and some even try to find the relevant literature to help the author." Thus, to help speed up the process, authors should read journal editorial comments and ask colleagues to review manuscripts prior to submission.

Another source of delay is from the reviewers. These delays occur primarily in one of two ways. First, there can be a delay on accepting a review. That is, reviewers are typically sent an invitation to review. If, however, they do not respond to the request in a timely manner, a major delay can ensue, especially if the invitation is declined, thus prompting the need for additional invitations to go out. As Dr. Rogelberg noted, it is essential that reviewers respond quickly to invitation letters. The second delay on the part of reviewers is simply not submitting their reviews on time. Although the majority of reviewers are prompt, there are the occasional reviewers who do not complete their reviews on time, and according to Drs. Kozlowski and Morgeson, this is the most common place where delays in the review process occur. For many of the journals, however, there is a process in place to monitor late reviewers and to follow-up with them to ensure they complete their reviews in a timely manner. In some cases, when a reviewer has a history of being tardy, he or she may no longer receive requests to review. The editors all said that it is important to note that the work of reviewers is very much appreci-

ated. As Dr. Stone noted, “Manuscripts are often delayed because subject-matter experts are extremely busy or overloaded. Today, universities are demanding that professors and doctoral students publish more articles than ever before. As a result, the number of manuscript submissions are increasing steadily, but the number of subject-matter experts in an area may be quite limited. Thus, some experts are overloaded with reviews from a number of journals and need time to provide a thorough and fair review of a manuscript. In addition, the review process is voluntary, and editors are very dependent on the good will of reviewers. Editors do appreciate it when individuals volunteer to help with the review process.” In fact, Dr. Stone urges readers to contact her if they would like to review for *JMP*!

A final source of delays is the editorial staff. These delays can occur on the front end (e.g., taking too long to screen manuscripts, assign action editors, or contact reviewers) or the back end (e.g., taking too long to compile the reviews and write/send the decision letter). As Dr. Stone noted, “The number of submissions has increased in recent years, and new support systems (e.g., automated submission systems) need to be developed to streamline the review processes. Thus, I believe that editors and publishers can speed up the review process if they develop new systems to support it.”

Of course, playing the blame game won’t get us anywhere. As Dr. Rogelberg noted, “An editor can certainly be a cause of delays, but in many respects delays are a communal problem. The community must respond to invitations promptly and do their reviews in a timely manner. As for the authors, it is my untested theory that papers that are complete, well-written, and carefully constructed tend to experience less delays. I just believe reviewers are more likely to prioritize papers they believe demonstrate high levels of conscientiousness.”

Closing Thoughts

As I was writing this column and after speaking with the various editors, two things really struck me. First, as Dr. Kozlowski put it, “There is a lot of superstition and myths around the journal review process (much like tenure) because it is an important instrumentality, there isn’t a lot of control (once the manuscript is submitted), and it’s not entirely transparent.” My hope is that the input provided by Drs. Kozlowski, Morgeson, Rogelberg, Stone, and Viswesvaran has helped provide more transparency to the process and has helped alleviate some of the uncertainties that authors have about the process, particularly when it comes to delayed reviews.

The second thing that really hit me is that authors don’t have to feel helpless in the review process. Each of the editors that I contacted for this piece was extremely helpful in answering my questions and very reassuring that authors can and should be able to check in on their manuscripts if they have any concerns. It was a nice reminder of how I-O psychology really is a profession filled with very friendly, helpful colleagues.

Attention **SIOP** Scholars!

SWA Consulting Inc. ("SWA") is pleased to announce its new Scholar-in-Residence program. This program allows for research collaborations between SWA and Industrial/Organizational (I/O) Psychology scholars. SIOP member, Dr. Annette Towler, who is currently on sabbatical from DePaul University where she is an associate professor of Psychology, is the inaugural SWA Scholar for 2011. During her time at SWA, Dr. Towler will collaborate with SWA researchers to publish research in the areas of training evaluation and effectiveness, which aligns with SWA's research interests and practice. For those interested, please look for future announcements and openings regarding the Scholar-in-Residence program.

What is **SWA**?

SWA is an applied research and consulting firm based in Raleigh, NC. SWA applies the principles, research, and methods of I/O psychology to provide analytics and evidence-based solutions for clients. SWA is led by SIOP members, Dr. Eric A. Surface and Dr. Stephen J. Ward. SWA has practice areas in learning, work analysis, assessment, and analytics. SWA team members have been published in peer-reviewed journals, such as *Journal of Applied Psychology* and *Organizational Research Methods*, and presented at numerous conferences including SIOP. SWA employs over 20 I/O professionals and is committed to the scientist-practitioner model of integrating science and practice.

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Joan Brannick
Brannick HR Connections

Much of our work, as I-O practitioners, involves influencing others. Whether presenting a proposal for implementing a new preemployment testing program, working with individuals and teams to improve organizational performance, or making recommendations to executives for achieving talent management goals and objectives, these activities and more involve influencing others. Because the ability to influence plays such an important role in practitioners' work, I asked some SIOP members who have a strong track record of influencing others about lessons learned, strategies used, and resources they have found helpful in their efforts to influence others more effectively. Many thanks to **Cristina Banks, Judy Blanton, Mort McPhail, Karen Paul, David Peterson, Doug Reynolds, Nancy Tippins, and Suzanne Tsacoumis** for sharing their thoughts and experience related to influencing others. This article provides respondents' individual answers to three questions:

1. What's the most important lesson you've learned about how to influence others most effectively?
2. What's one strategy that you routinely use to influence others more effectively?
3. What are 1–2 resources (e.g., books, Web sites, blogs, etc.) that you have found helpful in your efforts to influence others more effectively?

In reviewing the answers to these questions, I was reminded of the following important points related to my own ability to influence others more effectively:

1. I am always influencing others. Early on in my career, I thought that I was only influencing others when I was recommending or trying to sell something such as an idea, a recommendation, a project, and so on. Over the years, I've come to realize that what I think, say, and do affects my ability to influence others regardless of the situation or the people with which I am dealing.
2. Influencing others is a two-way process. In reviewing the answers to the questions, several people noted listening as a critical skill that affects one's ability to effectively influence others. Listening to those I want to influence helps me better understand them. Understanding others is as important, if not more so, than understanding myself. Understanding others' behaviors, motives, and values significantly affects my ability to influence others effectively.
3. Effective influencing is about arriving at a solution that is best for the specific situation and people involved. It is not about winning or having others go along or approve my recommendations. Although I need to share my

recommendations or what I think is best given the situation, I need to also be open to others' views and willing to adjust my thinking about what is best based on others' knowledge and experience. I am more effective at influencing others when I am open to others' knowledge, experience, and opinions. I am less effective at influencing others when I am overly focused on a specific perspective or outcome.

Use the following information, as I did, to identify your own key points about influencing others. Some of your points may be reminders of things you already know. Other points may be new to you. Either way, I am certain that you will find the following information helpful in your efforts to influence others more effectively.

Questions and Answers

1. What's the most important lesson you've learned about how to influence others most effectively?

- a. The most important way to influence others is to start with what the common goal or objective is—if you can agree there, then you can get agreement on what is the best course to achieve that outcome. You can also take the opportunity to show how doing it another way will not result in achieving the goal or objective.
- b. There are a number of methods to enhance persuasion including establishing credibility (experience, relationships, being perceived as not just in it for one's self), clarifying WINFM (what's in it for me), connecting emotionally as well as rationally, persistence, and so on. The major lesson I have learned is the need for my own openness to change and compromise. Listening deeply to the point of view of the other person is basic. The other person's point of view needs to be acknowledged and "heard." And, when you *really* listen, you are likely to alter your own perspective and incorporate some of the other's viewpoint into your own. Influence is not a one-way process, and the idea for change inevitably becomes better with deep listening to the other side.
- c. This would depend on the context. If the issue is factual, then the most important lesson is to be sure you do your homework and have all your facts straight. There is nothing worse than not being able to answer a question you should know about or putting your foot in your mouth by saying something that is just plain wrong. On the other hand, if the issue is judgmental, the most important lesson is that you must establish your credibility one brick at a time. Senior leaders are not going to just defer to your advanced education (no matter how hard you worked at it) or your publication record (mostly in places they've never heard of). Honesty is a central component, including being willing to admit when you don't know things (not just being

unprepared but really, really don't have an answer) and to give advice that may not be in your best interest (such as, "you know, the real expert in this area is Dr. X and maybe we should talk with him" or "no, I can't guarantee that this test will have no adverse impact").

- d. Patience: Hard to influence anyone if I am in a hurry or trying to over-sell/pushing; listening: Figure out what they are trying to accomplish, what is their objective...how can what I think should happen further what they are trying to do or how a different direction (mine) can get them to their goal; and relationships: Influencing is all about relationship management...sometimes you need others to help you influence, if you are trying to influence people not to do something.
 - e. Defining influence not as getting others to do what you want but as finding the solution to all sets of needs so it allows a true win/win. The more you are going to have to work with the person again, the more important it is to invest in finding the win/win, so you build a level of trust that will make further work together more effective.
 - f. Perhaps the most important single lesson has been the fact that expertise is of very limited value as a basis for influence in our field. Unless you are testifying in court or working in a very narrow technical arena, the reliance on expertise as the rationale for why others should pay attention to what you have to say is going to limit your ability to influence. This is a hard lesson for some to learn; for many of us, we spend many years developing some command over the field, and then we are anxious to put our expertise to work. Then when you attempt to assert these skills and knowledge as a basis for influence, you find that you are pushing on a rope. To be sure, there is a time and a place for applying the expert model, but these situations become more infrequent as your influence targets gain stature in organizations. Of course, expertise is critical for success in our field; it's just not a great basis for influence.
 - g. The most important lesson I've learned is to listen carefully to what the person is saying and ensure that you understand his/her needs.
 - h. Listen. It is critical to really listen to the other person's needs, wants, goals, constraints, issues, and so on. With that knowledge, one can then search for how the position they are advocating can be advantageous for the other person or the organization as a whole. I have learned that it is important to frame my position in terms of, and in light of, the other person's perspective. I try to present my position in a way that others can not only relate to, but can see how it may be beneficial to them, their mission, or the organization as a whole.
2. What's one strategy that you routinely use to influence others more effectively?
- a. There are multiple methods for influencing others. Two of these work best for people claiming to be experts. The first is persuasion, which

works when you are an expert at something and the other party is in need of expert advice. (These conditions have to be present in order to work.) The influence comes from presenting the information that the other party needs and, thus, is swayed to follow the advice/action in order to do the right thing. The second way is to increase the other party's desire to be influenced by how you frame the problem. In other words, you reframe the problem as one where there is a value or intrinsic motivator involved, and by acting in a certain manner, the other party will achieve something that he/she values or will reinforce an internal value or motivator. For example, giving money to charity. You give money to charity because you want to do a good thing or you want to feel good about doing something for others. The action is unrelated to the value, to a certain extent, and it is the other party's desire to feel good about what they are doing that drives the behavior. Other examples of motivators or values are "helping the team win," "performing at one's highest levels," "doing something good for others," "doing the right thing," or "beating the competition."

- b. Any strategy to influence must include clarifying what is in it for the person who is asked to change their point of view or behavior. (*Sure, it helps management save money, but how can it benefit me?*) This also requires some transparency about what is in it for other constituencies. (*It just breeds cynicism if you pretend that this isn't driven by cost issues.*) The value or benefit of the change needs to be considered both rationally and emotionally. Loss needs to be acknowledged and, perhaps, mourned before moving on.
- c. LISTEN, LISTEN, LISTEN, talk, LISTEN, LISTEN, LISTEN. In order to influence decision makers, you must first understand their vision, concerns, current level of knowledge about the issue, the decisions that they have already made, their biases, and their level of interest. I'm always amazed at what a good reputation you can get as a conversationalist (or a consultant) by not saying anything. It's also one of the hardest things in the world to do. After all, we're the "experts" aren't we?
- d. Repetition....sometimes if you just keep repeating a good idea to enough and the same people you can make stuff happen; everyone eventually believes it.
- e. It's essential to keep yourself from getting locked into a particular solution (whatever your own view is of the right solution) but to go in with a clear understanding of your underlying needs, a genuine curiosity and commitment to understanding the other person's needs, and a willingness to explore alternative solutions that might work better for both parties.

- f. Having one strategy that you use routinely doesn't sound like a good idea to me. However, if I could rephrase the question, I'd say that the most important skill that should be used for influence is listening. It is critical to listen carefully to fully understand those you need to influence; understanding your target's goals, needs, motives, and so forth then informs your influence strategy. By developing this understanding, it is then possible to work toward a common goal. Of course, that approach assumes some common ground between yourself and your influence target. If there is no common ground, well, then a different type of influence strategy would be required, but without careful listening, you won't know the approach to take.
 - g. The strategy that I probably use most often is to state my perception of the need, the proposed solution, and the relationship between the two.
 - h. Well, I'm going to go back to the art of active listening and presenting my position given what I've learned about the other person's perspective. This, of course, assumes that you are fully knowledgeable about the position you are taking and the likely advantages of pursuing your recommended course of action. In addition, I try to think through the various constraints, barriers, and potential disadvantages prior to making my case and then come armed with ways to address all the likely issues.
3. What are 1–2 resources (e.g., books, Web site, blogs, etc.) that you have found helpful in your efforts to influence others more effectively? These resources can include, but are not limited to, information about specific strategies to influence and persuade others as well as making presentations more compelling in terms of both content and format.

Some people recommended specific resources while others shared some additional thoughts related to this question. This section presents the additional perspectives that some respondents shared followed by a compilation of resources that the respondents and I have found helpful with respect to learning more about influencing others.

- a. This was a tough one. Over the years, I've read several pieces about how to create presentations with impact, but I would be at a loss to give you citations. I guess if I had to offer one piece of advice it would be to pay close attention to the kind of presentation materials your client uses. For example, I have one client whose culture is that everything is put into PowerPoint decks; there really isn't any other documentation (reports, memos, etc.), so the slides are dense and there are many of them. The culture is that you always supply the deck in advance of the meeting as a "read ahead," and you would never show up at a meeting without copies to hand out. Every meeting has a deck, even if it is a telephone conference or is composed of only three people. On the other hand, I have a client whose CEO has forbidden the use of PowerPoint because he thinks that people were spending too much time messing around with it to make the slides fancy and not

enough time thinking about the topic. However, I have found over the years as I've moved from hand-printed flip charts to PowerPoint, that despite my personal distaste for fancy graphics, more and more managers want things distilled down to a picture or a three-bullet slide. Moreover, although it is clearly possible to go too far, the expectation has become one of increasing professionalism in the development of presentations. Sometimes the "medium is the message."

