

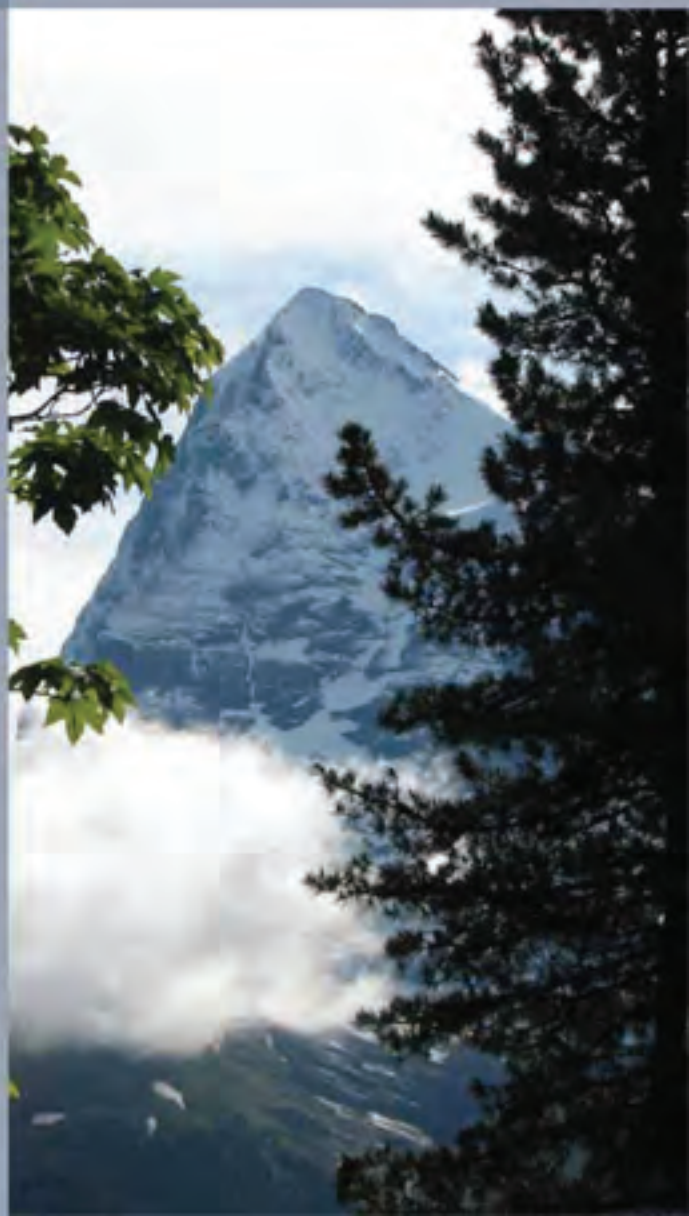


# The Industrial-Organizational Psychologist

**Volume 49**  
**Number 3**  
**January 2012**

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## A MESSAGE FROM YOUR PRESIDENT

### Adrienne Colella



As I write this, there is barely the first sign of fall in New Orleans, which means Thanksgiving is right around the corner. It also means that my year as president is halfway over. I've learned a lot, but one of the most important things that I've learned is how much work, care, and passion my colleagues on the Executive Board put into their volunteer duties to benefit our profession. For this, I am truly thankful. In recent articles appearing in *TIP*, it has been suggested that there is an academic-practitioner split. However, it does not appear that way to me when I consider how the Executive Board and committee chairs, who represent all forms of the science and practice of I-O psychology, work together to keep things going. I'd like to take this opportunity to say thanks to them and let you know about some of the things that have been going on.

First of all, I'd like to thank the APA representatives: **Howard Weiss, Deborah Major, David Peterson, and Paul Thayer**. They give up many weekends throughout the year to attend APA council meetings (which from what I understand are not always that exciting), monitor what is going on, report back, and initiate action on issues that are relevant to SIOP. They also work with **Deirdre Knapp**, the chair of our new External Relations Committee, to make sure that SIOP members get placed on important APA committees so that we are represented as well as possible (hint, hint, if you are interested in doing this, contact Deirdre). Debbie also spends a lot of time and energy (and weekends away from home) with her involvement in CODAPAR, an APA committee that puts on their own conference in January for division leaders. As you read this, Howard's term as APA rep will have ended, and he will be replaced by **John Scott** (who deserves additional kudos for his work in getting SIOP NGO status). We'll all miss Howard's wisdom at our meetings.

**Joan Brannick**, our Professional Practice Officer, may seem to have it easy because she has only two committees in her portfolio. However, St. Joan has probably seen more action in the past year than anyone else. Joan has been quite busy writing responses on behalf of SIOP to guidelines, model acts, taxonomies, and so on. She puts together committees and drafts detailed, carefully thought out responses to issues of vital concern to Society members. Some examples in the last year have been a response to the APA's Model Licensing Act, ASPPB Model Licensure Act, and the APA/CRSPPP application to be considered a specialty within psychology. Joan has also been instrumental in ensuring more SIOP representation (along with our State Affairs Chair **Mark Nagy**) at ASPPB meetings so that we can better monitor and influence state issues regarding the practice of I-O psychology. Finally, Joan, along with **Rich**



**Cober** (Chair of Professional Practice) and **Tracy Kantrowitz** have been instrumental in developing a deal with EBSCO so that SIOP members can have access to this database at a reasonable cost. We all have Joan to thank.

External Affairs Officer **Lori Foster Thompson** deserves our appreciation for helping to internationalize SIOP and make us more visible. Lori has the External Relations Committee (**Deirdre Knapp**, Chair), International Affairs Committee (**Donald Truxillo**, Chair), and Visibility Committee (**Alexis Fink**, Chair) in her portfolio. Big events that have taken place this year are the creation for the Alliance for Organizational Psychology, of which SIOP is a founding member, and all the work that has gone into finding a marketing firm to increase SIOP's visibility to the business community and general public. Thanks to Lori and her committees' work, SIOP is on its way to having more of both a domestic and international presence.

**Milt Hakel** has done a great deal for SIOP over the years, including serving as president. However, I am now limiting my thanks for his work in the current role of Instructional and Educational Officer. Milt oversees Continuing Education (**Kevin Smith** and **Jacqueline Walls**, CE Coordinators), Education and Training (**Mikki Hebl** and **Scott Tonidandel**, Chair and Chair in Training [CiT]), and the Doctoral Consortium (**Linda Shanock** and **Tracey Rizzuto**, Chair and CiT). These committees are always very active. Most recently, however, outside regular goings on, Milt, along with Mikki, Scott, and Joan Brannick, wrote SIOP's response to APA/CRSPPP's proposed *Guidelines and Taxonomy for Education and Training*. In his spare time Milt is also president of the SIOP Foundation and the Alliance for Organizational Psychology. I am thankful that Milt wasn't really serious when he said he was retiring.

**Scott Highhouse**, our Publications Officer, oversees the *IOP* journal (**Cynthia McCauley**, Editor), the Organizational Frontiers Series (**Eduardo Salas**, Editor), and the Professional Practice Series (**Allen Kraut**, Editor), along with the Publications Board. Scott has been extremely busy over the past year since all three publications are going through an editor change. It's up to Scott to guide this process. Our Publications Board is a relatively new committee within SIOP and it is still working out all the ways it will ensure that SIOP turns out the highest quality publications. Scott has had a very busy year, indeed! Thanks!

**Julie Olson-Buchanan**, Conferences and Programs Officer, presides over the six committees involved in putting on all our conferences. This is one big job and involves EVERYTHING that goes into our conferences (SIOP annual conference, Leading Edge Consortium, workshops) and our participation in the APA and APS conferences. Worries include everything from the price of eggrolls, CE credits, programming, hotel layout, to where we are going to hold the conference 7 years from now. Julie coordinates the fantastic and tireless work of **Lisa Finkelstein** and **Robin Cohen** (SIOP Conference Chair and CiT); **Karin Orvis** and **Shonna Waters** (APA program Chair and CiT); **Maria Rotundo**, **Shawn Burke**, and **Suzanne Bell** (APS Program Chairs

and CiT); **Deborah Rupp** and **Eden King** (SIOP Program Chair and CiT); **Liberty Munson** (SIOP Workshops); and **Kurt Kraiger** (LEC Chair). When you see Julie in San Diego, buy her a drink—she deserves it!

As Research and Science Officer, **Steven Rogelberg** seems to have his fingers in many pies. Most recently, he and **Tammy Allen** (Chair of Scientific Affairs) responded to the Office for Human Research Protection's proposed changes to the federal regulations governing human research protections. Steven and Tammy also work with Paula Skedsvold from FABBS on a variety of issues related to science advocacy such as nominating members to serve on the National Science Foundation's SBE Advisory Committee, responding to congressional efforts to cut science funding and monitoring opportunities and threats to the science of I-O psychology. Steven is also responsible for making sure there is follow through on the science advocacy proposal, which was presented by **Steve Kozlowski** and his team last spring. You should have already have filled out the Science Advocacy Survey. Also, the Institutional Research Committee (**Mariangela Battista**, Chair) is part of Steven's portfolio. Mariangela and Steve have been working with a variety of committees to get out three surveys (Science Advocacy, Membership, and Exit) and to build a database so that SIOP can have better member data. This is all a new endeavor and has been a great deal of work for all of those involved. Thanks Steven!

Many thanks go to **Lise Saari** for her role as Membership Services Officer. Lise has the most committees in her portfolio: Awards (**Leaetta Hough**, Chair), Committee on Ethnic & Minority Affairs (**Kizzy Parks**, Chair), Fellowship (**Wally Borman**, Chair), Historian (**Paul Levy**), LGBT (**Brian Roote**, Chair), Membership (**Kimberly Smith-Jentsch**, Chair) and Placement and JobNet (**Matthew O'Connell** and **Adam Hilliard**). This group, spurred on by Lise, has engaged in many new initiatives this year, in addition to their usual duties, which are considerable. A new award was introduced (Distinguished Early Career Contributions Award–Practice), a long-overdue membership survey was launched, an exit survey was introduced, the LGBT group got us an interdivisional grant from APA, and an in-depth analysis of SIOP membership demographics was conducted (more on this in another column). In addition, Lise was instrumental in championing and obtaining input on SIOP's new professional behavior policy, which will be introduced online at [www.siop.org](http://www.siop.org). Lise also deserves a big drink in San Diego!

**Mike Zickar**, Communications Officer, has both the Electronic Communication Committee (**Chris Rotolo**, Chair) and *TIP* (**Lisa Steelman**, Editor) in his portfolio. Mike works with Chris and Lisa to ensure that we have a great Web site and a really unique professional publication. We all depend on these sources for information about our profession. Thanks Mike!

Finally, there is **Mort McPhail**, our Financial Officer/Secretary. I need to have Mort present when I do my Christmas shopping to keep me in line. Mort goes above and beyond duty in serving as the custodian of SIOP's finances.

Mort's duties include budgeting, monitoring our investments, and evaluating Administrative Office personnel issues (raises, promotions, etc.). Most recently, Mort put together a report on the financial outlook for SIOP (which is good) and spurred the EB to engage in strategic planning. Mort has been an invaluable member of the Executive Board and will be sorely missed when he steps down this spring. Thanks go to Mort for steering us safely through a rocky economy.

It's time to end this column, but before I do I want to thank **Doug Reynolds**, Eduardo Salas, and Dave Nershi for their wisdom, support, and the million other things that they do. Not even Ed could have put together such a great team!

Wishing you all a peaceful and joyous holiday season.



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## 2012: Bring It On

**Lisa Steelman**  
**Florida Tech**

Happy New Year! Feliz año nuevo! Gelukkig nieuwjaar! Kul 'am wa antum bikhair! L'Shannah Tovah! Xin Nian Kuai Le! Gutes Neues Jahr! Nav varsh ki subhkamna! Gelukkige nuwejaar! Kia hari te tau hou! I hope you had a good 2011 and that the new year will be your best yet. SIOP is off to a good start. Last year was a great year, with many new initiatives and accomplishments. You can read about the activities and achievements of SIOP's officers in **Adrienne Colella's Message From Your President**. This year there is much to look forward to. The work of SIOP and its members continues to have an impact on individuals and organizations.

The **Featured Articles** section provides thought-provoking pieces written by SIOP members. In this issue there is a fascinating account of research on leadership and psychological resilience conducted by an I-O psychologist embedded in an Army unit in Iraq authored by **Peter Harms**, with Paul Lester. **Andrew Lee** addresses leadership development from the perspective of mindfulness and mindfulness training, and **Maura Mills** helps us learn from the past by highlighting the work of Morris Viteles.

Humor is alive and well in SIOP! **Thomas Stetz** discusses what Santa Claus needs to learn about performance management, and **Paul Muchinsky** opines on state branding. Most students don't expect their professors to be amusing, but students at Kansas State University are in luck because **Tori Culbertson** is funny. Check out her thoughts on an I-O rodeo in this issue.

It can be argued that one of the hallmarks of I-O psychology is our dual science–practice approach. **Mike Zickar**, one of our intrepid historians, provides an account of the history of the science–practice tension in I-O. **Rob Silzer** and **Chad Parson** discuss the composition of SIOP's committees (appointed and volunteer) and Fellows and other award recipients relative to the composition of SIOP's members overall. From their data they draw some inferences about SIOP's emphasis on research versus practice. The **Good Science–Good Practice** column is a collaboration between a researcher and a practitioner to discuss different perspectives on issues of relevance to the community. This column is undergoing a transformation of sorts. I am pleased to welcome **Suzanne Miklos** to the column. She will be joining **Tom Giberson** to provide the practitioner perspective to Tom's academic perspective in discussions and debates. Their first column together discusses coaching and what coaches can learn from some of the recent publications in the area. We thank **Jamie Madigan** for his years of contribution to *TIP*.

In other editorial columns **Eric Dunleavy** and **Art Gutman** discuss the *Grant v. Metro* case **On the Legal Front**. **Tracy Kantrowitz**, **Craig Dawson**, and **Rich Cober** provide an update on the role of technology in I-O practice—and science—in the **Practitioners' Forum**. And **Marcus Dickson** discusses the innovative use of technology in the classroom—if you have ever considered flipping your classroom, this one is for you. In **TIP-TOPics for Students**, **Chantale Wilson** and **Aaron Kraus** discuss factors associated with the transition to successful graduate student. **Stuart Carr** continues to present SIOP members with important information on pro-social and humanitarian work psychology, **Quo Vadis?** In this issue, Stu provides a timely discussion of the gini coefficient, which is a statistical index of the concentration of income in a distribution (such as a county), and some of the I-O implications. And in the report from the SIOP Foundation, **Paul Thayer** presents information on several grants, scholarships, and other named awards for SIOP members.

For those of you ready to start planning your SIOP 2012 conference adventure, check out reports by **Lisa Finkelstein**, **Deborah Rupp**, **Ashley Walvoord**, and **Liberty Munson**. There are many exciting events and presentations planned for San Diego! **Deirdre Knapp** introduces the newly formed External Relations Committee, and **Cathie Murensky** updates us on resources provided by the Visibility Committee. Finally, check out the overview of the most recent Leading Edge Consortium (LEC) on Designing, Leading, and Optimizing the Virtual Workforce.

All in all, it's a good year to be an I-O psychologist!



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# **Boots on the Ground: A First-Hand Account of Conducting Psychological Research in Combat**

**Peter D. Harms**  
**University of Nebraska, Lincoln**

**with Capt. Paul B. Lester**

At the height of the surge in Iraq, Captain Paul Lester, an Army research psychologist, embedded himself with the 2nd Battalion, 6th Infantry Regiment in order to study leadership and psychological resilience in combat. Few researchers are ever presented with the opportunities and responsibilities inherent for a psychologist in this situation or with the decisions he faced when agreeing to take on this mission. In his own words, Captain Lester explains the nature of this mission, what makes research in this context so unique, and what lessons he learned.

Peter Harms is an assistant professor in the Department of Management at the University of Nebraska and a program evaluator for the U.S. Army's Comprehensive Soldier Fitness program.

***PH: Could you explain a little about what you do in the Army?***

*PL:* Army research psychologists are tasked with using sound, scientific methods to answer questions put forward by the Army senior leadership. More than anything else, our job is to use research to inform policy and help soldiers. There are about 25 uniformed research psychologists currently working for the Army right now. Most research psychologists are active-duty officers and the rest are civilians who work with us full time or as contractors. Most of these individuals have training in clinical psychology, industrial-organizational psychology, or neuroscience.

***PH: You personally experienced collecting data in a combat setting. Could you briefly explain exactly what you did, the nature of the context that you were collecting data in, and the goals of your research?***

*PL:* Over the course of my studies at the University of Nebraska it became apparent that while we know about leadership, we actually know almost nothing empirically about leadership in a combat environment. What we do know was written by SLA Marshall in *Men Against Fire*, a very controversial piece of research that was done in World War II.

When I joined the faculty at West Point my officemate was a gentleman named Major Michael Shrout. Together we hatched a plan to study leadership in combat. When he later took command of 2–6 Infantry located at Baumholder, Germany, we began a 2-year longitudinal study of this particular battalion. I collected data from them on a number of occasions: when they

were still in gunnery training in Germany, then again about 30 days before they were going to deploy to Iraq, and again several months later in Salman Pak, Iraq. I ate with them, lived with them, and went on patrols with them as a member of their unit for about 6 weeks. When they returned from combat I met up with them again for a fourth wave of data collection.

The goal of the research was to see if the nature of leadership changed from when you were in garrison, when nobody was shooting at you, when your life was not at risk, versus leadership when your life was at risk every single minute of the day. I also wanted to look at, broadly speaking, whether going to combat is a developmental intervention in itself. It is a contextual intervention that an entire organization is dropped into. I wanted to see how leaders developed by being in that very rich context and putting their lives and the lives of their soldiers at risk every day.

***PH: You embedded yourself with the organization. Were there ever any cases where you were under fire yourself, going through the same experiences as the participants?***

***PL:*** No, not under fire. When you go to Iraq, and to a lesser degree in Afghanistan, soldiers primarily operate out of bases, which are relatively safe. They're walled off, there's barbed wire, and there are people guarding them. You're always subject to mortar fire and rocket fire and things like that, but it's relatively safe. But it's when you go outside the wire, that's when you put your life at significant risk. You're riding around in vehicles that are targets for improvised explosive devices, and you're a target for snipers. I decided very early on that I could not study leadership in a combat environment by sitting in the outpost and watching these guys go out on patrol and come back and then asking them "What was that like?" I needed to embed myself, much like a reporter would, and go out on patrol with them in order to understand the context. Keep in mind that before I was a psychologist I spent 11 years as an infantry officer, and I had trained my entire career to do the things that they were doing. But I needed to see it firsthand in order to understand for myself the fears and the concerns that people go through.

I recall one time when I was with an 18-year-old private; he had just joined the unit and this was probably his 50th or 60th patrol that we were going out on. It was my third while I was there. And we climb into the back of an MRAP, and this kid looks at me and says, "Well sir, if it's my day, it's my day." If it's my day to die, it's my day to die. That type of fatalism is probably unique to the combat environment. Soldiers know that they can rely on their training, but in the end if it's their day to die, then it's their day to die. And to hear somebody say that and really mean it, it's something that you never really forget. I was very fortunate to actually experience that. It helped shape my views of the research project that I was doing.

***PH: What kind of sacrifices did you have to make in order to conduct this research?***

*PL:* Even before the leadership in combat study, one of the major sacrifices was that Army regulations required that I take a voluntary demotion from major to captain in order to transfer from the infantry to the Army Medical Corps. This transfer was necessary in order to become a full-time research psychologist. Not only was this a financial hardship but it also meant that I have spent over a decade as a captain. Ordinarily, people who serve as captains are promoted in about half that time.

Going into the field of combat in order to conduct research was a different kind of hardship. It required me to be away from my loved ones and a job that I loved for several months, and it meant putting myself at serious risk of physical harm. But it was a once-in-a-lifetime opportunity to address important issues that we have been debating for decades.

***PH: In terms of the data you were collecting and specifically the variables that you chose to study, what were some considerations? Were you mostly trying to address practical or theoretical issues?***

*PL:* The primary aim of the project was to be able to come back and tell future leaders in the Army: “This is what you can expect leadership in combat to be like. Here’s what you need to be prepared to do.” So there was a very practical component to the research that we wanted to address. We also wanted to make sure we designed something that could address serious research questions in the published literature and move the field forward.

***PH: You also employed a mixed-method design. What was your thinking on that?***

*PL:* Every unit that deploys in combat has a unique experience: the area you’re operating in, the people in that particular sector, the type of enemy forces you’re facing. Although I knew we needed to ground the research in solid, quantifiable survey data, I also felt that I needed qualitative data to help round out the picture of what was actually happening there. I ended up doing more than a hundred interviews with officers and soldiers of all ranks in order to get a perspective of the organization as a whole. I interviewed everyone from Col. Shrout, who was leading the unit, to the youngest privates who were there doing the hardest and most thankless missions. I actually interviewed a soldier while he was in the process of burning human waste.

***PH: What sort of issues do you think are unique to collecting data in the field of combat?***

*PL:* A field study by its very nature is messy. As an example, many of the soldiers that we surveyed at Time 1 left the unit over the course of the study. They exited the service, they went to another location, worked for another unit, or the Army decided to move them. Between the first and second wave

of data collection we probably lost around a quarter of the sample. Another factor is that the organization structure may change in response to the demands of the combat zone. For example, one company I was tracking detached from the main organization and ended up working in a completely separate sector of the country. I had to get on a helicopter and fly out into the middle of the desert to follow up on them. I got stuck there for about a week because we couldn't get a helicopter to come in and get me. The living conditions were also quite challenging. I basically lived in a metal shipping container for about 6 weeks. That was okay when there was electricity, but it got pretty miserable when the power went out and it was 130 degrees outside.

But probably the hardest thing to deal with was that the notion of sample mortality takes on a completely different meaning. You work with these guys day in and day out, and you get to know them, and they get to know you. And you come to expect to see them when you return after being away for 6 months. Unfortunately, the nature of combat is that people are wounded and people are killed. So you show up to continue your study and find out that some of the people that you got to know and like are now dead or severely wounded and that they will never be the same again. That's a very hard thing for a researcher to accept. As a soldier you have to accept it, but as a researcher, you have to accept it on a completely different level because you have privileged access to the innermost thoughts and feelings, their dreams, their fears, and their personal concerns. In one particular case, I interviewed a young lieutenant that I got to know very well. And 10 days after I interviewed him, he was killed in an ambush. And I have the last recording of this young officer's voice. I was in Afghanistan when I was told that he was killed, and I downloaded the recording, put it on a thumb drive, wrote a letter to his mother, and I sent it to her. Nothing you learn in graduate school prepares you for a situation like that.

***PH: With regards to conducting research in the field, how receptive are troops and officers to being a part of something like this?***

*PL:* You have to get buy-in from the leadership because they pave the way for you to be successful. They brief subordinate leaders on what is happening and make it important to them. We call it command emphasis. That said, when you're giving surveys and conducting interviews they don't necessarily trust you the first time. But over time, you build that trust. You let them know exactly what you're going to be doing, when you'll be doing it, and why. You've got to be very honest about it. You don't have to tell them specifically necessarily what you're studying, but you've got to be very honest about what is going to happen with the data, who's going to see it, and what it's going to be used for. Soldiers tend to be very concerned about whether or not the chain of command will see their responses and whether they can be honest about their feelings. It helps if you have the unit leadership stand up with you and say, "We're not going to look at your surveys. That would be in violation of the agreement that we have."

***PH: How supportive would you say your command structure was? You've mentioned the command structure of the units you were sampling, but what about your own command structure?***

**PL:** At the time of this study I was on faculty at West Point. Luckily, my department head, Colonel **Tom Kolditz**, was also very interested in this research. He underwrote what I was doing and moved things around to make it happen. Another officer from my department, Colonel **Pat Sweeney**, accompanied me on the mission and led a different research project while we were in Iraq. Without support from my department, I could have never gotten this off the ground. Never.

***PH: Were there any issues you faced concerning classified data?***

**PL:** Nothing that I did in Iraq could really be called classified. I wasn't out there chasing down the enemy or doing secret missions. It really isn't that sexy. That said, there were data that we wanted that was classified. We wanted patrol reports so we could talk about what the units were doing on a day-to-day basis in order to give a sense of the actual, everyday experience of this organization. Every time a platoon leaves the outpost and goes outside the wire, to do whatever mission it is they're doing, be it a raid, a humanitarian mission, a patrol, or just be a general presence, when they come back inside the wire, the platoon leader has to write a report of every significant activity that happened during the patrol. The reports contain the names and the faces of suspected insurgents, people who are on lists to interview and potentially apprehend based on criminal or illegal activity. Those patrol reports are classified.

So there were literally thousands of reports that related to this one particular infantry battalion. We approached the unit chain of command after they redeployed, and we convinced them to declassify all of the patrol reports that we were able to get. They agreed and ended up putting in hundreds of hours removing every name and every location that potentially could jeopardize someone. And they turned all of those declassified reports over to us. Those files have provided an excellence record of what was actually happening there.

***PH: Scientists are taught to try to be objective and detached from what they study. How is this possible when you're going through the same experiences as your participants?***

**PL:** It's hard. Your very presence influences what's happening. Most of leadership knew that my expertise was on leadership development, so I got a lot of questions about situations and issues they were dealing with in their organizations. And I would have to tell them, "Hey, I'm here to study your problem not to help you solve the problem." Sometimes people came to me wanting therapy, wanting me to be a clinician. They saw me as a psychologist, not a research psychologist, and most people don't know the difference between a clinician and a researcher. Try to explain that to a 19-year-old private first class who just learned that his wife was divorcing him, taking all of



his money and his kids. Try telling a soldier, “Hey, there’s really not much I can do to necessarily help you in this situation.” That’s a hard conversation to have. Often, the best that I could do was to suggest that they seek behavioral healthcare. But, in many cases it didn’t really matter that I wasn’t a clinician. People saw me as a clinician, and they wanted to tell me their story. And in some cases I had to allow them to do that. And when you hear things like that, you end up providing support. Not so much clinical support but the sort of basic support any leader in the army would give to any soldier. But you have to be careful not to cross a line and not to get too terribly involved. It’s very hard not to.

***PH: How would you say conducting this study has changed your perspective on what it means to be a research psychologist or just the research process in general?***

*PL:* The things that you learn in grad school absolutely still apply. But you also have to be flexible when conducting research in a field setting in order to get things off the ground. You have to be willing to compromise on some things but not compromise on things that are really important to the integrity of the research. For example, I would never compromise on anonymity or confidentiality. But you may not always be able to collect the data exactly where or when you want to. For example, when a unit was detached from the primary battalion and sent to live out in the desert. As a researcher, that wasn’t exactly optimal, but you have to accept that the context itself provides plenty of threats to validity. And you have to be prepared that when it comes time to write it up you just have to be honest about the things that happened.

***PH: Can you summarize the main findings from your work in the field?***

*PL:* One of the interesting things we found was that while leaders perceived their own leadership style as being fairly comparable as they moved from training into combat, their followers didn’t agree. Soldiers rated their commanders much less positively in the combat zone and also reported less trust and transparency in their relationships with their commanders. The officers reflected this sentiment somewhat by reporting that their confidence in their own capacity to lead had diminished since they entered the combat zone. We also found evidence that having an effective leader was a preventative factor in the development of later posttraumatic stress, above and beyond the effects of combat exposure and individual differences. There’s a lesson to be had there for managers in all organizations. Highly stressful conditions tend to make effective leadership difficult, but it really makes a difference in the lives of their followers if leaders are doing the things we know are effective in normal circumstances. You still need to treat your followers as unique individuals, you still need to lead by example, and you still need to try to get them motivated each day.

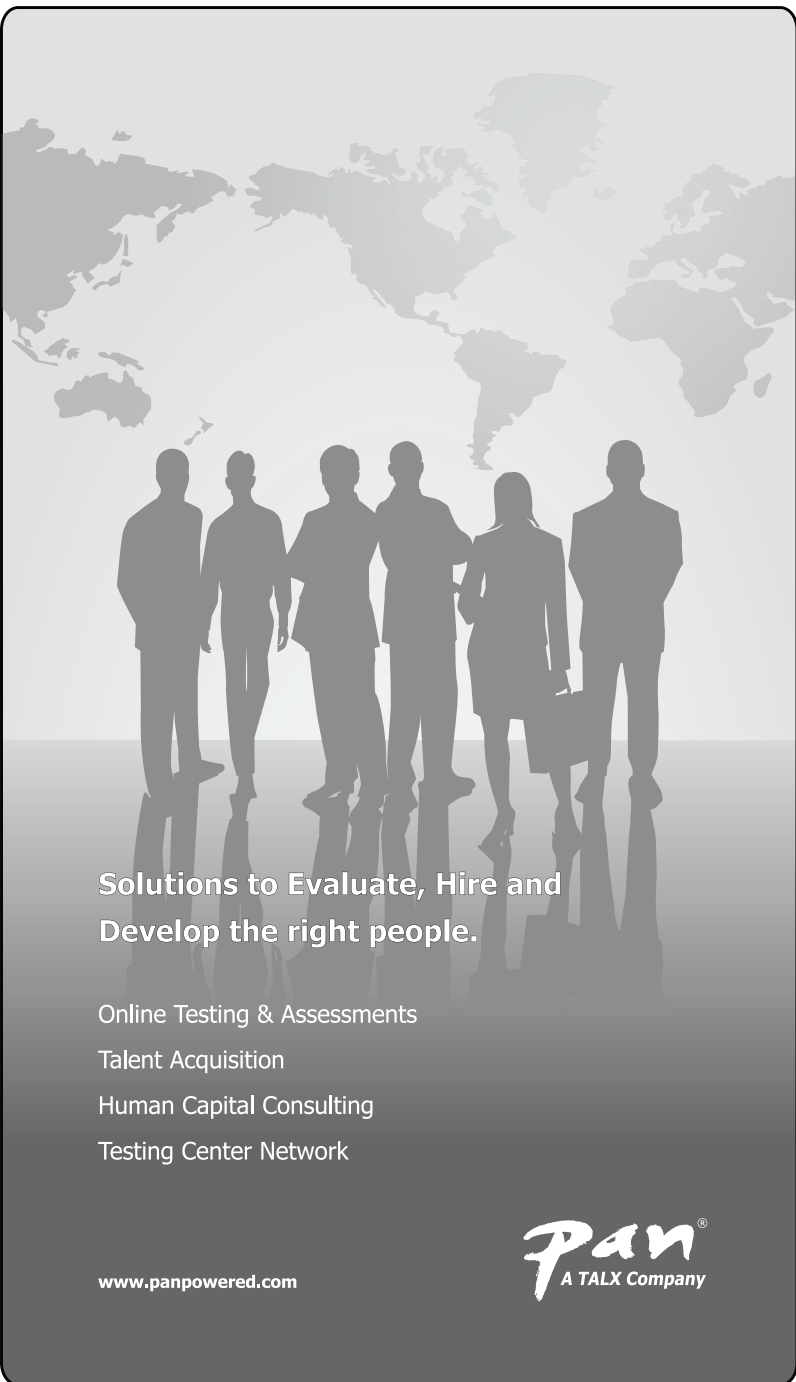
***PH: How would you say this work is being received?***

*PL:* I have presented results from this project at several conferences and the response has been overwhelmingly positive. I think that the story of soldiers in combat resonates with people because they recognize that it is an uncommon situation and that people are volunteering to put themselves in danger. And there's just not a lot of research on it, and it's a hard thing to get your hands around. Looking back, there are things I might change, but overall I'm proud of this research.

***PH: What are you working on now? And what does the future hold for research in the Army?***

*PL:* Our current agenda is covered pretty well in a recent special issue of *American Psychologist* (2011, Vol. 66, 1) on the Comprehensive Soldier Fitness program. My role now is more in program evaluation, applying the scientific method to determine the program's effectiveness. It's probably the largest developmental intervention of psychological resilience that's ever been done. We're also studying the development of psychological resilience in Department of Army civilians and the families of soldiers. As this project progresses, we're also trying to make the most of the data available to us. The Army collects an enormous amount of information on performance, health, leadership, and has some of the best-designed selection tools around. As we move forward, we aim to aggregate and utilize this information to answer really important questions concerning the roles of leadership, personality, overseas appointments, organizational climate, healthcare usage rates, and other topics that are important not just to the Army but all organizations.

I think there's a very bright future for research psychology inside the Army. The last 10 years have been a golden era for research psychology in the Army, and we've been very fortunate to have a lot of good Army research psychologists working for us.

A grayscale advertisement for Pan. The background features a faint world map. In the foreground, six business professionals (five men and one woman) are shown in silhouette, standing in a line and facing forward. They are reflected on the surface they are standing on. The text is positioned in the lower half of the image.

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# **Accelerating the Development and Mitigating Derailment of High Potentials Through Mindfulness Training**

**R. Andrew Lee**  
**Principal, Andy Lee Coaching**

Everywhere and at all times, it is up to you to rejoice piously at what is occurring in the present moment, to conduct yourself with justice towards the people who are present here and now.

- Marcus Aurelius

The development of future leaders is one of the most critical human capital functions of an organization and is directly related to its long-term success. Unfortunately, the vast majority of organizations have yet to master the process of developing high-potential managers into future leaders. In a major research initiative involving 122 companies globally, The Corporate Leadership Council (2006) found that 75% of companies listed the development of high potentials as a top priority of both the CEO and the HR organization, and 80% had increased their spending on high-potential development in the past 2 years. However, the majority of companies had only seen a moderate return on their investment, and fully half of companies reported that the failure of newly promoted executives was a significant problem. What's going wrong?

The purpose of identifying high potentials (or “hipos”) is to target promising managers for differential investment. Hipos are given more job and project opportunities and have access to more development resources. But although differential investment creates development opportunities, it also presents these aspiring leaders with some additional challenges. Hipos are under greater scrutiny by senior management than other managers and under more pressure to produce results. They are often given more challenging assignments and faster promotions, which can push their development capacity to the limit and increase the potential for failure. In addition, the qualities that lead to high potentials' success early in their careers do not guarantee success in more senior roles, or as Marshall Goldsmith (Goldsmith & Reiter, 2007) says, “What got you here won't get you there.”

How can companies increase the success rate of their hipos in achieving the success and contribution that their potential promises? The answer may not lie in providing more assessments, training programs, action learning projects, or job assignments. Rather, it may lie in teaching them to pay attention. Or, more accurately, in developing their ability to be fully aware and open to the experience of the present moment. This is known as mindfulness. Although the concept is not yet well known in executive development circles, it is being studied extensively in other branches of psychology. The results suggest that mindfulness could significantly accelerate the development of high potentials and also reduce the likelihood of their failing to reach their potential. This paper discusses how mindfulness training can be leveraged to drive hipo development.

## What Is Mindfulness?

In common language, mindfulness is simply “being in the moment”—being fully present and aware of what is going on right now. It means giving your full, open, and nonjudgmental attention to the present moment and situation. Mindfulness can be developed through meditation practices such as sitting still and attending to one’s breath or simply attending to one’s thoughts and emotions as they emerge and dissipate (Goldstein, 1994). However, there are numerous other practices that can be used to develop mindfulness, many of which can be practiced while engaging in day-to-day activities (e.g., Thornton, 2004).

The state of mindfulness has several inherent qualities (Brown, Ryan, & Creswell, 2007):

- *Present focus.* Focusing on the present moment as opposed to thinking about past events, current daydreams, or future possibilities or concerns. This state is more rare than you may think: Research shows that people spend 50% of their time thinking about the past and future (Killingsworth & Gilbert, 2010).
- *Awareness.* Cultivating ongoing awareness of both external surroundings and internal states, including thoughts and emotions. An example would be monitoring one’s thoughts and emotions in stressful situations instead of reacting impulsively.
- *Nonjudgment.* Maintaining an open, nonjudgmental attitude toward one’s surroundings. This allows you to perceive events for what they are as opposed to judging them against what you expected or what you think would be preferable. It is important to note that nonjudgment, specifically in relation to problems, does not imply complacency or indifference. Rather, it refers to adopting a pragmatic acceptance of reality as opposed to engaging in denial, rationalization, or resentment.

As the capacity for mindfulness grows, it also leads to the development of secondary qualities that are relevant to personal well-being and social functioning. First, as greater awareness and objectivity is developed in relation to one’s thoughts and emotions, mindfulness leads to greater self-acceptance, including both one’s virtues and flaws (Thompson & Waltz, 2007). The need to deny or rationalize away weaknesses recedes, as does the habit of overfocusing on flaws and shortcomings. These mental habits are replaced by a clear-eyed assessment and acceptance of one’s qualities, both positive and negative.

Another secondary quality related to mindfulness is the calming of the ongoing need to support and defend one’s ego and self-beliefs. This development of a quiet ego (Bauer & Wayment, 2008) results in less emotionality and defensiveness in the face of ego threat brought on by situations like competition and failure (Brown, Ryan, Creswell, & Niemev, 2008). Finally, mindfulness also leads to greater empathy for others (Shapiro, Schwartz, & Bon-

ner, 1998). The ability to see others without ego-based filters, and in a state of nonjudgment, opens one up to understanding and appreciating the perspectives and priorities of other people with a new level of understanding.

The descriptions presented above may well remind the reader of another attribute of successful leaders, that of emotional intelligence, or EQ. The four components of EQ are self-awareness, self-management, social awareness, and relationship management (Goleman, 1995). These factors, especially the first three, overlap significantly with the primary and secondary qualities of mindfulness described above. However, whereas EQ is focused primarily on understanding emotions in order to improve social relationships, mindfulness has a broader focus of enhancing one's awareness of all aspects of the present moment. That said, the development of mindfulness may well lead to increased EQ (Goleman & Kabat-Zinn, 2007). This is especially noteworthy because a recent review of the efficacy of EQ training "did not provide sufficient evidence concerning whether it is feasible to increase EI [or EQ] in individuals, or how to carry out EI training" (McEnrue, Groves, & Shen, 2010).

### **What Does Mindfulness Look Like?**

For readers new to the concept of mindfulness, the description above may seem to describe an otherworldly state that is far removed from our day-to-day experience, especially in the workplace. Yet mindfulness is a quality that occurs naturally in everyday life. Perhaps you can remember an unusual sight or experience that caused you to look around and fully appreciate your surroundings in the present moment as if you were seeing them for the first time, such as seeing a breathtaking vista or a child at play. Or in the office, mindfulness can be encouraged by pausing in the midst of a busy workday to take a deep breath, lean back in your chair, look around your workspace, and listen to the sounds in the office around you. Unfortunately, experiencing the absence of mindfulness is far more common, such as being asked a question in a meeting just to realize that you had not been listening or sitting on the beach on vacation and thinking about nothing but the presentation that has to be done upon your return.

Mindfulness is also an individual difference; some people are naturally more mindful than others (Brown & Ryan 2003). Perhaps you know or have met people, possibly leaders, who are able to give their full attention to each person and situation they encounter, regardless of how packed their day is; or who look at situations with fresh eyes and ask questions with an unbiased curiosity that often reveals new answers; or who rise above petty conflicts and see beyond the faults of others, to find common ground and build relationships. In contrast, less mindful leaders are more likely to pay only partial attention to the people they come in contact with, to make assumptions and jump to conclusions based on their particular world view, to assume that they already know the answer to questions, or to react impulsively or emotionally to perceived slights or the shortcomings of others. Perhaps you have met some of these as well.



## Mindfulness Training in the Workplace

Mindfulness training has grown rapidly in popularity over the last 15 years as an effective component in the treatment of a number of physical and psychological ailments. The most widely reported benefits of mindfulness training are the relief of feelings of stress and its physical symptoms, as well as a general improvement in mood and sense of well-being. But mindfulness training and mindfulness-based therapies have also demonstrated their efficacy in treating a wide range of ailments including anxiety, depression, hypertension, and sleep and eating disorders; and in easing the symptoms of asthma, diabetes, psoriasis, multiple sclerosis, and fibromyalgia (see Baer, 2003, for an overview). Today, many therapists incorporate mindfulness practices into their work (Germer, Siegel, & Fulton, 2005), and mindfulness is broadly recognized as an effective therapeutic tool.

Mindfulness training is now beginning to make inroads into the workplace. Numerous companies have implemented mindfulness training programs in the workplace, including Apple, Dell, Ford, GE, Google, IBM, Nike, 3M, Toyota, and Yahoo (Boyce, 2009; Der Hovanesian, 2003; Duerr, 2004). In general, the goal of these programs is to reduce stress and increase well-being among staff. Mindfulness is gaining traction in leadership development (e.g., Carroll, 2007) and leadership coaching (e.g., Silsbee, 2004). Successful executives have attested to the impact that mindfulness has had on their ability to lead (Brandt, 2008; Silverthorne, 2010).

Programs and testimonials aside, academic research on the impact of mindfulness on work effectiveness is sparse and has centered mostly on its cognitive effects (see Dane, 2011, for a review). In this line of research, mindfulness training has been shown to improve concentration even after relatively brief training (Zeidan, Johnson, Diamond, David, & Goolkasian, 2010). Results from the U.S. military's Mindfulness-Based Mental Fitness Training (MMFT; Stanley & Schaldach, 2011) program have also been encouraging. This program was implemented to help Marines better deal with stress and maintain their cognitive edge during the difficult run up to deployment. Their results showed, not surprisingly, that mindfulness practice resulted in significantly lower stress and more positive affect. In addition, although the performance of Marines on a working memory test declined over this period, those who practiced mindfulness exercises during this period actually improved their performance (Jha, Stanley, Kiyonaga, Wong, & Gelfand, 2010).

Although research on mindfulness in the workplace is still in its infancy, the evidence to date suggests that it may have much to contribute to the satisfaction and performance of employees and the effectiveness of leaders. In addition, based on our knowledge of how mindfulness works and how leaders develop, there is reason to believe that this is especially true for the development of high potentials.

## Mindfulness and Hipo Development

Although the development of mindfulness training has many positive effects, it holds specific promise for the development of high-potential employees. The potential benefits accrue in two aspects of high-potential development. First, it can increase high potentials' effectiveness in the high-visibility, high-stress roles they are commonly assigned. Second, it builds the qualities and capabilities that can minimize hipos' likeliness to derail.

### *Accelerating Learning Under Stress*

Many different approaches have been taken to develop high-potential managers, including programmatic training, mentoring from senior executives, and providing individualized feedback and coaching (Silzer & Dowell, 2010), but the core methodology is to promote learning from on-the-job experience by providing hipos with a variety of leadership roles to expose them to different challenges (McCall, 1998; Yost & Plunkett, 2010). In this approach, hipos are given challenging jobs or assignments in order to accelerate their learning.

Research conducted by the Center for Creative Leadership over the last 20 years suggests that experience is indeed the best teacher, better than learning from relationships with others or from formal training activities (McCall, Lombardo, & Morrison, 1988). Although skills and concepts can be learned in many settings, it is in the crucible of experience that deep self-knowledge can be developed and leadership lessons are fully internalized. Because hipos are seen as the best and brightest, they are provided with particularly diverse and challenging work assignments to accelerate their development. Not surprisingly, the ability to adapt to and learn from new situations and experiences is deemed one of the key qualities of successful high potentials (Lombardo & Eichinger, 2000).

But developing hipos aggressively on the job is not without its challenges. High potentials are commonly placed in intentionally challenging settings. For example, common high-potential job assignments include international roles, moves across lines of business, moves from line to staff roles, or significant increases in spans of control. They may also be assigned a role in a new business start-up or be asked to turn around a struggling department (McCauley, Ruderman, Ohlott, & Morrow, 1994). In other words, high potentials need to be able not only to learn from experience but also to deliver results, and to do so under challenging, and likely stressful, conditions.

The level of developmental challenge of a job can impact a person's ability to learn. When developmental challenge rises beyond a certain point, skill development plateaus and then begins to drop (DeRue & Wellman, 2009). One of the reasons for this may be that high levels of stress interfere with learning and memory (Chen, Dube, Rice, & Baram, 2008). Therefore, it is likely that the stress-reducing effects of mindfulness training would enhance a person's ability to learn in developmentally challenging situations. Research on the military's MMFT program (discussed previously) supports

this idea. The ability to observe and accept events openly and in the moment in stressful situations seems to free up additional cognitive capacity that would otherwise be used up by stress-driven anxiety and distraction.

DeRue and Wellman (2009) propose that an individual's learning orientation can be another influence on hipos' ability to benefit from challenging developmental assignments. According to the authors, people with a strong learning orientation will continue to reap developmental benefits from roles regardless of their level of developmental challenge. In contrast, people with a weaker learning orientation experience more stress, and they are more likely to become overwhelmed and take steps to protect their self-image by withdrawing from future challenges.

The nature of mindfulness suggests that it may also enhance learning orientation. A key quality of the state of mindfulness is a nonjudgmental openness to present experience, which is consistent with a high learning orientation. In addition, the greater self-acceptance and "quieter ego" that emerges through mindfulness suggests that mindfulness training would lead hipos to be less motivated to protect their self-image at the expense of learning.

To summarize, mindfulness training is proposed to improve hipos' ability to learn during challenging developmental assignments by reducing their stress, which will increase their ability to learn. Further, mindfulness training should enhance learning orientation, which may reduce the tendency to feel overwhelmed and reduce self-image-protecting withdrawal behaviors. But the situational stress of accelerated development is only one side of the challenges facing hipos. Another challenge is rooted in the qualities of hipos themselves. This challenge is known as derailment. It threatens not only to slow their learning but to knock them off the hipo track altogether. However, mindfulness can play a role in mitigating its effects as well.

### **Mitigating Derailment Risk**

Derailment is the process by which people who are highly successful early in their career become unable to advance beyond a certain level and may in fact suffer significant career and performance setbacks. As summarized by McCall (1998), the factors that lead to the derailment of high potentials include one or more of the following:

- *Strengths are overleveraged.* Strengths that enabled early career success are overused or used inappropriately. For instance, self-confidence and technical brilliance taken to the extreme can lead to a lack of openness to others' ideas.
- *Weaknesses become more important.* Early career success can be driven by one or two towering strengths, but success at higher levels often requires a broader set of skills. For example, high energy and determination can mask an inability to delegate at lower levels in an organization, but this can become a serious impediment to performance in a leadership role.

- *Success leads to arrogance.* More generally, early career success can lead to the belief that a person has all the skills and knowledge required for success in any situation. This belief diminishes the motivation to seek out and learn from feedback and the willingness to develop new skills and change one's approach.

As this process unfolds, the behavioral tendencies that derailing managers demonstrate include poor emotional self-control, insensitivity, the failure to build strong relationships, and difficulty dealing with conflict and failure (Hogan, Hogan, & Kaiser, 2010).

What can be done to mitigate this process? Once again, the qualities that are both inherent in and supported by mindfulness could play a key role. The first of these qualities is self-awareness. Hogan, Hogan, and Kaiser (2010) propose that developing self-awareness is the most important factor in mitigating derailment. This includes the awareness of one's own weaknesses and personality flaws and awareness of how one is perceived by others. The authors go on to recommend 360-degree feedback as an important tool to develop this capacity.

As stated earlier, awareness, and especially self-awareness, is a key component of the construct of mindfulness (Brown & Ryan, 2003). To be mindful is to be aware of both your surroundings and your internal thoughts and emotions. So mindfulness training would seem to be a most appropriate intervention. In addition, mindfulness would add incremental value beyond 360-degree feedback because it targets a different quality of self-awareness. Whereas 360-degree feedback increases knowledge of oneself and how one is perceived by others, it is less clear whether it increases self-awareness in the moment. Therefore, 360-degree feedback could more accurately be said to build self-knowledge. In contrast, mindfulness develops both self-knowledge—through the awareness and unbiased acceptance of one's self as it is—and true self-awareness, defined here as the awareness of one's thoughts and emotions in the moment.

In addition to increasing self-knowledge and self-awareness, mindfulness training may also undermine the attitude of arrogance that can accompany early career success. Arrogance is defined as an overbearing attitude of superiority and an exaggeration of one's own worth or importance. In contrast, mindfulness training results in the development of a quiet ego, which refers to an attitude of greater humility and less self-centeredness (Bauer & Wayment, 2008).

The quality of hipos' relationships could also be impacted by the development of mindfulness. The positive effect of mindfulness on both mood and emotional self-regulation could help to undermine the tendency to be emotionally reactive. Mindfulness training has been shown to improve emotional self-regulation by increasing the tolerance for unpleasant stimuli and by speeding the recovery from negative emotional events (Brown et al., 2007). In addition, the development of greater empathy as a result of mindfulness training could counteract a tendency to be insensitive and could enhance hipos' (or anyone's) ability to build stronger relationships.

To summarize, mindfulness training could lead to hipos who are happier, calmer, less arrogant, more self-aware, and more empathetic, which would undermine many of the major causes of derailment. Taken together with the potential improvements to learning discussed in the previous section, there is reason to believe that mindfulness training could both support the development of high potentials through developmental assignments and mitigate their derailment. But are there any downsides to developing mindfulness in high potentials? Would companies truly benefit from developing a cohort of kinder, gentler, more empathetic hipos? Would they have the same drive to succeed if they are truly more calm, open, and empathetic? After all, can't insecurity and neuroticism be powerful motivators?

Clearly, mindfulness is no magic bullet for hipo development. Perhaps the most obvious reason for this is that mindfulness training does not develop many of the capacities that lead to early career success to begin with: intelligence, determination, ambition, and charm (McCall, 1998). On the other hand, there has been no research done to date, and there is no reason to believe that mindfulness training would dampen the drive to achieve and contribute to the success of an organization. More likely, it would lead to hipos who are not overwhelmed by new challenges, who build strong and authentic relationships, and who harness their abilities to make sound decisions and accomplish valued objectives as opposed to being sidetracked by professional distractions and preoccupations.

### **Developing Mindful Leaders**

Let's say that a company is interested in implementing a program to increase mindfulness among their high potentials as part of their leadership development strategy. What would it look like? How would it work? At the current time, there are no clear precedents. Although mindfulness training is offered in many organizations in order to promote employee well-being, a talent management organization will run into several challenges when trying to adapt such training for high-potential development.

The first challenge is content. To be clear, any reputable mindfulness training program will provide a good measure of the benefits described above. However, most current mindfulness training programs are focused on reducing employees' stress levels and improving their sense of well-being. And although the content may be effective, the way in which it is communicated may be foreign, even anathema, to a group of hard-charging hipos. They may not be receptive to the idea that slowing down to pay full attention—let alone sitting silently and observing their breath—will actually improve their effectiveness. They may interpret reducing their emotional reactivity as squelching their passion. And they may see the idea of unbiased acceptance as being equivalent to passivity. These are common misconceptions, and they are likely to be in full force among a group of hipos.

In addition to repositioning mindfulness training content, additional content should be added to provide guidance for developing mindfulness in the workplace and for applying mindfulness to central leadership challenges. Useful additions could include identifying and committing to personal values and priorities (Hayes, Strosdahl, & Wilson, 1999), which can serve as trusted guides for behavior once one's ego has quieted and one's biases and distractions are corralled. Also, exercises could focus on skills such as speaking and presenting mindfully, building relationships, and having challenging discussions with directness and empathy.

The second challenge is format. Based on the design of MBSR, most mindfulness training programs take place in weekly in-person meetings of 2 hours each over the course of 8 weeks. Such a schedule may be difficult to maintain for a group of high potentials, especially in a geographically distributed organization. Other formats need to be explored, such as virtual participation or even asynchronous participation for certain elements. Web-based resources and mobile technologies offer new opportunities to push the boundaries of mindfulness training and to help hipos more fully incorporate mindfulness into their daily lives.

The third challenge is more fundamental: It is the need for patience. Developing mindfulness is more similar to beginning an exercise program than to learning a management skill. Although some level of mindfulness can be evoked in as little as 5 minutes (Heppner et al., 2007), the development of a deep, impactful level of mindfulness can take months. This is antithetical to our current culture of instant gratification. All parties involved—hipos, their managers, and talent management staff—need to keep this in mind and find both the patience and the persistence that it takes to truly leverage the power of this unique tool for leadership development.

The application of mindfulness training in the workplace offers an entirely new approach to leadership development. It holds that employees have the potential to be more effective in their jobs not by learning from experts, not by accessing new technologies, but by bringing forth an innate capability for being fully present in the moment and thereby reconfiguring the way they perceive themselves and the world. Research to date suggests that this approach holds great promise for helping organizations to develop their high potential managers into capable and effective leaders.

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# **What Santa Claus Can Learn From I-O Psychology: Eight Performance Management Recommendations**

**Thomas A. Stetz**  
**Hawaii Pacific University**

It's the most magical time of year, a time when Santa Claus rewards millions upon millions of children around the world for their good performance during the past year. What Santa has basically set up is a pay for performance system. He only rewards children if they meet his performance expectations. I, therefore, decided to take a closer look at what Santa does from an I-O psychology perspective and make recommendations on how he could improve his approach to performance management. These recommendations not only reduce his risk exposure to litigation but also result in a more fair and accurate system leading to improved child behavior.

## **Recommendation 1: Develop Refined Rating Scales**

Currently children only get presents when they are nice. When they are naughty they get a lump of coal or nothing at all. Thus, Santa's evaluative system is standards based, but what exactly is naughty and nice in behavioral terms? Santa really needs to further develop his rating scales. I suggest he assemble a representative group of SMEs composed of both children and parents. He could either conduct focus groups or collect critical incidents. The result should be behaviorally anchored rating scales (BARS) that vary by grade. I would advise him to steer clear of BARS that vary based on age. I know age shouldn't be an issue given that he only evaluates children under the age of 40, but it is better safe than sorry.

## **Recommendation 2: Develop SMART Performance Objectives**

Early in January Santa should meet individually with children and jointly develop specific, measureable, attainable, relevant, and time-bound (SMART) performance objectives. These objectives ideally should cascade from the parent's family strategic plan for the following year. Right now children don't have any idea of what their yearly objectives are—other than the vaguely defined “be nice”—and there is no clear link to the family operating unit goals.

## **Recommendation 3: Increase Feedback Throughout the Year**

Have you noticed that Santa doesn't give any feedback throughout the year? Children do occasionally get feedback from their parents during the hectic and stressful holiday season. Unfortunately, nearly all of the feedback comes in the form of threats and are punitive in nature. I propose that Santa institute a mid-year review for feedback and adjustment of objectives as required. Ideally he should provide continuous feedback throughout the rat-

ing cycle, but I realize that operationally this would be too time intensive and therefore unlikely to succeed based on how he currently has his organization structured. He should also consider greater decentralization and decrease his span of control. Parents could easily be made family team leaders or first-level supervisors with greater input into the evaluation process. Of course given how parents are currently behaving with their holiday threats, he would have to put all of them through extensive supervisory training.

#### **Recommendation 4: Establish a Naughty Review Board**

Currently I am unaware of any process by which children can grieve their naughty rating. Totally unacceptable and nothing more needs to be said here.

#### **Recommendation 5: Get a Handle on Rating Inflation**

Come on. Everyone seems to get something. This violates the basic tenets of pay for performance. Under the current system children have no reason to excel. They only have to do enough to meet his minimum expectations, and they get rewarded. Anything more is just wasted effort on their part. Part of this problem is related to Recommendation 1. With a better scale, he can differentiate various levels of performance and reward accordingly. I also recommend, however, that he closely monitor and regularly review ratings to ensure that the ratings don't inflate over time.

#### **Recommendation 6: Explain How He Obtains His Information**

How exactly does he know when kids have been bad or good—how? It sounds quite similar to some sort of secret monitoring system. That makes me a little uncomfortable. At least a consent-to-monitoring statement should be made. Maybe he solicits and gets input from parents—I just don't know with his closed black box evaluative approach. If he is getting ratings and input from parents, I would think common frame-of-reference training would be appropriate. Open and honest communication is a must for any successful performance management system.

What's more, I am sure we all remember from our own childhood how some of the worst spoiled kids received a ton of bounty during the holidays, but half of our haul was socks and underwear. There just doesn't seem to be a clear link between performance and reward. Unless these kids are secretly being good when no one is around, I still don't understand how they got so much. What's his information source?

#### **Recommendation 7: Decide Between Developmental or Administrative Evaluations**

Currently Santa offers no developmental feedback. Under the existing system how can naughty children improve? They can't. They don't know the

standards, and they don't get any meaningful actionable feedback. Thus, Santa has set up a system that perpetuates the underperformance of some children.

It seems that Santa has developed his evaluation system solely as an administrative system that doles out rewards and punishments. I think a redesigned system should focus on the developmental aspects performance management and downplay the actual monetary rewards. Perhaps he should replace the end-of-year gift giving with spot cash awards and an end-of-year award ceremony where high-performing children are publically acknowledged and given restaurant gift certificates.

### **Recommendation 8: Institute Self-Assessments**

I suggest that the annual letter to the North Pole be replaced with a standardized self-assessment letter. This letter shouldn't be viewed as simply schlepping off his work onto already stressed out children. Instead it should serve as a tool to be used during individualized planning and feedback sessions discussed in Recommendations 1 and 2. Furthermore, Santa really needs to move beyond snail mail. He doesn't even appear to have a fax machine. This is highly inefficient. For a minimal dollar amount, an online system that allows children to submit their self-assessments could be developed.

Of course, an integrated solution would be best. If designed thoughtfully, his system would continuously track child behavior throughout the world. With a properly designed performance dashboard he could adjust workshop output in real time, ultimately decreasing production waste and reallocate elf labor or even downsize his elf workforce. Of course this should be done under the auspices of gain sharing and elf wealth maximization.

To summarize, Santa's current child performance management system clearly has some problems. As it stands now his system has been in place for so long and there is so much structural inertia that any sort of organizational change will be extremely difficult. Unfortunately, that is an "O" topic and would require another article to fully explore.

All of the current problems could have easily been avoided if he had employed or consulted with an I-O psychologist. I know at least one elf wanted to be a dentist. Sadly it appears that none have ever wanted to be an I-O psychologist. We definitely have our work cut out for us when more elves want to be dentists than want to be I-O psychologists.

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# **The Beginnings of Industrial Psychology: The Life and Work of Morris Viteles**

**Maura J. Mills<sup>1</sup>**  
**Hofstra University**

Among the early pioneers of the industrial psychology movement in the United States was Morris Viteles, born in Russia on March 21, 1898. In the months following his birth, his family emigrated to England, and later to Philadelphia, Pennsylvania (Vinchur & Koppes, 2007; Viteles, 1967). Although Viteles' parents lacked any formal higher education, his own intellectual capacity was realized at an early age, and bypassing two grade levels, he graduated high school at age 16.

Viteles entered the University of Pennsylvania in 1915 and although he majored in history, he credited much of his later interest in industrial psychology to his historical studies of work and labor organizations (Viteles, 1967). Viteles earned his bachelor's degree in history in 1918 and continued on at the university, this time within the psychology department. Under the guidance of Lightner Witmer, whom he credits with fueling his love of industrial psychology (Viteles, 1967, 1974), he earned his master's in 1919, and his PhD in 1921, at the age of 23 (Vinchur & Koppes, 2007; Viteles, 1967). He immediately enlisted with the Student Army Training Corps, perhaps the best option for his professional career because of its flexibility and orientation toward the needs of the student enlistee; he was permitted to continue with his studies (Viteles, 1967, 1974).

The university's psychology department was largely experimental and also emphasized individual differences, which further spurred Viteles' interest in industrial psychology, as did the department's focus on the individual as a whole. Witmer, who has been hailed as the father of clinical psychology, taught from a clinical orientation. Viteles (1967) maintained that this orientation served to further his interest regarding individuals within organizations and helped him realize "the exciting appeal of industrial psychology" (Viteles, 1974, p. 449).

Outside of the university, Viteles credits three events with influencing his decision to practice industrial psychology. Before delving into these events, however, it is worthwhile to note that these opportunities, combined with Viteles' academic experience, were the cornerstone of his emphatic belief in the scientist-practitioner approach to psychology (Vinchur & Koppes, 2007; Viteles, 1967, 1974). Viteles felt as though the field of psychology often seemed unsure as to whether it should be primarily research or action, calling this seeming ambiguity "a crisis of identity in psychology" (Viteles, 1974). Through his involvement in both the academic and industrial circles, Viteles exemplified what would later come to be known as the scientist-practitioner model, long before such a concept was widely endorsed (Thompson, 1997; Viteles, 1974).

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<sup>1</sup> Comments regarding this article can be sent to Maura Mills, PhD, at [Maura.Mills@hofstra.edu](mailto:Maura.Mills@hofstra.edu).

The first of these three field opportunities was in 1919 with the Federal Bureau of Vocational Rehabilitation, and the second came in the form of participation in a study group on vocational guidance (Viteles, 1967). Together, these two experiences led Viteles to found the Vocational Guidance Clinic in 1921 (Thompson, 1997). Viteles continued as director of the clinic until the late 1950s, although his interest in the field began to wane in the late 1930s, in favor of industrial psychology (Viteles, 1974). The third of these opportunities was a 1920 research project that Viteles conducted for the Naval Aircraft Factory at the United States naval shipyard in Philadelphia (Viteles, 1967).

Also in 1920, Viteles received his first job offer as a paid consultant. The Milwaukee Electric Railway and Light Company hired Viteles to develop and validate a selection instrument for streetcar motormen, which would later be known as the Viteles Motorman Selection Test and used for many years to come (Viteles, 1974). It was also at this job that Viteles conducted pioneering job analysis work in developing his job psychograph method (Viteles, 1923), which would also be widely used (Vinchur & Koppes, 2007; Viteles, 1974). These events marked the beginning of the decade from 1923–1934 that Viteles (1967) recalled as the most productive of his career. Beyond the job psychograph, Viteles credits his work with the Milwaukee Electric Railway with broadening his awareness about industrial psychology and exposing him to its many aspects. However, he claims that this foray into industry also caused him to realize the importance of simultaneously maintaining a strong foothold in academia so that he could continue in his pursuit of research and contribution to the literature.

After these first experiences in industry and after earning his PhD, Viteles was awarded an American Field Service Fellowship to study in Europe for the year 1922–1923, thereby supporting his effort to learn about industrial psychology in different nations and cultures (Viteles, 1967, 1974). Of course, this was a particularly exciting time for the industrial psychologist, as work in the field was progressing at a relatively rapid rate, having been driven in part by World War I (Koppes & Pickren, 2007).