- b. Sales training resources have provided some good perspective on this topic. To return to my first point, if expertise does not provide a good basis for influence, using techniques that repackage expertise in slicker ways will still have limited value. Sales professionals often have to persuade and influence without relying on lots of subject-matter expertise. There are good resources for training sales professionals in these skills; *SPIN Selling* (Rackham, 1988) is one example of the sort of approach I'm describing. To be clear, I'm not advocating that organizational psychologists need to become sales people; rather, the suggestion is to learn about how other professions influence when the "I'm the expert, listen to me" approach is not effective.
- c. Please see below for resources pertaining to Question 3.

Block, P. (1999) *Flawless consulting: A guide to getting your expertise used*. New York: Jossey-Bass/Pfeiffer. See www.designedlearning.com for more info.

Cialdini, R. B. (2008). *Influence: Science and practice* (5th ed.). New York: Prentice Hall. See www.influenceatwork.com for more info.

Cogner, J. (1998). The necessary art of persuasion. *Harvard Business Review*, 76, 84.

Cohen, A. R., & Bradford, D. L. (2005). *Influence without authority* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc. See www.influencewithoutauthority.com for more info.

Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. New York: Wiley. See www.duarte.com for more info.

Fisher, R., & Ury, W. (1983) *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin.

Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2009). *Yes: 50 scientifically proven ways to be persuasive*. New York, NY: Free Press. See www.influenceatwork.com for more info.

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others don't*. New York, NY: Random House. See www.heathbrothers.com for more info.

Heath, C., & Heath, D. (2010). *Switch: How to change things when change is hard*. New York, NY: Random House. See www.heathbrothers.com for more info.

Helsing, J., Sokol, M., & Peterson, D. B. (2008). *Impact without authority: What successful people know*. Minneapolis, MN: PDI. See the store section of www.personneldecisions.com for more info.

Pfeffer, J. (2010). *Power: Why some people have it and others don't*. New York, NY: Harper Collins. See www.jeffreypfeffer.com for more info.

Rackham, N. (1988). *SPIN selling*. New York, NY: McGraw-Hill.

Reynolds, G. (2008). *Presentation zen: Simple ideas on presentation design and delivery*. New York, NY: New Riders Press. See www.presentationzen.com for more info.

Shell, R., & Moussa, M. (2007). *The art of woo: Using strategic persuasion to sell your ideas*. New York, NY: Portfolio. See www.theartofwoo.com for more info.

Ury, W. (1991). *Getting past no: Negotiating with difficult people*. New York, NY: Bantam Books. See www.williamury.com for more info.

For more information about influencing others, the 2011 SIOP conference has several programs on this topic. Two examples are the Saturday Theme Track on using data to influence organizational decisions and strategy and the closing plenary session with Robert Cialdini, author of *Influence: Science and Practice* and co-author of *Yes: 50 Scientifically Proven Ways to Influence*. Check out the SIOP conference program for more information about these programs and others related to influencing others.

Practitioner-Related Updates

Please note the following important information about other practitioner-related matters occurring between now and the end of June.

The practitioner speed-mentoring event will occur at the SIOP conference on Friday, April 15, from 5–6 PM. More information about this event will be provided via e-mail, the SIOP Web site, or the SIOP Exchange.

Nominations for 2012 SIOP Awards (including the Distinguished Professional Contributions Award and the Distinguished Early Career Contributions Award: Science and Practice) are due no later than **June 30, 2011**. For more information, check out information about SIOP awards in this issue of *TIP* or go to <http://www.siop.org/siopawards/>.

Thanks again to Cristina Banks, Judy Blanton, Mort McPhail, Karen Paul, David Peterson, Doug Reynolds, Nancy Tippins, and Suzanne Tsacoumis for sharing their experience and insights about influencing others. If you have ideas or suggestions for topics for future **Practitioners' Forum** columns, e-mail me at joan@brannickhr.com.

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PRACTICE PERSPECTIVES



The Future of I-O Psychology Practice, Part 3: What Should SIOP Do?

Rob Silzer

**HR Assessment and Development Inc.
Baruch College, City University of New York**

Rich Cober

Marriott International

There has been a good deal of discussion of the last few years about how SIOP can support the needs of practice and practitioners in industrial-organizational psychology. We were interested in identifying the future directions of I-O practice and discussing what practitioners and SIOP could do to support and advance I-O practice in the future.

A brief survey on the “Future of I-O Psychology Practice” was completed by 50 leading I-O practitioners, including 20 SIOP Fellows during 2010.* This article is an extension of previous *TIP* articles discussing survey results (Silzer & Cober, 2010; 2011).

Here we focus on responses to the third survey question: Based on your own experience and insight, and thinking ahead to the next 10–20 years of I-O psychology practice: *What are three steps that SIOP could take to facilitate I-O practice in the future?*

We received 135 suggestions (an average of 2.7 comments per respondent), and we sorted them into 19 categories emerging from the data (see Table 1). The top four response categories for this question account for 54 % of the responses.

Below we briefly discuss the responses in each category. To fully appreciate the suggestions made in each category we urge you to read the rich set of actual survey responses found in Appendix 1. It should be noted SIOP is taking some steps to improve support for practitioners, such as exploring ways to provide greater access to I-O knowledge and research.

* The survey was sent to a diverse sample of 80 I-O practitioners (1Qtr, 2010). 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?”

This survey was an extension of the SIOP Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008).

Table 1

What Are Three Steps That SIOP Could Take to Facilitate I-O Practice in the Future?

Response categories	# of responses
1. Expand practitioner opportunities and forums	32
• Provide additional practitioner forums, etc.	
• Encourage practitioner presentations and publications	
• Build professional connections, communications, and sharing	
2. Promote and increase the visibility of I-O psychology	17
3. Change graduate training and professional development	14
• Include practice proficiencies in graduate programs	
• Promote practitioner development	
4. Better understand and support practitioner needs and interests	10
5. Better define ourselves and our field	8
6. Connect with other professional groups	8
7. Promote greater understanding of business	7
8. Bridge science and practice	6
9. Help practitioners get licensed/certified	5
10. Provide access to research and state of field	5
11. Encourage practice-oriented research	5
12. Attract and engage students and talent	4
Additional suggestions:	
13. Restructure SIOP	3
14. Better support and award practice	3
15. Focus on relevance to end users	2
16. Promote specific issue	2
17. Influence regulations and standards	2
18. Broaden our professional field	1
19. Advance the scientific core of practice	1

Response Categories

1. Expand and Improve Practitioner Opportunities and Forums

Survey respondents made many suggestions on ways that SIOP should provide more opportunities for practitioners to interact, learn, present, share, collaborate, and communicate. The key themes are:

- Provide additional practitioner forums, discussion groups, webinars, regional workshops that are high quality and relevant
- Provide more opportunities for practitioners to publish and contribute to the field
- Build practitioner connections, collaborations, exchanges, and communities

2. Promote and Increase the Visibility of I-O Psychology

For many years now practitioners have been advocating for greater visibility of I-O psychology in the marketplace and to clients and end users. Although a few preliminary discussions have occurred there is much more to do. Respondents proposed a range of suggestions such as:

- Develop a clear strategy for increasing visibility and then pursue a dynamic public relations effort to get it done.

- Have SIOP members identify themselves as I-O psychologists in the marketplace
- Communicate to and educate the business community using a range of media outlets

3. Change Graduate Training and Professional Development

For at least 10 years, several practice areas, such as individual assessment, have been listed by SIOP as “areas of competence” in I-O psychology but are rarely taught in I-O doctoral programs. The available research in these areas needs to be actively complemented by greater focus on practice knowledge and proficiencies. Respondents suggested putting more emphasis on building practitioner proficiency in graduate programs and professional development. Key themes are:

- Teach practice proficiencies and include strong internships in graduate programs
- Provide a better understanding of business in graduate programs
- Offer more opportunities for continuing education, mentoring, and professional development

4. Better Understand and Support Practitioner Needs and Interests

Respondents encouraged SIOP to seek input and feedback from practitioners and to better understand their needs and interests. There also was clear interest in SIOP conducting a study on what practitioners do, what are their interests and needs, what differentiates distinguished practitioners, and why practitioners leave SIOP. Key themes are:

- Conduct a survey of practitioners to find out what they do, their professional needs, what distinguishes outstanding practitioners, and why practitioners leave; and then take action on the results
- Make an effort to understand and fulfill the needs of different SIOP subgroups

5. Better Define I-O Practice and Our Field

The practitioner respondents suggested that SIOP initiate an effort to define I-O practice and outline guidelines for effective practice. Key suggestions are:

- Develop guidelines and standards for effective I-O practice, and build more rigorous practice models
- Better understand and describe the future trends and market for I-O practice

6. Connect With Other Professional Groups

Over the years SIOP is seen as somewhat insular from other psychologists and professional groups. Respondents suggested that SIOP establish stronger connections with other professional groups. Suggestions focused on:

- Build closer ties to HR professionals and organizations

- Look for opportunities to co-sponsor and partner on events with other professional organizations such as Division 13 and SHRM

7. Promote Greater Understanding of Business

Over the years practitioners have seen the value of understanding business in order to be effective working with and in business organizations. Respondents see a role for SIOP in providing workshops and forums for learning more about business. Key suggestions are:

- Provide training sessions and workshops to help members better understand business functions and processes
- Focus more on understanding the needs and issues of our business clients

8. Bridge Practice and Science

Respondents expressed a desire for SIOP to do a better job connecting practitioners and researchers. This has been an ongoing issue in our field for many years now. The key suggestions are:

- Find ways to more effectively connect practitioners with researchers/academics
- Create opportunities for practitioners and researchers to spend time in each other's world

9. Help Practitioners Get Licensed/Certified

The issues of licensure and certification have been particularly contentious in the last few years. Respondents urged that SIOP provide more support for those members who want to get licensed and also take a stronger stand in support of licensure/certification. The key suggestions are:

- Provide support and tutorials for those members who want to get licensed
- Take a stronger stand on encouraging licensure for members

10. Provide Access to Research and State of Field

A common complaint by I-O academics is that practitioners are not sufficiently familiar with the research literature. But they forget that practitioners do not have the same access to the literature that academics have. Respondents suggest that SIOP should organize a system that provides better access for practitioners to the published literature. Suggestions include:

- Develop a reference search process that gives better access to published literature
- Provide summaries of research on current practice topics

11. Encourage Practice-Oriented Research

Many practitioners are surprised at the paucity of research that is relevant to their current practice areas. Respondents suggest SIOP look for ways to bridge these major gaps in our knowledge base:

- Develop and pursue a practice-relevant research agenda for the profes-

sion, perhaps even sponsor major global studies

- Identify members' organizations that have large data sets that can be made available to others

12. Attract and Engage Students and Talent

- Respondent suggestions include attract and engage more talented students to the field both at the undergraduate and graduate levels

Additional Suggestions

There were other additional suggestions that fell into distinct response categories. The key suggestions are:

- Restructure SIOP governance to make sure that all subgroups, not just academics, are adequately represented in SIOP decisions
- Take action to make sure that practice is equally recognized and rewarded in SIOP
- Ensure the relevance and usefulness of our work to clients and end users
- Focus on specific current issues of workforce analytics and change management
- Proactively influence regulations and standards related to our field
- Broaden out field and find connections with other related disciplines
- Promote the continued advancement of science that underlies our practice

Conclusions

These suggestions by leading I-O practitioners underscore the need for SIOP to continue to address both practitioner and researcher professional needs. There are many useful suggestions here that would clearly help practitioners and the field of I-O psychology. From a broader organizational perspective, we hope that SIOP puts in place and accomplishes an action plan that includes many of these suggestions. Some suggestions, like the need for better access to research, are currently being considered and pursued by the Professional Practice Committee. The future for the field of I-O psychology and the future careers of SIOP members depend on making progress in these areas.

We believe it is critical to be proactive and actively shape the future of I-O psychology.

References

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Appendix 1

Responses to Question:

“What Can SIOP Do to Facilitate the Future of I-O Practice?”

1. Expand practitioner opportunities and forums

Provide additional practitioner forums and so forth

- Continue and expand practitioner forums for solution sharing (SIOP conference, fall consortium, online).
- Continue to make the Leading Edge consortium relevant to current practice issues.
- The new SIOP journal is very helpful and a very digestible read, even though it is hard to find the time to contribute.
- Support less formal discussion groups around various topics.
- Continue to have a good balance of academic and practice presentations at conferences.
- Sponsor webinars on hot or critical topics (e.g., *Ricci* case).
- Offer 2-day regional workshops on areas of special interest to practitioners (e.g., individual assessment, executive coaching, succession management).
- Deliver webinars to I-O practitioners that bring them research information they can readily apply to their work.
- The Leading Edge Consortium is a huge step in the right direction, but it has to be consistently super-high quality, informative, practical, and leave people better equipped/informed than when they got there. Two years ago, the sessions were very mixed. Also sessions at the main SIOP conference could also be improved.
- Develop more reach locally; there is enormous potential. Take a look at how to get involved with the local I-O organizations; many are not NEARLY meeting their potential. With SIOP involvement there could be much more impact. The SIOP conference is so big it can be very impersonal and intimidating. How can SIOP mean something to the folks that are not at the top of the SIOP org structure, and have more impact on its everyday constituents?
- Loosen the criteria for presentations at the annual conference to allow for less scientific/quantitative presentations.
- Make the annual conference more international.
- Fall consortium meeting is good idea—make sure topic is sufficiently mainstream.
- Consider webinars from leading practitioner experts.
- Expand international focus; e.g., help build I-O programs in the developing world; expand relationships with organizational and work psychology groups in other parts of the world; translate SIOP publications and journals into other languages.
- Start interdisciplinary topical tracks at or apart from the annual conference (e.g., I-O psychology and changing nature of health care; I-O psy-

chology for small business); invite speakers from different walks of life and different areas of practice. Evolution of service science is an excellent example of an interdisciplinary focus that encompasses psychology, HRM, IT, operations, and organizational design.

Encourage practitioner presentations and publications

- Encourage joint presentations and publication (e.g., in *IOP*) by researchers and practitioners for the improved value of the content.
- Provide practitioners opportunities to publish and contribute to the field, points that weigh heavily in fellowship evaluations.
- Make it easier for practitioners to publish; it is hard (but not impossible) to be a good practitioner and also stay current with all the academic research you need to quote in order to get published.
- Start another publication (not a book series or formal journal) that does more translating of new research into practice-related applications with a circulation that could reach beyond just SIOP members. Perhaps more of a pop I-O psychology publication (e.g., monthly or quarterly) that distills the best research and practice ideas for a more general HR audience. Something that could compete with *Training & Development*, *Talent Management*, *HR Magazine*, *Workforce Management*, or *Chief Learning Officer*. Those pubs are sitting on desks in corporate offices—I-O journals for the most part are not.