Upon his return from Europe, Viteles returned to teaching at the University of Pennsylvania. However, it was Viteles' commitment to industry that began to flourish at this time, and in 1924 he began working with the Yellow Cab Company of Philadelphia (Thompson, 1997; Viteles, 1967). Most of Viteles' work for the company centered around selection, but it also allowed him to venture into other areas such as those of accident prevention and even labor relations. In 1927, however, Viteles took a hiatus from the Yellow Cab Company, a leave ironically spurred by "dissatisfaction with the atmosphere created by the management of the organization" during a merger (Viteles, 1967, p. 429). Viteles' major industrial commitment throughout his career was for the Philadelphia Electric Company, having begun work with them in 1927 and retiring in 1964. During his nearly 40 years with the organization,

Viteles developed and validated most of the selection tests used by the company, in addition to having developed, administered, and evaluated intensive training programs for a variety of jobs within the company (Viteles, 1974).

Throughout this time Viteles was not only working in both industry and academia but was also authoring several publications that would become seminal in the fields of vocational guidance and industrial psychology. He wrote multiple vocational guidance books, the most notable of which was *Vocational Guidance Throughout the World* (1938), which he coauthored with Franklin Keller. However, his interest in vocational guidance gradually decreased beginning in the mid-1930s, at which time his research and publication turned more toward the area of industrial psychology.

This redirection of interests may have been spurred by a series of literature reviews commissioned by the editor of *Psychological Bulletin* (Viteles, 1926, 1928, 1930). These reviews brought much-deserved recognition to both the wide scope of industrial psychology and also to Viteles himself, and they led to the publication of the work for which Viteles is most well known, his textbook *Industrial Psychology*<sup>2</sup> (1932). Beginning almost immediately after its publication and continuing for some time, Viteles' text was considered to be the new bible in the field of industrial psychology (Vinchur & Koppes, 2007; Viteles, 1967, 1974), explicitly discussing important issues that had been neglected by previous texts (Day & Zaccaro, 2007). For instance, he covered leadership, dissected training, and thoroughly highlighted the zeitgeist into which industrial psychology had emerged, including social and economic issues, which led in part to the concern with efficiency (Viteles, 1932). Nevertheless, Viteles makes explicit in the text that he considered industrial psychology to have an equal responsibility toward the well-being and betterment of workers as it does toward efficiency. This outlook is reinforced by Viteles' later interest in humanistic psychological principles and their potential industrial applications.

During 1934–1935 Viteles was awarded a Social Science Research Council Fellowship for study in the USSR (Viteles, 1967, 1974), and as a result he took a year of leave to conduct research overseas. Viteles claimed that he gained a lot from his time in the USSR, as the research there focused less exclusively on selection and also heavily intertwined social and political matters with industrial life: As he put it, he was engrossed in a great opportunity to witness a “great social experiment at first hand” (Viteles, 1974, p. 477). During this time, Viteles also became aware of the widespread international appeal of his textbook *Industrial Psychology* (1932). While in the USSR he was asked to partake in the writing of a Russian translation of the text but declined once he realized that the deal mandated that he would have to substantially rewrite the two chapters dealing with individual differences in order to make them more consistent with Communist principles (Viteles, 1967, 1974). Nevertheless, Viteles greatly valued his experiences not only in the USSR but also those

<sup>2</sup> Viteles also published a condensed and less popular version of this text, entitled *The Science of Work* (1934).

during his earlier research in Europe. In fact, Vinchur and Koppes (2007) call Viteles “a pioneer in internationalizing I-O psychology” (p. 49), and it is true that he did work to bridge the gaps not only between the various aspects of psychology (e.g., from clinical to statistical to applied) but also between various cultures and nations’ approaches to the field (Viteles, 1967).

Upon returning to the United States, Viteles resumed work at all three of his previous commitments: the Yellow Cab Company, the Philadelphia Electric Company, and the University of Pennsylvania. Furthermore, beginning in 1940, Viteles became involved in numerous military projects that lasted through World War II (Viteles, 1967). During this time he consulted for various branches of the United States military through the National Defense Research Committee (NDRC) and the Office of Scientific Research and Development (OSRD). While working for the NDRC, Viteles developed and validated a test battery and prepared test manuals for selection of underwater sonar operators. His work with the OSRD was more varied, and in collaboration with the university, he worked for the Army on selection and job classification projects (Viteles, 1967). He also ventured once again into training, developing training for gunners, battery operators, and engineering personnel. In addition, he improved procedures for promoting and assigning naval shipmen to their respective posts. Nevertheless, Viteles’ most enduring military affiliation was with the National Research Council Committee on Aviation Psychology, for which he worked on developing measures of flight performance in addition to dealing with issues of selection, training, and accident prevention (Thompson, 1997; Viteles, 1967).

In later years, Viteles recalled his years working for the military with pride, having felt as though he was able to make a contribution to his country through his profession. Upon the end of his service, Viteles went through what he referred to as a “return to normalcy” (1967, p. 441): He resumed his full-time commitments in academia and practice and was finally able to begin the revision of *Industrial Psychology*. In this, he felt the need to add an additional chapter addressing the topic of motivation, which was an issue of increasing interest at that time. However, in the process of researching for the book, Viteles realized the extent of the topic and abandoned the text revision in favor of authoring a new book, *Motivation and Morale in Industry* (1953). The resulting text was the first comprehensive and self-contained evaluative publication regarding work motivation, and for 3 decades it remained the authoritative book on the subject (Latham & Budworth, 2007). This text was also Viteles’ first foray into the organizational side of industrial-organizational psychology, which he had avoided for much of his career (Vinchur & Koppes, 2007; Viteles, 1974).

As Viteles said, he also possessed a “deep interest in the interaction between science and the humanities and the role of humanistic education in a developing industrial civilization” (1967, p. 443). Viteles attributed his keen interest in a humanitarian focus in part to his work with the Bell Telephone Company in the early 1950s (Viteles, 1967, 1974). Hired to consult regarding the increasing problem of employee boredom, he rectified the issue

through job enlargement techniques and increased employee involvement and investment in their work. He was also involved in Bell's Management Coordination Program, through which he further involved employees in management decision making, in addition to offering Bell executives and other managerial personnel a humanistic education through collaboration with the university (Viteles, 1959).

Viteles saw this educational opportunity for Bell executives as a chance to supplement traditional education. As he stated, "a common and justifiable criticism of higher education is that increases in knowledge are not accompanied by a commensurable increase in wisdom," expanding that "progress toward wisdom is not, however, solely a function of subject matter but relates perhaps even more to the spirit and aims of teaching" (1974, p. 465). In statements such as these, Viteles' propensity toward favoring a holistic approach to teaching is evident.

It is in statements such as these that we can bear witness to Viteles' progressive thinking. His humanistic viewpoint is further evident in statements such as the opening sentence in his 1941 article: "One basic test of any civilization is the extent to which it improves material conditions of those who live under it" (p. 156). Likewise, he maintained that humanity should be evident throughout the practice of industrial psychology, with practitioners always recalling the human aspect of their jobs. As he put it, industrial psychology should always be concerned with "making the most effective use of the human element in industry" (1941, p. 156) while simultaneously not neglecting the humanity inherent in those "human element(s)."

Viteles retired from the University of Pennsylvania in 1968, at the age of 70 and after a half century of service (University of Pennsylvania, 1996; Viteles, 1967). Also in 1968, Viteles resigned his presidency of the International Association of Applied Psychology (IAAP), a capacity in which he had served since 1958 (Vinchur & Koppes, 2007; Viteles, 1967). In these later years of his life, Viteles enjoyed focusing on his writing and was finally able to accomplish the publication of an updated edition of *Industrial Psychology*. He was also asked to write two autobiographical essays of his life and work, which were published in 1967 and 1974 respectively.

Shortly following his retirement, Viteles received a variety of accolades, including an honorary LLD from the University of Pennsylvania (Thompson, 1997), the Psychology Professional Gold Medal Award from the American Psychological Association, and honorary membership in various European psychological associations. Viteles lived the remainder of his life with his wife Rebecca, and died at the age of 98 on December 7, 1996 (Thompson, 1997; Vinchur & Koppes, 2007). Indeed it was a somber day for the field of industrial psychology, given his extensive impact in the field as well as his exemplification of the scientist-practitioner model.

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### Revised Identity Branding

**Paul M. Muchinsky\***

When I was a boy my parents and I would often go for a Sunday car ride. A game we would play was to record the number of different state license plates we would see. We would also record the slogan that each state had on its plate. It was sort of an unintended history lesson for me. For example, I learned that Illinois was the “Land of Lincoln” and Arkansas was the “Land of Enchantment.” I also learned that people from Oklahoma were rather modest because all they said about their state was “Oklahoma is OK.”

I understand these slogans were written to brand the identity of the state. But quite frankly, I find the slogans to be rather trite and banal. Furthermore, they never change, reflecting an obvious failure to grasp the evolving nature of society. I say it is time for the states to update their identities with some new slogans. As a service to the government of each state, **The High Society** takes public-sector identity branding into the 21st century.

Alabama	Honk if You Love Opossum
Alaska	The Russians Can See Us Too
Arizona	Papers, Por Favore
Arkansas	Land of Impeachment
California	More Area Codes Than Republicans
Colorado	It's All Downhill From Here
Connecticut	Halfway Between Red Sox Nation and Yankee Universe
Delaware	Three, Count'em Three, Electoral Votes
Florida	The Flaccid Phallus State
Georgia	Jawja Is Fur Gudspelrs
Hawaii	Birthplace of Barack Obama (Maybe)
Idaho	We Got a Smokestack but No Industry
Illinois	We Didn't Invent Corrupt Government, but We Perfected It
Indiana	Preventing Lake Michigan From Bordering on Kentucky
Iowa	All Caucus, No Raucous
Kansas	Equidistant From Every Place You'd Rather Be
Kentucky	Nationally Relevant 2 Minutes Per Year
Louisiana	We Eat Gumbo, We Speak Mumbo Jumbo
Maine	Antarctica Lite
Maryland	Not Much More Than Baltimore
Massachusetts	Named After the Sound of a Pope Sneezing

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\* I thank my son, Brian, for his contributions to this column. We both wrote the funny ones. I purged his unfunny ones, but retained my own.

Michigan	Leading the Nation in Peninsulae
Minnesota	Land of a Trillion Mosquitoes
Mississippi	Y'all Stay Away Now
Missouri	Don't Just Show Me, Do It For Me
Montana	Gateway to Saskatchewan
Nebraska	#1 in the Witness Relocation Program
Nevada	VD, Vini, Vinci: I Came, I Saw, I Cankered
New Hampshire	Baja Canada
New Jersey	Wadda You Lookin' At?
New Mexico	There Is Nothing New About the Old West
New York	Our Five Families Welcome Yours
North Carolina	Home of NASCAR and Duke: WTF?
North Dakota	Permafrost Capitol of the Nation
Ohio	Proud Buckle of the Rust Belt
Oklahoma	Not at All Like the Musical
Oregon	Cold, Wet, and Disturbingly Gloomy
Pennsylvania	Large and Rectangular, We Should Be in the Midwest
Rhode Island	There Once Was a Town Called Pawtucket
South Carolina	Home of the Toothless Grin
South Dakota	How Many Mount Rushmores Do You Have?
Tennessee	Famous for Our Waltz, Whiskey, and Williams
Texas	We Execute Jaywalkers
Utah	One Wife at a Time (Wink, Wink)
Vermont	Ben's OK, but Jerry's a Prick
Virginia	We Don't Smoke nor Drink Norfolk
Washington	Not DC, the Other One
West Virginia	1.9 Million People, Two Sets of DNA
Wisconsin	Home of the Brat Diet
Wyoming	Square in Every Way

If the concept of states using slogans to brand themselves isn't annoying enough, it has spread to colleges and universities. That's right; institutions of higher learning now brand themselves with some hip catchphrase. For example, my employer, The University of North Carolina at Greensboro, has for its slogan "Inspire Change." I don't know if they want us to break a dollar bill or become revolutionaries. Perhaps I will devote a future column to a literary dissection of this perverse phenomenon. Stay tuned.



## **A Brief History on the Tension Between the Science and Applied Sides of I-O Psychology**

**Michael J. Zickar**  
**Bowling Green State University**

In the past couple of issues of *TIP*, Silzer and colleagues (e.g., Silzer & Cober, 2011; Silzer & Parson, 2011) asserted that there is an increasing divide between scientists and practitioners in recent years. They propose a series of steps that SIOP can do to address this gap. When I read their columns, I found them interesting and provocative, and they reminded me of earlier work that I have done on the history of this science–practice gap (see Zickar & Gibby, 2006). In this column, I document that this gap between science and practice has been with the field for nearly as long as the field has existed, and I argue that this tension can be constructive and useful, even if at times uncomfortable.

### **History of Basic and Applied Researchers**

I have heard people claim that the tension between practitioners and academicians is unique to the field of industrial-organizational psychology. The basic summary of the tension is that the practice side is more concerned with the development of tools designed to solve immediate organizational problems, whereas the academic side is focused on theoretical concerns that might or might not have direct relevance to organizations (one side is more concerned with making money whereas the other side only cares about publications) and that neither side listens to each other. This “exceptionalist” view of I-O psychology being the only field that experiences such tensions is flatly wrong because this tension between the science and practice side occurs in nearly every scientific discipline. Belli (2010) documents the research–practitioner gap in a variety of fields such as education, statistics, and supply chain management. She concludes depressingly, “although issues about the research and practice disconnect have been prevalent in various disciplines for many years, suggestions about how to narrow the gap have not proved successful.” Shepherd (1961) investigated the differences in attitudes between scientists (basic researchers) and engineers (applied researchers) and found significant differences on a variety of dimensions of goal orientation, such that scientists were more interested in developing a “good research idea” whereas engineers were more motivated to “develop equipment.” A more complete review of the practice–science gap should be conducted, but I men-

tion this just to assert that the tensions that we experience within I-O psychology are not unique to us. This tension seems endemic to any discipline that aims to develop both practical and theoretical knowledge.

### **History of Science–Practice Tension Within Psychology**

Initially, before there were psychologists who worked exclusively in industry, the divide was between academic psychologists who believed it important to use experimental findings to solve problems outside of the laboratory, whether it was in an organization or resolving a longstanding social problem, and those who did not. Early applied psychologists, such as Hugo Münsterberg and Walter Dill Scott, had to convince their own lab-oriented colleagues that applying psychological theories, techniques, and results to organizations was an important enterprise. In addition, they had to convince business people and organizational leaders that their work was important and relevant. In short, these early applied psychologists had to convince their own colleagues and their external constituencies that what they aimed to do was important.

The work that was done during WWI to apply psychological principles to personnel-related problems helped create interest in applied psychology among businesses. Before the war, the U.S. military was a small force with little preparedness. With the late entry into the war, the military needed to expand its organization exponentially, making sure that people who were assigned to new roles had the aptitude and skills needed to be successful in their positions. After the war, businesses became more interested in these techniques as psychologists started marketing their services to industry. The market for applied psychology had suddenly expanded.

As psychologists became increasingly interested in applying their techniques outside the laboratory, they faced some pushback from advocates of a pure, experimentalist-based psychology. E.G. Boring of Harvard University was one of the strongest advocates of a pure scientific psychology. He was a disciple of Titchener who, himself, was important for bringing the German experimentalist methods to the U.S. Titchener was quoted as characterizing applied psychology as “the bankruptcy of common-sense psychologizing” (see O’Donnell, 1979). Upon Titchener’s death, Boring wrote a colleague, “Psychology without Titchner will bob up and down as it’s been doing. You think of all that applied stuff and groan. I am beautifully free of that here; the department would not stand for it” (quoted in O’Donnell, 1979). This tension between applied psychologists and their basic colleagues, captured in Boring’s quote, remains with us today. In fact, many of our country’s elite universities have eliminated industrial-organizational psychology from their psychology departments to focus on basic (and more fundable) research. Highhouse and Zickar (1997) lamented that industrial-organizational psychology has become more distant from its core within psychology. This tension between applied psychology and basic psychology, present at the beginning of field, is still present.

## **Tension Between Psychology and the Business Community**

The tension between the demands of the slow, cautious nature of science and the quick, results-oriented focus of the business community has been another tension that has been present from the start of applied psychology. Robert Hoxie, an economist who was evaluating early scientific management programs, lamented: “management usually wants to see quicker returns than can be secured by the slow process of systematic and thoroughgoing reorganization and the expert is usually forced to yield to the demand for immediate results that can be measured in cash terms” (Hoxie, 1915, p. 29). Beardsly Ruml, a practitioner with the Scott Company and steward of some of the Rockefeller social science foundations, complained about psychologists’ ignorance of the “values of industry” (see Zickar & Gibby, 2006). The slow pace of psychologists’ scientific work has been a constant complaint by business people and is a common refrain heard by any of us academics who have worked on consulting projects. I would argue, however, that this tension has been a positive one because it has led us to try to quantify the cost–benefit utility of the systems that we propose. In addition, I-O psychologists have exerted positive pressure on the business world, acting at times as a “reality check” on the overly optimistic (and sometimes blatantly deceptive) claims that private industry likes to market. I uncovered a correspondence between Walter vandyke Bingham and a intelligence test developer who wanted Bingham’s endorsement of his new product. Bingham questioned the claims that the test developer was making and asked for the validity evidence. The test developer responded that the evidence Bingham was asking for took too much effort and time (see Zickar & Gibby, 2006). In this case, getting a businessman to think more rigorously about evaluating and validating his claims served an important function. This need to provide substance to overhyped business claims is a recurring theme in the history of the interface between psychology and business; the Burros Mental Measurement Yearbook Index is just another example of the need for critical evaluation of business claims. This tension between applied researchers and basic researchers has also helped improve basic research. Several people have claimed that practitioners’ complaints about the irrelevance of most performance appraisal research in the 1970s and 1980s helped improve the rigor and meaningfulness of that research.

## **Conclusions**

Our field has been guided by the ideal of the scientist–practitioner model, originally formed in clinical psychology. This model posits that we should all aim to be excellent at both science and practice. Although there are excellent people who fit that prototype, I like to think of science and practice as two ends of the continuum. People within the field fit somewhere on the continuum, with some of us more on the science side and others more on the practice side. The history of applied psychology shows that the tensions within

the field that are currently being experienced are ones that have been felt even since our field's inception. I would argue that this tension makes us all stronger. It challenges those of us who are academics to make our work more practical and aware of the practical realities of organizational life, and this tension urges practitioners to take a longer view and subject to scrutiny. And as I pointed out earlier, these tensions that exist within our field are not unique to our field; they are present in nearly all sciences that have the potential for application.

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## GOOD SCIENCE–GOOD PRACTICE



### Coaching

**Tom Giberson**  
**Oakland University**

**Suzanne Miklos**  
**OE Strategies**



This issue brings some changes to **Good Science–Good Practice**. First, we thank **Jamie Madigan** for his many years of excellent service to our profession as coauthor of this column. Second, we welcome Suzanne Miklos to the column. Suzanne brings with her many years of success in the field, and we're looking forward to her contributions. Third, our plan moving forward is to focus each column on a specific theme. When possible, we plan to build upon articles or debates going on in previous or the current issues of *TIP*.

For this issue, we focus on coaching as a method of leadership/management development. We have selected a handful of articles that inform the practice of coaching from a variety of methods: a case study, an empirical study, and a theoretical perspective. Training in I-O psychology certainly provides a solid foundation for coaching. We believe that although many professionals with a variety of backgrounds have entered the coaching profession, I-O psychology has a strong offering in terms of theory and ability to measure outcomes.

First, Gregory, Beck, and Carr (2011) recently proposed control theory as a natural framework for linking what happens in a coaching relationship to theory. Self-regulation is a core premise within control theory, which suggests we rely on a rational comparison of goals versus performance based on feedback, which in turn motivates us to reduce gaps between a goal and our current standing in contrast to that goal. Responses to goal-performance discrepancy can be improved by teaching self-regulatory skills. Goals and feedback are clearly keys to good coaching. Gregory et al. discuss the impact of higher order goals on those lower in our goal hierarchy as a tool for teaching coachees to recognize discrepancies. For example, a higher order, more abstract goal of career advancement will require that concrete relational and task achievement subgoals be recognized and put in place. A coach can help the coachee realize that not having relational goals specifically aligned to building a network and gaining visibility comes at a cost to the higher order goal.

Coaches also work with clients on setting realistic, challenging goals. Goal striving and self-efficacy are important in reducing gaps between performance and the goal. The coach's provision of feedback is instrumental in providing clarity and maintaining motivation to reduce discrepancies. It is also helpful for a coach to emphasize mastery, rather than a performance orientation, and encourage an appreciation of feedback and feedback seeking. The article covers a number of basic skills that are ingredients of competent

coaching and suggests a framework that can be a teaching tool for coaches who are engaging coachees in managing their own learning.

A second article, Turner and Goodrich (2010) was selected for its use of cases to illustrate the need to draw from multiple theoretical approaches to effectively coach. For example in the case of Beth, a midcareer executive who is being described as volatile and even abusive, understanding the psychological nature of anger is important. Cognition and emotion are related in a way that most coachees do not understand. Building a strong rapport and trust is important for Beth to feel comfortable enough to become self-aware of her patterns and defense mechanisms. In addition, Beth has worked in an environment that modeled and accepted this behavior, rendering social learning theory useful. Knowledge of the effective use of 360-degree feedback processes and the importance of leveraging strengths both contribute to effective action planning for a leader like Beth who has been given significant negative feedback.

Expertise in human development, emotion, and conflict dynamics are examples of knowledge and skill areas needed to effectively manage the complexity that emerges in coaching assignments. The authors point to the literature suggesting that high-achieving clients are at times at risk of derailment when there is an extreme focus on winning and succeeding. Research regarding emotion and cognition suggests that leaders require support when learning and sustaining new behaviors in emotional expression. The authors describe a trusting and accepting relationship as essential. In coaching assignments where emotional regulation is a goal, understanding the psychodynamic nature of emotions can help coaches better understand complex emotions such as anger. Social learning theory adds value in understanding where role models have influenced development of style. Sharing knowledge about emotional processes and using tools to allow coachees to identify and manage triggers with the corresponding cognitive appraisal provides methodology to support a coachee prone to outbursts. Looking at the executive from the individual and system perspective is important to coaching intended to build improved interpersonal relationships. The authors describe how the use of multiple theories supported effective intervention in successful executives at risk of derailment.

These articles are useful in tandem because the control theory framework addresses a framework for a primary output of coaching: self-regulation. It can set the stage for the second article in which otherwise high-performing executives have undervalued relationship goals and have demonstrated a lack of emotional regulation. I-O psychology has tools to focus on the antecedent emotions and cognitions as well as the social dynamics that are to be mastered.

Sue-Chan, Chen, and Lam (2011) recently examined the relationship among leader-member exchange (LMX), coaching attributions, and employee performance. The authors were interested in the attributions that employees make with regard to their boss's motives for coaching them. Specifically, they examined the extent to which LMX quality was related to the subordi-

nates' attributions of their superior's motivation for coaching them. Further, the authors explored the extent to which attributions of their superior's coaching motives were related to employee performance.

Leader-member exchange theory suggests that superiors and subordinates develop work relationships based upon social-exchange processes that vary in quality. To simplify, LMX suggests that higher quality LMX relationships develop wherein the superior and subordinate consistently adhere to the transactional agreements between the two; the more consistent, the higher the quality, the less consistent, the lower. Employees with higher quality LMX relationships tend to have greater access to desirable resources and opportunities than those with lower quality LMX relationships.

In other contexts, employee attribution with regard to others' motives for seemingly altruistic behavior (e.g., citizenship behaviors) may influence the employee's behavior more so than the behavior itself. For example, Ferris, Bhawuk, Feder, and Judge (1995) found that employee attributions with regard to interpersonal citizenship behaviors (whether to selfish or altruistic motives) influenced the employee's job satisfaction. In the current context of coaching, will employee's attributions of superior motives to coach influence their performance?

In summary, Sue-Chan, Chen, and Lam (2011) found that high-quality LMX was positively related to subordinate attribution of supervisor's altruistic/other-focused interest to coach and that these attributions were positively related to both subjective and objective performance measures. Further, low-quality LMX was related to subordinate attribution of self-focused interests and lower employee performance. This suggests that superiors who engage in coaching with subordinates with whom they have low-quality LMX can actually lower employee performance via coaching.

The authors suggest several practical implications for coaching practice. First, superiors who wish to engage in coaching will achieve much better results if they already have a high-quality LMX with their employees. Second, organizations who encourage formal or informal coaching should consider training not only coaching skills but also techniques for improving LMX quality. Third, perhaps organizations could help employees become more aware of their attribution style—and encourage them to develop more accurate attributions, similar to training often provided to supervisors engaging in performance evaluations. Finally, organizations and managers who wish to engage in coaching should also consider the respective superior-subordinate relationships prior to encouraging coaching across all relationships, lest they do more harm than good!

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## PRACTICE PERSPECTIVES



### **Is SIOP Inclusive? A Review of the Membership Composition of Fellows, Awards, Appointments, and Volunteer Committees**

**Rob Silzer**

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

**Chad Parson**

**Baruch College, City University of New York**

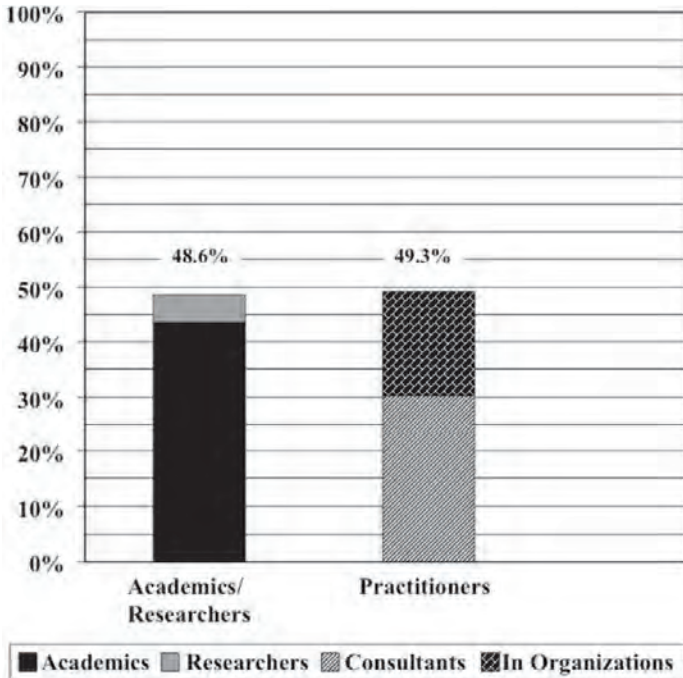
SIOP members seem to widely support the science–practice model that serves as the foundation for the I-O psychology discipline. This might lead to the assumption that science and practice, and consequently researchers and practitioners, are equally valued; however, these distinctions are not always clear. There are many members who do both science and practice. But the model can be interpreted in different ways for different member groups in their work. Practitioners and academics/researchers may use or pursue science differently, and practice may also look different in various career roles. For example, some academics see practice as doing applied empirical research, whereas some practitioners see practice as using scientifically informed knowledge to make decisions and advise clients. (A few years ago a proposed task force to explore and identify possible interpretation differences among different member groups was not supported by the Executive Board.) These work differences likely lead to different professional needs and interests among member groups.

Recent evidence suggests differences in satisfaction with SIOP between academics/researchers and practitioners (Silzer, Cober, Erickson & Robinson, 2008). Differing levels of satisfaction with SIOP may be related to perceived differences in the level of SIOP support for the professional needs and interests of each member group. For example, practitioners have expressed dissatisfaction with the extent that SIOP recognizes and rewards the contributions of practitioners to I-O psychology (Silzer et al., 2008). A related concern is the difficulty that SIOP has in retaining I-O practitioners throughout their careers (Colella, 2011). This article uses archival data to better understand the underpinnings of practitioner dissatisfaction and turnover.

The purpose of this article is to investigate the extent to which SIOP values the contributions of practitioners as well as academics/researchers. To do this we reviewed the membership composition of SIOP awards, committees, and appointments using publicly available archival data from SIOP.org. We hope to engage the community in a discussion of inclusiveness concerning one of our most highly valued tenets, that of the science–practice model.

## Members by Primary Work Focus

In our last column we reported on different member groups (Silzer & Parson, 2011). One key finding was that full members were almost evenly split into two groups on their primary work focus (see Figure 1). Those with an academic/research primary work focus represented 48.6% of the membership, while those with a consulting/organization primary work focus represented 49.3% of the membership (these member group distinctions are more fully discussed in Silzer & Parson, 2011). This comparison serves as a baseline for other analyses reported below.



\* includes only 2011 full members (see Silzer & Parson, 2011 for categorization process)

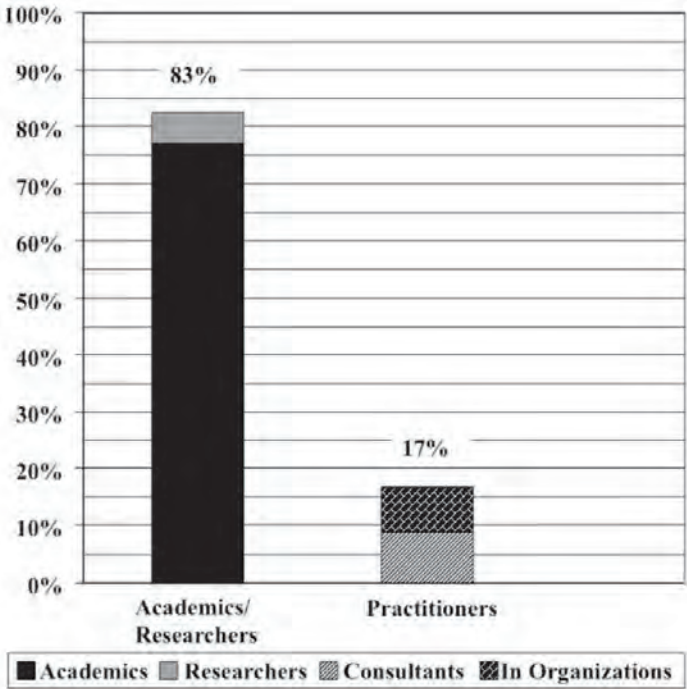
Figure 1. SIOP 2011 full member comparison (academics/researchers vs. practitioners).

## SIOP Fellow Designations

Over the years there has been an ongoing discussion in SIOP about the requirements for Fellow designation. The overall requirement is to show “unusual and outstanding contributions or performance in I-O psychology” (SIOP Web site). Historically the requirements have been written primarily for academics/researchers. As Fellowship Committee chairs, both **Dick Jeanneret** and **George Hollenbeck** worked hard to broaden the requirements to be more applicable to practitioners. The qualifications for Fellowship designation now include research, practice, teaching/education, service, and administration.

The overall percentage of all Fellows who are academics/researchers is very high at 83% (see Figure 2), and the Fellows group is overwhelming dominated by academics (77%). This is significantly higher than their membership in SIOP (43.5%).