Build professional connections, communications, and sharing

- Help pair practitioners and researchers together to advance evidence-based practice in areas of greatest need.
- Provide information/tool sharing/resources for those willing to share. Unfortunately, competitive advantage concerns interfere with best intentions here, but having the forum is important.
- Develop programs that share knowledge, research, practices.
- Provide forums for dissemination of effective practices.
- Develop an idea exchange process to foster sharing of best practices.
- Hold more “teaching” or collaborative discussions led by the Society’s leading practice experts at SIOP conference to share knowledge and skills with other current or aspiring practitioners. Hold “professor-like” sessions on key practice approaches that would lift the skill levels of practitioners in each topic area. (Stop hoarding knowledge and expertise, and stop marketing practices.)
- Facilitate information sharing regarding contributions being made by using the expertise of the local I-O professionals.
- Study the feasibility of creating “communities of practice” and global networks within SIOP.
- Explore the new technologies (including social networking) that are out there and that corporations are using to communicate with employees. For example, Microsoft has used a social networking technology to facilitate knowledge sharing among employees.

- Build a global network of practitioners and encourage collaboration.
- Increase efforts to connect with the international community.
- Continue to evolve the conference forums in ways that foster sustained engagement and dialogue, some of which extend over multiple conferences. LinkedIn discussion groups and other media could be leveraged to foster more of a learning community over time. The evolving practice wiki could also be a source for output for these topical communities.

2. Promote and increase the visibility of I-O psychology

- Develop a strategy to provide a “stream of news” regarding I-O contributions to individual and organizational effectiveness. Send the “stream” to media sources such as the *WSJ*, *Business Week*, etc., as well as ALL top executives (not just HR) in as many organizations as possible.
- Continue to build the visibility and brand of the field and the profession.
- Align our volunteer resources to advocate for and champion organizational psychology in situations where we can have an impact.
- Step up visibility efforts. View visibility from the perspective of how it helps others rather than how SIOP practitioners gain more visibility. Does SIOP benefit from increased visibility? Absolutely. Do practitioners benefit from increased visibility? Absolutely. But, the driving force for visibility needs to be focused on others and educating them/informing them of the value we bring to organizations. SIOP needs to do whatever it can to help all SIOP members understand how everyone (academics and practitioners alike) benefits from making I-O psychology more visible.
- Increase promotion of practitioner activities and how these are moving our discipline forward (e.g., cutting-edge work should be included in each *TIP* issue).
- Increase visibility of SIOP in the general press and encourage non-I-Os to become involved (e.g., pull in members of SHRM).
- Clarify how I-O practice is unique and important, and then educate the business community. Clarify the value of having a distinct psychological perspective and how this differentiates us from other disciplines. Help us “tell the story” rather than merely think that sharing methodologically sophisticated data and “facts” is sufficient to persuade others of the value of our work.
- Keep raising the profile of I-O in the larger world.
- Keep SIOP visible.
- Turbocharge our PR efforts. I believe this has been hampered by our reluctance and/or inability to define ourselves and our expertise). But we need to make news—not follow it in a time where unprecedented changes are transforming the function and relationship of people at work.
- Emphasize the role of SIOP and members in selling our science in layman terms.

- Especially during the difficult economic times, keep our public relations efforts vital as organizations may tend to delay or forget the longer term value we provide.
- Become more skilled at explaining research (and science) to practitioners and clients.
- Ask every SIOP member, especially the famous ones, to identify themselves as an I-O in any external presentation. Reach out to practitioners that are in organizations but no longer active in SIOP.
- Actively participate in forums such as Corporate Executive Board and similar places where senior leaders come to learn from each other.
- Expand channels for communicating the value and utility of I-O research; expand use of Web technology; more visibility in business forums globally.
- Gain better visibility with key stakeholders (business leaders, HR, academia, students, and the general public).

3. Change graduate training and professional development

Include practice proficiencies in graduate programs

- Facilitate a focused examination of the manner in which PhD and master's level I-O graduate programs incorporate practice proficiency as an academic objective. This effort would require a joint effort by senior practitioners and senior chairs of I-O PhD/master's programs. (Academics tend to interpret these issues as research issues and that more research should be directed at practice questions.) Although SIOP is increasingly supportive of the practice interests/skills of I-Os (a good thing), those improvements appear to be happening independent of the typical academic program that trains I-Os as researchers. I'm not naïve about this suggestion. This discussion about practice proficiency as an academic objective brings many flash points into play such as licensure, internship requirements, APA certification/approval, and I-O-oriented versions of a PsyD. This would be feasible only if participants understood that the types of ideas to be considered would not require resolution of these BIG DAMN DEAL professional issues. That's too big of a chunk to bite off.
- Influence graduate programs to include more training in the actual practice of I-O psychology, and encourage the development of strong internship programs. This would be important for researchers as well as practitioners, so research will be relevant and deal with the complexities of practice. In the internships, it would be great to have more focus on role modeling where faculty and students can work together on projects rather than just a focus on the administrative details of internships such as the number of hours per week. We should encourage training that helps students understand how to persuade, influence, and create partnering relationships with clients; to work as part of teams; and to understand the larger business context of issues.

- Suggest changes to I-O program curricula so that graduate students become more highly skilled and fluent in the language of business (increase our business and financial acumen). If I were back in grad school now, I would definitely go get my MBA simultaneously with my PhD. We need people coming out of grad school who truly understand what the typical line leader thinks about, worries about, what factors go into his/her decision making, etc.
- Make sure that we look like we understand business. We really need to start teaching some basic business to our graduate students. We don't have the time to teach them everything they need to know when they do internships.
- Involve HR practitioners in development of I-O courses/curriculum.
- Have a business school component to the education program (particularly org strategy and change management).
- Ensure that we maintain high standards in graduate education (not necessarily accreditation of I-O programs but in some way to highlight which ones are NOT adequate. Did anyone notice that University of Phoenix now offers a PhD in I-O?)

Promote practitioner development

- Promote the development of well-rounded practitioners who understand how organizations work in the real world.
- Facilitate internships focused on evidence-based practice in addition to academically oriented research in organizations.
- Offer continuing education and workshops.
- We probably need more mentoring; perhaps have special interest groups with periodic conference calls. Less experienced people or even graduate students could be part of the call, along with more experienced people. We could talk about the challenges that we were facing, what worked, and what didn't work.
- Offer internships on SIOP committees for new practitioners.
- Take a more active, even aggressive position on continuing education. Make forums for SIOPers to learn and stay up to date on the field.
- Provide continuing education related to skills for effective practice.

4. Better understand and support practitioner needs and interests

- Continue periodic surveys to understand and track key issues facing practitioners.
- Provide best practices, guidelines, or statement regarding what effective I-O practice looks like. How does it differ from effective HR practice?
- Survey practitioners who have left SIOP and find out why. My perception is we lose practitioners at a much higher rate than we lose academicians.
- Conduct a study of which practitioners (in this decade) have made a difference and how they were able to do it.
- What is meant by "facilitate I-O practice"? Does I-O practice need facilitating?

- Continue to recognize the needs of those who work in nonacademic organizations even as they continue to support academics who are preparing our future employees.
- Continue to seek and support practitioners' feedback on what they need and want. SIOP has, in recent years, taken some significant steps in this area but much more needs to be done.
- I-O practice has changed and is changing as we speak. Understanding who practitioners are, what they do, what they don't do, and how they do what they do are just some of the things that SIOP needs to understand if it is going to serve the profession and SIOP practitioners well moving forward. This information serves many important purposes that include:
 - (a) Enhancing the visibility of SIOP and I-O practitioners by providing critical information that we need to communicate more effectively with others about who we are, what we do, and how we differ from others who have similar expertise, experience, services, and/or products.
 - (b) Allowing SIOP to better identify practitioner needs and create conference programs and other resources to support those needs more effectively.
 - (c) Allowing SIOP to use its financial and other resources more effectively so that resources are allocated to those areas that practitioners most need and want.
 - (d) Helping I-O practitioners better understand the profession as a whole: what does the profession look like now, what aspects of the profession are decreasing in terms of activity, and what are the new/emerging areas of practice. This information would benefit not only practitioners but academics as well in terms of providing valuable data to inform decisions about research and graduate training.
 - (e) Helping to address issues that have plagued SIOP for years around licensure and/or certification. Knowing what practitioners do is the first step in any kind of resolution to the licensure issue.
- Make an effort to understand the needs of different member groups—practitioners and educators and how they differ from the dominating academic/research group view. Put together a real action plan to address their needs and interests.
- Take more seriously the fairly blatant signs of the emerging divergence of I-O subgroups. Call a Boulder conference-like summit with full representation of all subgroups to address the divergence in the field head-on and pursue a unifying action plan.

5. Better define I-O practice and our field

- Define ourselves, beyond simple principles. Who are we? What do we do? Are we one? Do we need to be? How will we “recognize” experts in specific, diverse arenas?
- Learn what professional practice IS. It is not simply applying I-O research.

- Build out more rigorous practice models that clarify and distinguish what works and what does not work with organization and individual development.
- Develop and publish guidelines for effective practice.
- Ensure that SIOP continues to walk the research/practice line—BOTH are critical to our success
- Create and protect standards for our approaches/practices.
- Quantify the size of the prize to get people to mobilize around a common set of activities that advertise the unique value of the field. What percent of the market share do I-O psychologists have in the work done in our major areas of expertise?
- Initiate scenario planning to stimulate dialogue and educational directions and create a discussion forum, and engage a futurist to increase our focus on likely trends of next 20 years so we can begin to build more adaptive ways of envisioning practice of I-O. We might start with a SIOP workshop on distilling future trends.

6. Connect with other professional groups

- Continue outreach/influencing/partnering efforts with “friendly” non-I-O professional practice organizations (e.g., SHRM).
- Find ways to capitalize on the SHRM link to the benefit of practitioners and provide some new exposures.
- Strengthen the linkage with international I-O organizations.
- Build a closer tie to human resource practitioners.
- Look for more opportunities to cosponsor events, awards, etc, with practitioner-oriented organizations like SHRM, PTC, etc. Figure out how to become more effective with regard to legislative lobbying in U.S. with international standard agencies to ensure the voice of the profession, if one can be articulated, can be represented.
- Collaborate with business schools and authors who are writing books that executives read.
- Link I-O practitioners with business leaders in presentations in business conferences (vs. HR & I-O conferences) to broaden perspective of others.
- Look at feasibility of selected joint initiatives with Division 13, Consulting Psychology.

7. Promote greater understanding of business

- The academic and professional grounding of SIOP members is a core strength, but there is little emphasis or understanding of the need to complement this with an equally important business grounding. The people I benchmark off of or continue to stay close to in my career are all like me...they have very little to do with SIOP any longer; they’ve taken what they needed (concepts, appreciation for science and sound methodology, and so forth) and moved on. I had hoped at one point in my career that

SIOP would be more than a launching pad (a great launching pad!) and would continue to grow and be relevant. This hasn't been the case. So my view is to make SIOP much, much more relevant to business leaders.

- Increase the emphasis on enhancing an understanding of organizational/business functions and processes such as strategic planning, logistics, executional excellence, and traditional areas of business such as finance, marketing, selling, and manufacturing in workshops.
- Hold training and workshops on business topics where practitioners could understand better how they can contribute to a company and business success. Basic information on business issues could be presented with facilitated discussion and presentations by I-O experts on how to address these issues from practitioner perspective.
- Focus more on practical, business-related issues vs. heavy current focus on academics/research.
- Teach the real world of organization/business development from the perspective of nonpsychologists.
- Bring line managers into the SIOP fold by perhaps establishing "councils." They are an important constituency and in a sense are one of our "customers." When A. G. Lafley took over P&G, he had a relentless focus on listening to the customer and set up all kinds of creative ways to make sure customer input was fed back to the organization. SIOP should be doing something similar.
- Invite non-I-O business academics and practitioners to speak at our conferences.

8. Bridge practice and science

- Reward (and motivate) practitioners and academics to "experience the world from the other's perspective." Get practitioners to spend valued time working with students who identify with a practicing psychologist track. And invite applied researchers into the boardroom, CEO office, or some similar, but safe, "day in the life" sampling of a practitioners' day.
- Connect practitioners to academics. Identify the practical problems that we need answers to and discuss what is out there in the research and what could be researched.
- Find ways to encourage and help forge working connections between academics and practitioners that result in applied research that (a) matters and (b) is valued by the academic community.
- Bring on a renaissance of science and practice through a "holy trumvirate" of supporting the scientific core, helping members seize, or be prepared to seize, data opportunities, and opening connections between I-O and other disciplines.
- Continue to keep the SIOP conference and the SIOP journals rigorous and relevant.
- Build better bridges between academia and practice.

9. Help practitioners get licensed/certified

- Provide licensure tutorials.
- Influence licensure laws to make it easier for I-O practitioners to be licensed. In more and more jurisdictions, licensure will be required.
- I do think a stance on certification or standards in practice needs to be made. If not, there is risk that any purveyor of assessments, validated or not, can sell them and ultimately tarnish the utility of the science behind what we do (assessments being one issue; clinical consultants acting as coaches and calling themselves organizational psychologists is another).
- Public recognition of obtaining a psychological license, akin to what attorneys and physicians receive when they pass the bar or their license exams.
- SIOP should take a stronger stand regarding licensing. Right now we're neutral, and I'd like to see SIOP move to "encouraging" licensing. I think it is one way practitioners can stake out turf against nonpsychology, nonlicensed competitors.

10. Provide access to research and state of field

- Develop a ready reference search process to give practitioners better access to the research base, e.g., cheaper access to online journals, white paper summaries of the "state-of-the-science" written by recognized experts in specific areas, focus sessions at the conference where researchers can share their latest work with practitioners and practitioners can share the problems that they are encountering that need research.
- Create a mechanism through which practitioners could have easy access to up-to-date research, plus anthologies of current thinking on practice-relevant topics.
- Make research more accessible. practitioners need a convenient way to know what is going on (what is out there) so they know what they need to be reading to stay informed. Practitioners don't HAVE to read a lot of research to do their job, especially once they are established or in their niche, although we SHOULD. There is a gold mine of information out there that practitioners are not tapping into.
- Disseminate research related to practice through workshops, publications, etc.
- Commission teams to write up hot topics (I-Os in the vendor community do this work, would be helpful to have the profession weigh in).