Progress has been slow in increasing the number of practitioners who are



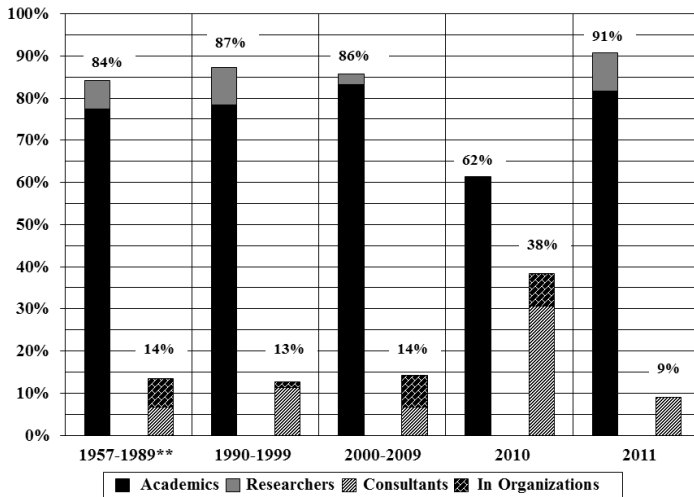
\* includes all active, retired and inactive Fellows

Figure 2. SIOP Fellows, overall comparison, all Fellows 1957–2011 (academics/researchers vs. practitioners).

designated as Fellows. As Figure 3 demonstrates, the percentage of Fellows who are academics/researchers has remained very high (over 80%) across various time periods, but the percentage who are practitioners has remained very low (at around 13%). In 2010 there was an unexpected change as the percentage of Fellows named that year who are practitioners reached a peak of 38%. However those gains were only temporary as the percentage of Fellows named in 2011 who were academics reached a high of 91%, and the percentage who are practitioners fell to a low of 9%. This seems like a step backward in getting SIOP to be more inclusive. It suggests that SIOP does not fully value practitioner contributions to I-O psychology.

One of the barriers for practitioners to becoming Fellows is that a candidate needs recommendations from at least three Fellows in order to be considered. So you have to know three to be one. Further, the Fellowship Com-





\* includes all active, retired and inactive Fellows. \*\* 2% of Fellows' primary work focus could not be identified from this time period

*Figure 3.* SIOP Fellows, comparison by time period (academics/researchers vs. practitioners).

mittee is usually dominated by academics (see later in article for statistics), some of whom in the past have expected candidates to meet researcher requirements, such as having a high journal citation index, to even be considered. In addition, the Fellow nomination process in the past has been oblique and hidden to practitioners, but academics seem to mentor each other on how to get designated. This is a twist on the old Grouch Marx joke, but this time it is “you can’t be a member of this club unless you are already one.”

Surely there are numerous practitioners who have made significant contributions but who have not been named Fellow. One alternative approach that often gets rejected by academic members is to create a separate Practitioner Fellow designation, with requirements specific to I-O practice. The skewed Fellow designations provide an ongoing reminder to practitioner members that they, and I-O practice, are not equally valued with research.

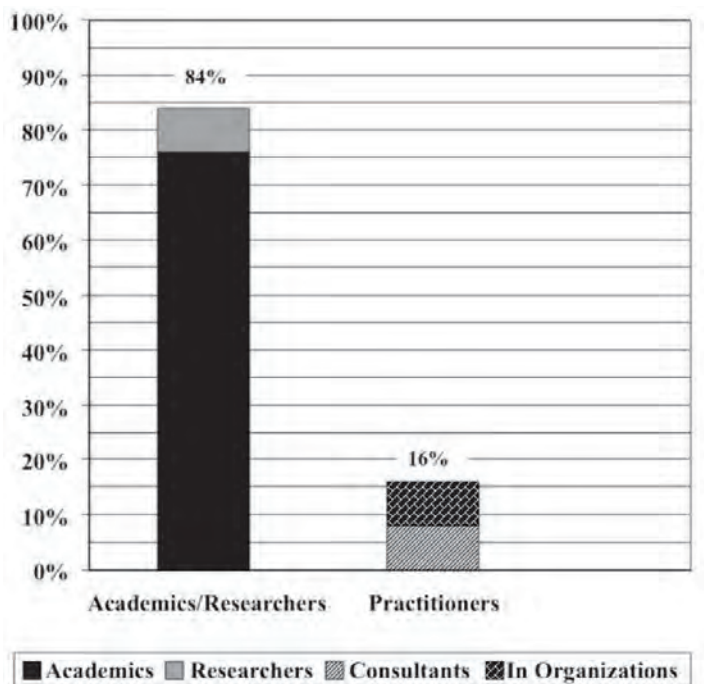
## SIOP Awards

SIOP makes annual awards to recognize the scientific and professional contributions of members. We identified the past winners of SIOP awards. Some awards were not included in our analysis.<sup>1</sup> We focused on the following awards (see endnotes for descriptions<sup>1</sup>):

<sup>1</sup> We did not include awards related to conference papers and posters and student grants, contributions, scholarships, or dissertation awards. We also did not include the Katzell Award in I-O Psychology for communicating to the public (only two winners), the Wiley Award for Excellence in Survey Research (too new), and Joyce and Robert Hogan Award for Personality and Work Performance (too new).

- Distinguished Professional Contributions: 31 awards (1977–present)
- Distinguished Scientific Contributions: 35 awards (1983–present)
- Distinguished Service Contributions: 22 awards (1989–present)
- Distinguished Early Career Contributions: 23 awards (1992–present)
- Distinguished Teaching Contributions: 8 awards (2004–present)
- William A. Owens Scholarly Achievement: 16 awards (1998–present)
- M. Scott Meyers Award for Applied Research in the Workplace: 13 awards (1998–present)
- Edwin E. Ghiselli Award for Research Design: 18 awards (1984–2002)

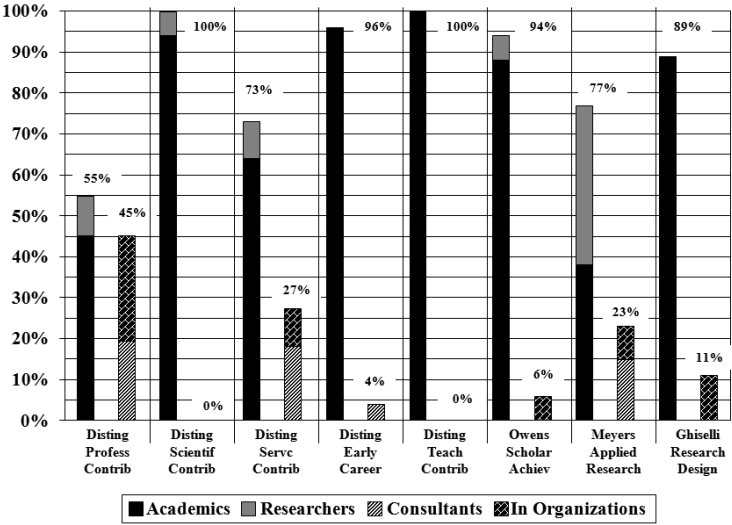
An overall comparison of the award winners and first authors (when there were multiple authors) across all awards and all time periods is presented in Figure 4. In general 84% of all award winners (and first authors) are academics/researchers. Clearly the awards have favored this member group. Some of the possible explanations for this are the intent of each award (most tend to focus on empirical research), the stronger interest in these awards by academics/researchers, and an underlying SIOP preference to recognize research more than practice.



\* all awards and winners over time, includes winner or first author

*Figure 4.* SIOP award winners, overall comparison (academics/researchers vs. practitioners).

To further explore this we looked at the award winners and first authors separately for each award. The comparisons are presented in Figure 5.<sup>2</sup> For almost all of the awards, except one, the award winners were overwhelmingly academics/researchers (by 73%–91%). Even in the remaining award, Distinguished Professional Contributions, the majority of award winners are also academics/researchers (55%). Although this award is often considered by many members to be an award for I-O practice, it still is given mostly to academics/researchers.



\* all winners over time for each award, includes winner or first author

Figure 5. SIOP award winners, comparisons by individual award (academics/researchers vs. practitioners).

Some observations:

- Most of the awards are specifically designed to recognize carefully designed (and publishable) empirical research. This seems true for five of the awards. One of the awards is specifically reserved for tenured or tenure-track academics (Distinguished Teaching Contributions). So this tends to eliminate 2/3 of these awards from consideration for practitioners who are not academics or who do not do publishable empirical research. Only this year was an award added for early career contribu-

<sup>2</sup> Note on awards abbreviations: Disting Profess Contrib=Distinguished Professional Contributions Award, Disting Scientif Contrib=Distinguished Scientific Contributions Award, Disting Serv Contrib=Distinguished Service Contributions Award, Disting Early Career= Distinguished Early Career Contributions Award–Science and Practice, Disting Teach Contrib=Distinguished Teaching Contributions Award, Owens Scholar Achiev=William A. Owens Scholarly Achievement Award, Meyers Applied Research=M.Scott Meyers Award for Applied Research in the Workplace, Ghiselli Research Design= Edwin E. Ghiselli Award for Research Design.

tions to I-O practice. Unfortunately the requirements for this award have not yet been adapted to be appropriate to practice contributions.

- The Distinguished Service Contributions award is more open to practitioners, but barriers still exist. A few years ago the first author worked to get several practitioners nominated and got a clear message that it required a demonstration of “career-long contributions” and was discouraged from going forward. However this may still be an opportunity to recognize the significant service contributions of practitioner members.
- The Distinguished Professional Contributions award is of some concern. It seems that many past academics/researcher winners were recognized for their research contributions. So it seems that strong research credentials are also favored here. The single SIOP award that has been seen as an opportunity to recognize I-O practitioners seems to be regularly awarded to academics/researchers. Even over the last 10 years<sup>3</sup> the award was given to academics/researchers 64% of the time. It seems that I-O practice is not being recognized with this award.

Why are I-O practitioners so rarely recognized for their contributions to I-O psychology? Most of the awards seem to have been designed by academics/researchers for academics/researchers. Only a few of the awards seem open to the half of the SIOP membership who are primarily practitioners. Even the few awards that are possible for these practitioners do not seem to be sufficiently open to considering practice contributions (as opposed to research contributions). Of course it is possible that practitioners do not invest much effort in applying for these awards, perhaps they have given up. The winners of most of these awards spend considerable time producing publishable empirical research, but few practitioners have the time to pursue similar research efforts. This is not to take away from the high-quality research work being done by the winners of the research awards, but there needs to be more balance and more inclusiveness. It seems past time that SIOP should create awards that fully value and recognize the contributions of I-O practitioner members.

### **SIOP Committee Membership**

Periodically at the annual conference you can hear some member suggest that I-O practitioners are not adequately engaged in SIOP. One measure of engagement is the extent of their voluntary involvement in SIOP committee work. To explore this issue we analyzed the membership of various SIOP committees. Most SIOP committees rely on volunteers from the membership. Once a member volunteers for one or more committee, the committee chair then invites some volunteers to join the specific committee. Although it is not entirely a member-driven decision, it does provide some measure of the volunteer level of different member groups.

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<sup>3</sup> 2000–2009, 11 awards total, no awards given in 2010 & 2011, two awards given in 2005.

We were able to identify the full members on 12 of the current 2011 SIOP committees.<sup>4</sup> We included only the full SIOP members that are on each committee.<sup>5</sup> The committees that were included and the number of full members on each (based on the SIOP Web site listings) are:

- Education and Training Committee: 26 full members
- Electronic Communications Committee: 7 full members
- External Relations Committee: 4 full members
- History Committee: 2 full members
- International Affairs Committee: 22 full members
- Institutional Research Committee: 4 full members
- Membership Committee: 13 full members
- Placement Committee: 5 full members
- Professional Practice Committee: 14 full members
- Scientific Affairs Committee: 11 full members
- Visibility Committee: 21 full members
- Workshop Committee: 14 full members

The percentages of full members on each committee who are academics/researchers versus practitioners are presented in Figure 6. Practitioners are well represented on eight (75%) of the committees, including Electronic Communications, International Affairs, Institutional Research, Membership, Placement, Professional Practice, Visibility, and Workshops. They are not well represented on only four (25%) of the committees: Education and Training, External Relations (focused on advocacy issues), History, and Scientific Affairs. These four committees may have less appeal for practitioners because of the focus of the committee, more fundamentally related to the work of academics and researchers.

It should also be noted that the majority of each committee is from the same primary work-focus group as the chairperson. That is, the four committees dominated by academics/researchers are all chaired by an academic/researcher. The same finding also holds for the committees with a majority of practitioner members; they have a practitioner chair (the only exception is the Electronic Communications Committee that has a practitioner chairperson and a slight majority of academic/research members). Because the committee chair has some latitude in selecting members from the volunteer list, it may be that the committee chair tends to select members with similar work interests. Alternatively members may also be more likely to volunteer for committees that have a chairperson with similar work interests.

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<sup>4</sup> We were unable to identify the current members of the State Affairs Committee. The Conference Committee seemed primarily made up of representatives of other committees and therefore was not included. The Program Committee proved to be too large to analyze and was also not included. However, a quick scan of the Program Committee members suggest that practitioners are very well represented on this committee.

<sup>5</sup> Committees may also have some Associate Members and one Student Affiliate.

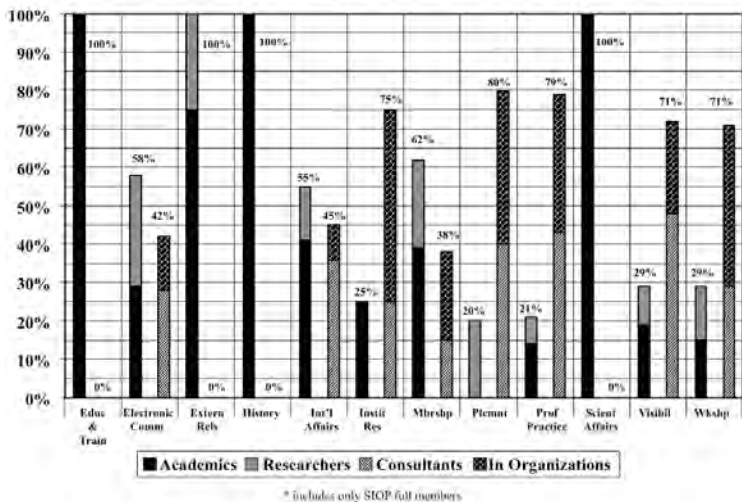


Figure 6. 2011 SIOP volunteer committee members, comparisons by committee (academics/researchers vs. practitioners).

These comparisons suggest that practitioners do get very involved and engaged in SIOP activities when they have an opportunity to volunteer and when the issues are relevant to their work. However, the strong connection between the work focus of the chairperson and that of the committee membership is of some concern.

In general, practitioners, just like academics/researchers, do get involved when they can contribute in meaningful ways on relevant issues. This should dispel the notion that practitioners are not willing to get involved in SIOP when they are given the opportunity.

### SIOP Appointed Groups Membership

Each year select members get appointed to special positions, either within SIOP or as representatives for SIOP. We explored the membership of recent appointed groups to see how representative their membership was of the full SIOP membership. The appointed groups we looked at were:

- SIOP Foundation, Board of Trustees, 6 members
- Alliance for Organizational Psychology, SIOP representatives, 4 members
- 2001 Leading Edge Conference, chairpersons, 4 members
- SIOP Publications Board, board members, 7 members
- Editors of SIOP Book Series (Professional Practice, Organizational Frontiers, Science You Can Use<sup>6</sup>), 4 editors
- Professional Practice Book Series, Editorial Board, 12 members
- Organizational Frontiers Book Series, Editorial Board, 9 members
- Fellowship Committee, 10 members

<sup>6</sup> This series has just been abandoned by SIOP.

The members of each of these groups were appointed to the group. The membership compositions for each group are reported in Figure 7.

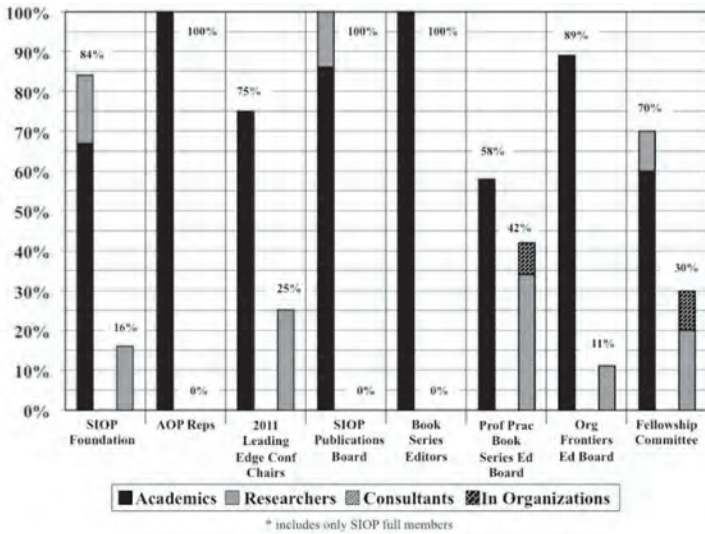


Figure 7. Recent SIOP-appointed group/committee members, comparisons by group (academics/researchers vs. practitioners).

For every group there is a significant, and often overwhelming, majority of members who are academics/researchers (70%–100%), except for the Professional Practice Board where they are only majority (58%). Several observations:

- The dominance of academics/researchers in these appointed groups is striking
- For every group the person making the appointments is an academic/researcher (or is heavily influencing the appointment decisions)
- These groups should be much more inclusive and represent the full SIOP membership, but clearly the bias in the appointments heavily favors academics/researchers

### SIOP Foundation

According to the Foundation’s mission statement “The Foundation’s resources are intended to further the outreach of both the practice and the science of I-O psychology” (see SIOP Web site). Yet the activities of the Foundation have been completely dedicated to funding research, and there has been no attention given to the practice of I-O psychology (according to a former president). Both Foundation presidents have been academics and the board has always been strongly dominated by academics/researchers. It seems that this does not truly represent the full spectrum of SIOP membership.

Foundation grants are funded by donors, so part of the issue is the nature and requirements associated with those donations. However, there is at least one



case where a major award was announced as only for research when the actual intent of the award was to recognize both research and practice. In addition, half of the SIOP resources that are provided to the Foundation (i.e., annual report production, conference meeting rooms, administrative support, etc.) are coming from practitioners, who are neither adequately represented on the board nor are benefitting from Foundation activities. It seems reasonable to conclude that the Foundation is not fulfilling its mission to support both science and practice.

### ***Alliance for Organizational Psychology***

This is a recently formed international organization for organizational psychology. All four recently appointed representatives from SIOP are academics. In fact the board members from the other partner associations (EAWOP and IAAP) are also all academics. This is a problem because they seem to be forming an academic-designed organization run by academics for academics. This is particularly striking given that so many I-O practitioners in SIOP do international work (from our perspective it seems that many more practitioners than academics are involved in international work). Why have I-O practitioners been excluded from these important appointments and from this organization?

### ***2011 Leading Edge Consortium***

The original intent of the LEC was to provide a concentrated conference focused on a specific topic of central relevance to I-O practice. Practitioners have responded enthusiastically in the past and have been in strong attendance at several of the initial LECs. However, this year three out of the four chairpersons were academics, the topic selected did not seem central to practitioner work, and attendance was at an all-time low (almost a third of the initial LEC attendance). Why did the LEC go off track? Perhaps the heavy influence of academics in selecting topics and running the conference has distracted the LEC from the original I-O practice objectives. This was a creative idea that was well received but now seems to be in deep trouble.

### ***The Publication Groups and Boards***

Three of these appointed groups, the Publications Board, the book series editors, and the Organizational Frontiers Board are now totally dominated by academics/researchers. Of the 20 members in these three groups, there is only one practitioner. Essentially 50% of the SIOP membership is being almost totally excluded. Even the Professional Practice Editorial Board is now chaired by an academic and has an academic majority of members. Having academics as chairs of all of these four groups is probably part of the problem. But even that does not seem to justify this 20:1 membership ratio.

### ***Fellowship Committee***

As mentioned above academics/researchers are 83% of those who are designated as SIOP Fellows. The Fellowship Committee that makes these decisions is currently made up of 70% academics/researchers. Perhaps these facts

are related. How well can an academic-dominated committee understand and fairly evaluate the credentials and qualifications of practitioner candidates? How clear and measureable are the standards for practitioners? Some have suggested that practitioners just do not apply often enough. That may be true, but it may be based on the general perception that practitioners frequently get rejected and do not get fairly considered. In addition, the nomination process and requirements still seem opaque and hidden. This continues to be an area of significant dissatisfaction by practitioners with SIOP (Silzer et al., 2008).

**Volunteer Committee Membership Versus Appointed Group Membership**

It is useful to compare the membership in the volunteer groups with the membership in the appointed groups. These comparisons are reported in Figure 8.

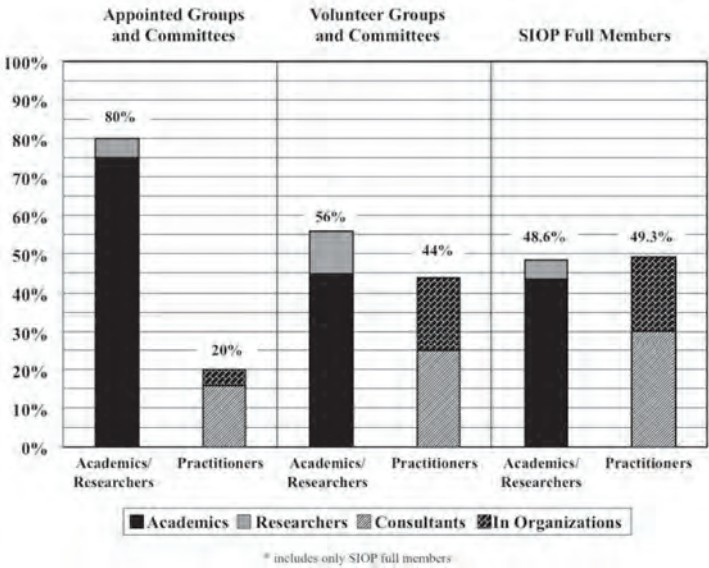


Figure 8. Appointed group members, 2011 volunteer committee members, and SIOP 2011 full members, overall comparisons (academics/researchers vs. practitioners).

It should be first noted that actual SIOP membership is 48.6% academics/researchers and 49.3% practitioners. This serves as a general baseline for representation on various committees and groups. The membership distribution on the volunteer committees comes close to reflecting this baseline. Volunteer committees are made up of 56% academics/researchers and 44% practitioners. However the membership in the appointed groups is significantly distorted in favor of the academics/researchers (80% academics/researchers vs. 20% practitioners<sup>7</sup>). It is very disappointing to see this lack of inclusiveness and balanced representation, particularly because this is an area where SIOP and the Execu-

<sup>7</sup> There is at least one academic who has been appointed simultaneously to two key opportunities.

tive Board can and should take responsibility for better managing the membership. As we have previously reported (Silzer & Parson, 2011), the Executive Board and the past presidents have been and still are heavily dominated by academics/researchers. So they bring their own perspective to these appointments, and the resulting bias, whether it is intentional or not, is clearly evident.

The differences in these overall comparisons reinforce the conclusion that practitioners are very willing to become engaged in SIOP and volunteer for committees, but the academic/researcher gatekeepers are excluding them from key appointments, positions, and activities.

## Conclusions

This analysis of archival data suggests that some SIOP awards and recognitions seem to clearly favor academic/researcher members. Few appointments, Fellow designations, and awards seem to be sufficiently open to I-O practitioners.

Some general insights are:

- SIOP Fellow designations are dominated by academics/researchers (up to 91%).
- Most SIOP awards are given primarily to academics/researchers (up to 100% for some awards).
- Even the Distinguished Professional Contributions award is given primarily to academics/researchers (64% over the last decade).
- Volunteer membership in SIOP committees comes closest to reflecting the actual balance in SIOP membership between academics/researchers and practitioners. Perhaps not surprisingly, the majority of members in each committee closely mirrors the primary work focus of the chairperson (i.e., academics chairs always have a majority of academic/researcher members on the committee; practitioners almost always have a majority of practitioner members, with one exception).
- Key appointments made to SIOP groups heavily favor academics/researchers (80%). These appointment decisions have been made exclusively by academics/researchers.

SIOP is not balanced in providing rewards and recognitions to academics/researchers and practitioners. Practitioners engage equally in SIOP voluntary activities, an indication that they are interested and willing to participate. However, an examination of the screening and invitation outcomes (for Fellows, awards, appointments) reveals that practitioners are not equally rewarded.

We would like to move the discussion to why does this occur in a professional organization and what can be done to correct it. Our tentative hypotheses for why practitioners have been excluded are:

- A lack of relevant, measurable criteria for considering practitioner contributions. Perhaps the journal citation index is inappropriately used because it is an easily available metric, however irrelevant it may be to practice.

- The two members groups in our discipline do not interact enough. So academics/researchers, who make the majority of the decisions in SIOP, rely on members who they know and contributions they understand. This results in them primarily tapping other academics/researchers to a heavy extent for awards and appointments. They spend limited time out in applied settings or with practitioners in organizations and consulting firms.
- There is a strong research bias in our discipline that does not sufficiently value the contributions of I-O practice. For example, recently two academics in a SIOP journal refer to I-O practitioners as “dart-throwing chimps” (quote originally from Tetlock, 2005; unnecessarily repeated in Kuncel & Highhouse, 2011, pg 304). This unprofessional attitude unfortunately reflects the views of some academics/researchers. It seems that some members may only value carefully designed and publishable empirical research and do not see how practice can and should inform and guide their research work.
- I-O practitioners have not pushed enough to make sure SIOP fairly recognizes their work and contributions and addresses their needs and interests. Instead, they may choose to move to other organizations that do value their work and address their interests. In addition, I-O practitioners may not be spending enough time communicating the scientific underpinnings of their work and the connections to relevant research.

What can SIOP do to become more inclusive?

- It seems evident that relevant practice criteria and measures need to be developed. For the last several years it has been suggested that SIOP conduct a practitioner career study to help identify practice criteria, competencies, and career paths. However the EB has not yet agreed to pursue this potentially valuable study.
- SIOP needs to design forums, workshops, and networks that foster two-way communications and create a stronger dialogue among all SIOP members.
- Academics/researchers in decision-making SIOP roles need to embrace the idea of inclusion of practitioners within SIOP and take responsibility for involving, rewarding, and appointing I-O practitioners. Leaders in SIOP should represent all members and not just their own personal network.
- I-O practice needs to be valued in SIOP for the significant contributions made to individuals, organizations, and society. Those are very worthy efforts that need to be recognized.
- I-O practitioners need to challenge SIOP to treat them as full and equal members. Instead of leaving, they need to work to change SIOP to be the professional organization it can be in serving all members. They also need to communicate their work more often to others and bridge a connection between their work and our research knowledge base.

We invite the reader to respond with ideas and suggestions in this important matter.

I-O psychology is both a science and a practice. It is time for SIOP to act and provide a better balance in serving the needs of all members, both practitioners and academics/researchers, and in recognizing the professional contributions of all members. SIOP needs to be more inclusive.

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## Endnotes

<sup>i</sup> Distinguished Professional Contributions 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.

Distinguished Scientific Contributions 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.

Distinguished Service Contributions Award is given for sustained, significant, and outstanding service to SIOP.

Distinguished Early Career Contributions Award 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.

Distinguished Teaching Contributions Award is given to an individual who has sustained experience in a full-time university/college tenure-track or tenured position(s) requiring substantial teaching responsibilities.

William A. Owens Scholarly Achievement Award is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology.

M. Scott Meyers Award for Applied Research in the Workplace is 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).

Edwin E. Ghiselli Award for Research Design is given in recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of industrial and organizational psychology.



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## ON THE LEGAL FRONT

### **Understanding *Grant v. Metro:* *Wards Cove* Reloaded?**



**Eric Dunleavy**  
**DCI Consulting Group**

**Art Gutman**  
**Florida Institute of Technology**

One of the more complicated legal issues related to personnel selection concerns the difference between pattern or practice and disparate impact theories. Both theories involve class-wide allegations of discrimination but differ with regard to employer intent and the legal scenarios that follow. A recent 6th Circuit ruling considered this issue, and we think that this case has the potential to escalate to the Supreme Court. The case is *Grant v. Metro*, and in its most recent form it was decided on August 26, 2011 by a divided three-judge panel of the 6th Circuit Court [2011 U.S. App. LEXIS 18054]. It is a class action suit alleging both pattern or practice and disparate impact based on *stock* statistics that compared workforce representation at various levels.

Eric continually (half) jokes that Art is the only person in the country who understood the Supreme Court ruling in *Wards Cove v. Antonio* (1989) other than the justices involved. Art has long maintained that *Wards Cove* should have been a pattern or practice case, not an adverse impact case (e.g., Gutman, 2005; Gutman, Koppes & Vodanovich, 2010 Ch.2). What the 5–4 Supreme Court ruling did in *Wards Cove* was apply pattern or practice rules to adverse impact, and most agree that this was a key factor for CRA-91. Sure enough, Art has been waiting for this type of case (with facts similar to *Wards Cove*) since the Civil Rights Act of 1991 (CRA-91) was enacted.

The story begins with the Supreme Court's ruling in *Watson v. Fort Worth Bank* (1988) [487 US 977] and *Wards Cove v. Antonio* (1989) [490 US 642]. These two cases are not connected so much by their facts but, rather, by the need for the Supreme Court to amplify a plurality opinion in *Watson*, a truly good adverse impact case, in *Wards Cove*, which should have been *Int. Teamsters v. United States* (1977) [431 US 324] revisited as a pattern or practice case. Then there was the failed attempt to modify *Wards Cove* and five other 1989 Supreme Court rulings in the Civil Rights Restoration Act of 1990 (CRRRA-90) and the successful modification of these cases in the Civil Rights Act of 1991 (CRA-91). We start by reviewing the chronology of rulings in *Grant v. Metro*. We then revisit the Supreme Court rulings in *Watson* and



*Wards Cove* and point out some disconnects. We then conclude with some speculation about where *Grant v. Metro* may be going and why it matters.

We chose to end the column on somewhat of a tangent, but one of which we think the SIOP community should be aware. OFCCP is taking a cognitive ability testing case before an administrative law judge (ALJ) at the Department of Labor (DOL). OFCCP testing cases are not often litigated, and this case is notable for some other reasons. As such we wanted to keep the SIOP community posted.

### ***Grant v. Metro***

The facts of this case focus on employment practices at Metro Water Services (MWS) in Nashville and Davidson County, Tennessee (Metro). Plaintiffs alleged that Metro discriminated against Black employees under both pattern or practice and disparate impact theories. A set of “preselection” procedures were challenged, including tailored job qualifications, selective interviewing, and subjective decision making. There was no attempt to isolate (or disaggregate) these practices so as to link them with specific employment outcomes. The plaintiffs generally charged that the “preselection” procedures hurt Black employees with respect to posthiring opportunities, most notably promotion, but also with job assignments, pay, accommodations, discipline, and other terms and conditions of their employment.

At the district court level, Judge William J. Haynes, Jr. granted class certification for “*all former, current, and future African-American employees of ...Metro...from the period January 1, 2000 to the present.*” However, a jury ruled for Metro on the pattern or practice charge, and Judge Haynes reserved judgment on adverse impact (*Grant v. Metro* [2010] [727 F.Supp 2nd 677]). The plaintiffs appealed on pattern or practice, requesting a new trial. Judge Haynes agreed, and his motion was upheld by a three-judge panel of the 6th Circuit (See *In re Metro* [2010] [ 606 F.3d 855]). A new trial on pattern or practice therefore awaits. Of primary interest here is that the 6th Circuit also ordered Judge Haynes to rule on adverse impact, and his ruling was that the plaintiffs presented sufficient prima facie evidence of adverse impact. The plaintiffs were awarded back pay (to be determined by a special master) and immediate injunctive relief prohibiting Metro from conducting oral interviews for MWS promotions or imposing an interview requirement for lateral transfers.