11. Encourage practice-oriented research

- Develop a practice-oriented research agenda. This would identify the most important practice questions that are amenable to research and would identify/create professional vehicles for incenting and supporting such practice-oriented research such as SIOP program tracks, professional community resources for practice-oriented research strategies such as consortia methods, etc., in addition to the existing vehicles such as the Professional Practice Series.

- Encourage basic and applied research on topics that are of greatest importance to practitioners. Examples might include (a) research grants (perhaps funded thru the SIOP Foundation using endowments established and funded by practitioners and consulting firms), (b) encouraging I-O graduate programs to press students to conduct research that is relevant to applied problems, (c) devoting journal issues to topics of interest to practitioners.
- Create SIOP list of organizations that need data analyses conducted (i.e., provide data to get pro bono analyses).
- Promote more cross-country research and sharing of information.
- Coordinate an assessment-oriented global study—similar to GLOBE for leadership—that may provide an industry standard for assessment practice.

12. Attract and engage students and talent

- Attract great undergraduate talent to the field.
- Encourage more students to apply to I-O grad school, or inform undergrads about I-O.
- Help universities attract people with language skills and international acumen into the I-O field.
- Keep MS-level I-Os more engaged in SIOP and as continuing (Associate) members. Many of them are in applied settings and drop out of SIOP. Many of our master's-educated colleagues are performing amazing work inside practice settings, but our own organization puts limits on their involvement in SIOP. SIOP committees, elections, etc., are biased against practice because one of the larger groups in our membership is not allowed to vote or chair committees.

13. Restructure SIOP

- Restructure SIOP governance to let all subgroups be adequately represented not just the researchers.
- Would prefer to see a SIOP-academic organization with a president and a SIOP-business organization with a president, and then a single SIOP chairperson over the two suborganizations with a small executive team around the top.
- In my view, SIOP should be left to the academics. They can work with SHRM to apply their work. Professional psychology practice cannot flourish in SIOP's prevailing culture.

14. Better support and reward practice

- Ensure that the practice voice is equally heard at the Executive Board level and equally recognized across the various reward platforms we have so that practitioners feel that SIOP is their primary organization (e.g., versus defecting to SHRM, ASTD, or HRPS).
- Establish some practitioner rewards for effective practice.

- Become sincere about facilitating I-O practice. Stop administering surveys and never acting on the results. Continuing to survey, hoping for different results, is futile, costly, and insulting.

15. Focus on relevance to end users

- Ensure relevance of focus to the primary end user: organizations.
- “Translate” I-O practice into clear business terms, what it means to them (on a page or two define “the space” where I-O can contribute).

16. Promote specific issue

- Contribute to the advancement of workforce analytics. SIOP could become the independent and objective AND WIDELY RECOGNIZABLE leader of people-related metrics. How can SIOP become the JD Power equivalent (i.e., not in consumer satisfaction data but in a couple of key areas like talent strength or organizational health)? Challenger, Gray, & Christmas get cited for staffing metrics; where can SIOP plug in and become the recognizable leader?
- Spend some time on the topic of change management, should be an annual workshop topic.

17. Influence regulations and standards

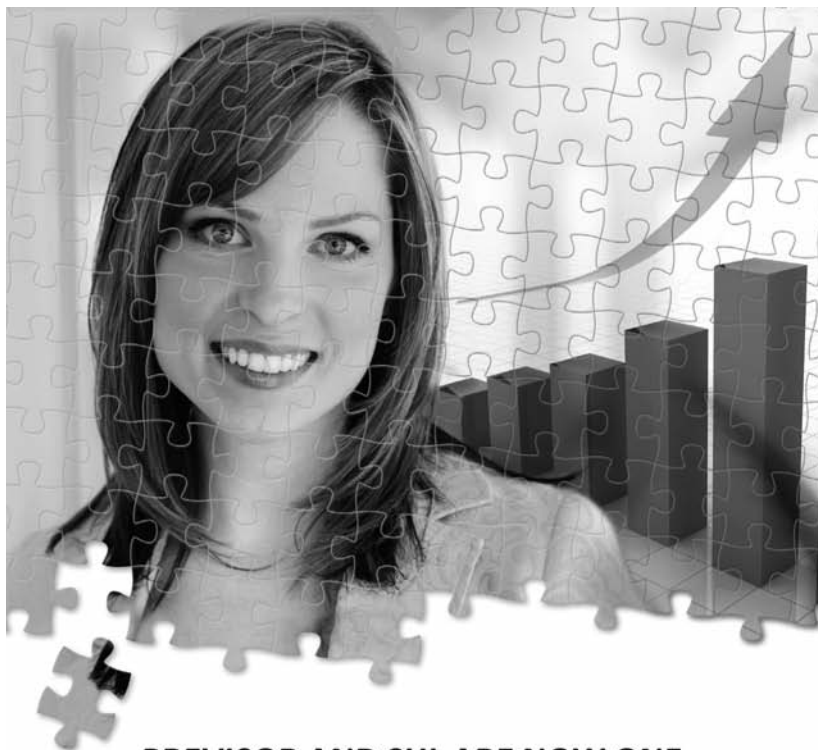
- Figure out how to become more effective with regard to legislative lobbying in U.S. with international standard agencies, to ensure the voice of the profession, if one can be articulated, can be represented.
- Create initiatives to better align government guidelines regarding fairness in selection testing with scientific evidence. An example of this is the ongoing requirement of local validation studies, which is inconsistent with validation research. In practice, many enforcement aspects seem to be politically motivated rather than motivated by principle.

18. Broaden our professional field

- Continually test and break the boundaries of the profession through articles in *TIP*, books, and convention programs that feature the touch points between I-O and other disciplines that influence business.

19. Advance the scientific core of practice

- Pursue an unwavering advancement of the scientific core (data, theory) of excellence in practice. Without this we are doomed.



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Jamie Madigan
National Archives



Tom Giberson
Oakland University

Admittedly, we don't often feature meta-analyses here in **Good Science—Good Practice**, partially because they can be overwhelming to the nontechnical practitioner. But when we saw that **Michael Burke, Rommel Salvador, Kristin Smith-Crowe**, and Suzanne Chan-Serafin (2011) had a meta-analysis in the recent issue of the *Journal of Applied Psychology* that led with the phrase "The Dread Factor," one of us (Jamie) had to read it. And given how the article ends up making very specific prescriptions about how to increase the effectiveness of safety and hazard training when stakes are particularly high, it makes for a good article to include here.

Pulling together research from a few different areas of training, motivation, and safety research, the authors point out the well-known relationship between training effectiveness and how engaging training is—think about the relative effectiveness of classroom or Web-based lectures versus hands-on demonstration with two-way communication between trainee and teacher. They propose, however, a new wrinkle to this relationship in the form of a moderating variable. The severity of the hazard in question was hypothesized to influence the strength of the relationship between engagement and training effectiveness in terms of motivation to acquire the safety-related knowledge and make use of it to keep things from killing or maiming them on the job.

One of the key mechanisms they felt would be involved was the socially experienced concept of dread that comes more readily in highly engaging training scenarios where trainees can acquire more richly detailed information about hazards and their consequences. Think of it as getting a "Oh wow, this stuff is for real" moment and having that really sink in through long-lasting and easily recalled affective states like anxiety, tension, and dread. Of course, those affective states are less likely to arise if the most dreadful consequence of work behaviors is getting the blue pens mixed in with the black ones versus exposing an entire facility to deadly chemicals, radiation, and/or fire—thus, the moderating influence of hazard severity on the relationship between training engagement and effectiveness.

And indeed, when Burke et al. (2011) subjected 113 safety training studies across 16 countries and various industries to meta-analysis, they found support for these hypotheses. They also found that when hazard severity was low, highly engaging training generated no better results than low-engagement training. So for those cases where the consequences in question are not

so dire, cheap training tactics should be as effective as expensive, hands-on demonstrations. It's also interesting to speculate how this hypothesis might generalize to other areas of work that are unrelated to safety but that nonetheless could have huge impacts on an organization. Might training on how to avoid disasters, like releasing highly sensitive records or information to the wrong person, adhere to the same principles?

Let's now turn from learning how to make bad things not happen to stepping up and causing good things. In the recent issue of *Journal of Occupational and Organizational Psychology*, **David Jones** (2010) took a good swipe at providing some bottom-line reasons for organizations to engage in philanthropic activities. Jones was specifically interested in how employees—an often neglected stakeholder group when it comes to research on corporate social responsibility—react to a company's good deeds in the form of a program allowing them to spend some of their paid time volunteering for good causes.

Leveraging organizational identification and theory, Jones hypothesized that both pride in one's employer and the degree to which one incorporates membership among its ranks into self-identity are important to understanding how employees respond to corporate social responsibility. Organizational identification can be good, or it can be bad, such as in the wake of a disaster or public-relations flub. Pride in being part of that group was hypothesized to moderate the relation between attitudes towards volunteer programs and organizational identification.

Jones also looked to social exchange theory to predict some of the beneficial outcomes of volunteer programs. In short, this theory predicts that to the degree employees subscribe to the idea of “what comes around should go around,” they will engage in reciprocity with the organization to repay what they see as benefits of corporate social responsibility: pride, enhanced self-esteem, or even professional advancement in the form of new skills or contacts gained through the philanthropy.

When Jones took data from surveys sent to one company engaging in a volunteerism program (or “programme” as they say where the research was conducted) and created a structural equation model to test his hypotheses, he generally found support. Although some of the predictions around increased direct reports of organizational citizenship behaviors didn't pan out, he did find support for the idea that employees identified more strongly with their employers because such activities made them more proud. Effects were also found for increasing commitment to the organization and loyalty (a facet of organizational citizenship).

The *Journal of Business and Psychology* released a special issue in 2010, focusing on Millennials at work. Much like when “Generation X” made its way into higher education and the workplace, books offering to reveal the secrets for understanding, connecting with, and managing the most recent generation abound. The lead article in this issue by Deal, Altman, and Rogelberg summarizes “what we know” so far about the differences between Mil-

lennials and the other generations in the workplace, along with what we need to do (if anything) about it.

The authors first ask whether the beliefs held about Millennials are unique or simply reflections about youth more broadly by generations who have perhaps forgotten their own halcyon days. The authors note that there are some obvious differences, such as the use of language. For example, Millennial slang is different than Boomer slang at the same age, which was different than Gen X slang at the time, you get the point. Whether something is “the cat’s pajamas, groovy, cool, sweet, or rad” is simply a generation’s unique stamp on the same “totally awesome” thing. However, as Deal et al. (2010) suggest, a generation’s slang is part of what defines them and really doesn’t make Millennials any different than previous generations. In fact, according to their review, much of what is said about Millennials today was said about Boomers when they were the same age. Commonly used pejoratives to describe Millennials today, such as “difficult to talk to, entitled, too service focused” (Myers & Sadaghianai, 2010), were hurled at Boomers 40 years ago (Seligman, 1969).

The authors next ask whether Millennials’ attitudes toward work differ from previous generations. In summary, among the generations currently represented in the workplace, there does appear to be a positive correlation between generation and work centrality. This suggests that work is more central to the lives of older versus younger generations; however, the effect is very small. There is also (most certainly) a positive correlation between generation and level in the organization, such that it is likely that older generations hold more senior, responsible positions, making work more central to their lives. Based upon this work, it seems reasonable that Millennials will have similar attitudes when they reach the same late stage of their careers and that Boomers had similar attitudes when they were the younger generation.

Whether Millennials are more narcissistic than others at the same age is under some debate. Although there are a few studies suggesting that Millennials are more self-focused than others, these studies reflect college students and not the broader Millennial population, calling these results into doubt for the time being. There is quite a bit of data suggesting that Millennials’ work ethic is every bit the match for previous generations. Millennials, Gen Xers, and Boomers work the same hours at the same age, the impact of the current recession notwithstanding. Level achieved in the organization is a much better predictor of hours worked than generation, and the upper levels of organizations are more likely to be held by Boomers or Xers rather than Millennials.

One critical difference between Millennials and previous generations supported by research deals with health issues. Millennials are more likely to be obese and less fit than the previous two generations at the same age. Unless this changes, over the long haul, this could lead Millennials to have a significant detrimental effect on the cost of healthcare, as well as work productivity as their poor health affects their ability to perform.

Given the rise of the Internet and the information available, it seems reasonable that Millennials would be more knowledgeable than previous generations at the same age. However, the U.S. Department of Education's (DOE) research suggests that this isn't the case. In fact, Millennials are no more informed or knowledgeable about civics, U.S. history, reading, and math than previous generations. That is not to say that the DOE's results are encouraging; their data suggest that low levels of high school graduates met its definition of proficiency on several subjects.

This short list of work-related generational differences suggests that although there are some differences, most differences are not that important. There are, however, some things that employers should consider based upon what we know. For example, given the potential for long-term health issues for Millennials, health promotion programs at work seem like a good idea. Although differences in work centrality are not much different among the generations (at the same age), this could change. With the long-term recession, it very well could turn out that Millennials refuse to place the same level of importance as their senior coworkers on striving for the upper levels of organizations, which could shrink talent pools. This could impact recruiting, succession planning, and so forth. Finally, given the difference between the skills that employers need and what entry-level workers show up with, employers would be advised to ensure onboarding processes include assessment and interventions to ensure employees are ready to work.

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See you in D.C.!



**The Archives Comes of Age in
The Center for the History
of Psychology at The University of Akron**

**Paul E. Levy
The University of Akron**

A very cool thing happened on Monday, August 30, 2010, in Akron Ohio. The Center for the History of Psychology (CHP) opened its doors on the campus of The University of Akron. I'd like to use my first column as your historian to tell you a bit about the CHP and it's more established and close relative the Archives of the History of American Psychology (AHAP). The AHAP was founded in 1965 by John Popplestone and Marion White McPherson at The University of Akron, and it is now the largest collection of psychology artifacts in the world. The AHAP is the formal place of deposit for historical materials for many professional organizations and societies, including our own SIOP. This means that every year the SIOP Administrative Office provides the AHAP with their official records (meeting minutes, election results, etc.) and anything else that they deem appropriate. The AHAP also includes lots of correspondence among psychologists and other important historical figures, as well as an incredible collection of other historical material and apparatus. For years the AHAP has been tucked away in the basement of one building or another on Akron's campus, and although found by many impressive scholars who wrote about the history of psychology, it was not uncovered by many others (including those on its own campus who preferred to stay away from the corners of those dingy, dank buildings). I conducted a test on campus the other day and asked students where the Archives of the History of American Psychology was and fewer than 20% realized it was on campus and only 500 feet from where we were standing! But, that's old news. Enter Dr. David Baker.