The August 26, 2011 ruling by the 6th Circuit addressed Metro’s appeal of Judge Haynes’ adverse impact ruling. As noted above, it was a split ruling in which two judges favored Metro and one judge dissented and favored the plaintiffs. Both the majority ruling and the dissent make sense but for different reasons.

The majority (Judges Batchelder and Sutton) focused on the first two prongs in CRA-91 for making an adverse impact prima facie case: (1) identifying “*specific employment practices...responsible for any observed statistical disparities*” and (2) proof that these practices cause adverse impact.

Prong 1 has an exception such that if the decision-making process cannot be disaggregated for statistical analysis, then the entire process may be analyzed as a single employment practice.

Judge Batchelder, who wrote the majority opinion, ruled that the plaintiffs “*never attempted to demonstrate that the elements of that process are incapable of separation for analysis.*” This notion is similar to the requirement endorsed by the majority of Supreme Court justices in the *Wal-Mart v. Dukes* ruling that we reviewed in the last column. Explaining further, Judge Batchelder ruled:

The district court appears to have assumed that merely challenging the promotions process as a whole is sufficient to take advantage of the statutory exception, but that is simply not the law....[CRA-91] clearly requires plaintiffs to identify and isolate specific employment practices....A plaintiff may challenge the process as a whole only if he first demonstrates that its elements are incapable of separation....The district court erred by allowing Plaintiffs to reap the advantages of the statutory exception without first meeting its requirements.

For Prong 2, the plaintiffs presented stock statistical comparisons showing that Blacks were disproportionately represented in lower paying jobs. Or in Batchelder’s words, the plaintiffs’ statistical expert:

[F]ocused specifically on the representation of “blacks in higher level positions compared to the overall black to white ratio at MWS.” He did not look at actual promotion rates, nor did he compare the ratios of black and white employees eligible for promotions with those who actually received promotions. He explained that, in light of MWS’s alleged practice of altering job qualifications and criteria, it was impossible to determine who was actually eligible for promotions.

In short, the majority ruling reduces the requirement to show actual applicant flow disparities (i.e., significant differences in specific selection rates) in order to prove causation from procedure to employment outcome. Broader comparisons of representation at different organizational levels were not appropriate for adverse impact inferences.

The dissenting judge (Clay) made three major points. First, he disagreed that the plaintiffs failed to identify specific employment practices. Second, he pointed to several pieces of anecdotal evidence of discrimination. For example, he cited the following example: “*In one instance, Metro eliminated a bachelor’s degree requirement for a director position after a qualified Black employee applied, and awarded the position to a White applicant without a degree, even though the previous director had both bachelor’s and master’s degrees.*”

Several such probative examples were cited. However, third, and most important for present purposes, Judge Clay opined that the statistical evidence provided by the plaintiffs was sufficient for a *prima facie* case of

adverse impact because it showed that “the rate of promotions of Black employees, across nearly every job category, was three to four standard deviations lower than would be expected in the absence of discrimination.”

Both Batchelder and Clay raise important issues. However, Batchelder’s requirement for applicant flow disparities stemming from a facially neutral process is, in our opinion, the correct one for a prima facie case of adverse impact, whereas the anecdotal evidence of discriminatory decision making coupled with disparities between minority and nonminority employees in different job categories is the traditional requirement for a prima facie case of class-wide disparate treatment. Thus, we think that Judge Batchelder’s ruling was correct on disparate impact, and Judge Clay’s opinion is relevant to and should be reserved for the new trial on the pattern or practice charges. Now we turn to how this case is related to *Watson* and *Wards Cove*.

### **The *Watson* and *Wards Cove* Rulings**

Only eight justices heard the *Watson* case, and they unanimously agreed that subjective selection decisions are subject to adverse impact rules. However, a plurality of four argued for fundamental changes in the adverse impact scenario. The facts are that Clara Watson, a Black woman, was passed over for promotion four times, each time in favor of a White applicant, and each time based on subjective ratings by White supervisors, including ratings of (a) job performance, (b) interview performance, and (c) past experience. It was unclear how these ratings were combined, but there was clearly bottom-line adverse impact for the total selection process.

Speaking for three others (Rehnquist, Scalia and White), Justice O’Connor proposed a major change in the adverse impact scenario originally formed in *Griggs v. Duke Power* (1971) [401 US 424] and *Albemarle v. Moody* (1975) [422 US 405] such that (a) plaintiffs must identify a cause(s) of adverse impact (which Clara Watson did), (b) prove the causal relationship statistically, and (c) force the defendant to articulate a legitimate nondiscriminatory reason to support the identified causes (as in disparate treatment cases such as *McDonnell Douglas v. Green* (1975)). It was the third proposal that led to controversy because previously cases involving cognitive tests (e.g., *Griggs* and *Albemarle*) satisfied the first two proposals, thereby forcing the defendant to prove (not simply articulate) that the identified cause(s) is job related. In other words, O’Connor’s proposal *transplanted a traditional pattern and practice burden to the adverse impact scenario, which was a substantially lighter burden than the traditional adverse impact burden of demonstrating job relatedness.*

A year later, Justice Kennedy joined the Court, forging a majority of five that turned O’Connor’s plurality opinion in *Watson* into case law. The facts in *Wards Cove* were that two salmon packing companies had a hiring-hall arrangement for unskilled jobs (salmon packing) but used different proce-

dures to hire skilled workers (e.g., machinists), who were paid, fed, and housed better than the unskilled packers. Eskimo and Filipino workers were overrepresented in the unskilled jobs and underrepresented in the skilled jobs. That's why it should have been *Teamsters* revisited as a pattern or practice case. As in *Teamsters*, minorities were congregated in a less desirable job and Whites in more desirable jobs. However, in *Teamsters*, it was clear that minority and White workers were equally qualified; this was *the* arguable issue in *Wards Cove*. More on that part later. For present purposes, a majority of five used this case to cement O'Connor's prior proposals related to the transplanted pattern or practice burden.

Then, Congress tried to overturn *Wards Cove* (and five other cases) in CRA-90, but President Bush vetoed the bill. The House easily overrode the veto, but the Senate failed to concur by only a single vote. The main reason for the veto was political disagreement on *Wards Cove*. Feeling the pressure of a near override, Congress got serious in CRA-91 and overturned *Wards Cove* and the other cases. CRA-91 kept O'Connor's first two proposals but not her third. Of interest here for *Grant v. Metro* is the provision that if the cause of adverse impact cannot be identified because components of it cannot be disaggregated, then the total selection procedure should be analyzed as a single practice. More importantly for the general adverse impact scenario, the defense for proving adverse impact was restored to "job relatedness and consistency with business necessity," which, for all intents and purposes, is a restatement of the original defense from *Griggs* and *Albemarle*.

### Putting the Pieces Together

What characterized cases like *Griggs* and *Albemarle* is that proof of adverse impact required significant differences in *applicant flow rates* stemming from facially neutral processes (or implied chilling factors such as educational requirements). What characterized traditional pattern or practice cases such as *Teamsters* is the need to explain (not necessarily prove) why gross *stock* statistical disparities (either comparing representation across levels or to census data) existed. What muddled the waters was a slew of lower court cases in which plaintiffs charged *both* adverse impact and pattern or practice based on *only* stock statistics. Historically, this was not an issue because the ruling invariably went in the direction of the pattern or practice claim. That is, no adverse impact claim in any such case was supported while, at the same time, the pattern or practice claim was turned down. Similarly, the adverse impact charges failed every time the pattern or practice charges failed. The lone exception to this rule, both pre- and post-*Wards Cove*, was *Wards Cove*.

In *Wards Cove*, the district court favored the defendants on both pattern or practice and adverse impact. The 9th Circuit, while upholding the pattern or practice ruling, reversed the adverse impact ruling, thereby forcing the defendants to prove job relatedness of their selection procedures. Sound familiar?

In *Grant v. Metro*, a jury ruled for the defense on pattern or practice, and the district court judge, after prompting from the 6th Circuit, upheld the adverse impact ruling. The district court judge also favored a motion for a new trial on pattern or practice, which the 6th Circuit endorsed. Like *Wards Cove*, there are many moving parts to the chronology of rulings in *Grant v. Metro*.

Allow us to speculate a bit. Regardless of what happens in the new trial, we think that there will likely be an appeal for en banc ruling by the 6th Circuit. Regardless of what this ruling ends up being, there will ultimately be a Supreme Court ruling. In our opinion, *Wards Cove* would have been business as usual had the Supreme Court correctly (a) identified the charges as valid for pattern or practice (thereby forcing defendants to articulate a legitimate explanation and plaintiffs to prove that the explanation is a pretext for class-wide disparate treatment) and (b) concluded that the adverse impact charges were invalid because there were no applicant flow statistics stemming from facially neutral processes (or implied chilling factors). The Supreme Court did not have to change any adverse impact rules. There has been no opportunity for such a ruling since *Wards Cove*.

*Grant v. Metro* also offers potential resolution for the “identification of a specific procedure” provision in CRA-91. Two out of three 6th Circuit judges ruled that *Grant* failed to carry its burden to show why the entire selection procedure should be treated as one practice, and a dissenting judge thought otherwise. However, this is the lesser of two concerns. Had there been failure to disaggregate in the face of bottom-line applicant flow disparities, we would agree with the dissenting judge. The more important issue is, in our opinion, that adverse impact and pattern or practice cases should not be confused with each other, which is, after all, what the *Wards Cove* ruling “accomplished.”<sup>1</sup> *Grant v. Metro* may ensure that they don’t. Stay tuned.

### **OFCCP Takes Disparate Impact Allegation Before an Administrative Law Judge**

In early September OFCCP publically released<sup>2</sup> a systemic discrimination complaint against Leprino Foods, which is a large producer of mozzarella cheese and whey products. Leprino has federal contracts totaling 5 million dollars, and as such must abide by Executive Order 11246. The allegation is that the company discriminated against qualified African-American,

<sup>1</sup> We note one caveat that this column has covered before. When comparing Title VII case law to OFCCP enforcement of Executive Order 11246, the difference between pattern or practice and adverse impact becomes even ambiguous. Based on OFCCP conciliation agreements and consent decrees, it appears that OFCCP consistently applies a pattern or practice theory of discrimination to applicant flow disparities when a selection system is ambiguous and not clearly organized into specific steps that could be challenged under an adverse impact theory. In most settlements the agency alleges that the selection process was (a) not applied in a standardized way for all applicants and (b) to the disadvantage of a protected group, and as such a pattern or practice argument may be reasonable because the process is not truly facially neutral.

<sup>2</sup> <http://www.dol.gov/opa/media/press/ofccp/OFCCP20111291.htm>

Asian, and Hispanic applicants for on-call laborer positions at the company's Lemoore, CA facility by using an assessment that is not job related. OFCCP is seeking back pay and interest for at least 270 class members and job offers for at least 17 of the victims. The agency is also threatening cancellation of all existing federal contracts and debarment from future contracts.

The complaint is notable for a few reasons. First, it is an adverse impact allegation related to an assessment called WorkKeys, which was developed by ACT. Based on the complaint, Leprino uses the applied math, workplace observation, and locating information dimensions as part of their hiring process and argues that these are essential for on-call laborers that perform a variety of entry-level tasks such as inspecting products, monitoring equipment, and maintaining sanitation at the facility. According to the OFCCP, the selection rate based on this assessment over a 22-month period was 49% for minority applicants as compared to 72% for nonminority applicants. In the words of OFCCP Director Patricia Shiu, "*the hiring process simply doesn't pass the sniff test.*" If recent OFCCP enforcement is any indication, then we assume that the sniff test is research meeting the requirements of the *Uniform Guidelines*.

Second, it is not often that OFCCP adverse impact cases make their way to an ALJ. Only a handful of OFCCP systemic discrimination cases are escalated to an ALJ in any given year, and over the last decade the vast majority of these cases have been pattern or practice allegations. Just about every OFCCP testing case that has settled over the last decade has done so voluntarily via a conciliation agreement and without the involvement of an ALJ.

Third, until recently it has been rare for the agency to threaten debarment. Recall that debarment from federal contracts is in theory the most damaging punishment in the OFCCP's arsenal and is typically used with discretion in response to the most egregious violations of EO 11246. This is an adverse impact case, and as such the alleged discrimination is unintentional. For this reason the case seems different from other scenarios where debarment was threatened in response to the inability to conciliate an allegation of intentional discrimination under a pattern or practice theory.

One other consideration is worth noting. Given what the assessment measures, it is reasonable to expect adverse impact. The claim doesn't shed light on much other than the fact that Leprino considers inferences made from the assessment to be job related. Again, given what the assessment measures, it is reasonable to expect some correlation with work outcomes, and we wonder whether this case may test the validity generalization argument with an ALJ. Some information available on the ACT Web site may offer a preview.<sup>3</sup>

In the past year, ACT commissioned two external experts to evaluate the WorkKeys system relative to the EEOC's 1978 *Uniform Guidelines on Employee Selection Procedures* as well as more current professional standards. In a joint report issued in April 2010, two prominent industrial-organizational psychologists, **Dr. Frank Schmidt** of The University of Iowa and

<sup>3</sup> <http://www.act.org/workkeys/validity.html>

**Dr. James C. Sharf** of Sharf & Associates, Employment Risk Advisors, Inc., in Alexandria, VA, drew the following conclusions about the validity of the use of WorkKeys assessments as employee selection criteria.

A concluding comment written by Dr. Sharf states:

WorkKeys assessments are professionally defensible, content-valid measures of verbal, quantitative, and technical/problem-solving skills and abilities that are necessary prerequisites to successfully acquiring skills and performing tasks in the workplace. This conclusion is [also] supported by validity generalization principles, which are now well documented by research in the field and well accepted within contemporary industrial psychology. WorkKeys assessments measure specific cognitive skills/abilities/aptitudes, which, when used in combinations of three or more assessments, are a measure of general cognitive ability. Thus, it is my opinion that use of the WorkKeys assessments and the National Career Readiness Certificate as described [in the study] is legally defensible relative to the *Uniform Guidelines*, and that the WorkKeys assessments are “job related and consistent with business necessity,” as required under the Civil Rights Act of 1964.

Stay tuned. 2012 should be interesting on the legal front.

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## **The Intersection of Technology and Science: Perspectives on Drivers of Innovation in I-O Practice**

**Tracy Kantrowitz and Craig Dawson**  
**SHL**

**with Practitioner Committee updates by Rich Cober,  
Marriott International**

Science and technology often work hand in hand to drive innovations in the practice of I-O psychology. Scientific methodology associated with foundational areas of psychology applied to the workplace allows us to be experts in the midst of HR trends and technological advances. But what happens when the lure of technology trumps the science? In what areas does I-O psychology need to shore up research, theory, and best practices to keep pace with the adoption of HR-related technological advances in the workplace? Conversely, what are some areas in I-O psychology viewed as “untouchable”? That is, are there areas relatively more immune to technology outpacing science? In this article we highlight examples of how technology set the stage for the creation of best practices, areas of I-O practice that have been preserved and even enhanced by technology, and areas of I-O practice in which science and technology have served complementary roles in innovations in organizations. We also provide ideas for how I-O practitioners can work more effectively with IT staff to meet common goals and ideas for challenging our long-standing assumptions of I-O practice to identify new/alternate methods for conducting research in organizations.

### **The Train Has Left the Station: Adoption of HR Technology Without Scientific Best Practices**

The rise of technological advances can challenge our thinking and lead to psychological research and theory designed to keep pace with these advances. But in some instances, the adoption of new technology has outpaced scientific best practices. Organizations may desire to adopt new technology in the absence of best practices if the benefits are great. The rise of unproctored Internet testing (UIT) is a classic example of this phenomenon. Starting in the 1990s, organizations were attracted to the notion of testing candidates remotely to minimize costs associated with on-site proctoring, broadening applicant pools, and reducing administrative burdens (Tippins, 2009). Organizations plowed forward and left psychologists in the dust debating the appropriateness of UIT, and only recently have empirical inves-

tigations of the implications of UIT been brought forward (e.g., Arthur, Glaze, Villado, & Taylor, 2010; Beaty et al., 2011).

We anticipate this trend continuing in a variety of other areas. In addition to assessment and selection programs, technological systems are now the central components of training, performance management, applicant tracking, and company reward programs. Social media, with its new mechanisms of generating and tracking personal data, has impacted organizational recruitment, communication, and brand identity. Even greater impacts might be realized as social media becomes embedded within most aspects of our lives. Technology has even changed the physical way in which work is organized, with remote working capabilities becoming increasingly common. Whether or not each of these changes is “good” for employees or organizations could be deep research areas, but similar to UIT, scientific questions are secondary to addressing perceived inefficiencies. Organizations are not stopping to introspect on how this might change our assumptions about work and our science. Indeed the now cliché notion that “the world of work is changing” has never been more true, as we’re increasingly finding ourselves in a place where communication, culture, and core rules about how processes are organized have drastically changed. How are scientists, with our ever-present desire to collect data, control extraneous variables, and test tightly defined hypotheses ever to find our voice?

The answer may be found in expanding beyond our comfort zone and applying core principles. Practitioners apply a method of observation, experimentation, and analysis to solve organizational challenges. But more fundamentally we’re also effective at study design. This may be our inroad with technological HR providers. Many technological applications address HR areas concerned with data management, which can be thought of as analogous to study design. Specifically, organizations are struggling to deal with large numbers of people in a standardized way to address some problem or issue. Information technology is very effective at data management. Mutual interest in data is where we both have a means to contribute. Mathematics, logic, and ultimately, how we make use of data are threads where I-O psychologists can help guide IT systems. If we show an expertise and an interest, we can become SMEs and stakeholders for IT initiatives, and by assisting in design, we can help set up IT systems up for success. Whether it’s the theory behind a training or motivation program, additional variables to categorize in a performance appraisal system, or identifying the types of data we’ll need for a validation program, we have multiple means to improve on data management systems. Data management and IT systems can be remarkably flexible in their design, so it’s up to us as I-Os to participate in such endeavors.

Don’t be afraid to learn and branch out. We recall in graduate school the divide between the students interested in statistics and those who avoided such topics. That choice impacts career options and ability to contribute to certain areas of our field. We see a second divide shaping up between I-Os who want to immerse themselves in technology and its capabilities for our science and

those who prefer to make use of what is available. The former have the potential to be influencers as these technology-based answers are increasingly sought by organizations. Whether you work for a consulting firm or internally to an organization, better science can result from bringing I-O and IT closer together. Based on our experiences and conversations with colleagues and peers, direct IT knowledge may be less important than soft skills for enhancing this synergy:

1. Show an interest in technology
2. Demonstrate expertise in common area
3. Desire to be an SME for products or problem solutions

IT practitioners understand the technology. Where they can benefit is from our knowledge of how to use data and how to measure effectiveness of solutions. As I-O practitioners, we have the opportunity to monitor trends in technology, anticipate potential applications/implications for I-O practices, conduct research to craft best practices, and work with partners in IT to design solutions based on scientific methods that meet the needs of organizations. This close collaboration with IT can increase our relevance to organizations, drive meaningful innovations, and ensure that technology is implemented with scientific practices in mind.

### **Science Sets the Stage for Practice**

Science serves as the foundation for the practice of I-O psychology and has been the cornerstone of a number of core tasks and responsibilities of I-O practitioners even in the midst of new trends and technologies. I-O practitioners are experts when it comes to the study of jobs and designing and evaluating HR processes and systems. Our expertise in these areas is valued, but we must continue to maintain our relevance in light of technology-based systems that give the illusion of systematic and standardized processes. Nonetheless, the methodology and relevance of job analysis, selection system design, and validation research are entrenched in scientific methods, and organizations continue to look to I-O psychologists as “keepers” of this information. In these examples, technology has aided the science to increase efficiency in conducting job analysis and validation research. Web-based tools facilitate administrative aspects of data collection, including survey administration, tracking, aggregation, and even basic data analysis, and has allowed the I-O expert to focus on judgment-based and statistical analysis associated with this work. More broadly, the objectivity associated with statistical analysis used to demonstrate the value of a wide range of I-O processes has been a practitioner’s biggest commodity. The specialized training we receive and the application of statistical methods to HR processes will remain an asset and maintain our relevance to organizations.

How can I-Os continue to be viewed as the “keepers” of these processes so that organizations continue to rely on us for this kind of expertise? The answer in part depends on (a) how much we challenge ourselves to consider new and alternative methods for conducting organizational research and practicing I-O

psychology and (b) the extent to which we can leverage technology to practice I-O psychology. For the former, consider for example the established methods of conducting job analyses and validation studies that are predicated on the availability of large samples. This may work for larger organizations, but what are smaller organizations left to do? If I-O practitioners uphold strict criteria for conducting research in organizations, it may mean our practice does not meet the broad needs of organizations. Creating/utilizing synthetic validity databases and using consortium research designs are examples of alternatives practitioners should consider (see *Alternative Validation Strategies*, McPhail, 2007, for other examples). Relatedly, we also have to work within the realities of organizations to understand their drivers and constraints to determine how to implement I-O practices that meet their needs. Within the same example, not all selection systems can handle multiple-hurdle, resource-intensive designs, and it's up to us to determine how to identify alternatives to classic approaches. Doing so will continue to highlight our willingness to partner with our clients (internal or external) to tailor programs that meet the changing needs of organizations.

Leveraging technology to drive process efficiencies will also increase our relevance to organizations. Automating processes such as performance management, training evaluation, and satisfaction surveys via Web-based administration not only reduces administrative burdens but also offers the potential to make data available at our fingertips. Designing selection systems that use the power of applicant tracking systems centralizes complex processes and can allow for more objective decision making if processes are well defined for hiring managers. Although the end result may be a technology-enabled, elegant system, scientific information still exists behind the scenes.

### **Technology and Science Working Together to Do What They Do Best**

As noted, technology can facilitate scientific work and challenge our thinking about how to bring the best of the two worlds together. An example of this is in the area of technology-enabled assessment (see *Technology-Enhanced Assessment of Talent*, Tippins & Adler, 2011). Computerized adaptive testing satisfies the increased demand for unproctored Internet testing while preserving test security. It utilizes sophisticated item response theory (IRT) algorithms and computer technology to deliver a tailored testing experience to test takers based on their ability/trait. CAT engines have been designed and are in use in a variety of certification, education, and employment applications and demonstrate improved measurement precision (compared to classical test theory alternatives) while bringing a variety of other benefits to organizations. Another example is multimedia-based assessments that enhance an organization's employment brand as a leading-edge company and create more positive applicant perceptions. Video, animation, and virtual reality environments help deliver the assessment content in a more engaging and higher fidelity way compared to traditional text-on-screen computerized assessments.

In conclusion, these observations and experiences are designed to highlight gaps and opportunities for I-O practitioners to shore up research to support the use of technology in organizations, skills that facilitate our increased relevance to organizations, and ideas for leveraging technology to increase efficiency of I-O-based practices. The intersection of I-O and IT will remain on the forefront of I-O practice as evidenced by sessions on this topic at the SIOP conference. We look forward to continuing the discussion.

### Practitioner Committee Updates and Notes

A top priority was to establish access to a research database for SIOP members. Our June pilot was a great success, and we continue to receive inquiries about when full-time access to research databases may become a reality for SIOP membership. I can report that the SIOP Research Access Service is now available, so please sign up to use it.

Outreach to practitioner needs in other areas is taking the form of the continued evolution of SIOP's membership programs. At this year's LEC conference, our mentoring team led by **Sam Ritchie** and **Mark Poteet** debuted virtual mentoring. This was particularly appropriate for this year's LEC given the theme around virtual workplace. At this year's SIOP in San Diego, there will be the annual speed-mentoring session, and the team is working to establish a group-mentoring forum to round out our mentoring strategy. **Carl Persing** and **Cathie Murensky** are leading other work on the committee to create webinars for SIOP practitioner and research audiences. We are hoping to see webinars begin to appear early in 2012. Finally, our SHRM-SIOP partnership continues to move forward. We are currently working to identify authors that may be interested in contributing to this series who may be able to write interesting, HR practitioner-directed articles in the areas of leadership development, performance management, organizational culture and change, and/or general behavior management (as relates to health and wellness campaigns for example). If you are reading this and at all interested in writing for this series, please reach out to me directly by e-mail or consider attending the SIOP session we will devote to this series in the spring.

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## MAX. CLASSROOM CAPACITY

**Marcus Dickson**  
**Wayne State University**



My wife recently bought a Nintendo DS game system, and she bought a game that came with two pedometers, to measure walking, and suddenly I've begun losing some weight! Apparently, all I needed to do to lose weight was to buy a pedometer! Had I known this magical outcome was possible, we would have bought this a long time ago.

But of course that's not true. Instead, what's actually going on is that the pedometers have little lights on them, and they blink red until you reach your daily step goal, when they start to blink green. And I can't bear to have my wife's pedometer blinking green when mine is blinking red. So in reality, the technology—the pedometer and the game system recording daily steps—is facilitating and motivating different behavior—more walking every day—that is moving me towards the desired goal. The technology isn't magic, it's just a facilitator. And if I don't follow through on my walking, then the goal doesn't get reached.

I thought about this as I read the results of a recent national survey of undergraduates conducted by Educause, in which they found that less than a quarter of U.S. undergraduate students strongly agree that their college or university uses the technology they have effectively and that one student in seven believes that technology in the classroom actually breaks or is broken more often than it is used in class (Educause, 2011). Educause, which describes itself as “a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology” (Educause, 2011), conducted the survey of 3,000 undergraduate students to assess the extent to which students' expectations for technology use are met at both the institutional level and instructor level. Students in general reported that their colleges and universities use technology effectively for things like course registration, posting grades, and making financial aid information available.

The dissatisfaction that students feel is more likely to be at the level of the instructor. More than half of students surveyed believe that they know more about how to use technology than do their instructors—perceptions driven by their experiences with instructors in the classroom. Interestingly, students at 4-year colleges and universities report greater use of technology in the classroom than did students at 2-year institutions; however, the students at 2-year institutions reported that technology was used significantly more effectively. Finally, approximately twice as many students who evaluated their instructors as using classroom technology in a highly effective way reported a variety of positive learning outcomes, as compared to students who evaluated their instructors as using classroom technology ineffectively.



The immediate conclusion that many online commenters are reaching related to these findings is that instructors are technological incompetents, and I've even seen "Luddite" thrown in once or twice. I'm not sure that this is the best interpretation, though—at least not all of the time. I've recently been asked to do several presentations related to the use of technology in the classroom and have attended several meetings and conferences focusing on educational technology. One message that comes through from these meetings loud and clear is that it is possible to use any particular type of technology in a competent and knowledgeable way, but that doesn't mean that it will be effective educational technology use.

When the iPad came out, for example, I saw a lot of faculty members who were drawn to it, asking "how can we use this in the classroom?" But this is the wrong way to approach technology in the classroom. The first questions always need to be "What are we trying to achieve? What do we want students to be able to do?" The decision to use any specific technology in the classroom then follows from the answers to those questions (Manning & Johnson, 2011), rather than deciding to use some type of technology and then trying to figure out what to do with it.

Of course, once we make an appropriate decision to use any kind of technology, we do then need to be sure we know how to use it and use it in a way that is congruent with good pedagogy. I sometimes hear faculty members say "I tried using [technology X] and it didn't work", or "I use [technology X] and it works great!" Both of these are incorrect. It depends on how you use it and for what purpose.

We as I-O psychologists ought to know this. As many of us do, I routinely tell my students that you can't say that any specific test is valid unless you also say for what purpose the test is being used. Height may be a valid predictor of basketball performance but not of academic performance. It's no different with technology. Saying that "it does (or doesn't) work" is essentially the same as saying it is (or isn't) valid, in that the statement isn't accurate unless we go on to say what we're trying to achieve and how it was used. This is important; it isn't semantics. Some instructors seem to think that technology is (or ought to be) magic—if you use it, your students will learn more.

So what does this mean for us in I-O? Given the applied nature of our field, our learning objectives are often focused on helping students learn how to do things like job analysis, program evaluation, performance appraisal, calculate adverse impact, assess culture, and so on. How are we using technology in the classroom and for what purposes? I'm curious about what decisions SIOP members are making about incorporating educational technology into their classrooms and why. Are you using clickers? Twitter? Facebook? PowerPoint, and if so, do you provide copies of the slides to students? Are you flipping the classroom? And most importantly, what are the pedagogical and learning goals that you are trying to achieve when you decide to incor-

porate these technologies (Duncan, 2004)? What is it that they are allowing you to do that you couldn't do before?

Get in touch with me and let me know. I'd love for us to start a broader conversation about this, about our goals first and then our strategies. You can reach me at [marcus.dickson@wayne.edu](mailto:marcus.dickson@wayne.edu), or you can comment on this column at the **Max. Classroom Capacity** blog, at [maxclassroomcapacity.blogspot.com](http://maxclassroomcapacity.blogspot.com).

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### ANNOUNCING THE 2012 JAMES C. JOHNSON STUDENT PAPER COMPETITION

The International Personnel Assessment Council (IPAC) is sponsoring its annual James C. Johnson Student Paper Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 2012 competition will be invited to present his or her paper at the 2012 IPAC Conference to be held in Las Vegas, NV, July 22-25, 2012. The winner will receive up to \$600 in conference-related travel expenses, free conference registration and a one-year membership in IPAC. In addition, the University Department in which the student completed his or her research will be awarded a \$500 grant, as well as a plaque commemorating the student's IPAC award achievement.

Submission may be based on any type of student paper including a thesis or dissertation. The deadline for **receipt** of entries is March 21, 2012. Papers should be submitted via e-mail to Dr. Lee Friedman at the e-mail address below. IPAC Student Paper Competition cover sheets should be mailed hard copy directly to Dr. Friedman at the work address below.

NOTE: Students do not need to be a member of IPAC to enter.

For further information or for submission materials, please contact please contact Dr. Lee Friedman, LMI, 13481 Falcon View Court, Bristow, VA 20136.  
Phone: (571) 331-1388

E-mail: [leefriedman1406@yahoo.com](mailto:leefriedman1406@yahoo.com)



## THE ACADEMICS' FORUM

### **I-O Rodeo, Anyone?**

**Satoris S. Culbertson**  
**Kansas State University**

I was recently on a flight in which I was seated next to a gentleman who, being nervous about the flight, expressed to me that he's "just a country boy who doesn't fly much." He continued on, telling me that the only times he flies is when he makes his annual trip to and from Kansas City. Taking the bait, I asked what he was doing in Kansas City, at which point he informed me he had been to the Lineman's Rodeo. "Oh?" I asked, "What events do you do?" secretly hoping he was going to say he was a bull rider because, well, in the words of Paris Hilton, that's hot. As if he was reading my mind, however, in a sweeping statement, he crushed my hopes as he said, "Not that kind of rodeo."

Over the course of the flight, Jim explained to me that the Lineman's Rodeo was an event held annually in Kansas City for professional lineworkers (aka powerline technicians) from around the world. At this rodeo, the individuals showcase the abilities they have mastered in their trade by participating in events that are scored on the basis of factors such as safety, timely completion of the event, work practices, and equipment handling. A sample event has participants climb a 40-foot pole while holding a bucket, change an old bucket at the top for the new bucket, and then return to the ground as quickly yet safely as possible. Oh, and they have to carry an egg in the bucket on the way up and carry it down in their mouths without it breaking.

This got me thinking. There are many occupations that have events in which professionals can demonstrate their expertise while having fun. Lumberjack competitions exhibit the skills of individuals in the logging industry with sawing, chopping, climbing, and logrolling events. Cosmetology students and professionals can compete in competitions that highlight (pun intended) their talent, skill, and creativity through events such as demonstrated expertise in cutting, styling, and coloring hair. NBA players have the NBA All-Star weekend with events including the slam dunk contest, skills challenge, and three-point shootout. What do I-O psychologists have?

An easy answer to this question would be that we have the annual SIOP conference. Certainly, it's a place where we showcase our abilities in terms of research and presentation skills. I suppose it's a "competition" because not all submissions are accepted. I guess there are "winners" because individuals can have the top posters at the conference or receive awards for their scientific contributions or early career contributions. And, of course, we have the "fun factor" with the various social events that take place. But, after talking

with Jim, my lineman friend in coach, it just isn't the same. First, we aren't highlighting all of the things we do. As it is, the SIOP conference is mostly focused around research. What about the other activities we as I-O psychologists perform? And, perhaps most importantly, what about events in which we compete with eggs, possibly in our mouths?

After much thinking, I have come up with some "events" for an I-O rodeo that could be incorporated into the annual SIOP conference (hint, hint conference planning committee...).

*Reviewer #2 Race:* Bound to be a crowd pleaser, this event has participants take on the role of the dreaded Reviewer #2. Participants will be given a short manuscript to read and review. The winner is the participant who can most quickly make the best case for why the manuscript should be rejected. Much like how *Wheel of Fortune* has become weak over the years and simply provides contestants with the letters R, S, T, L, N, E, all participants in this event will automatically be provided with the comments "not enough theory," "cross-sectional data are bad," "potential single-source bias," "no incremental contribution," and "failure to measure and account for third-variable effects." Of course, all participants will complete this event with an egg in their mouths. If the egg breaks, the reviewer must admit that sometimes student samples are appropriate, effectively resulting in their elimination from the event.

*Elevator Talk-Off:* Participants in this event must demonstrate their ability to briefly describe and discuss their research findings in ways that individuals outside of our profession can understand. To be the winner in this event, participants will have to drop the jargon and translate their research into easily understandable terms that even my grandma would understand. In fact, my grandma would be judge for this event. And lest you be mistaken, she's not the warm, cuddly grandma with cookies out to make everyone a winner. Nope. She's out for blood and will demand perfection. This, of course, will be made even harder because participants will all have to balance an egg on a spoon while standing on one leg. If the egg falls and breaks, my grandma will shake her head in disapproval, thereby eliminating you from the event.

*I-O Authors Spelling Bee:* Similar to spelling bees held in children's academic rodeos, where children must demonstrate their knowledge of the English language, this event pits participants against each other in a nail-biting competition to demonstrate their ability to accurately spell the last names of I-O authors. In a typical spelling bee, children are given the word and may also request the word's definition, part of speech, language of origin, alternate pronunciations, and for the word to be used in a sentence. In this event, participants are given the individual's last name and will be allowed to request the author's first name, a title of one of the author's publications, and the author's favorite color. Oh, what fun will ensue when a participant spells "S-C-H-M-I-T-T" rather than "S-C-H-M-I-D-T" or forgets the acute accent on the "e" in *Tubré*! And, let's not forget the egg. Participants in this event will have to spell the names while pushing eggs through a short maze with

their noses. Misspellings will result in the person whose name was misspelled getting to throw the egg at the participant, thus causing it to break and eliminating the participant from the event.

*Collaborators' Challenge:* As an increasing number of people are collaborating on academic and applied projects, many across great distances, the ability to communicate and stay focused are essential skills. As such, this event has participants demonstrate their ability to work as a team. In teams of 3–5, participants must keep one egg (the “paper/project”) moving between them. To keep things interesting and more realistic, there will be distractions that occur during the event, including blocking of some participants by judges who will be representing such factors impeding progress as “illness,” “travel,” and “computer virus.” In addition, participants will be required to take two steps away from each other every time a whistle is blown (approximately every 20 seconds). If any member has the egg for too long (say, 2 seconds) then their paper/project is deemed a flop (i.e., they are eliminated). In addition, any team that breaks their egg will automatically be eliminated due to paper/project rejection/failure.

*Committee Cage Match (aka Meeting Melee):* This thrilling event has participants (referred to as “committee members”) thrown into a ring (called “The Committee Meeting”) and faced with a seemingly trivial issue. They must battle (possibly to the death) for their stance on the inconsequential issue. Last person standing is the winner. They win an egg.

As you can see, Jim the Lineman, unbeknownst to him, gave me a lot of food for thought. In the event that the I-O rodeo doesn't have quite the draw that I might hope, however, he mentioned one other thing that I thought was really a cool idea. He said that linemen each bring about 10–15 shirts from their companies and trade them with other linemen during the course of the weekend so that, by the end, they all return home with souvenir shirts from electric companies around the world. I remember doing a similar thing at an International Military Testing Association meeting years ago where people all brought local beers from their respective areas and “sampled” the beers together. I think these sorts of activities have a certain appeal to them, and it would be nice if we had something similar. I'm open to suggestions and would be happy to participate in and spread the word if anybody felt strongly about doing something like this. Anybody want a K-State shirt or some Tallgrass beer?



## *TIP*-TOPICS

### **Making the Transition: Insight From Second-Year Graduate Students**



**Chantale N. Wilson and Aaron J. Kraus**  
**The University of Akron**

As second-year graduate students, we have recently transitioned from undergraduate to graduate education and experienced the “surprise and sensemaking” (see classic article by M. Louis, 1980) this change brings. Indeed, many *TIP* readers may fondly remember their own feelings of excitement and eagerness as they moved from undergraduate to graduate status, and also the apprehension, uncertainty, and trepidation associated with the transition. Regardless of whether one has had several years since picking up a college textbook or continues directly from an undergraduate degree, entering a graduate program involves a range of adjustments, changes, and challenges. This installment of **TIP-TOPICS** will elucidate what we and our peers found to be major issues and changes a first-year graduate student encounters, relate how the I-O program at the University of Akron (UA) addresses these issues, and offer suggestions to help facilitate a smooth and fluid transition process.<sup>1</sup> We also address how aspects of the UA model might transfer to other academic and applied situations.

### **Changing Emphasis in the Classroom**

Life as a first-year graduate student is filled with new relationships, experiences, goals, and expectations. For example, as undergraduates we have experienced up to 17 years of formal educational settings that emphasize the importance of achieving high grades. Those grades have signaled our learning of knowledge and skills, our standing relative to other students, and have, in part, helped us to gain entry to graduate school. This emphasis is soon to change, however. Those graduates who will be most desired by employers have professional expertise and ethics, research productivity, applied experiences, teaching prowess, and perhaps some degree of social acumen, but not necessarily a 4.0 grade point average in their graduate studies. This shift in focus changes the graduate classroom dynamic, where mastering content and comprehension now predominate over memorization, and also makes engaging in nonclassroom-based learning activities critical. Potential employers will forgive an A- in Performance Appraisal if the applicant successfully designed a performance

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<sup>1</sup> We thank the first- and second-year cohorts at UA for sharing their perspectives and experiences to help inform this edition of **TIP-TOPICS**.

appraisal system during an internship, or a B+ in Training if the applicant published a new model for facilitating behavioral change in an organizational setting. Grades and classroom performance are only one component of graduate training, which also emphasizes research, applied experience, and teaching.

The transition from undergraduate to graduate education also creates a new interpersonal dynamic with peers. Sharing classes with an intimate group of similar high-achieving individuals can cultivate a sense of motivation and enthusiasm but also may lead to comparisons of ability and feelings of competition when a graduate student defines his or her goals primarily in terms of relative performance. The resulting emotions and comparisons can be detrimental to one's self-efficacy and may lead to hesitation in asking for help when needed. Yet, such challenges can also stimulate critical thinking, innovation, and higher levels of learning when one's peers demonstrate that high standards are achievable. When it comes to setting goals for future success in graduate school and beyond, a learning-goal orientation places individuals on a better path for success with a more optimistic and persisting attitude than a performance-goal orientation (VandeWalle, 1996; VandeWalle, Brown, Cron, & Slocum, 1999). Individuals with learning-goal orientations strive to develop and become accomplished in and generalize new skills to different situations, whereas performance-goal oriented individuals focus on displaying competence to others by seeking positive, and avoiding negative, feedback about an outcome. Individuals with a strong learning-goal orientation are better at mitigating negative emotions associated with goal setting and can respond more adaptively to adverse events than performance-oriented individuals (Cron, Slocum, VandeWalle, & Fu, 2005). To promote learning-goal orientation in graduate students, UA embraces a model of collaboration. We feel reducing competition encourages a learning-goal orientation among graduate students; therefore, sharing diverse knowledge, skills, and perspectives amongst one another helps develop well-rounded I-O scientist/practitioners who can adapt to different environments.

### **Expectations of Graduate Students**

Graduate students are held to high standards, and rightfully so. Professors and advisors expect graduate students to develop an extensive set of knowledge, skills, and abilities, regardless of their previous backgrounds. At times, acquiring these expected competencies will seem like a challenge, but successful graduate students will consider this an opportunity not only to learn specific skills but also to acquire the metaskill of learning independently. The ability to learn independently and continue to improve skills is critical for both scientist and practitioners of I-O psychology, so developing this capacity early in graduate school contributes to success in graduate school and later professional development.



## **Explaining Your “Profession” to Others**

Parents, friends, acquaintances, and others usually understand the nature of one’s undergraduate pursuits and interests, but graduate students soon find it is more challenging to describe the purpose and scope of graduate school and the field of I-O psychology to others. In a previous **TIP-TOPics** article, Thoroughgood (2010) argues the importance of developing and mastering a “2-minute elevator speech,” as well as strategies to break down communication barriers faced when describing the highly specialized field of I-O psychology. Beyond the task of explaining what I-O psychology is, one may also need to explain to college friends who have now entered the working world that graduate school is, in fact, a job! Graduate students may not be able to share stories of a “9 to 5” day or earning a sizeable paycheck with old high school or college friends, and this disconnect may create unsettling feelings and reemphasize the need for that impressive “2-minute elevator speech.”

When faced with the disconnect between our own graduate student experiences and that of our peers who have already entered the working world, with its increase in dollars and status, it is helpful to remember that one day we too will enter the professional world. Furthermore, we will have excellent training that allows us to have a real impact on a continuously evolving workforce facing challenging problems that affect people’s lives as well as national and international economies. We hope the individually targeted thoughts and strategies just presented are helpful to other graduate students making the transition from being undergraduates. In the next section we describe potential types of support that are more collective and institutionalized.

## **How Akron Smoothes the Transition Process**

The process of self-discovery and identifying one’s purpose and goals as a graduate student is facilitated by the autonomous nature of a graduate program. Graduate programs embrace students who are proactive, opportunistic, and highly ambitious. The most successful graduate students surpass the basic requirements for coursework and seize additional opportunities. At UA, graduate students are encouraged to find unique and relevant opportunities to gain knowledge and experience beyond the classroom. Those opportunities range from applied projects coordinated through the department’s in-house consulting center (the Center for Organizational Research, or COR), developing research proposals from class term papers into publishable studies, interning at companies in the greater Akron/Cleveland area, and even volunteering I-O consulting services.

Many of these practical skills exercised externally originate in the classroom. UA’s collaborative model stresses cooperation and teamwork through the assignment of multiple group projects, the implementation of study groups for quantitative methods courses, and engagement in applied team

projects. After all, a supportive, team-based workforce can increase both productivity and satisfaction (Campion & Higgs, 1995). Consequently, frequent collaboration is visible throughout UA's I-O psychology department. Group projects are required throughout the curriculum. **Dr. Dennis Doverspike's** class on personnel selection is no exception. As part of the course requirements, student teams develop requests for proposals, conduct adverse impact analyses, and create mock selection systems. These activities provide practical experience and help produce graduates who are professional, adaptive, and astute scientist/practitioners. UA's culture embraces a supportive and collaborative nature, consistent with findings that supportive teams and organizations tend to have higher levels of creativity and satisfaction (e.g., Pirola-Merlo & Mann, 2004).

UA helps to ease the transition of first-year graduate students through a socialization process congruent with the department culture. The I-O psychology program is cohesive and supportive, recognizing the challenges faced by first-year graduate students and endeavoring to reduce them. Students are encouraged to work through issues and adversity together, both as a cohort and an entire program. Relationships developed among first-year students, mentors, officemates, and faculty members provide incoming students with both academic and social guidance. These relationships often lead to collaboration on research teams, applied experiences, and extracurricular activities. Furthermore, the close-knit culture encourages an "open-door policy" in which students feel comfortable walking into a fellow student or faculty member's office to freely discuss any issues or concerns they may be having.

As an example of actions taken to build student-faculty relationships, **Dr. Andrea Snell** refers to UA graduate students as "junior faculty members" and treats them as such. Another way that UA helps forge faculty-student relationship bonds is by sponsoring joint informal activities that take place outside of the department such as potluck dinners, meeting for happy hour, intramural flag football, or putting together a faculty-student Akron Marathon relay team.

In particular, faculty members expect graduate students to direct their own efforts, ask pertinent questions, and seek frequent feedback from their advisors. Developing strong, high-quality advisor-advisee relationships can lead to beneficial outcomes such as career development and increased productivity in the mentee (Allen, Shockley, & Poteat, 2010). For many students, advisors not only provide the obvious opportunities for professional experience but are a force for diversifying those experiences by pushing students to explore multiple research interests and challenging them to think creatively as they develop conceptual, methodological, and analytical approaches for shared projects.

### **How the UA Way Translates to Diverse Settings**

Readers considering how to transfer aspects of the UA model and culture to their own academic or applied contexts may find that providing employ-

ees with autonomy and personal control over information and decisions at work is a good place to start. Employee perceptions of personal control positively relate to well-being and negatively relate to perceived workplace stressors (Skinner, 1996; Spector, 2002). Likewise, employee perceptions of organizational support for development and perceived career opportunities are significant predictors of high job performance and lower turnover (Kraimer, Seibert, Wayne, Liden, & Bravo, 2010). These and other works suggest both the institution and students (or organization and employees) mutually benefit from fostering an environment of support, autonomy, and encouragement to seek opportunities for development.

A strong network of open communication in an academic or work institution can encourage students and employees to strive for improvement, particularly when they are newcomers and face uncertainty. Finding the right mix of individual autonomy and cooperative activities can be difficult, but a balance is key for helping students or employees to succeed. The use of feedback systems and the promotion of a supportive feedback environment in organizations may be effective in encouraging open communication and understanding for individuals going through transitions. Organizations with strong feedback environments continuously receive and solicit high-quality feedback from various sources (London & Smither, 2002). This is demonstrated at UA through the constant formal and informal feedback exchanged among students, faculty, and peers. The encouragement of such processes can give individuals a sense of competence, personal control, and intrinsic motivation to perform, while also leading to greater role clarity and understanding of the expectations for performance (Ilgen, Fisher, & Taylor, 1979). In addition, a strong feedback culture can promote more satisfied, committed individuals who see feedback as valuable to successful performance in the organization (Linderbaum & Levy, 2010; London & Smither, 2002), which is seen in the development of our own first-year students. Providing such outlets for consistent communication and improvements in understanding can help smooth transition periods filled with ambiguity for both the individual and organization and lead to increased synergy.

In summary, the transitions a first-year graduate student experiences mark an exciting and challenging rite of passage for aspiring I-O psychologists. Having recently completed this transition, we are thankful for the supportive environment created by peers and faculty, appreciative of the opportunities and feedback from which we have learned, and grateful for the collaborative culture that prepares us to be effective scientists and practitioners. It is important to build and maintain strong, supportive relationships, whether it is between first-year students and other graduate students, an advisor and advisee, or faculty members and students. First-year students should be proactive in facilitating this socialization process by developing these relationships early in their graduate careers, embracing a learning-goal orientation, and seeking unique

opportunities for growth outside the classroom. Intertwining these suggestions with a collaborative culture, throughout academic and nonacademic settings, supports a strong, cohesive, and productive department. Although every program has their own way of easing the first- year transition, the model here at UA has been successful and could be extended to other programs and applied settings to help newcomer transitions. Applying these methods in the midst of novelty and change can have short and long-term benefits for the development and achievement of individuals and organizations alike.

The next edition of **TIP-TOPics** will address the work–life balance graduate students face. At UA, students are involved in many activities beyond coursework. The next commentary addresses stress and time management in graduate school and considers how to maximize the amount of time a graduate student can spend on other areas of life beyond academics in order to obtain an appropriate balance. If you have any comments, suggestions, or ideas you would like to share, feel free to e-mail our team at [akrontiptopics@gmail.com](mailto:akrontiptopics@gmail.com).

Aaron Kraus is a second year MA/PhD student who joined the I-O psychology program at the University of Akron after receiving his BA in psychology from Western New England College, in Springfield, MA. His research interests include attitudes and behaviors of younger and older job seekers, and social networks in personnel selection.

Chantale Wilson is a second year MA/PhD student in the I-O psychology program at the University of Akron. She received her BA in business, psychology, and Spanish from Trinity University in San Antonio, Texas. Being born and raised in Singapore has led her main research interests to include global I-O and cross-cultural topics, as well as feedback, performance appraisal, training, and work–family balance.

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## **Project Organizational Gini Coefficient**

**Stuart Carr**  
**Massey University**

Statistician, demographer and sociologist, Corrado Gini is probably best known for the “Gini coefficient,” which in turn is widely used by economists as an index of economic fairness in a society—a topical issue for us all. Professor Gini studied law at the University of Bologna, before taking up chairs in statistics at universities in Cagliari, Padua, and Rome. He was given an honorary degree in sciences from Harvard University. A contemporary of Kendall and Fisher, Professor Gini founded the statistical journal *Metron*, which emphasizes the applied. His political leanings were certainly not without controversy. Those aside however, his famous metric continues to be more and more influential since his death (in 1965). The Gini coefficient has found increasing applications across a variety of disciplines—excepting, perhaps, our own. Here we speculate what relevance the Gini coefficient might hold for industrial and organizational psychology. Where possible, I have tried to use Gini’s own words as an answer to the questions being asked.

### ***Please tell us a little more about the index.***

The Gini coefficient is a statistical index of concentration in a distribution, typically of income, often in a country. The statistic can range from 0 (total equality, all members of the society or group have the same income) to 1 (maximal inequality, where 1 member of the society or group receives the entire group’s income). Macro-economists often use this index to capture income diversity in countries like the U.S. (.45), and New Zealand (.36), or across regions like the EU (.31) and even for the world as a whole (the estimates vary but appear to hover around .60). Income of course is not necessarily the same as opportunity: Lower Gini countries may have more barriers to upward mobility just as higher Gini countries may have fewer of them (through genuine meritocracy, or rewarding seniority). A country that accepts many refugees may raise its Gini, even though it is less exclusionist than its neighbors, whose Gini by comparison will drop.

What these and other caveats mean perhaps is that the index has to be supplemented by other indicators of equality and inequality, or concentration and dispersion, apart from income per se. Expressed somewhat differently, from an earlier publication, “it helps to build theoretical schemes that must not be confused with reality, but may be compared with reality, so as to judge if, in what

way and to what extent, they differ from reality, and thus provide an opportunity for a deeper analysis of the structure of the phenomena” (Gini, 1965, p. 106).

### ***Where does the psychology of work and organization come in?***

Interestingly, country-level Ginis have recently been linked, empirically, to individual well-being, health, and happiness (Wilkinson & Pickett, 2009). For many *TIP* readers, that linkage might start to raise questions about the space in between—at the level of organizations. After all, organizations pay salaries, which “are” the incomes in question, and logically, their own workplace is where income differences might be—comparatively speaking at least—quite proximal and salient. To give one example of how this relevance can literally play out, some research with sporting teams have found a link between the Gini coefficients for major league baseball teams and their sporting human performance: Greater compression of incomes (a lower Gini) was linked empirically to higher performance, at both individual and organizational levels (Bloom, 1999). A similar pattern may exist in business organizations, for instance in performance by high-technology firms (Siegel & Hambrick, 2005). Further studies, in sports and using differing income dispersion indices, have been somewhat less consistent (for a review, Mondello & Maxcy, 2009). Overall, it seems, there might be an optimal balance, a trade off to be achieved between on the one hand (a) rewarding good performance and on the other hand (b) maintaining harmony.

### ***How prominent is work and organizational psychology in this field?***

*Stu:* Perhaps I can answer this question from my own perspective as an organizational psychologist. Along with valued colleagues and collaborators in the field of equality at work, we have been drawn to this issue of incomes at work because of debates in wider society about CEO salaries, banking-sector bonuses, the 99% protests on Wall Street, and so-called dual salary systems for expatriate/host workers in international aid and business ventures. Our own particular training did not really prepare us well for organizational variation. In fact most organizational psychology is arguably individual level or focuses on groups within organizations rather than organizations per se. Somewhat ironically perhaps, we leave out much of the “organization” in organizational psychology—even though it is a richly informative, and important, mezzanine-level variable. Arguably in fact, other social sciences have overlooked the organizational level too, leaving us room to make some fresh, unique contributions. How? Could it be time to incorporate some of the existing and widely respected measures of equality, like the Gini coefficient, into our theories, research, and practice?

### ***How can we become more involved in this topical issue?***

Although Gini coefficients of 0 may be overly idealistic and possibly even harmful (say when people make unequal contributions to the work), we

could make more use of the index, and its various cousins, as an indicator of performance. How does an organizational Gini coefficient relate to organizational performance, individual well-being, and societal issues such as decent work and quality of life? Do organizations with lower or higher organizational Gini coefficients perform better? How does their OGC moderate conventional linkages, at the individual and/or group level? And perhaps most impactful of all, is it conceivable that one good organizational Gini—whatever “good” turns out to be—may bring another, for example at the country or community level. Letting an organizational Gini out of the organizational bottle—warts, justice, and all—could be an interesting journey...

### Acknowledgement

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Anyone who is interested in discussing Project Organizational Gini Coefficient some more can contact us via [s.c.carr@massey.ac.nz](mailto:s.c.carr@massey.ac.nz).

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The SIOP Foundation has a number of awards, grants, scholarships, and fellowships. Those that are named, for example, the William A. Owens Scholarly Achievement Award, are made possible through the generosity of the donor(s). The amount of donation required for a named gift has risen with inflation and is now \$75,000 for a named award and \$50,000 for a named scholarship. These amounts may be given in a lump sum or donated over a 5-year period. In addition to the right to specify the name of the gift, the donor works with the Foundation trustees to define the nature of the award or grant and the criteria to be used in making it.

As an example, Kitty Katzell, a long-time member of SIOP and Ray's widow, created the Raymond A. Katzell Award. Consistent with Ray's desire to "give I-O psychology away," this award recognizes a SIOP member who has shown the general public the importance of work done by I-O psychologists for addressing social issues. The work must have a broad impact on the general public, be research based and its application clearly demonstrated. The award of \$3,000 comes from interest earned on the original gift. Thus, as the donor, Kitty named the award and specified the criteria. The role of the Foundation Board is to ensure that any award is consistent with SIOP goals, as well as IRS charitable giving regulations, and to assist in developing award guidelines in cooperation with the Awards Committee of SIOP.

The M. Scott Myers Award for Applied Research in the Workplace was created by Scott's widow, Susan. It is "given to an individual practitioner or team of practitioners who have developed and conducted/applied a specific project and product representing an example of outstanding practice of I-O psychology in the workplace (i.e., business, industry, government)." Again, the donor named the award and specified the nature of the criteria and awardees.

The Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology was funded by Leslie in recognition of our mentoring relationship at NCSU and in her subsequent career. (I'm not sure who is mentoring whom these days as Leslie rises higher and higher in the corporate world.) Leslie decided that the fellowship of \$10,000 would go to a graduate student who was specializing in training and development and/or selection and placement and is committed to a practitioner career.

We are fortunate to have many named funds, thanks to the generosity of many donors:

- The John C. Flanagan Award, funded by AIR
- The Wiley Award for Excellence in Survey Research, funded by Jack Wiley
- The Hogan Award for Personality and Work Performance, funded by Bob and Joyce
- The Douglas W. Bray and Ann Howard Research Grant, funded by Ann
- The Sidney A. Fine Grant for Research on Job Analysis, funded by Sid
- The Mary L. Tenopyr Scholarship funded, by her sister

For details on these and other awards, go the Foundation portion of the SIOP Web site (<http://www.siop.org/foundation/information.aspx>).

These generous donors and others have made it possible to recognize leaders in our field who have made or will make significant contributions to I-O psychology. We are grateful for their generosity.

## **Remember! SIOP Members Save on Series Books and Other Items in the SIOP Store!**



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## **[www.siop.org/store](http://www.siop.org/store)**

**SIOP San Diego 2012:  
A Welcome From Your Conference Chair  
April 26–28 (preconference activities on April 25)**

**Lisa M. Finkelstein  
Northern Illinois University**

SIOP's 27th annual conference will be a tremendous event to showcase the IMPACT (**Adrienne Colella's** presidential year theme) that we I-O psychologists make on the world, and to give us all an opportunity to learn and connect so we can continue to increase that impact in the future.

Our San Diego conference is destined to be one of the best yet, thanks to the incredible dedication of hundreds of volunteers and our stellar Administrative Office staff, headed up by our Executive Director Dave Nershi (aka Superman). Are you ready to start planning for San Diego? Here's a little roadmap of what you need to know...

**Immediately (as in, right now. Really!)**

If you have not yet done so, make your hotel reservations. The Manchester Grand Hyatt is a gorgeous two-tower hotel just minutes from the airport, overlooking the bay, and within walking distance of many nightlife options. What more could you ask for? Staying at the conference hotel provides you with the utmost convenience for all of our conference events. You can book online using the convenient link on the SIOP Web site conference hotel information page, or you can call the hotel directly at 619-232-1234 (and mention that you are coming for the SIOP conference). As you'll see below, we have many great preconference events planned for Wednesday, and we have a full day of programming on Saturday capped off with a not-to-be-missed closing plenary and party on Saturday evening. So, book your trip accordingly!

If you have not yet done so, register for the conference and preconference activities. To get the best conference registration rate and to receive your program book in the mail (great airplane reading!), you will need to register by February 28. The registration process is entirely online. And, as the workshops preconference events, and Friday Seminars are all first come, first served, you'll want to get on this right away! If you do register after February 28, you can pick up a copy of the program book at the conference registration desk while supplies last. Or, for quicker access to information, use the online program and conference scheduler to make your own personalized schedule.

**Preconference (Wednesday, April 25)**

*Preconference tours.* The local arrangements team, headed by **Mark Ehrhart**, has put together a few preconference tour options for SIOP members. The first is a visit to Petco Park baseball stadium, home of the San Diego Padres. Padres staff will take participants throughout the stadium and



will follow up with an overview and Q&A covering a number of personnel-related issues related to the team and stadium.

The second tour will focus on issues of sustainability and organizational change with a visit to San Diego Gas & Electric's Energy Innovation Center, which highlights the future of energy efficiency and green technology. After the tour, participants will hear from two SDG&E representatives about I-O's role in sustainability and preparing the utility workforce for new skills as technology changes jobs.

The third tour will include a talk and Q&A from retired Rear Admiral Leendert "Len" Hering Sr. focusing on leadership in the navy, followed by a tour of the retired aircraft carrier, the USS Midway.

If you can't make the tours, there is still plenty to do in the San Diego area before, during, and after the conference, and the local arrangements team will make sure you are well prepared with a summary of ideas that you will receive in your conference bag.

*Workshops.* Mark your calendars! The Workshop Committee, headed by **Liberty Munson**, has prepared 12 outstanding workshops for the 2012 conference. These professional development opportunities include a diverse selection of innovative topics designed to meet the many different needs of our SIOP members. Check out Liberty's article in this issue of *TIP* for an overview of the extraordinary panel of nationally and internationally recognized experts from both inside and outside of I-O who will be leading this year's workshops. Be sure to register early to ensure your first choices. Never been to a workshop before? Maybe this is the year to start!

*Placement.* The Placement Center continues to be a one-of-a-kind resource to connect employers with I-O psychologists seeking new employment opportunities. Employers and job seekers get access to a networking database with more functionality than ever, helping employers and seekers make matches before, during, and after the conference. Employers can meet with seekers in our center or use the center to arrange an off-site interview. The center is equipped with IT resources and is specifically reserved for Placement Center registrants. **Adam Hilliard** and **Matt O'Connell** manage this year's placement activities, with registration and preconference matching opening prior to the conference and on-site services provided from April 26–28.

*Student volunteers.* Student volunteers are needed to help the conference run smoothly. Volunteers assist in a variety of ways, such as helping with registration, assembling materials as signs, and serving as direction and information providers. Interested students should indicate their wish to volunteer when they register for the conference. Any questions should be directed to **Tori Culberson** (satoris@ksu.edu), Volunteer Coordinator, who will be in touch with volunteer assignments as the conference approaches.

*Master's Consortium.* The Master's Student Consortium will be making its sixth appearance this year. The consortium is designed for students enrolled in master's programs in I-O psychology and OB/HRM. The program includes an

impressive lineup of speakers who graduated from master's programs and have excelled as managers and consultants. This year's speakers include Laura Fields (Fields Consulting Group, Radford University alumna), **Nate Studebaker** (Wells Fargo, Indiana University-Purdue University at Indianapolis alumnus), Natalie Johnson (Google, Columbia University alumna), and **Kevin Richie** (St. Joseph Health System, Xavier University alumnus). Each master's program may nominate two students per program to attend the consortium. Students will attend two workshops and a Q&A roundtable. Nomination forms were sent in November to each university's program chair. If you have questions about the consortium, please contact **Alison Cooper** (acooper@ti.com).

*27th Annual Lee Hakel Doctoral Consortium.* The Lee Hakel Doctoral Consortium is designed for upper level graduate students in I-O psychology and OB/HRM nearing completion of their doctorates: third-year students or above who have completed most or all coursework and are working on their dissertations. The consortium will feature an impressive lineup of speakers, both academics and practitioners, chosen for their outstanding contributions to the field and unique perspectives on the opportunities and challenges faced by I-O psychologists at different stages of their careers. Nomination forms will be sent via e-mail in January to each program's director; enrollment is limited to one student per program, up to a maximum of 40 participants. For further information on the 2012 consortium, please contact **Linda Shanock** (lshanock@uncc.edu).

*Junior Faculty Consortium.* The Seventh Annual Junior Faculty Consortium (JFC) is designed to assist the untenured faculty members of SIOP to develop and hone the skills needed to meet their career objectives. It has also served as a "realistic job preview" for participants considering entering academics. This year the JFC will start earlier and provide more varied experiences for the participants. This year there will be concurrent sessions on topics and areas that have been requested by previous JFC participants. The JFC sessions tend to involve lively discussions and will cover topics such as research, teaching, funding, do's and don'ts regarding the tenure process, and advice on publishing and serving as a journal reviewer. As always, the JFC will include an impressive lineup of speakers and provide a forum for participants and speakers to interact and network. The JFC changes from year to year and participants have found value in attending multiple SIOP JFCs. Whether you would be a first-time JFC participants or one of our JFC regulars, please join us for an informative, supportive, and enlightening event. Sign up early because seating is limited. For more information, please contact **Mark Frame** (MFrame@mtsu.edu).

*SIOP Conference Ambassador Program.* In an effort to welcome first-time attendees to the SIOP annual conference, we are looking for participants for the Conference Ambassador program. This program will allow new professional SIOP conference attendees ("Newcomers") to select seasoned SIOP conference attendees ("Ambassadors"). The goal is to help the newcomer network with fellow professionals and provide a better overall conference experience for all.