We hired Dave Baker in 1999 to be the director of the AHAP (and member of our psychology department) after John Popplestone retired. Dave has worked tirelessly with his awesome staff to maintain and build the collections of the AHAP while diligently raising funds for the development of the CHP. The CHP is now a reality, and the museum component is open 6 days a week to teach the general public about the science and practice of psychology. You can stroll into the museum and for no fee walk around and examine a Skinner air crib; learning materials used by Keller Breland and Marian Breland Bailey; original letters written by Harry Houdini, Albert Einstein, and Helen Keller; a display that includes uniforms and a jail cell door from Zimbardo's prison experiment; and

the ultimate experience (at least for this guy whose interest in I-O arose out of an interest in social psychology) the original, one and only Milgram Shock Generator!! Yes, for any psychologist, there is much to see in the center, and even as I walk around with students there are many gasps as they stumble onto the next piece of history that they have only read about but now get to experience up close and personally. The CHP staff has done great work raising funds (including getting the building donated by Roadway Express), working with architects and design professionals, and transforming the first two floors of the building into an interactive, fun, and educational experience for the general public and psychologists around the world. There are more plans for the remaining two floors as well as Dr. Baker continues to raise funds to bring the entire vision into reality. One reason to stop by the CHP is for the museum and the experience that it provides. The second reason is for the AHAP, which houses extremely important historical materials about the science and practice of psychology.

I thought I would use this opportunity to give you a glimpse—not easy to do in word-on-paper form—of the I-O collection at the AHAP. I appreciate the help of Dave Baker and his staff, especially Lizette Royer and Dorothy Gruich, who provided the information and explanations that I needed to prepare this article. The SIOP materials housed in the AHAP are stored in over 60 boxes and make up 30 linear feet! Needless to say, it would take you a while to go through all of those materials. But, this is only the official Division 14 materials and does not include any of the individual collections of I-O psychologists and other applied psychologists. So, if you were interested in historical records regarding Division 14 or wanted to trace the history of the division or the prominent figures involved in that history, you would work with this collection of 30 linear feet. However, if you were interested in historical figures themselves, you would probably want to work with the manuscript collections, which consists of the papers (not publications necessarily but unpublished work, correspondence, comments, meeting notes, etc.) of various applied psychologists. Further, if you wanted to trace the development of a particular field such as performance appraisal, you would potentially be working in both the SIOP collection and the personal papers of various individuals who worked in that area or chose to write about performance appraisal issues.

I've worked in the AHAP a bit for a couple of papers that I've written, and the depth and breadth of material that is housed there continues to astound me. In the past, scholars have had to come to Akron and begin searching through paper lists of materials that were stored in various boxes and classified by a thorough and complete system. When you found something that looked like it could be interesting, the AHAP staff would help you find the box that included that material, and off you would go reading through the material in that box (you would always get hung up on things you weren't even looking for but that were intriguing and often helped you think or understand things in a totally different way). Although this worked and certainly made it possible for many of us to

write historical papers, it wasn't the most convenient process. With the move to the new building and technological advances, the process is becoming much more efficient. The OhioLINK Finding Aid Repository will make it possible to search through an index of material that will allow you to identify the material you want to look at when you visit campus; this will make the process so much easier. The AHAP Web site will also include finding aids that provide another access point. It may take a while, but the plan is for the AHAP to upload all of the finding aids to the Web, providing easy access to descriptions of the whole incredible collection (over 100 are currently available now).

As an example, after I made my coffee and watched the snow for a few minutes outside my study window one Saturday morning, I went on the AHAP Web site, http://www3.uakron.edu/ahap/finding_aids/online_finding_aids.phtml, to snoop around a bit and landed on the finding aids page (which is being expanded as I'm writing this to include indexes, searchable databases, and other resources). I scrolled down to see the "Finding Aid for Harold E. Burt" and clicked to see what was there. I remembered that Burt was a student of Hugo Munsterberg's at Harvard. He chaired the psychology department at The Ohio State University for 22 years! He was an applied psychologist who wrote books on employment psychology and industrial efficiency and whose students included **Ed Fleishman**, Carroll Shartle, Donald Grant, and **Paul Thayer**. The Burt papers include various things that would be of interest to I-O and other applied psychologists of all kinds. For instance, the collection includes many pages of notes and papers on topics such as how to interpret mental tests, how to get a job (counseling and testing issues for the military), and notes from a 1944 Advisory Commission on Vocational Counseling. In addition, I found Burt's very interesting Vice Presidential Address to the AAAS (American Association for the Advancement of Science) in December of 1949 called "Science in a Troubled World." Also in the collection is correspondence from the early 1900s between Burt and others regarding his illumination research and development. Finally, there is a good deal of correspondence between Burt and others about college issues, counseling issues, Ohio Psychological Association issues, and the use of mental tests for the selection of aviators. The nice thing about this is that one can scan through these indexes and descriptions and decide which materials you'd like to look at all from the comfort of your own office (or home office as the snow continues to accumulate at some ridiculous pace outside!). This should really make the process of doing historical research much more efficient.

I explored another collection for this article: the papers of Kurt Lewin whose work has been integral to both social psychology and I-O psychology. The Lewin collection is quite large; the finding aid itself (i.e., the description of the pieces in the collection) is 88 pages! One tidbit that emerged from my search through the finding aid had to do with some anxiety over a biography written about Lewin. A. J. Marrow, a student and collaborator of Lewin's, wrote a biography called *The Practical Theorist: The Life and Work of Kurt Lewin* in 1969.

This book is certainly cited a great deal when people are writing about Lewin's life, both personal and professional. It is instructive to see a long string of correspondence about Lewin between Marrow and the likes of Gordon Allport, Chris Argyris, Alex Bavelas, Dorwin Cartwright, Tamara Dembo, Morton Deutsch, Leon Festinger, John R. P. French Jr., Fritz Heider, Rensis Likert, Harold Kelley, Ronald Lippitt, and the list of Hall of Fame social psychologists goes on and on. It certainly appears that Marrow did his homework and spent hours gathering data for the Lewin biography. And then I stumbled on to a series of correspondence between Marrow and Gertrude Lewin, Kurt's widow. In this correspondence it is clear that Gertrude Lewin was unhappy with parts of the book, felt that Marrow was "fictionalizing" Kurt's personal biography, and demanded that he make changes. The correspondence made me wonder how much of this was the need she felt to protect how her husband was depicted or the somewhat paranoid concerns of an aging spouse. I certainly can't make that judgment based on the correspondence. However, after multiple letters from Mrs. Lewin to Marrow, along with edits and question and comments scribbled all over pages of the manuscript, it becomes clear that both Marrow and Lewin become tired of the back and forth. Marrow was very responsive and respectful throughout the process providing ample opportunity for Mrs. Lewin to read and comment on the manuscript, but near the end basically said that he would have to take responsibility for the book. Mrs. Lewin sent a letter to the publisher in which she asked to be disassociated from the book completely. The publisher sent a letter to Marrow (and attached Lewin's letter) that ended with "I suspect she is simply very old." Marrow replied, "Mrs. Lewin is not very old—but she is very sick. I am terribly sorry for her. She has had a tragic life." You can see from my couple hours of work in the Lewin papers that many more questions were raised than answered, and I'm sure there is interesting information about the role that Mrs. Lewin played in Kurt's life—Marrow gave her a great deal of voice in the development of the book, which seems to reflect his respect for her, but in the end they drifted apart because of illness or something else. I'm sure if I did more digging I could find other interesting pieces to this puzzle, all of which would help me to understand Kurt Lewin a bit more and to appreciate all of the young psychologists whose lives he touched, so many of whom offered to help Marrow write the biography. This little detour into Mrs. Lewin's life provided more background and context for Lewin's work and life—it was also just plain fun! Playing detective is interesting, but doing it with original correspondence between major players in the field is really neat.

The Center for the History of Psychology, which includes the Archives of the History of American Psychology, is truly a special place that can contribute to educating the general public about psychology (including youth who are beginning to learn more about psychology in high schools) while also providing the primary artifacts necessary to advance our historical scholarship. We are fortunate as I-O psychologists to have the formal papers of Division 14 housed,

organized, and available to us through the AHAP but also to have personal collections of Burt and Lewin and many others that can provide great insight into our field and the way in which the science and practice of I-O psychology has advanced over the years. I encourage you to check out the finding aids online and snoop around a bit. Then, come visit us in Akron. Dave Baker and I would be happy to host you and show you around. Perhaps we'll even sit you under the Psychograph and use it to assess your personality by reading the bumps in your head—it is a 1930s “automated phrenology machine.” We like to say that the Psychograph actually “works,” meaning that when we plug it in and sit you under it, the moving parts move, and it will give us a readout of your “personality.” Of course, the validity of such an analysis is an altogether different story! Come and visit us at the Center for the History of Psychology at The University of Akron. You will have fun learning so much from our past.

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ON THE LEGAL FRONT

An Update on the Statistical Versus Practical Significance Debate: A Review of *Stagi v. Amtrak* (2010)



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DCI Consulting

Art Gutman
Florida Tech

Toward the end of this past year, some in the I-O community took note of the *Stagi v. Amtrak* ruling (2010 U.S. App. Lexis 17261, 8/16/10). This 3rd Circuit Court of Appeals ruling focused on adverse impact measurement, with particular emphasis on interpreting the results of statistical significance tests and practical significance measures. Specifically, the appeals court judges considered the following question: What happens when statistical significance tests and practical significance measures lead to different conclusions (i.e., that a disparity is or is not substantial)?

Readers of *TIP* are likely familiar with this issue, particularly in the context of criterion-related validity research. Statistical significance tests generally assess the level of confidence a researcher has that a finding is not a chance event, whereas practical significance measures generally assess the magnitude or consequences of a finding. Obviously the two paradigms are related through statistical power, yet each evaluates a different research question. In the adverse impact context, the potential finding of interest is a disparity in selection rates between two groups. Although experts often disagree on which test is most appropriate in certain circumstances, statistical significance tests (e.g., some form of the *Z* test of independent proportions or Fisher's exact test) are often used to determine whether a disparity is likely a chance finding.¹ Practical significance measures are also often used to assess the magnitude of a disparity and may include an impact ratio (evaluated via the 4/5th rule), odds ratio, or Cohen's *h* statistic. Both types of measures were considered in the *Stagi* ruling.

The Chronology of Rulings in *Stagi*

In *Stagi vs. Amtrak*, a class of women alleged that a policy of requiring union employees to have 1 year of service in a current position before being promoted to a management position adversely impacted previously laid-off women, a policy termed a "1-year blocking rule." The case was filed by two

¹ See Biddle (2006) for a review of statistical significance tests and EEO practical significance measures.

named plaintiffs, both of whom were in management positions when their jobs were eliminated. Both women applied for management positions in the year following their layoff, and both were prevented from doing so and had to accept “bump down” positions based on their seniority.

The case itself features a battle of experts related to adverse impact measurement. The plaintiff’s expert found adverse impact when he aggregated data from 716 feeder pools into a large aggregated pool, whereas Amtrak’s expert found no adverse impact by analyzing each individual feeder pool and weighting results via a “multiple events” type procedure. The analysis was complex. The District Court for the Eastern District of Pennsylvania granted summary judgment for Amtrak, ruling that the plaintiff’s evidence of adverse impact lacked both statistical and practical significance (U.S. Dist. LEXIS 71207, 8/12/09). The result of statistical significance tests depended on whether or not data were aggregated. With regard to practical significance, of particular interest was the fact that the adverse impact ratio was 0.97, which is well above the 4/5th rule standard and closer to equal selection than a violation. The district court ruling also noted that a shortfall of 6 in a universe of more than 600 employment decisions was essentially trivial.²

In reversing the district court, the 3rd Circuit ruled:

Although it was a close case, the district court should not have granted the employer’s motion for summary judgment. The employees’ expert’s decision to aggregate the data, although not obviously correct, was also not obviously incorrect, and so there remained a genuine issue of material fact—whether the one-year rule caused a disparate impact on the employer’s female employees.

The 3rd Circuit cited “good reasons” for aggregating the data as opposed to “picking and choosing a model which will generate the most favorable results for the plaintiffs’ case” and that there is “no compelling reason” to not aggregate. The 3rd Circuit also cited other cases in which compelling arguments for aggregating data were made (e.g., *Lilly v. Harris-Teeter Supermarket*, CA4, 1983, *Eldredge v. Carpenters*, CA9 1987). Obviously, these are older cases, and there are other cases where multiple events strata weighting methods have been supported. As the appeals court ruling essentially noted, the aggregation issue requires careful consideration of context, unit of analysis, and mirroring reality in the selection process.

Importantly, the 3rd Circuit also noted that increased numbers make it more likely to exclude chance as a cause of adverse impact. Further, the appeals court ruled that:

- statistically significant results alone support causation,

² Note that the usefulness of the shortfall, or the difference in the number of disadvantages group members who received a positive employment decision as compared with the number expected in a “group neutral” selection system, as a measure of practical significance is debatable. For example, the magnitude of a shortfall is dependent on sample size just like a statistical significance test.

- the 4/5th rule was not persuasive, and
- there is no additional requirement of practical significance given the inference of causation.

This combination of ideas almost implies that *statistical significance is practical significance because a disparity is probably not due to chance*. In the end the appeals court remanded the case back to the district court to determine which aggregation strategy was more appropriate. However, the language of the ruling clearly suggests that statistical significance tests should be used by themselves as the standard for establishing whether a disparity is “substantial.”

Some Potential Consequences of the Ruling

An EEO preference for statistical significance testing *instead of* other measures or a combination of measures is worth noting for a number of reasons. Certainly one of those reasons is related to the changing nature of work. For example, the Internet has changed the nature and scope of employee selection, and of applicant pools, as it is easy for a job seeker to apply to many jobs in a short amount of time. Many organizations are managing applicant pools that are exponentially larger than the applicant pools that existed when the *Uniform Guidelines for Employee Selection Procedures (UGESP)* was written in 1978. In some situations, pools with thousands of applicants will produce statistically significant results simply based on the statistical power associated with those large samples assuming some nonzero difference in selection rates. This notion was demonstrated in a number of SIOP conference presentations last year.

For example, the following hypothetical table presents basic effect sizes and significance-test results as applicant pool size is essentially multiplied by a constant (Dunleavy, Clavette & Morgan, 2010). As the table shows, a difference of 1% in a selection system where there is equal subgroup representation and almost every applicant is selected (a 99% selection rate for men and a 98% selection rate for women) is eventually statistically significant at the traditional EEO “2 standard deviation” level using the Z test of independent proportions when the applicant pool reaches around 2,400. Obviously the measures of magnitude do not change across sample size.