Participation as an Ambassador involves only minimal effort, including:

1. Connect with the Newcomer at least once before the annual conference via e-mail or phone.
2. Meet with the Newcomer at least once on-site at the conference (coffee, a drink, whatever you prefer).
3. Help the Newcomer network at the conference by introducing him or her to some of your colleagues.

It is as simple as that! You can sign up to be an Ambassador (SIOP Member, Associate Member, or International Affiliate and 2 or more years attending SIOP conferences) or a Newcomer (first time attending the conference) through the general conference registration process.

*New member/new attendee/ambassador reception.* Program Chair **Deborah Rupp** and Membership Chair **Kim Smith-Jentsch** invite all new SIOP members, first-time conference attendees, and Ambassador–Newcomer pairs to attend this reception, with a short presentation entitled “How to Get the Most From the SIOP Conference.” This session is held at 5:00. It will start with a short introduction to the conference with many helpful tips and pointers and will be followed with some great networking and mingling opportunities (accompanied by some appetizers and cocktails!). This is an excellent way to meet some other new people at the start of your SIOP conference adventure as well as to meet some seasoned SIOP leaders who will be there to welcome you.

*All-conference welcome reception.* Be sure to kick off the eve of your 2012 conference right at the all-conference welcome reception. Reunite with your conference pals and make some new ones. We have a few surprises in store for those who would like some more structured networking opportunities. (But don’t worry, no structured activities for those who want to just hang out and “make the rounds.”)

### **The Main Event: Conference Programming (April 26–28)**

*Opening Plenary.* The conference officially begins with the all-conference opening plenary session on Thursday morning. After a brief welcome message from your Conference chair (that’s me), the announcement of award winners (Awards Chair **Leaetta Hough**) and the new Fellows (Fellows Chair **Wally Borman**), SIOP’s president-elect **Doug Reynolds** will introduce our SIOP President Adrienne Colella. Adrienne’s presidential address is sure to inspire us as we kick-off our 27th conference.

*The incredible main program.* Of course, much of what makes the conference great is our main program, comprised largely of symposia, panels, and posters submitted by our members and others in our field. In addition to the vast number of submitted, peer-reviewed sessions, our Program Chair Deborah Rupp and her many subcommittees have put together an amazing array of special sessions. Please check out Deborah’s article in this issue of *TIP* for the full scoop. A few of the key highlights include:

- Thursday Theme Track: *Science and Practice Perspectives on Discrimination*
- Special invited speakers and panels
- Four Friday Seminars with CE credit (check out **Ashley Walvoord's TIP** article for details)
- 12 Community of Interest (COI) sessions

*Fun run.* Join race director **Paul Sackett** and local coordinator **Kevin Reindl** early on Saturday, April 28, for the Frank Landy 5K Fun Run. The race course, just a short walk from the conference hotel, will take you through beautiful Seaport Village along San Diego's embarcadero. Participants will meet in the lobby of the hotel at 6:15 and will walk to the starting line for a 7:00 a.m. start.

*Networking and social events.* As always, the program has been designed to afford multiple networking/socializing opportunities for all conference attendees. Please take advantage of them! These include sponsored coffee breaks, general receptions, and the International, CEMA, and LGBT and Allies receptions. There will also be a Wi-Fi lounge, multiple sitting areas, and bay-view balconies for meeting up with friends and colleagues.

*Closing Plenary.* It is a great honor and privilege to announce that this year's keynote speaker will be Dr. Albert Bandura. Although I am quite certain Dr. Bandura needs no introduction, he is widely considered one of the most influential psychologists in the world. Dr. Bandura is the David Starr Jordan Professor of Social Science in Psychology (Emeritus) at Stanford University, where he has been since joining the faculty in 1953. Dr. Bandura has received dozens of honorary degrees and awards throughout his career, including many lifetime achievement awards, and has changed the face of psychology through his seminal work on social learning theory, social cognitive theory, and self-efficacy. Needless to say, you will not want to miss the thrill of Dr. Bandura addressing our Society.

*Closing reception.* As I put the finishing touches on this article, it is November 1, I am in the Chicago area, and I am dreading the impending winter. The thought of a beach-themed party at the end of April in Southern California sounds pretty perfect right now! All are welcome and encouraged to attend this party to end this conference right. I'll be looking for you on the dance floor....

## Postconference

*Conference evaluation.* Shortly after you have returned home filled with ideas and memories from your great experience in San Diego, expect a post-conference survey from our Conference Evaluation Chair **Lynn McFarland**. Next year's Conference Committee, headed by now Conference Chair-in-Training **Robin Cohen**, will use this feedback in their plans for our next amazing conference in Houston in 2013.

I hope after reading this you are getting as excited as I am for SIOP 2012! I look forward to seeing you there.

## SIOP's Program Lineup for the 27th Annual Conference

**Deborah Rupp**  
**Program Chair, SIOP 2012 San Diego**  
**Purdue University**

The 2012 SIOP conference program in San Diego promises to be outstanding! We had a huge number of submissions this year representing a wide range of topics. In addition, the Program Committee has been working since the last conference to assemble a quality collection of Friday Seminars, Communities of Interest, invited speakers, a full-day Theme Track, and other special events, which will compliment the hundreds of high quality, peer-reviewed sessions showcasing I-O psychology research, practice, theory, and teaching-oriented content. Below is a summary of what has been slated thus far.

### **Invited Addresses (Chair, Evan Sinar)**

This year we will feature several invited sessions and addresses throughout the conference. Please note, the term “invited” refers to the presenter, not the audience—come one, come all to these very special sessions! (Also be sure to check out **Lisa Finkelstein's** article highlighting Albert Bandura's closing plenary address).

- ***Large-Scale Impact in Intelligence, National Security, and Defense* (Elizabeth Kolmstetter [Chair], Stephanie Platz-Vieno, John Mills, Jeffrey Neal)**

From the global war on terror to cybersecurity to protecting our borders, workforce programs are top priorities. Impact through selection and performance, learning and readiness applications, and culture transformation are found in intelligence, national security, and defense arenas. Senior government leaders will discuss these and challenge our field with emerging needs.

- ***Working as Human Nature* (Howard Weiss)**

Working, as an activity, can be understood as an essential way in which humans engage with their environments, separate from the institution of work. This talk discusses the implications of this conceptualization for the psychology of working and for the place of work psychology within the broader field of psychology.

- ***Women as Leaders: Negotiating the Labyrinth* (Alice Eagly)**

Women have gained considerable access to leadership roles and are increasingly praised for excellent leadership skills. Nevertheless, women can still face particular impediments as leaders and potential leaders. This apparent mix of advantages and disadvantages reflects progress toward gender equality as well as its lack of attainment.

- ***IGNITE Lightning Round: I-O Psychology's IMPACT on People's Working Lives* (Presenters: TBA, Autumn Krauss [chair])**

In this invited sequel, presenters have 5 minutes and 20 seconds to automatically progressing slides to share experiences where I-O psychology meaningfully impacted people's working lives. Practitioners and academics tell their most compelling stories about the individuals their work has influenced. Come be reminded why so many of us became I-O psychologists.

- ***Managing the Aging Workforce: Challenges and Opportunities* (Donald M. Truxillo [Co-Chair], Franco Fraccaroli [Co-Chair], Annet de Lange, Lisa M. Finkelstein, Ruth Kanfer, José María Peiró, Mo Wang)**

Industrialized nations are facing both opportunities and challenges due to delayed retirements and the aging workforce. This special session, based on an international meeting of researchers this past fall, brings together top experts on the aging workforce to provide insights and recommendations for keeping workers healthy, engaged, and productive.

- ***Can the SIOP Conference Be Relevant Throughout Your Entire Career?* (Robin Cohen, Lisa M. Finkelstein [Co-Chairs])**

Is our conference appealing to individuals at different career stages? Anecdotal evidence and survey results suggest a perception that SIOP is geared toward certain career levels and that SIOP attendees from different cohorts "do" SIOP differently. Is this accurate, and what can SIOP conference planners do? Come share your ideas.

### **Thursday Theme Track: Science and Practice Perspectives on Contemporary Workplace Discrimination (Chair: Eden King)**

The Thursday Theme Track is a conference within a conference, delving deep into a cutting-edge topic or trend, and is designed to appeal to practitioners and academics alike. Multiple, integrated sessions (e.g., invited speakers, panels, debates) are scheduled back to back throughout the day in the same room. Though you may want to stay all day to take advantage of the comprehensive programming and obtain continuing education credits for participation in the full track, you may also choose to attend just the sessions of most interest to you. As of this writing (October), the following sessions are confirmed:

- ***Keynote: SIOP and EEOC: Finding Common Ground.*** Jacqueline Berrien, Chair of the EEOC
- ***Reducing Workplace Discrimination: Legalistic, Training, and Business-Case Perspectives*** (Art Gutman, Mark Roehling, Donna Chrobot-Mason, Wayne Cascio, Aparna Joshi)

Using a devil's advocacy format, speakers will present arguments in favor of and against legalistic, training, and business-case approaches to reduc-

ing discrimination. This problem-solving session will attempt to determine what I-O psychologists and corporate leaders can do to maximize the effectiveness of dominant approaches to reducing discrimination.

- ***Settling Workplace Discrimination Cases: The Dos, Don'ts, Costs, and Benefits*** (Brad Seligman, Geoff Weirich, Greg Mitchell, David Cohen, Dave Corpus)

Because discrimination litigation is time consuming and costly, the end goal may be settlement. This panel brings together a group of experts from diverse disciplines to demonstrate a mock settlement negotiation, discuss recent trends, review settlement strategies, and inform on how I-O psychologists play important roles in this process.

- ***Narrowing the Science–Practice Gap for Workplace Discrimination*** (Ondra Berry, Mikki Hebl, Patrick McKay, Nancy Tippins, Renee Yuengling)

This interactive panel session and town hall discussion will promote dialogue between scholars and practitioners about the needs and desires of each side for knowledge generation about discrimination. Notable scholars and practitioners will describe successful partnerships and strategies for practical scholarship and evidenced-based practice.

- ***Scholarly Reflections on the Past, Present, and Future of Discrimination*** (Art Brief, Madeline Heilman, Ann Marie Ryan, Paul Sackett, Kecia Thomas)

Leading scholars will discuss advances in understanding of workplace discrimination, how emergent trends are shaping discourse surrounding workplace discrimination, and key steps for research. This session, which includes audience participation, will generate a research agenda that improves understanding of workplace discrimination and tools for its eradication.

### **Friday Seminars (Chair: Ashley Walvoord)**

The Friday Seminars are invited sessions that focus on cutting-edge topics presented by prominent thought leaders. The Friday Seminars offer CE credits and require advance registration and an additional fee. This year's seminars will present the following topics:

- ***Global I-O: Developing an International Curriculum*** (Richard Griffith, José Maria Peiró, Lori Foster Thompson)
- ***The Science and Practice of Workplace-Mentoring Relationships*** (Tammy Allen, Lillian Turner Eby)
- ***Quasi-Experimentation in Organizations*** (Dan Ganster, John Schaubroeck)
- ***Followership: The Missing Link in Our Understanding of Leadership*** (Ron Riggio, Mary Uhl-Bien)



## Master Collaboration Session (Chair: Adam Ortiz)

Increasing collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. Indeed, “Impact” is **Adrienne Colella’s** presidential theme this year. To further the collaborations between science and practice, there will be two presentations during the Master Collaboration session:

- ***An Academic–Practitioner Collaboration to Assess Entrepreneurial Personality*** (John Bradberry, **Bartholomew Craig**)

This presentation will describe the development of a new measure of personality factors related to entrepreneurial success. The vision for the project originated in the practitioner world, with an academic researcher being brought in to provide technical expertise. Issues related to working across the academic–practitioner divide will be discussed.

- ***Innovating New Frontiers: An Internal–External Partnership to Innovate Best-in-Class Executive Coaching Management Through Technology*** (Erica Desrosiers, Brian O. Underhill)

This presentation will focus on the collaboration process required to create a not-yet-existing executive coach management system commissioned by PepsiCo. The unique challenges encountered in developing a first-of-its-kind technology is explored, highlighting the collaborative iterative creative process between internal and external practitioner.

## Communities of Interest (COI) Sessions (Chair: John Donovan)

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

- **I-O and Human Systems Integration** (Howard Weiss, Barbara Wanchisen)
- **Workplace Incivility** (Vicki Magley, Michael Leiter)
- **Future Directions in Work Motivation** (Aaron Schmidt, K. D. Zaldivar)
- **Employment Interviews: Best Practices** (Allan Huffcutt, Mike Champion)
- **Work–Family Issues** (Tammy Allen, Andrew Biga)
- **Employment Branding** (Edward Zuber, Leo Brajkovich)
- **The Virtual Workforce** (Andrea Goldberg, Tim Golden)

- **Corporate Social Responsibility (Daniel Turban, David Jones)**
- **Strategic HRM (Greg Stewart)**
- **Faking and Personality Testing (Richard Griffith, Matthew O’Connell)**
- **Developing Leadership in Organizations (Cindy McCauley, Beverly Dugan)**
- **Cross-Cultural Issues/Research (Linn Van Dyne, Patrick Kulesa)**
- **Employment Law/EEOC (Arthur Gutman, Eric Dunleavy)**

### **Featured Posters**

We will showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference in a relaxed setting with the presenters.

### **Continuing Education Credits**

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure or other purposes. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists and also is an HR Certification Institute Approved Provider of PHR/SPHR/GPHR recertification credits for HR professionals. Information about the many ways to earn CE credit at the SIOP annual conference can be found at <http://www.siop.org/ce> and will be continually updated as more information becomes available.

### **Thank you!**

The annual conference is an incredible team effort involving over 1,100 volunteers. I am in awe of the dedication of our Program Committee members. I would like to especially thank Past Program Chair, **Mariangela Battista**, and Program Chair-in-Training Eden King, in addition to Invited Sessions Chair Evan Sinar and our other strategic subcommittee chairs Dana Dunleavy, John Donovan, Ashley Walvoord, and Adam Ortiz. As I write this, 1,165 SIOP members are reviewing 1,437 SIOP submissions. We are indebted to all of the reviewers for their time and commitment. Finally and as always, none of this would be possible without the outstanding coordination and efforts of SIOP Executive Director David Nershi, Membership Services Manager Tracy Van-neman, IT Manager Larry Nader, and the entire SIOP Administrative Office staff. They have always been ready, willing, and available to help at a moment’s notice. Collectively, all these individuals comprise what we have come to call “the SIOP Army.” Many, many thanks to all of them.

We hope to see you in San Diego!

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## SIOP 2012 Friday Seminars

Ashley Gray Walvoord  
Verizon

As chair of the Friday Seminar Committee it is my privilege to invite you to register for one (or two!) of the four exciting Friday Seminars offered at the 2012 SIOP conference. These extended sessions provide an in-depth treatment of cutting-edge I-O research and practice topics. The invited experts will present developments in research and theory, organizational best practices, and methodological advancements in an interactive learning environment (e.g., lecture accompanied by break-out discussions, case studies, experiential exercises, and networking). Space is limited so early registration is encouraged!

The following Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 27th Annual SIOP Conference. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content. Three (3) hours of continuing education credits (CE) are awarded for the participation in one (1) Friday Seminar.

Please contact [ashley.walvoord@verizonwireless.com](mailto:ashley.walvoord@verizonwireless.com) if you have any questions.

Full descriptions are available online at <http://www.siop.org/Conferences/12Con/Regbk/fridayseminars.aspx>.

*Duration:* Sessions are 3 hours in length and participants can earn 3 CE credits (some sessions may also qualify for HRCI recertification credits).

*Enrollment:* Enrollment is limited to the first 50 participants who register for each seminar.

*Date and Time:* Friday, April 27, during the morning (8:30 am to 11:30) or afternoon (12:00 pm to 3 pm).

*Location:* The seminars will be held at the conference site (specific room will be indicated in conference program).

*Fee:* The cost for each Friday Seminar is \$85.00 (U.S.).

*Registration:* Registration is available through the general online registration process for the conference.

*Cancellation:* Friday Seminar fees cancelled on or before **April 12, 2012**, will be refunded less a \$25.00 (U.S.) administrative fee.

### Overview of Topics and Presenters

***Global I-O: Developing an International Curriculum.*** Richard L. Griffith, Florida Institute of Technology, José María Peiró, University of Valencia, Lori Foster Thompson, North Carolina State University.

Coordinator: Ted B. Kinney, Select International.

This seminar will focus on the strategic expansion of I-O training curriculum to reflect the future landscape of globalization. Specifically, the presenters will discuss the balance of design and content for “internationalizing” I-O training, the intended impact for programs and their graduates, as well as appropriate strategies for applying these considerations to participants’ specific I-O program situations.

***The Science and Practice of Workplace-Mentoring Relationships.***

**Tammy D. Allen**, University of South Florida, **Lillian Turner Eby**, University of Georgia.

Coordinator: **Kristen M. Shockley**, Baruch College–City University of New York.

This seminar will focus on the significant contribution of mentoring initiatives in organizations. Specifically, two leading scholars in the field of mentoring will discuss the latest research developments and the impact of formal and informal mentoring. Guidelines will be reviewed for developing successful mentoring initiatives, accompanied by hands-on activities to apply session concepts.

***Quasi-Experimentation in Organizations.*** Daniel C. Ganster, Colorado State University, **John M. Schaubroeck**, Michigan State University.

Coordinator: **Liu-Qin Yang**, Portland State University.

This seminar will focus on quasi-experimental design, one of the most common methodologies used in internal organizational analytics, as well as in academic research leveraging organizational data or interventions. Specifically, two experts in this area will provide instruction in the real-world design, application, and analysis considerations for conducting organizational research, followed by interactive feedback about participants’ current or upcoming quasi-experimental designs.

***Followership: The Missing Link in Our Understanding of Leadership.***

**Ronald E. Riggio**, Claremont McKenna College, Mary Uhl-Bien, University of Nebraska.

Coordinator: **Laurent M. LaPierre**, University of Ottawa.

This seminar will focus on the importance of followership in coproducing leadership. The presenters will overview the nascent field of followership research, emphasizing the implications of current theorizing and findings for leadership (and followership) development in organizations. Participants will learn about the current instruments being used in followership research and be invited to engage in dialogue identifying the most promising avenues for future research in this area.

## SIOP 2012 Preconference Workshops: Wednesday, April 25

Liberty Munson  
Microsoft Corporation

**1. *Innovations in Computer-Based Testing: Implications for Science and Practice.*** Craig R. Dawson, SHL, Adam W. Meade, North Carolina State University; Coordinator: Lorin Mueller, American Institutes for Research

Computer-Based Testing (CBT), including advanced applications such as Computer Adaptive Testing (CAT) and computer simulations, are becoming increasingly common as selection devices used for hiring. This workshop will teach those familiar with selection system design and validation the best practices around understanding, implementing, validating, and improving CBT programs. Scientific and practical implications of advanced computer-based techniques will be addressed.

**2. *The Art and Science of Selection: Loading Up for Implementation and Sustainability.*** Rich Cober, Marriott International, Inc., Nancy Tippins, Valtera Corporation; Coordinator: Rob Michel, Edison Electric Institute

The sustainability of a selection program depends on the design as well as the implementation of the instruments. However, sustainability is rarely covered in most I-O graduate programs. This workshop reviews the critical questions to be addressed prior to the development, validation, and implementation of a selection program.

**3. *Competencies as a Foundation for Integrated Talent Management.*** Alexis A. Fink, Microsoft Corporation, Juan I. Sanchez, Florida International University; Coordinator: Chris Lovato, Kenexa

This workshop reviews the value added by competencies as a key piece of the infrastructure supporting strategically integrated talent management beyond traditional HR practices. We will propose innovative solutions to a number of pending measurement, practice, and compliance issues in the emerging field of competency modeling.

**4. *Engaged Employees in Flourishing Organizations.*** William H. Macey, Valtera Corporation, Arnold B. Bakker, Erasmus University Rotterdam, Netherlands; Coordinator: Brigitte Steinheider, University of Oklahoma

This workshop will examine how employee engagement is conceptualized by both practitioners and scholars and the implications for applied work. Particular attention will be given to the drivers of engagement and how engagement survey findings should be interpreted at different levels of analysis including the individual, unit, and organizational levels.

**5. *Reaching for the Stars: Building High-Potential Talent Programs for Organizational Advantage.*** Rob Silzer, HR Assessment and Development Inc./Baruch College-CUNY, Sandra Davis, MDA Leadership Consulting, Jeff McHenry, Rainier Leadership Solutions; Coordinator: Paul Yost, Seattle Pacific University

Designing and implementing an effective high-potential program requires an organization to determine strategic objectives; define high potential; identify, assess, and develop high-potential talent; and evaluate program effectiveness. Workshop presenters will help practitioners understand and address these issues in order to build a program that best meets organizational needs.

**6. *Coaching That Fits: How to Tailor the Design and Delivery of Coaching to Achieve Greater Results.*** Anna Marie Valerio, Executive Leadership Strategies, LLC, Paul Tesluk, University at Buffalo, School of Management; Coordinator: Michel Buff  t, Fisher Rock Consulting

Although coaching is a preferred way to increase executive and high-potential effectiveness, it is labor intensive and costly. As a result, coaches are constantly asked to tailor the design and delivery of coaching to maximize impact while minimizing costs. This workshop will provide the skills and resources to do just that.

**7. *Beyond the Misery of Change Management: Getting Change Leadership Right.*** John B. McGuire, Center for Creative Leadership, Charles J. Palus, Center for Creative Leadership; Coordinator: Christina Norris-Watts, Macquarie Group Limited

An interdependent form of change leadership is required to significantly improve the probability of successful change efforts and to sustain them over time. This workshop will describe this evolving view of leadership as a social process that produces outcomes of direction, alignment, and commitment, and provide relevant change management tools.

**8. *Talent Management in Action: Game of Thrones.*** Allan H. Church, PepsiCo, Janine Waclawski, Pepsi Beverage Company, John Scott, APTMetrics; Coordinator: Erica Desrosiers, PepsiCo

Talent management is the process of identifying, assessing, developing, planning, and moving talent throughout the employee lifecycle to meet strategic business objectives. This workshop will provide a realistic preview of talent management applied in organizational settings based on different perspectives. Case examples and exercises will be used to build capability.

**9. *Little Things (Can) Mean a Lot! Practical Statistics for Small-Sample and Group-Level Data.*** Rodney A. McCloy, Human Resources Research Organization (HumRRO), Paul J. Hanges, University of Maryland; Coordinator: Cheryl Paullin, HumRRO

This workshop will focus on practical issues faced by I-O psychologists when dealing with real-world data sets, including analyzing categorical data, applying statistical tests appropriate for small samples, using multi-level techniques (multi-level factor analysis, HLM) appropriately, and using statistical techniques to identify and remove aberrant raters from a data set.

**10. *Avoiding the Blank Stare: Communicating Research Findings to General Audiences.*** Nathan R. Kuncel, University of Minnesota; Coordinator: Emily Solberg, Valterra Corporation



I-O psychologists often struggle with communicating our research and helping others use it effectively. This workshop will help participants learn how to effectively communicate results from research demonstrating the effectiveness of personnel selection processes and will provide methods for identifying decision biases and techniques for debiasing the decision making process.

**11. Legal Update: Insights and Best Practices From Plaintiff, Enforcement Agency, and Employer Perspectives.** Eric M. Dunleavy, DCI Consulting Group, Cyrus Mehri, Mehri & Skalet, PLLC; Coordinator: Laura Heaton, The Hershey Company

This workshop will review significant workplace discrimination case law and settlements from 2010 and 2011. Emphasis will be placed on recent class action rulings, enforcement agency updates, statistical methods for identifying discrimination, and best practices for mitigating and eliminating workplace discrimination. Plaintiff, enforcement agency, and employer insights will be shared.

**12. Shades of Gray in Ethical Landmines: Provoking Participative Provocateurs.** Greg Gormanous, Louisiana State University, Alexandria; Coordinator: Mat Osicki, IBM

We do not know “what we do not know.” Explore the complexities of ethicality/legality/morality in a workshop where participants serve as provocateurs/discussants on contextually varied ethical scenarios—reflecting shades of gray—in order to provoke discussion/disagreement. Scenarios include workplace issues, such as conflict of interest, flirting/romance, selection, ethnic/cultural/women’s issues, and stress.



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# **The SIOP External Relations Committee (ERC): Helping to Make I-O Matters Matter**

**Deirdre Knapp**  
**HumRRO**

**Steve Ashworth**  
**Sempra Utilities**

**Zachary Horn**  
**Aptima**

**Eden King**  
**George Mason University**

**Debra Major**  
**Old Dominion University**

**Fred Oswald**  
**Rice University**

This article serves as a brief introduction of the newly formed External Relations Committee (ERC). The general charge of the ERC is to coordinate with the SIOP Executive Board and existing SIOP committees and channel the collective value and voice of SIOP (i.e., you!) to key policy makers on a direct and continuous basis. The incredible assets of our profession—a storehouse of expertise on critical workplace issues—are obvious to ourselves as a professional society. However, in conducting its strategic planning several years ago, SIOP leaders voiced the concern that these assets are not as obvious to policy makers who focus on a wide range of societally important domains (e.g., federal priorities for research, state licensing boards, pay-for-performance systems, age and race discrimination policy). Thus, the SIOP External Relations Committee (ERC) was initiated in January 2010. To date, the ERC has been tasked with nurturing existing relationships with external organizations that influence policy, such as APA, APS, and the Federation of Associations in Behavioral & Brain Sciences (FABBS) to increase the awareness and representation of I-O psychology issues and I-O psychologists. The ERC also seeks to initiate and maintain new relationships with other external agencies that influence policy (e.g., SHRM, ATP, Human Factors and Ergonomics Society). In short, the goal is for SIOP to inform and educate external agencies relevant to the profession of I-O psychology on a continuous basis, and the ERC is a centralized mechanism for doing so.

Within SIOP, the ERC is best viewed as a conduit for coordinating advocacy efforts with other internal committees (e.g., Scientific Affairs, State Affairs, International Affairs, Professional Practice, and Visibility). Although

the ERC is sure to monitor and alert SIOP of potential opportunities for advocacy (e.g., announcements from federal agencies, relevant work-related litigation or press releases), it functions best when advocacy comes from within SIOP committees and the SIOP membership. For instance, the Scientific Affairs Committee has recently created a survey for its members to indicate the agencies with which it has developed relationships (e.g., funding from federal agencies, organizational consulting opportunities, work with state licensing boards, expert witness work in the legal setting). The ERC will work with the committee in analyzing results from this survey to identify likely avenues for future advocacy efforts.

Whether or not you realize it, whenever you are conducting professional work outside of a collective of I-O psychologists, you are conducting advocacy work! Therefore, you have the opportunity to contribute your energy and goodwill in helping SIOP advocate for its membership as a whole. Furthermore, just as external agencies and policy makers may be unaware of the value that I-O psychology brings to them, advocacy efforts also bring great internal value to SIOP because greater awareness of our own constituency can create new opportunities for collaboration, advocacy, and external visibility.

Please contact one of our ERC members at any time should you have specific SIOP advocacy issues related to science or practice, if you know of particular agencies or agency representatives whom SIOP should contact, or if you know of forums where SIOP can reach out to communicate the purpose and value of the profession of I-O psychology. We seek to serve you and the Society and to be responsive to your advocacy needs!

## **Conference Activities Start Wednesday April 25!**

**Preconference Workshops  
Sustainability Tour  
U.S.S. Midway Tour  
Petco Park Tour**

**Don't miss out! Get to SIOP early!**

## Visibility Committee Launches Business-Oriented Resource on SIOP.org

Cathie Murensky\*  
InnoVision International

Most I-O psychologists at one time or another have been asked, “What is I-O?” We may find ourselves struggling to formulate a response that would be interesting and clearly describes what it is we do. After countless explanations, I still don’t think any of my relatives or non-I-O friends have a clue about my degree or the specific skill set I have obtained through my education and experience. As recently as today I read a discussion thread on the LinkedIn I-O group that is tackling this same question.



To alleviate this frustration and provide our fellow members a response to that inevitable question, the SIOP Visibility Committee has recently developed a new resource for marketing the contribution of I-O psychologists. The newly revised Professionals Tab on the SIOP Web site ([www.siop.org/tab\\_default/professionals\\_default.aspx](http://www.siop.org/tab_default/professionals_default.aspx)) provides an overview of the wide variety of services I-Os can provide to organizations.

The improved page is organized into two columns, one containing information for individual professionals, the other with new information geared toward organizations and businesses. This information is organized into five the stages of the employee lifecycle (strategy and measurement, staffing, learning/development, talent management, and performance management). Within each section, committee members have created a description of the process in layman’s terms, as well as specific examples of how an I-O psychologist’s contribution could add value to an organization. Each section is rounded out by a sample case study that links I-O work to bottom-line business performance. Readers may click on either the title listed under “For Organizations” or the section of the graphic that depicts the stage of the lifecycle that interests you.

The improved page is also available for access by nonmembers. The Visibility Committee encourages SIOP members to share it with current or future clients or leaders within your organization to increase the understanding of the unique contribution I-O psychologists can provide. You may be surprised to see the extent the I-O community can support HRD initiatives across organizations. After creating this resource, it once again makes me pleased to see just how many ways an I-O degree can be applied. I wonder if other degrees have this much diversity (for further proof, review the program from the last conference).

Check out the new Professionals tab today!

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\*Lisa Roberts and Edward Jones also contributed to this article.

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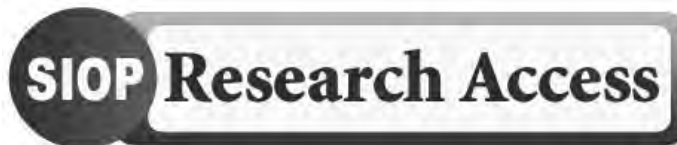


\* As identified by the study

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## SIOP Membership Becomes More Valuable With Addition of SIOP Research Access

SIOP members can now take advantage of a new service enabling them to access hundreds of journals, allowing them to stay current with best practices and research literature, President **Adrienne Colella** announced in November.



The service was initiated by the Professional Practice Committee, chaired by **Rich Cober**, senior director of talent management at Marriott International, and the SIOP Administrative Office. Negotiations with EBSCO, the world's foremost premium research database service, led to offering SIOP members a service that includes three EBSCO databases as well as the SIOP Learning Center at a favorable rate.

Starting this spring, purchase of SIOP Research Access packages will coincide with the SIOP dues schedule, which runs May 1 through April 30. The rate will be \$50 annually.

For more information, go to [www.siop.org/SRA/subscription.aspx](http://www.siop.org/SRA/subscription.aspx).

Some members purchased the service right away when it was announced in November and paid a partial-year rate of \$25, good through February 28.

"This is one of the most valuable member benefits ever offered to SIOP members," said David Nershi, director of SIOP's Administrative Office. "SIOP is continually looking to add greater value to our membership, and thanks to the efforts of the Professional Practices Committee, the SIOP Research Access Project is one more example of that."