Table 1

A Demonstration of Differing Conclusions Based on Statistical Significance and Practical Significance Measures

Male applicants	Female applicants	Male selections	Female selections	Overall sel rate	Male sel rate	Female sel rate	Difference in rates	Impact ratio	Z test (in SDs)
100	100	99	98	0.985	0.99	0.98	0.01	0.99	0.58
1,000	1,000	990	980	0.985	0.99	0.98	0.01	0.99	1.84
1,200	1,200	1,188	1,176	0.985	0.99	0.98	0.01	0.99	2.02
10,000	10,000	9,900	9,800	0.985	0.99	0.98	0.01	0.99	5.82
100,000	100,000	99,000	98,000	0.985	0.99	0.98	0.01	0.99	18.40
1,000,000	1,000,000	990,000	980,000	0.985	0.99	0.98	0.01	0.99	58.17

It is also worth noting that this potential EEO preference for statistical significance tests instead of other measures or a combination of measures contrasts with some recent recommendations from various social scientific communities. For example, practical significance is a general concept that has gained much support in the social scientific community in the last 2 decades. In a special series on practical significance in *Educational and Psychological Measurement*, Kirk (1996) argued that practical significance is a concept “whose time has come.” He suggested that many in the social scientific community have fallen into the bad habit of an overreliance on statistical significance testing in academic and applied research. Kirk advocated a more balanced set of statistical standards that combine significance tests with practical significance measures in the form of effect sizes.

This notion has been seen elsewhere. For example, in the 5th edition of the *Publication Manual of the American Psychological Association* (2001), a failure to report effect sizes (as practical significance measures) was considered a defect in the reporting of research:

No approach to probability value directly reflects the magnitude of an effect or the strength of a relation. For the reader to fully understand the importance of your findings, it is almost always necessary to include some index of effect size or strength of relation in your Results section.

This is similar to a message sent by the *Journal of Applied Psychology* in 2003, which as most of you know formally requires authors to:

[I]ndicate in the results section of the manuscript the complete outcome of statistical tests including significance levels, some index of effect size or strength of relation, and confidence intervals (Zedeck, 2003, p. 4).

This movement has also lead to some interesting and controversial books on the topic, including *The Cult of Statistical Significance: How the Standard Error Cost Us Jobs, Justice, and Lives* by Ziliak and McCloskey (2008) and *Beyond Significance Testing: Reforming Data Analysis Methods in Behavioral Research* by Kline (2004). These are interesting reads that discuss some of the unintended consequences of focusing on null hypothesis significance testing results while ignoring measures of magnitude.

A review of the pros and cons of statistical significance testing and practical significance measurement is outside the scope of this article. We certainly see the value in conducting statistical significance tests when assessing disparity. However, as with all research, context matters, and in some situations statistical significance tests may be more useful than in other situations. When statistical significance testing is a less informative exercise, coupling those results with practical significance measures of magnitude may be much more probative. Some other related considerations:

- The EEO trend toward significance testing and away from practical significance measurement has been noted elsewhere (e.g., Cohen & Dunleavy, 2009, 2010; Esson & Hauenstein, 2006; Zedeck, 2009).

- In recent case law, other rulings related to adverse impact measurement (often focused on significance tests) appear to be given more deference than the *UGESP* sections (on the 4/5th rule and practical significance) on impact measurement.
- Relatedly, the 4/5th rule, which is a decision rule based on the impact ratio, *seems to be given little deference in the current EEO context*. This lack of emphasis may be for good reason given recent research on the adequacy of this measure (e.g., Roth, Bobko, & Switzer, 2006), yet this research *does not* recommend ignoring practical significance entirely.
- In some situations *statistical significance and practical significance may be confused*. For example, in some scenarios we have seen the probability value (usually presented as a standard deviation metric) from a significance test misinterpreted as a measure of magnitude instead of a measure of confidence that a finding is not due to chance. In this scenario a disparity of four standard deviations may be incorrectly perceived as “twice as large” as a disparity of two standard deviations or that it represents “much more discrimination.” In most cases analysts are sufficiently confident that a disparity is likely not a chance finding in either case (i.e., both results are at or above 2 standard deviations or an alpha value of about .05).
- In the traditional adverse impact scenario, the *UGESP* notion that validation research is only necessary when “substantial” adverse impact exists may need to be viewed from another angle. That is to say, it may be reasonable to assume that an organization that has very large applicant pools and/or does a substantial amount of hiring will eventually trigger a significant disparity between two protected groups as long as a difference in selection rates is not zero. As Table 1 shows, *statistically significant adverse impact may be a given*.
- The above point needs to be considered in the context of socially derived values. That is to say, in an impact case, a substantial disparity does not “prove” discrimination; it only triggers the employer’s burden to prove that its selection procedures are job related and/or consistent with business necessity. Perhaps the intention of disparate impact theory was to have all large companies validate their selection tools under the rationale that a large number of employment decisions are being made and could drastically affect a large group of applicants (regardless of what the statistics show). In other words, *perhaps all large-scale selection systems should be validated because they affect so many people*. If this is the case, then less informative statistical significance testing on very large applicant pools is consistent with that rationale, but this notion needs to be clarified for employers.
- Relatedly, the *current legal/statistical burdens for demonstrating a disparity and demonstrating job relatedness via a criterion-related validation strategy may be different in practice*. That is to say, practical significance may be a more important legal defensibility consideration in the

validity context than the impact context. For example, a correlation between a test and performance of .03 may be statistically significant in a sample of multiple thousands of test takers, yet in most cases SIOP members would not be excited about this finding because of the lack of utility (i.e., practical significance). Both chance and magnitude would be considered in the interpretation of criterion-related validation results. This rationale is an intuitive one, and these results would probably not meet job-relatedness standards in the EEO context. From a scientific perspective, this rationale may apply to disparity analyses as well: How should a 1% difference in selection rates (e.g., 91% vs. 90%) that is statistically significant in a sample of multiple thousands of applicants be interpreted?

- In the case of pattern or practice allegations of intentional discrimination, the interpretation of statistical significance results may be more central to the eventual ruling (as opposed to simply shifting burdens). That is to say, a statistically significant disparity may be presented as *prima facie* evidence of intentional discrimination and in some cases may outweigh employer justifications or anecdotal evidence in the eyes of EEO decision makers.³

One obvious question is why EEO decision makers don't always consider both statistical significance tests and practical measures in some general combination.⁴ This is a particularly interesting issue because many judges, including those in the 3rd circuit, have reiterated that there is "no rigid mathematical formula" for establishing substantial disparity. Some older case law does support the combination of statistical significance testing and practical significance measurement (e.g., *Contreras v. City of Los Angeles*, 1981; *Frazier v. Garrison I.S.D.*, 1993; *Waisome v. Port Authority*, 1991). Intuitively, a statistical significance test would seem to be a reasonable first hurdle, supporting that a disparity is probably not due to chance. Once this standard has been met, a second useful question would be whether a non-chance disparity is substantial enough in size to support a reasonable inference of discrimination. This two-hurdle approach is likely how many readers evaluate criterion-related validity evidence. *We reiterate that this two-hurdle process has NOT been observed in recent case law concerning impact measurement.*

Some Current Thinking on the Topic

Interestingly enough, this issue was considered by a recent technical advisory committee (TAC) on adverse impact analyses.⁵ The TAC was created to help provide the assessment and equal employment opportunity (EEO) com-

³ Note that this issue has recently become a hot topic. Specifically, the requirement of anecdotal evidence paired with statistically meaningful disparity has been challenged in recent years. For example, in their recent proposed rescission of their compensation standards, OFCCP suggested that "under Title VII, a pattern or practice class-wide disparate treatment case may be proven by statistics." Stay tuned for more on this issue in a future column.

⁴ This combination was supported empirically by Roth et al. (2006).

⁵ Art was a TAC member, and Eric was also a member and helped organize the TAC.

munities with technical “best practice” guidance on how to conduct adverse impact analyses and included 70 of the nation’s experts in adverse impact analyses. This committee was tasked with creating a set of best practice recommendations that consider scientific standards, practical considerations, and an underlying goal of mirroring the reality of employment decisions that are under scrutiny in impact analyses.

TAC members consisted of a wide variety of EEO experts including industrial-organizational psychologists, labor economists, plaintiff and defense attorneys, HR practitioners, and former OFCCP and EEOC officials. Current federal agency staff were invited but declined due to obvious conflicts of interest. I-O psychologists were well represented (about 38% of members) on the TAC and included a diverse group of academics and practitioners.

The TAC began by creating an extensive survey asking members to indicate how they would handle a variety of data, statistical, and legal interpretation issues commonly encountered in conducting adverse impact analyses. Sixty-four of the 70 TAC members participated in this survey, and results were used to identify topics where there was strong agreement and disagreement. Results of this survey were used to structure the agenda for an in-person meeting. Forty-five of the TAC members then gathered in Washington, D.C. for a 2-day face-to-face meeting to discuss responses to the survey and make general recommendations. At the meeting, TAC members were placed in one of three focus groups: data issues, statistical issues, and legal/policy issues. Each focus group covered a list of predetermined topics where there was some disagreement in survey results. Each topic was discussed, and all focus group participants were given the opportunity to weigh in on each topic. At the end of the discussions, TAC members made a general “best practice” recommendation on each issue. In some instances no formal recommendation could be made, and it was noted that experts strongly disagreed on certain topics.

Together, expert survey results and documented discussion from focus groups were used to create a best practice document, which was reviewed in detail by a subcommittee of TAC members. The revised best-practices report (authored by SIOP members **Dave Cohen, Mike Aamodt**, and Eric Dunleavy, 2010) was distributed without cost to the public in September and is available at <http://cceq.org/>. We recommend reading the report, as many of the issues that were reviewed will be of interest to I-O psychologists who develop, implement, administer, and monitor selection systems.

With regard to the issue of statistical and practical significance, the TAC made two relevant recommendations:

- Multiple measurement methods are available to assess adverse impact. Generally, the more measures that are used (whether those are within a particular paradigm or across paradigms), the more confident analysts, lawyers, and decision makers can be in judging the meaningfulness of a disparity. *Multiple methods of adverse impact detection should be*

used (emphasis added by authors). When using multiple methods, however, care should be taken to minimize redundancy and combine only methods that each add unique information.

- Practical significance should be considered, and a variety of effect sizes (e.g., impact ratio, odds ratio, rate difference) may be useful measures. However, specific decision rules (e.g., 4/5th rule) for interpreting these effect sizes were deemed arbitrary and potentially misleading. Flip-flop rules are less useful but may be informative when sample size is small. *Practical significance measures should be paired with a statistical significance test* (emphasis added by authors).

Although the TAC did not endorse particular measures⁶ of practical significance (or particular statistical significance tests), the “best practice” was clear: Statistical significance tests should be paired with measures of practical significance to assess whether disparities in selection rates are substantial. This notion is consistent with current social scientific research standards.

Conclusion

This column represents a departure from columns we have written in the past few years. Usually, we focus on high-profile court rulings, most notably by the Supreme Court, as well as amendments to key laws. We decided that the time was right to focus on this issue for several reasons.

First, July 5, 2010 marked the 45th anniversary of the effective date of Title VII of the Civil Rights Act of 1964. We are roughly 40 years past the landmark adverse impact ruling in *Griggs v. Duke Power* (1971) and nearly 20 years past passage of the Civil Rights Act of 1991, which addressed critical issues in adverse impact case law. During that time, no issue has been more litigated than adverse impact caused by cognitive and ability testing. Virtually every major municipality has faced challenges to testing for hiring and promotion. Yet, as the discussion above illustrates, courts have yet to resolve the basic issue of what constitutes substantial adverse impact.

Second, the Office of Federal Contract Compliance Programs (OFCCP), the keeper of the rules for Executive Order 11246 on affirmative action and federal contractor EEO compliance, has in recent years entered the fray by rendering their interpretations of the *UGESP* in a number of high-profile systemic discrimination cases we have documented in prior columns. Most recent OFCCP settlements have emphasized disparities using statistical significance tests as stand-alone evidence. This emphasis has increased the pressure on federal contractors.

Third, there is no easy fix. Municipalities cannot simply avoid testing. Doing so would lead to major implications for safety in the event of poor hiring and promotion decisions. In addition, many municipalities have laws that

⁶ For example, there was substantial disagreement over the use of the 4/5th rule. Many TAC members described the rule as arbitrary and uninformative. However, other TAC members reported using the 4/5th rule as a measure and noted that *UGESP* essentially requires it.

require testing, particularly for promotion. Many federal contractors in private industry understand the utility and efficiency of using standardized selection tools. Further, there is no way around very large employers having to make many employment decisions from very large applicant pools.

Fourth, the line between traditional adverse impact scenarios and pattern and practice scenarios has been blurred in recent years. The analysis of applicant flow data may play a critical role in either, and in some scenarios both allegations may be made. Regardless, many organizations spend substantial time and effort to ensure that they are not discriminating against protected groups in their employee selection and to accomplish that goal an understanding of what constitutes “substantial” disparity is critical.

The *Stagi* ruling is timely because the EEO community may be at a crossroads of sorts as a function of the changing nature of work. We need to understand the statistical issues in contemporary adverse impact measurement, discuss them among ourselves and employers, and relate them to EEO decision makers. We welcome any comments you may have on this issue.

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Announcing the Hogan Award for Personality and Work

The SIOP Foundation is proud to announce the endowment of this new fund. Robert and Joyce Hogan have established this award to acknowledge works that further understanding of personality and work performance.

Watch the SIOP Web site in May of 2011 for the first call for this exciting new award!



www.siop.org/foundation/

FOUNDATION SPOTLIGHT

Announcing the Wiley Award for Excellence in Survey Research



Milt Hakel
SIOP Foundation President

The SIOP Foundation Board of Trustees is delighted to announce the Wiley Award for Excellence in Survey Research, a new award to be given by SIOP for the first time in 2012.

The Wiley Award will recognize excellence and innovation in the design of employee or customer survey research methods or techniques and also the use of survey results to impact organizational effectiveness and performance. Innovation and excellence can be visible in overall survey research purposes, instrument design, populations or samples surveyed, methods of survey administration, reporting of results, and/or in the use of survey results to affect positive organizational change. Preference will be given to work that demonstrates excellence and innovation in multiple phases of the survey research process and that documents positive impact on team-, business-unit, or total organizational development and performance. Work nominated for the Wiley Award must have been reported in the 5 years prior to the nomination, and the award is open to all SIOP members including students and International Affiliates.

Planning for the Wiley Award began in 2007 by **Jack W. Wiley**, now executive director of the Kenexa Research Institute, together with the SIOP Foundation Trustees. An endowment fund has grown to \$50,000 over the past 4 years. The award will be given each year and will carry a cash honorarium of \$1,500.



In announcing the award, Jack Wiley expressed this view: "Survey research is one of the most powerful tools of our profession, especially when directly applied to improving organizational performance. I am excited to be connected with an award that recognizes colleagues at the forefront in advancing our techniques and methods."

The Wiley Award exemplifies the synergy that the Foundation brings to SIOP and its members. Proceeds from the Foundation's endowments support SIOP's programs of small grants, scholarships, and awards on a continuing basis, funding SIOP programs that otherwise would draw against member dues. Gifts to the Foundation enable members to support I-O psychology with charitable contribution dollars.

Planning is a key. Set your plans, and act on them. Jack Wiley did, and you can too. Your calls and questions to the SIOP Foundation are welcome.

Reach us at The SIOP Foundation, 440 E Poe Rd Ste 101, Bowling Green, OH; 43402-1355; 419-353-0032; Fax: 419-352-2645; E-mail: LLentz@siop.org; E-mail: MHakel@bgsu.edu.



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Call for Nominations and Entries: 2012 Awards for the Society for Industrial and Organizational Psychology

Leaetta Hough, Chair
SIOP Awards Committee

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

Wiley Award for Excellence in Survey Research: See the **Foundation Spotlight** on page 131 of this issue for more information about this new award. Complete information regarding the criteria for applying for this award will be available when the online process opens in early May.

DEADLINE FOR RECEIPT OF NOMINATIONS: June 30, 2011

All nominations must be made online. A portal for submission of online nominations and entries for the 2012 SIOP awards will be available through the SIOP Web site starting in May. A complete list of prior winners is available at <http://www.siop.org/awardwinners.aspx>.

Nomination Guidelines and Criteria

Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, Distinguished Early Career Contributions: Science and Practice, and Distinguished Teaching Contributions Awards

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

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

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

4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Dis-

tinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.

5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be submitted online by **June 30, 2011**.

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

Administrative Procedures

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

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

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

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

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

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

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

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

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

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

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

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

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

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.
2. The most important theoretical and/or empirical contributions.
3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.

4. The stature of the nominee as a scientist vis-à-vis other prominent scientists in the field of I-O psychology.

5. This award is intended to recognize a lifetime of achievement.

Distinguished Service Contributions Award

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

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

Criteria for the Award

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

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

Distinguished Early Career Contributions Award: Science and Practice

This award is given in recognition of distinguished early career contributions to the science and practice of industrial and organizational psychology.

Beginning in 2011, two awards will be presented: one to an individual who has made distinguished contributions to the science of I-O psychology; the other to an individual who has made distinguished contributions to the practice of I-O psychology, both within seven (7) years of receiving the PhD degree.

In order to be considered for the 2012 award, nominees must have defended their dissertation no earlier than 2005. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

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

Criteria for the Award: Science Contributions

The letter of nomination should address the following issues:

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

2. The most important contributions to the science of I-O psychology.
3. The impact of the nominee's contribution on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist vis-à-vis other prominent scientists in the field of I-O psychology.
5. Although the number of publications is an important consideration, it is not the only one. Equally important criteria are the quality of the publications and their impact on the field of I-O psychology.
6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 2005.

Criteria for the Award: Practice Contributions

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to the practice of I-O psychology.
2. The most important contributions to the practice of I-O psychology.
3. The impact of the nominee's contribution on the practice of I-O psychology, including the impact that the work has had on the work of other practitioners and/or clients.
4. The status of the nominee as a practitioner vis-à-vis other prominent practitioners in the field of I-O psychology.
5. Qualified practitioners must demonstrate impact of their contributions on organizational and individual outcomes across projects.
6. Qualified practitioners must also demonstrate contribution beyond their own employing organization and/or client base. Contributions to the larger practice of I-O psychology may include the sharing of knowledge through conference presentations, articles, and service involvement.
7. Approaches to work should have a sound foundation in psychological research and theory.
8. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 2005.

Distinguished Teaching Contributions Award

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

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

individuals whose primary responsibilities lie in teaching undergraduates and terminal master's students are encouraged.

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

Criteria for Evaluation of Teaching

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

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

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

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

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

Administration Procedures

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

2. The subcommittee will make a recommendation about the winning nomination to the SIOP Awards Committee, which will transmit the recom-

mentation to the SIOP Executive Board. If appropriate, nominators of any meritorious nonwinning candidate will be contacted to encourage renominating his/her candidate for the next year's deliberations.

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

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

Guidelines for Submission of Proposal

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

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

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

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

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before June 20, 2012, with the stipulation that an entrant may only submit once.

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

7. Entries (accompanied by supporting letters) must be submitted online by **June 30, 2011**.

Administrative Procedures

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

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

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

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

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2010).

This annual award, honoring William A. Owens, is given to the author(s) (at least one of which is to be a SIOP member) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2010 publication date will be considered.

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

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

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the Association for Psychological Science, or by any person who is sponsored by a member of one of these organizations. Self- and other nominations are welcome. The Owens Award Subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.
2. Publications having multiple authors are acceptable.
3. Publications must be submitted online by **June 30, 2011**.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.
2. The Awards Committee will make a recommendation to the Executive Board of SIOP about the award-winning publication and, if appropriate, a publication deserving honorable mention status.

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

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

M. Scott Myers Award for Applied Research in the Workplace

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

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

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

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

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

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.

2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the

What's In a Name?

Job titles for I-O psychologists may include:*

President, Vice President, Director, Manager, Principal, Director, Staff Member, Consultant of:

Organizational Development; Organization Effectiveness; Organizational Capability; Talent Management; Management Development; Workforce Insights; Human Resources; Human Resources Research; Employee Relations; Training and Development; Professional Development; Leadership Development; Selection Systems; Evaluation & Assessment; Testing Programs; Leadership Research; Assessment; Applied Behavioral Research; Optimization; Managing, Leadership, Learning & Performance; Career Planning

Full, Associate, Assistant Professor of:

Industrial-Organizational Psychology, Industrial and Organizational Psychology, Organizational Psychology, Industrial Psychology, Work Psychology, (General) Psychology, Management, Organizational Behavior, and Industrial Relations

Other titles include:

HR Practice Leader, Behavioral Analyst, Behavioral Scientist, Talent Management Specialist, HR Organizational Development Specialist, Executive Coach, Career Coach, Leadership Coach, Employment Testing Professional, Testing Specialist, Tests and Measurement Specialist, Assessment and Selection Specialist, Employment Law Expert, Research Analyst (I-O Psychology)

Society for Industrial and Organizational Psychology

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Fax: 419-352-2645
www.siop.org



* Job titles compiled from jobs postings on SIOP's JobNet in 2009.



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Announcing the SIOP Teacher's Bureau

Amy Nicole Salvaggio
University of New Haven

Bradley Brummel
University of Tulsa

The Education and Training (E&T) Committee is proud to announce the creation of the SIOP Teachers' Bureau! The Teachers' Bureau is an initiative by the E&T Committee to foster knowledge about I-O psychology in our local communities.¹

If you are like us, you have no doubt been asked many times, "I-O psychology, what's that?" Indeed, I-O psychology isn't generally known among the public or even among college students. Most AP and introductory psychology classes never cover I-O psychology. Many colleges and universities don't offer I-O psychology courses, and if they do, they are sometimes taught by non-I-O psychologists. Relatively few universities have I-O graduate programs. The goal of the new Teachers' Bureau is to introduce students and members of our local communities to I-O psychology.

Our first task is creating a downloadable list of SIOP members who are willing to travel locally (without reimbursement) and give introductory talks about I-O psychology to high school classes, college classes, and similar communities of interest, such as libraries and Psi Chi clubs. The list will be posted on the SIOP Web site so people interested in learning more about I-O psychology will be able to contact SIOP members directly. We will also advertise the list to organizations such as the APA, student SHRM chapters, and other organizations that might be interested.

As a volunteer of the Teachers' Bureau, you will be able to indicate in the database your area of expertise and how far you are willing to travel. The Web site will be updated periodically if you decide to remove yourself or if you move or change jobs. Volunteers may accept or decline as many engagements as they wish. Some people who sign up will never be asked to present; it will depend on the interest and number of available volunteers in a given geographical area. Sample PowerPoint presentations, including video and movie clips, are available at the SIOP Web site's Teaching Wiki for volunteers looking for presentation ideas.

Interested SIOP members can contact Bradley Brummel (bradley-brummel@utulsa.edu) or Amy Nicole Salvaggio (asalvaggio@newhaven.edu) for more information. We'll ask you to fill out a brief survey (eight questions) regarding your interests, background, and geographical area.

Join us in spreading the word about I-O psychology!

¹ An earlier incarnation of the Teachers' Bureau was called the Ambassador's Program, which is now the title of another, unrelated program. Thanks to everyone who volunteered for that program, and we hope you'll join the Teachers' Bureau.

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OBITUARIES

Edward J. Hester

Edward J. Hester, PhD, passed away in Berkeley California, October 2010. He received his doctorate in industrial psychology and psychometrics from Loyola University-Chicago in 1969. Initial positions he held include director of Rehabilitation and Research for Goodwill Industries, Chicago; National Rehabilitation Consultant for Goodwill Industries of America, Dallas; and director of Programs for the Handicapped for Chicago City-Wide College. For 10 years Dr. Hester served as the director of research for the Menninger Return to Work Centers in Topeka, Kansas before leaving to devote full time to consulting and product development. He was founder and president of Hester Evaluation Systems and for the last 30 years has been involved in vocational assessment and training program development, industrial consultations, and research.

Dr. Hester invented the Hester Evaluation System, a computer-assisted vocational evaluation system now being used across the United States and in Canada; Japan; China; Korea; Hong Kong, Special Administrative Region of China; Taiwan, Province of China; Burma; India; Egypt; Jordan; Chile; Colombia; and Trinidad. Other contributions to I-O psychology include the Semantic Climate Inventory (SCI) for the assessment of organizational climate, the Menninger Job Analysis System, the Phoenix Ability Survey System (PASS), the Mobile Vocational Evaluation System (MVE), the Menninger Return to Work Scale, and other test apparatus. His Vocational Assessment, Guidance, and Exploration System (VEGAS) has been used nationwide for various populations.

Dr. Hester taught employee testing and selection at Loyola University for 7 years. He also conducted classes and seminars on vocational guidance and evaluation in numerous locations including the University of Northern Colorado, East Carolina University, University of Missouri, University of Wisconsin Stout, University of Kentucky, and Tianjin Vocational Technical Teachers College in China.

Dr. Hester received several honors during his career including Goodwill Industries of America Award for Innovations in Rehabilitation (1968), Mary E. Switzer Scholar (1986 and 1995), and the NRA Job Placement Division Research Awards (1987 and 1990).

He is survived by his wife Mary D. Hester and several children and grandchildren.

Clif Boutelle

When we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. While they still remain important to many organizations seeking to generate awareness about themselves, the Internet has created a whole new vista of media outlets that should not be overlooked. In fact, more and more organizations are utilizing dot.com sites and social media to tell their stories.

And a growing number of SIOP members are finding their way on to Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. So, the opportunities for media mentions are expanding, and that is good for the field of I-O psychology and SIOP members.

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

Denise Rousseau of Carnegie Mellon University and colleagues conducted a study that found that deals such as workplace flexibility negotiated with employers will motivate even poor performers. Known as I-deals, they are typically focused on nonmonetary inducements like career development, job content, and work reduction. Although these kind of I-deals are more often awarded to star performers, the researchers found that bestowing such deals on less highly regarded workers can result in positive outcomes. The study results were reported in several media outlets including the February 8 *Toledo Blade*, *Pittsburgh Post-Gazette*, and *Toronto Star*.

Mark Frame of Middle Tennessee State University contributed to a February 1 Fortune.com story about flexible vacation policies, where companies enable employees to decide when to take time off and in some cases eliminating an allotted number of vacation days entirely. Trusting employees to take what days they want as long as they are meeting their work demands can actually make the work environment better. "If you have employees who are committed to working towards their own goals and to the organization's goals, then the idea of giving them free rein on vacation time is not a big deal because they are going to be able to regulate their own progress," he said.

Frame was also quoted in an October 25 *Canadian Business Magazine* story about research he conducted that showed sensitive men often encounter the same stereotypes that women face when trying to advance to top executive levels. The perception is that people have to be strong and assertive to reach the top, which hurts potential leaders who have strong communal qualities like empathy and selflessness, especially women and men considered too sensitive. Those qualities are highly valued in first-line and middle managers but not for top-level executives, he said.

Hands-on training for workers in highly hazardous jobs is more effective at improving safe work behavior than lectures, films, and reading materials according to a study that appeared in the January issue of the *Journal of Applied Psychology*. Lead author **Michael Burke** of Tulane University and coresearchers analyzed more than 100 training studies and concluded interactive safety training is more likely to help employees avoid making deadly mistakes. "The primary psychological mechanism we can offer as an explanation of these results is something called the 'dread factor.' In a more interactive training environment, trainees are faced more acutely with the possible dangers of their job, and they are more motivated to learn about such dangers and how to avoid them," he said. Stories about the study appeared in several media including UPI.com (February 1) and *US News and World Report* (January 31).

Scott Erker of DDI contributed to a January 25 story on MSN's Business on Main about the use of personality tests in hiring. Companies look for three things when making hiring decisions: Who will perform well? Who will stay? Who can be trained to do the job? Erker said personality testing makes it more likely that the company will find a candidate who will fill the position. "These tests enhance the predictive nature of placing people in jobs, and that's good for the company," he said. If employees feel they've found the right job, the turnover rate is likely to go down.

Benjamin Schneider of Valtera Corp. and **Karen B. Paul** of 3M Co. co-authored an article in the January issue of *HR Magazine* describing how the 3M company has made strengthening employee trust a key corporate strategy, which included education and training on trust and engagement for supervisors. Internal surveys showed that a high level of trust in managers correlated positively to how employees perceived most workplace issues. Research by **William Macey** of Valtera was cited in the article. "Engagement happens when people feel psychologically safe to take action on their own initiative; and taking the risks required for innovation requires trust," he said.

A story offering tips to improve job performance in the January issue of *Psychology Today* included comments from **Kurt Kraiger** of Colorado State University. Kraiger said employees should seek honest feedback from their supervisors about their performance. In addition, they should be realistic about the time it takes to complete assignments and not promise something they cannot deliver. By thinking carefully about what the assignment really requires and working on developing efficiency, employees can make themselves more valuable at work.

Margaret Barbee, a human resources consultant based in Oakland, CA, contributed to a January story in *Remapping Debate* about working beyond retirement ages for varying reasons. It depends upon what kind of work people seek. She said that workers persisting in an unhappy job for the sake of salary or benefits alone can become kind of a sentence—organizational psychologists call the phenomenon "job lock."

Bill Byham of Development Dimensions International was featured in a cover story about DDI in the December issue of the Spanish language *RH Magazine*.

He was also featured in an article on how to turn an interview into a focused and successful one in the September 23 issue of *Fortune* magazine. Some tips: Make an effort to learn about the last person who had the job, which will give you an insight to the kind of questions that might be asked; do not make excessive claims about your accomplishments because a skilled interviewer will find out the truth; and try to focus the interview on what you want to emphasize if the interviewer gets off track, which some will.

The December issue of *HR Magazine* carried a story about testing bias research done by **Herman Aguinis** of Indiana University, **Charles A. Pierce** of the University of Memphis, and Steven A. Culpepper of the University of Colorado at Denver. Their findings suggested that tools used to check for bias in tests of “general mental ability” could themselves be flawed, thus raising further questions about whether employers should rely on these cognitive exams to make objective hiring decisions. “Preemployment tests add tremendous value to the hiring process. The irony is that for 40 years we have been trying to assess potential tests bias with a biased procedure,” he said. **Elaine Pulakos** of PDRI said although the research shows that tools used to detect bias in hiring assessments may not be sufficiently sensitive, “there is no need for alarm based on this research and it certainly does not mean that the assessments organizations are using today are biased.”

Research on psychological stress by **Chester Spell** of Rutgers University and colleagues was the subject of a December 11 story in *Management Issues*. The study looked at psychological distress as an outcome of unfairness and injustice. One way work groups can alleviate injustices is through demographic faultlines, which are alignments of group member characteristics (e.g., age, gender, seniority, education). Although faultlines are often considered disruptive, the study found a positive side to workplace divisions when workgroups work together to lessen the effects of injustice. Faultline or workgroup composition can be a fine line, and it is a wise manager who recognizes this and can leverage them to the advantage of the work group and the organization, Spell said.

The December issue of *Harvard Business Review* carried a story suggesting that companies should take a closer look at overqualified applicants. The article cited a 2008 study by Baruch Nevo and **Saul Fine** of Midot, a global leader in the assessment of integrity and workplace ethics based in Israel, that showed overqualification correlated with job dissatisfaction, a primary reason why employers shy away from employees they think are “too good.” The article said organizations may be missing a great opportunity by rejecting applicants considered overqualified. It also cited a study by **Talya Bauer** and **Berrin Erdogan** of Portland State University that found overqualified workers’ feelings of dissatisfaction can be dissipated by giving them more auton-

omy in decision making. "There are distinct advantages to hiring employees who perceive they are overqualified," they said, suggesting managers should consider them.

A book edited by **Matt Barney** of Infosys Leadership Institute in Mysore, India, received several mentions in the Indian press, including a December story in *The Economic Times*. The book features the values and leadership practices that have made Infosys the second largest IT company in India.

The November 1 *Wall Street Journal* had a story about a Development Dimensions International survey that suggested that many front-line managers overestimate their skills. Seventy-two percent said they never questioned their ability to lead others in their first year as manager. The survey found that managers consistently overrated their delegating and coaching abilities. "It doesn't matter what industry you are in. People have blind spots about where they are weak," said Scott Erker of DDI.

A growing number of companies have been appointing a board member to be the new CEO; a sign that those organizations do not have a clear succession plan in place. **Paul Winum** of RHR International (Atlanta) said in a November article in *Daily Finance* that CEO succession should be a continuous process and part of the standing agenda of every board. "Board members and executive staff should always be cultivating CEO talent from within their organizations and benchmarking that talent against talent outside the organization," he said.

Ken Lahti of PreVisor authored an article in the September issue of *Talent Management* magazine about developing effective talent measurement programs to support decisions about workers in at-home work roles. The article also described how Time Warner Cable is developing a flexible workforce and has created an online at-home-agent assessment program to establish a base line for qualities needed for success when working from home.

A September *Daily Finance* story based on a report that showed a key driver limiting the federal government's ability to identify and hire the best possible candidates was the lack of effective assessment of job applicants. Elaine Pulakos of PDRI said, "Working in the field of industrial-organizational psychology, we have clearly seen the value of assessments as documented in research studies over decades. The data gathered for this report clearly shows government focus groups recognized the need for better assessment."

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



Stephen Young
Florida Tech

The University of Georgia's Institute of Behavioral Research has been renamed in honor of its founding director and former SIOP president Bill Owens and his wife, Barbara, who is continuing his legacy with a \$1 million gift. The official name is now the William A. and Barbara R. Owens Institute for Behavioral Research. Owens, who passed away in 2005, had a distinguished career in the field of industrial and organizational psychology and of service to SIOP. He created the institute at Georgia 40 years ago. His contributions to I-O are recognized through the William A. Owens Scholarly Achievement Award, given annually by SIOP to the best research publication in the field of I-O psychology during the past year.

D. Lance Ferris has accepted a position at the Smeal School of Business at Pennsylvania State University, starting July 2011. He received his PhD in I-O psychology in 2008 from the University of Waterloo.

The Organizational Science program at University of North Carolina Charlotte (UNC) is very pleased to welcome **David Woehr**, who will be starting in fall 2011. David received his PhD at Georgia Tech and taught at Texas A&M and the University of Tennessee. He will be joining 14 other core faculty in the interdisciplinary doctoral program at UNC.

SWA Consulting Inc. (SWA) is pleased to announce its new Scholar-in-Residence program. This program allows for research collaborations between SWA and industrial-organizational (I-O) psychology scholars. SIOP Member **Dr. Annette Towler**, who is currently on sabbatical from DePaul University, where she is an associate professor of psychology, is the inaugural SWA Scholar for 2010–2011. During her time at SWA, Dr. Towler will collaborate with SWA researchers to publish research in the areas of training evaluation and effectiveness, which aligns with SWA's research interests and practice.

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 February 15, 2011.

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WELCOME!



CONFERENCES & MEETINGS

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Sodexo, Inc.

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

2011

- April 7–11 Annual Convention, National Council on Measurement in Education. New Orleans, LA.
Contact: NCME, www.ncme.org.
- April 8–12 Annual Convention, American Educational Research Association. New Orleans, LA.
Contact: AERA, www.aera.net.
- April 14–16 Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, www.siop.org. (CE credit offered.)
- May 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 23–26 Industrial and Organisational Psychology Conference by the Australian Psychological Society College of Organisational Psychologists. Brisbane, Queensland, Australia. Contact: IOP, <http://www.iopconference.com.au/>.

- June 26–29 Annual Conference of the Society for Human Resource Management. Las Vegas, NV.
Contact: SHRM, www.shrm.org. (CE credit offered.)
- June 28–30 International Conference on Applied Psychology. Paris, France. Contact: <http://www.waset.org/conferences/2011/france/icap/index.php>.
- July 15 International Coaching Research Conference. London, UK. Contact: k.wilton@uel.ac.uk.
- 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.
- Aug. 31–Sept. 3 European Association of Psychological Assessment Conference. Riga, Latvia.
Contact: www.eapa-homepage.org/conferences/.
- 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.)
- Oct. 11–13 2011 International Congress on Assessment Center Methods. St. Petersburg, FL. Contact: www.assessmentcenters.org.
- Oct. 14–15 SIOP Leading Edge Consortium. Louisville, KY.
Contact: SIOP, www.siop.org/lec. (CE credit offered.)
- Oct. 31–Nov. 3 Annual Conference of the International Military Testing Association. South Kuta (Bali), Indonesia.
Contact: www.internationalmta.org.
- Oct. 31–Nov. 5 Annual Conference of the American Evaluation Association. Anaheim, CA. Contact: AEA, www.eval.org.

2012

- Feb. 26–29 Annual Innovations in Testing Conference, Association of Test Publishers. Palm Springs, CA.
Contact: www.innovationsintesting.org.
- March 2–6 Annual Conference of the American Society for Public Administration. Las Vegas, NV.
Contact: ASPA, www.aspanet.org.
- April 26–28 Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA.
Contact: SIOP, www.siop.org. (CE credit offered.)



April 14–16
Workshops April 13

Register at
www.siop.org/conferences

Call for Papers for a Special Issue of the *Journal of Managerial Psychology: Facilitating Age Diversity in Organizations*

Guest editors: Guido Hertel, University of Münster; Beatrice I. J. M. van der Heijden, Radboud University Nijmegen; Annet de Lange, University of Groningen; and Jürgen Deller, Leuphana University Lüneburg

The ongoing demographic changes in many industrialized countries create unique challenges for the management of working organizations. In particular, a constantly aging workforce and a declining number of young potentials require adaptations in many HRM strategies (e.g., staffing, leadership, career development, incentive programs, training). In addition to changes in job-related resources, attitudes, and experiences, a growing prevalence of age diversity in teams and in leader–follower interactions have to be considered. Notably, these demographic changes not only create challenges but might also offer new opportunities due to a higher diversity of skills and perspectives at work. Although research activities on aging workers have increased over the past years, many questions are still open. Moreover, the described demographic changes are happening right now and thus require constantly updated research as well as fast proposals on how to convert findings into HRM strategies.

This special issue provides a platform for new research on age (and aging) effects at work. Both empirical and conceptual contributions are welcome. For more information on possible topic areas, see <http://www.emeraldinsight.com/products/journals/journals.htm?id=jmp>.

Deadline for first submissions is **June 1, 2011**. Please submit manuscripts via e-mail attachment to **Kay Wilkinson**, editorial administrator for the *Journal of Managerial Psychology*, at kwilkinson@emeraldinsight.com together with a note that the manuscript is submitted to the special issue on “Facilitating Age Diversity in Organizations.”

Manuscripts are expected to follow the *JMP* submission guidelines (maximum of 6,000 words, etc.): http://info.emeraldinsight.com/products/journals/author_guidelines.htm?id=jmp.

In case of further questions, please contact the guest editor of the special issue: ghertel@uni-muenster.de.

IPAC 2011 Conference: Capital Ideas for Assessment

July 17, 2011–July 20, 2011, Washington, D.C.

Please mark your calendars and plan to join the International Personnel Assessment Council (IPAC) for 2½ days of concurrent sessions, featured speakers, and social events, plus preconference workshops.

Preconference workshops: July 17 (Sunday)

Plenary and concurrent sessions: July 18–20

Keynote speakers will include Elaine Pulakos, Chief Operating Officer from PDRI; Wayne Camara from the College Board, who will speak on the most recent revisions to the *Standards*; and a trifecta from the Center for Corporate Equality including Eric Dunleavy, Mike Aamodt, and David Cohen, who will provide a presentation entitled “Ten Contemporary Controversies in Adverse Impact Analyses of Selection Rates.”

More details available at our Web site: www.ipacweb.org

See you in D.C.!

Call for Papers: *Journal of Business and Psychology*

The 50th Anniversary of the Civil Rights Act: The Evolution of Research, Practice, and Legal Perspectives on Employment Discrimination

Guest Editors: Eden King, Derek Avery, Paul Sackett

In 1964, Title VII of the Civil Rights Act (CRA) prohibited employment discrimination on the basis of race, color, religion, sex, or national origin. Over the past 50 years, this act of legislation has had a profound impact on employees and organizations across the United States. This special issue will serve as a reflection on the evolution of employment discrimination in research, practice, and the law, as well as a projection of what the next 50 years might hold. We encourage submission of papers on topics including:

- Analyses of legal issues, case law, and enforcement of the CRA
- Moving beyond compliance to inclusion
- Empirical studies tracking changes in discrimination over time
- Empirical studies providing evidence of unique challenges in the 21st century
- New theoretical perspectives on discrimination, diversity, or employment law
- Practical and empirical perspectives on evidenced-based diversity management
- Meta-analytic reviews of discrimination-related topics

We are particularly interested in broad, integrative papers, and those that document change, assess current practices, and project future needs and concerns.

We do not see this as a forum for papers that present individual, small-scale studies relevant to a particular protected group unless they have the potential to substantively advance the literature.

We encourage (but do not require) submission of short (up to 5-page) proposals by **July 1, 2011** via e-mail to eking6@gmu.edu. The guest editors will provide feedback to proposal authors, which may or may not encourage submission of a full paper. This feedback may help authors shape their ideas in advance of the final paper deadline of January 1, 2012.

Announcing the Ram Charan HR Essay Contest

The National Academy of Human Resources (NAHR) announces the Ram Charan HR Essay Contest. Essays are requested from university undergrads and graduate students globally majoring in human resources, industrial/labor relations, or related fields for the following topic: human resources contributions to global business competitiveness.

How has HR strategy, policy, or practices contributed to the performance of organizations? Contributions could be direct, impacting revenue growth and return on invested capital, or indirect, impacting engagement, productivity, and retention.

Cash prizes of \$20,000, \$10,000, and \$5,000 U.S. awarded for the three best essays.

Requirements:

- Minimum 5, maximum 20 pages
- Double spaced
- 12-point font
- Submit by e-mail (PDF format) and hard copy (by mail) to Richard Antoine, President, National Academy of Human Resources, rlantoine@nationalacademyhr.org, 655 Longboat Club Road, Unit 16B, Longboat Key, FL 34228

The deadline for submission is **June 15, 2011**.

Essays will be evaluated and judged by a panel of distinguished HR professionals—Fellows of the NAHR. The NAHR is an honorific organization that recognizes individuals and institutions of distinction in human resources for exceptional professional achievement.

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.

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SIOP Advertising Opportunities

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

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

Display Advertising Rates per Insertion

<i>Size of ad</i>	<i>One time</i>	<i>Four or more</i>	<i>Plate sizes:</i>		
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Two-page spread	\$672	\$488			
One page	\$399	\$294	7-1/4"	x	4-1/4"
Half page	\$309	\$252	3-1/4"	x	4-1/4"

Premium Position Advertising Rates

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Inside 1st page	\$715	\$510	7-1/4"	x	4-1/4"
Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
Inside back cover	\$695	\$480	7-1/4"	x	4-1/4"
Back cover	\$740	\$535	8-1/2"	x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2"	x	5-1/2"

Annual Conference Program

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

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

Advertisement Submission Format

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

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