In addition to the SIOP Learning Center, members who purchase the package can access the following three available databases: Business Source Corporate (a list of available titles can be found at [www.ebscohost.com/titleLists/bch-journals.xls](http://www.ebscohost.com/titleLists/bch-journals.xls)); Psychology and Behavioral Sciences ([www.ebscohost.com/titleLists/bch-journals.xls](http://www.ebscohost.com/titleLists/bch-journals.xls)) and SocIndex ([www.ebscohost.com/titleLists/sih-coverage.xls](http://www.ebscohost.com/titleLists/sih-coverage.xls))

The project started 3 years ago when the Professional Practice Committee surveyed SIOP practitioners and asked what services they would like to see SIOP offer. The overwhelming reply was access to current research literature found in professional journals.

The result was the SIOP Research Access project, which makes available to SIOP members presentations from recent conferences/consortia as well as some of the most sought after journals, including *Personnel Psychology*, *Journal of Business and Psychology*, *Academy of Management Journal*, and *Journal of Organizational Behavior*.



“Research databases have typically only been easily accessible by those working at universities,” said Professional Practice Committee member **Tracy Kantrowitz**, director of research and development of SHL in Atlanta.

“Making these databases available to SIOP practitioners helps bridge the scientist–practitioner gap by connecting practitioners with the latest research findings they can incorporate into their practice,” she added.

The SIOP Learning Center includes a selection of media from past conferences and Leading Edge consortia. Videos of past conference plenary sessions and Leading Edge presentations are of special interest. In the past, Learning Center subscriptions have been sold for \$119. Early last year, a month-long pilot program enabled about 2,200 SIOP practitioners to test the EBSCO databases. A brief survey seeking feedback found that 91% of the 185 respondents were “very satisfied” or “satisfied” with the EBSCO products, and 78% indicated they would be willing to pay an additional fee to use the databases.

“This is a wonderful idea and a long time coming. I am already making use of the EBSCO databases. I hope you are able to sustain this arrangement as a member service benefit,” said **Stephen Axelrad**, an associate with Booz Allen & Hamilton in Arlington, VA.

**Tasha Eurich**, director of leadership and OD at HealthOne/HCA in Denver, CO, said she “strongly believes that journal access is the single greatest offering SIOP can give its practitioners.”

Although the chief beneficiaries of the SIOP Research Access project are practitioners, Cober said there may be some members at universities who might want to subscribe, although most universities have access to EBSCO products through their libraries.

He lauded the work of the committee and the Administrative Office in doing the groundwork that made this project possible. “We are excited that this project has come to fruition. Now, it is important that enough members subscribe to the research service to make the effort cost effective,” he said.

Cober estimated that about 600 subscriptions will be needed in order for SIOP to break even on the project. “We think the value this brings to the membership, both in terms of cost and availability of current literature, is something that will appeal to many SIOP members,” he added.

## **The Reality of Working Virtually: 7th Leading Edge Consortium Discusses Best Practices and New Research on Virtual Work**

**Stephany Schings Below**  
**Communications Manager**

The 2011 Leading Edge Consortium (LEC), “The Virtual Workforce: Designing, Leading, and Optimizing,” brought out some of the best and brightest in the virtual work field October 14 and 15 at the historic Seelbach Hilton in Louisville, Kentucky.



Chaired by **Kurt Kraiger**, with Practice Chair **Andrea Goldberg** (left), Science Chair **Lori Foster Thompson**, and Research Chair **Allen Kraut**, the 2011 LEC was a weekend full of excellent speakers, informative presentations, and numerous opportunities to participate in the discussion of the virtual workforce.

Attendees heard from 15 speakers on topics ranging from social business, people analytics, virtual collaboration, unified talent management, managing global teams virtually, telecommuting, technology for an aging workforce, enterprise 2.0, advancements in training, and best practices in developing and implementing technology-enhanced assessment. Attendees came from across the United States and around the world, with some traveling from as far as Turkey and Belgium to attend the event.

The event received positive feedback from attendees for the quality of speakers, in-depth discussion of virtual work, and the unique format.

“I have attended many of the LECs and always find them educational, enjoyable, and challenging,” noted one attendee. “They lead me to think about issues I don’t always encounter in my current role.”

Many attendees commented on the in-depth nature of the LEC, which enabled attendees to gain a wide breadth of knowledge in the subject area.

“It dealt with one topic, so you get very in-depth coverage and discussion,” commented an attendee. “Sometimes at other conferences...it’s hard to get so much knowledge on a topic of interest.”

The LEC kicked off with a keynote address titled “In the Digital Era, Is ‘Virtual Workforce’ Redundant?” by Courtney Hunt (right), principal of Renaissance Strategic Solutions (RSS), a consultancy that helps organizations increase their effectiveness through the design and implementation of innovative and leading-edge strategies and programs.



During her presentation, Hunt stressed the fact that the definition of virtual work has changed over the last few decades and that it has expanded as technology has brought out new ways of working and communicating virtually.

"In some way or another, you are working inside the cloud, whether it's Facebook, e-mail, LinkedIn," Hunt explained. "You're all virtual workers, though you're not necessarily telecommuters. Our idea of what is virtual work really needs to expand beyond the definitions of telecommuting."

Hunt also explained that social media, though it can be a part of virtual work, is not only confined to the "Big Three" but numerous platforms available, including new and old, such as e-mail.

"It's not just Facebook, LinkedIn, and Twitter," she said. "When we talk about social media, when we talk about 2.0 technologies, you really have to think bigger."

The LEC program was divided into modules—"How Organizations Are Being Impacted," "Specific Applications," and "Impediments to Technological Innovation"—with corresponding sessions followed by question and answer panels.

Before breaking into small groups to enjoy the popular "networking dinners" at a choice of five Louisville restaurants Friday night, attendees also enjoyed a reception in the beautiful Rathskeller room of the Seelbach.

For the networking dinners, attendees dined at area restaurants, several of which were located down the street from the hotel in an area known as "Fourth Street Live."

The networking dinners were a big hit with attendees.

"Networking dinners and lunches provided a great opportunity to meet other professionals," said one attendee.

"The networking dinner was fantastic," stated another attendee. "I met and talked to a number of new people with whom I will keep in touch."

SIOP Fellow **Wayne Cascio** (right) rounded out this year's LEC presentations with the closing keynote address Saturday on the topic of "The Virtual Global Workforce: Leveraging Its Impact." Cascio discussed the limits and possibilities of virtual work, focusing on the idea that technology has rendered geography meaningless—at least when it comes to work that can be done virtually.



After thanking the LEC chair and co-chairs and presenting them with tokens of appreciation, SIOP President-Elect **Doug Reynolds** announced the theme of next year's event, "Advancing Environmental Sustainability at Work," which will be held in New Orleans at the Hotel Monteleone October 19–20, 2012. The meeting will be chaired by **Sara Weiner**.

We hope to see you next year in New Orleans!



Above: **John Miller** takes advantage of the Q&A portion of the consortium.



Above right; The staircase of the lovely Seelbach Hilton.

Below right: **Sandra Hartog, Craig Dawson,** and Scott McTague enjoy the reception in the Rathskeller.

Below: Jacob McNulty presents "Collaboration in a Virtual Workforce: Strategies for the Knowledge Economy"



Below: Kevin Ford and Col. Nathan Allen take part in the Saturday panel.



Above: **Philipp Werenfels** and **Gary Patrick** converse during the break.

Below: President Elect **Doug Reynolds** and Incoming *IOP* Editor **Kevin Murphy** have a drink at the welcome reception.



### Clif Boutelle

It's been 10 years since SIOP created Media Resources, which is a service that lists SIOP members' expertise in more than 100 workplace-related subject areas. Media Resources enables reporters to contact a SIOP expert who might be able to contribute to their stories. Since its beginning, the service has proven to be a valuable resource for the media and has resulted in many stories providing opportunities to greatly increase the visibility of I-O psychology.

In looking at Media Resources, there are still too many blank spaces after members' names. Reporters need to have a brief summary of the area of expertise of the SIOP member in order for the service to be useful. Members are asked to check their listings in Media Resources to be sure they are complete. Members who are willing to talk with the media and are not already in Media Resources are encouraged to list themselves and their area(s) of specialization. It can easily be done online.

Following are some of the news stories that have been printed, using SIOP members as resources, since the last issue of *TIP*.

The November issue of *Talent Management* magazine included an article by **Ken Lahti** of SHL about how organizations can select the best talent. Identifying what's required for success in specific roles can help ensure the right employees end up in the right roles and boost motivation and engagement, he wrote.

For an October 27 CNN story on managing a global workforce, **Paula Caligiuri** of Rutgers University said "understanding and effectively managing cultural differences is critical but often overestimated by those at the senior level. And doing this well could be a make or break deal for companies."

An October 25 *Washington Post* story about football players' intelligence as measured by the Wonderlic Cognitive Ability Test quoted a study by **John Michel** of Towson University, **Brian Lyons** of Wright State University, and **Brian Hoffman** of the University of Georgia. "We found in no cases was cognitive ability related to (football) performance," said Michel. In fact on-the-field achievements actually increased for lower scoring tight ends and defensive backs. And for quarterbacks, whose intelligence is thought to be critical, there was no significant relationship between high scores and performance. In addition to Wonderlic, NFL teams are increasingly using frequent and extensive psychological testing.

Research on exit interviews by **Elizabeth Lentz** of PDRI was reported in the October 17 *Business News Daily* and the October 19 *Chartered Management Institute* among other news outlets. The study found that employers may glean more information about why an employee leaves the organization by talking with the worker's colleagues. Specifically the research revealed coworkers often have a good understanding about exiting employees' decisions and are able to provide accurate and valuable information regarding motives behind the exit.

The October issue of *Workforce Management* magazine included a story on predicting performance and the value of personality assessments that featured **Adam Vassar** of Hogan Assessments. He noted that personality assessments are effective ways to screen prospective employees as well as leaders. Using assessments “gives organizations a low-cost, low-touch, and highly predictive strategy for identifying high potential individuals from a large candidate pool,” he said.

An October 16 *Wall Street Journal* story quoted **Paul Winum** of RHR International (Atlanta) about the importance of executives looking for advancement learning how to interact with the board, especially when making presentations. For example, it is recommended that executives study each board member’s career path and personal background in advance of a presentation. Referring to another board on which a director serves or served shows “you have done your homework,” said Winum. But, he warns, do not cite the company’s poor financial results or else “you’re going to come off as an idiot.”

While some companies shy away from hiring overqualified candidates, a recent study by **Aleksandre Luksyte** of the University of Western Australia, **Douglas Maynard** of the State University of New York at New Paltz, and **Christiane Spitzmueller** of the University of Houston suggested that giving these employees challenging assignments can have strong positive impact upon the organization. Results of the study were reported in the October 13 *Business News Daily*. Luksyte said a sound strategy for hiring and retaining overqualified people “involves improving aspects of job complexity, such as freedom to make decisions, work structure, increased responsibilities for results, and communication with others.”

**Ryan Ross** of Hogan Assessments authored an article in a special advertising section of the October 2 issue of *HR Executive Online* about picking true leaders. Competent leaders are paramount to a company’s success, he wrote. “Businesses with strong leadership are 13 times more likely to outperform their competition and three times more likely to retain their most talented employees,” he wrote, quoting a DDI Global Leadership Forecast for 2011.

Ross also coauthored an article for the fall issue of *Gaming and Leisure* magazine about how personality assessments can help casinos reduce bad hires and improve the total guest experience. It’s a cost-saving measure, he wrote, noting that a recent study estimated negative customer experiences cost companies more than \$83 billion in lost revenues each year.

When she was a doctoral candidate at Florida Tech University, **Patrice Reid** was an intern at the Defense Equal Opportunity Management Institute at Patrick Air Force Base. The experience proved valuable for her as she worked on research that addressed equal opportunity and diversity issues for use by the military, research that also applied to the business world. As a result of her work at the DEOMI, Reid was hired there and is now director of research simulation and learning. Her story was reported in the September 23 *Florida Today*.

Personality testing was the subject of a September 12 *MarketWatch* story that quoted SIOP members **Robert Hogan** of Hogan Assessments, **John Hausknecht** of Cornell University, **Dana Landis** of Korn/Ferry International,



**Michael Anderson** of CPP Inc., and **Michael McDaniel** of Virginia Commonwealth University. Although it is tempting for test takers to fudge assessment answers, Hogan said “when people try to fake, they fake in characteristic ways, and it’s really easy to tell when someone is trying to game the test.” Hausknecht added that “nonsense questions” are sometimes added to “make sure people are paying attention.” Landis noted that assessment results generally do not come into play until there is a short list of candidates. “One of those candidates is a better fit than the others, and it’s at that point that we need the extra information” provided by assessments. “Assessments can also help applicants determine if they are suited for the position,” said Anderson, while McDaniel said it was important that applicants see the tests as “fair” and that they include questions clearly related to the job.

When employees are just as stressed on Monday as they were on Friday, it’s time to start thinking about developing some destressing benefits from weekends. A September 8 story on Fox News referenced a study by **Charlotte Fritz** of Portland State University and also quoted **Daniel Beal** of the University of Texas. The study found that different types of weekend pursuits can help people recover from the week’s demands and replenish their emotional energy, but other types don’t. “Activities that you don’t have to force yourself to do or that require very little effort to initiate and complete are particularly helpful in recovering from the week’s stress,” said Beal.

A September 7 issue of *Staffing Industry Analysts* article about interviewing quoted **Wendell Williams** of Scientific Selection in Atlanta. “Managers mistakenly use interviews to get to know the candidate instead of drafting a list of specific questions to evaluate their transferable skills and experience,” he said.

After 8 years of research and development into person–organization fit, **Derek Chapman** of the University of Calgary has launched an online tool—[www.counterpartmatch.com](http://www.counterpartmatch.com)—that can help organizations find employees that best fit their needs and culture. Coverage of his matching system was reported in media outlets across Canada including the September 3 *Calgary Herald*, *Financial Post*, and *Ottawa Citizen*.

A study conducted by **Paul Babiak** of HRBackOffice in Hopewell Junction, NY concluded about 1 of every 25 business leaders could be psychopathic. The study’s findings were reported in media outlets in the United States and abroad including the September 1 *Manchester Guardian* in the United Kingdom. The survey suggests psychopaths are actually poor managerial performers but are adept at climbing the corporate ladder because they can cover their weaknesses by subtly charming superiors and subordinates.

The September 3 *Wall Street Journal* reported a similar study coconducted by **Annelies Van Vianen** of the University of Amsterdam. The research found that narcissistic leaders impress their subordinates with authority and confidence but also are underperformers.

On August 31 *Computerworld* ran a story about how MillerCoors brewing company turned to mentoring and social learning software to help its



women sales representatives in the field to feel more connected to the company. **Samantha Morris**, an I-O psychologist with MillerCoors, noted the company was losing women in sales positions at a time when the company was trying to attract more women. The social software and a 6-month mentoring program for female sales reps is making the women feel more connected with other women who have similar work roles. "It gives them the opportunity to connect with each other more than in the past," she said.

It's amazing the effect of changing one word can have on peoples' behavior, **Adam Grant** of the University of Pennsylvania and **David Hofmann** of the University of North Carolina found in a research project that was reported in the August 31 *Wall Street Journal*. Two experiments in a hospital setting pitted a sign stating that "Hand hygiene prevents you from catching diseases" against one that stated "Hand hygiene prevents patients from catching diseases." The number of hospital personnel adhering to the patient-consequences sign increased but there were no significant changes in the number of people obeying the personal-consequences sign.

**Maynard Brusman** of Working Resources in San Francisco was quoted in an August 23 *Philadelphia Inquirer* story about workplace stress. "Problems at work are more strongly associated with health complaints than any other factor in people's lives, even financial or family troubles," he said. He said a company can reduce stress by changing its corporate culture, "including increased awareness of the value of appreciation and positive emotions."

Noting the growing popularity of conducting interviews via Skype, an August 22 story in CBS *MoneyWatch* offered tips for Skype interviewees. **Lynda Zugec** of Workforce Consultants in New York City said it was important to ensure the Internet connection is working properly. If there are technical difficulties and interruptions, it could reflect poorly on the interviewee.

Zugec also contributed to an MSNBC story about steps employees can take to secure a raise. She said timing was important and not to underestimate the importance of a good state of mind of the manager. The best time to ask for a raise is shortly after an accomplishment when the manager is receptive to a request, she said.

An August 16 story in *Workforce Management* magazine about the growing popularity of personality assessments quoted SIOP members **Rebecca Borden** of Vail Resorts, Ken Lahti of SHL, and Michael Anderson of CPP Inc. in Stillwater, MN. Borden said since implementing personality assessments into the applicant screening process, guest satisfaction at Vail improved, and preliminary evaluations indicate the hires are performing at a much higher level. Lahti noted that by using valid personality tests in the recruiting process, employers can get advance insight into candidates' likely performance in a variety of work areas. Anderson agreed, adding assessments can measure multiple dimensions of a person, including leadership ability and amicability as well as broader workplace personality characteristics.

If bosses want to get more out of their employees, they may want to consider encouraging more socializing during sanctioned work breaks. That's the finding of a study by **Sherilyn Romanik** of the University of Alaska, Anchorage and reported in the August 15 *Newsday*. Examining the relationships between behavior during work breaks and employee outcomes, she found evidence that the quality of employee interaction during the breaks was related to work engagement and self-perceived contextual performance, both positive outcomes. The study suggested that organizations might want to provide work-break settings that encourage quality social interactions among employees.

Today's job-hunting workforce needs to be tech savvy, flexible about taking on new tasks, and seeking training to keep fresh in their field, according to an August 7 *Miami Herald* story. **Michael "Dr. Woody" Woodward** of Human Capital Integrated in Miami, FL offered some tips on developing critical interviewing skills, especially for those who have not been in the job market for decades. "You really have to know your talking points," he said. Highlight what makes you unique, he advised. "A jack-of-all-trades is not going to stand out."

A mentoring column about individuals overwhelmed by technology by **Joyce E. A. Russell** of the University of Maryland appeared in the July 31 *Washington Post*. More choices, more pressure to get the latest device, dealing with constant upgrades, and confusing reviews can be bewildering. Russell suggested talking with younger people and becoming comfortable with reverse mentoring. Younger colleagues at work are usually happy to explain their devices. Take some time to learn from them, she advised.

**Lillian Eby** of the University of Georgia was profiled in the July/August issue of *Monitor on Psychology*. The story noted her research focus on workplace mentoring and that she uses her findings to be a good mentor herself. "One thing I've learned," she said, "is the importance of fit. I try to tailor my mentoring style to students who want or need mentoring."

The July 27 *Staffing Industry* magazine featured an article about purchasing employment tests by **Carl Greenberg** of Pragmatic HR Consulting in Chesterfield, MO. With so many vendors offering preemployment tests, he offered a guide to employers trying to decide which tests and other assessment products will help identify high-quality workers. One suggestion: Ask for a technical report that demonstrates the test's validity.

**Robert Hogan** of Hogan Assessment Systems discussed the psychology of leadership and effective organizations in an interview with the *Sydney Business Times*. He said leadership is critical to an organization, and getting the right leader is important. "Research shows that not all bosses can lead. Some people have a talent for leadership, most people don't have much talent for leadership, and some people are quite disastrous," he said.

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

Send copies of the article to SIOP at [boutelle@siop.org](mailto:boutelle@siop.org), fax to 419-352-2645, mail to SIOP, 440 East Poe Rd. Suite 101, Bowling Green, OH 43402.



**Stephen Young**  
**Florida Tech**

### **Transitions, New Affiliations, Appointments**

**Lisa Lewen** has joined Aon Hewitt's Talent practice as a senior consultant, joining **Jeff Ryer** in the Aon Hewitt Atlanta office.

**Leslie W. Joyce** has been appointed senior vice president and chief people officer at Novelis, Inc.

The University of Central Florida's I-O is excited to welcome our two new faculty members, **Nathan Carter** and **Dana Joseph**. They will join current faculty members **Robert Dipboye**, **Barbara Fritzsche**, **Eduardo Salas**, and **Kimberly Smith-Jentsch**. Nathan is a graduate from Bowling Green State University, and his research interests include psychometric applications in organizational and educational settings, decision making in selection and attraction, individual differences in the workplace, and the history of applied psychology. Dana is a graduate from University of Illinois at Urbana-Champaign, and her research interests include emotional intelligence, employee engagement, workplace discrimination, time, and research methods.

Illinois Institute of Technology announced that **Ronald Landis** has been named the Nambury S. Raju Endowed Chair of Psychology in the I-O program. He joined the IIT faculty in August from the University of Memphis and is the first to hold this chair.

**David Arnold**, general counsel for Wonderlic, was recently reappointed to the position of general counsel for the Association of Test Publishers ("ATP") during its recent European conference in Prague.

Taylor Strategy Partners (TSP) is proud to announce and welcome **Chad Thompson** as the company's new managing director, Consulting and Assessment.

### **Awards and Honors**

**Julia M. Fullick**, a doctoral candidate in the I-O program at the University of Central Florida, is this year's recipient of a 2011 William R. Jones Most Valuable Mentor Award from the Florida Education Fund. This award provides matriculating McKnight Doctoral Fellows with the opportunity to honor someone who has provided mentoring and support toward completion of the doctoral degree or launching of their careers in academia. This award is typically given to faculty, so this is truly an honor for Julia!

**Adam S. Beatty** (University of Minnesota) is the 2011 winner of the Meredith P. Crawford Fellowship in Industrial and Organizational Psychology. Awarded annually by the Human Resources Research Organization (HumRRO), the fellowship goes to a doctoral student who demonstrates exceptional research skills and potential for making significant contributions to our profession. The fellowship includes a \$12,000 stipend.

SIOP Member **Dan J. Putka** (HumRRO) was honored at the August 2011 American Psychological Association convention with the distinction of fellow. Dan was elected to fellowship status in APA's Division 19, Society for Military Psychology.

Congratulations to all!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Lisa Steelman** at [lsteelma@fit.edu](mailto:lsteelma@fit.edu).

### **TIP Advertising Policy**

The publication of any advertisement by the Society for Industrial and Organizational Psychology (SIOP) is neither an endorsement of the advertiser nor of the products or services advertised. SIOP is not responsible for any claims made in an advertisement.

The publications of SIOP are published for, and on behalf of, the membership to advance the science and practice of the psychology of work. The Society reserves the right to, unilaterally, REJECT, OMIT, or CANCEL advertising that it deems to be not in the best interest of SIOP, the objectives set forth above, or that by its tone, content, or appearance is not in keeping with the essentially scientific, scholarly, and professional nature of its publications. Conditions, printed or otherwise, that conflict with this policy will not be binding on the publisher.

*Adopted May 25, 2011*

Due to an error in reporting data to APA, coauthors were omitted from the 2011 APA program for the following presentation. The correct version should read:

Session Title: I   Session ID: 2155   Session Type: Poster Session  
*Faultlines in Baseball: Implications of Group Diversity for Performance*  
Division(s): 14   Building: Convention Center  
Room Description: Halls D and E   Room Location: Level Two-  
Day/Time: Fri/11:00AM - 11:50AM  
Authors: Chester Spell (Rutgers Univ.), Katerina Bezrukova (Santa Clara Univ.), and Chris Spell (Rutgers Univ.)

## **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 November 21, 2011.

Juliet Aiken  
Rockville MD  
jra76@law.georgetown.edu

Fusun Akdag  
Yeditepe University  
Istanbul Turkey  
fusunakdag@yahoo.com

Martinique Alber  
Personnel Board of Jefferson County  
Birmingham AL  
alberm@pbjcal.org

Alison Antes  
Northern Kentucky University  
Highland Heights KY  
antesa1@nku.edu

Maria Arboleda  
Aon Hewitt  
Houston TX  
maria.arboleda@aonhewitt.com

Arnold Bakker  
Erasmus University Rotterdam  
Rotterdam Netherlands  
bakker@fsw.eur.nl

Sergio Bernardi  
IBM  
Roma Italy  
sergiob@it.ibm.com

Amanda Blinebry  
St. Louis MO  
alblineb@gmail.com

Frank Bosco  
Marshall University  
South Charleston WV  
siop@frankbosco.com

Tanya Brickler  
OS Bulgaria  
Sofia Bulgaria  
tbrickler@osbulgaria.com

Meagan Brock  
West Texas A&M University  
Amarillo TX  
mbrock@wtamu.edu

Nathan Carter  
University of Central Florida  
Oviedo FL  
nathan.carter@ucf.edu

Adrienne Carter-Sowell  
Texas A&M University  
College Station TX  
acsowell@tamu.edu

Pradeep Chakravarthy  
Infosys Leadership Institute  
Madras India  
pradeep\_chakravarthy@infosys.com

Angela Chen  
Chang Gung University  
Kwei-shan, Tao-Yuan Taiwan  
angelanchu2@gmail.com

Peihua Chen  
Taipei Taiwan  
peihuamail@gmail.com

Michael Cilla  
Apple  
San Jose CA  
mjcilla@eagle.fgcu.edu

Irina Cojuharenco  
Lisbon Portugal  
icojuharenco@clsbe.lisboa.ucp.pt

Monica Collier  
Waco TX  
collier.dawn@gmail.com

Annick Darioly  
Neuchatel Switzerland  
annick.darioly@unine.ch

Evangelia Demerouti  
Eindhoven University of Technology  
Eindhoven Netherlands  
e.demerouti@tue.nl

Dalia Diab  
Xavier University  
Cincinnati OH  
diabd@xavier.edu

Daniel Divine  
Orange County Sheriff's Office  
Cocoa FL  
wrightdivine@gmail.com

Jessica Doll  
Clemson University  
Bonita Springs FL  
jldoll2003@yahoo.com

David Dubin  
Aon Hewitt  
Houston TX  
David.Dubin@aonhewitt.com

Sarah Entz  
Booz Allen Hamilton  
Alexandria VA  
sarah.entz@gmail.com

Autumn Epps  
Baylor Health Care System  
Richardson TX  
autumn.epps27@gmail.com

Paul Fairlie  
Toronto ON Canada  
pfairlie@paulfairlieconsulting.com

Rolanda Findlay  
United States Navy  
Pensacola FL  
rfindlay@vt.edu

Linda George  
UC Berkeley  
Saratoga CA  
lgeorge@berkeley.edu

Jessica Greenwald  
University of Wisconsin-Madison  
Davenport IA  
greenwaldjessica@sau.edu

Keith Halperin  
Minneapolis MN  
Keith.Halperin@pdinh.com

Chester Hanvey  
Lamorinda Consulting, LLC.  
San Diego CA  
hanvey@lamorindaconsultingllc.com

Kenneth Harris  
Indiana University Southeast  
New Albany IN  
harriskj@ius.edu

Ben Haste  
Brighton VIC Australia  
benhaste@optusnet.com.au

Keri Heitner  
Amherst MA  
kheitner@earthlink.net

Dianne Hendey  
Independent  
Wellington New Zealand  
hendey@peopleandprojects.co.nz

Ingrid Hickman  
Leeds UK  
ingrid.hickman@basis.co.uk

Colette Hoption  
Queen's University  
Seattle WA  
hoptionc@seattleu.edu

Robert Hughes  
El Verano CA  
rhughes@ggu.edu

Harry Hunter, Jr.  
Detroit MI  
hunterh@michigan.gov

Marc Hurwitz  
FlipSkills Consulting  
Waterloo ON Canada  
marc@flipskills.com

Sarah Johnson  
Alliant International University  
New Orleans LA  
sarahj41@hotmail.com

Dana Joseph  
University of Central Florida  
Winter Park FL  
dana.joseph@ucf.edu

Mera Kachgal  
Minneapolis MN  
m.kachgal@gmail.com

Bradley Kirkman  
Texas A&M University  
College Station TX  
brad.kirkman@tamu.edu

Valentina Kuskova  
Moscow Russia  
vkuskova@hse.ru

Matthew Lackey  
Arlington VA  
lackey.matthew@gmail.com

Wing Lam  
Hong Kong Polytechnic University  
Hong Kong  
mswing@polyu.edu.hk

Chloe Lemelle  
Batrus Hollweg International  
Plano TX  
chloe.lemelle@gmail.com

Paulo Lopes  
Catholic University of Portugal  
Lisbon Portugal  
paulo.lopes@ucp.pt

Meghan Lowery  
Psychological Associates  
Glen Carbon IL  
meghanlowery@gmail.com

Joanne Lyubovnikova  
Aston Business School  
Birmingham UK  
j.richardson3@aston.ac.uk

Karin Main  
Corvallis OR  
karinmain@gmail.com

Erin Makarius  
Canisius College  
Clarence NY  
makariue@canisius.edu

Carolee McClure  
Tulsa OK  
carolee.mcclure23@gmail.com



Eric McKibben  
Anderson University  
Clemson SC  
EsMcKibben@yahoo.com

Laurenz Meier  
Tampa FL  
meierl@usf.edu

Jessica Methot  
Rutgers University  
Piscataway NJ  
jmethot@smlr.rutgers.edu

Leslie Michener  
Sun Life Financial  
Toronto ON Canada  
leslie.michener@sunlife.com

Stephanie Morrow  
Nuclear Regulatory Commission  
Gaithersburg MD  
stephanie.l.morrow@gmail.com

Geok Ing Elsie Ng  
Singapore  
elsie@singnet.com.sg

Thomas Ng  
University of Georgia  
Pok Fu Lam Hong Kong  
tng@business.hku.hk

Anthony Nyberg  
Columbia SC  
anthony.nyberg@moore.sc.edu

Holly Osburn  
UO Center for Applied Social  
Research  
Edmond OK  
hosburn1@uco.edu

Julianna Otremba  
PreVisor  
Inver Grove Heights MN  
juliannaotremba@ymail.com

Rachael Palmer  
Insight SRC Pty Ltd  
North Melbourne Australia  
rhp@iinet.net.au

Guihyun Park  
Singapore Management University  
Singapore  
parkguih@gmail.com

Elizabeth Pavese-Kaplan  
Paris Phoenix Group  
Kirkland WA  
liz.pavese@parisphoenixgroup.com

Vicente Pecino  
Almeria Spain  
vpecino@ual.es

Dara Pickering  
University of Tulsa  
Tulsa OK  
dpickering@hoganassessments.com

Michelle Pikala  
SHL PreVisor  
Saint Paul MN  
mpikala@previsor.com

Judyta Pogorzelska  
Schaumburg IL  
judyta\_pogorzelska@yahoo.com

Mark Posmer  
Northern Illinois University  
Wauconda IL  
mposmer@comcast.net

Linda Pry  
Fontana CA  
lindapry@sbcglobal.net

Greg Reilly  
Storrs CT  
greilly@business.uconn.edu

Claire Rickards  
University of Connecticut  
Wellesley Hills MA  
claire\_rickards@yahoo.com

Latrice Rideout  
Cypress TX  
latrice.rideout@gmail.com

Brandon Roberts  
Qualcomm Inc.  
San Diego CA  
brandong.roberts@gmail.com

Kathrin Rosing  
Leuphana University Lueneburg  
Lueneburg Germany  
kathrin.rosing@uni.leuphana.de

Cort Rudolph  
Florida International University  
Miami FL  
cort.rudolph@FIU.edu

Irada Sadykhova  
Redmond WA  
iradas@microsoft.com

Sonja Schinkel  
Amsterdam Business School  
Eindhoven Netherlands  
s.schinkel@tue.nl

Viviane Seyranian  
University of Southern California  
Los Angeles CA  
viviane.seyranian@usc.edu

Jenessa Shapiro  
Arizona State University  
Los Angeles CA  
jenessa.shapiro@gmail.com

Winnie Shen  
University of South Florida  
Tampa FL  
wshen@usf.edu

Mindy Shoss  
Saint Louis University  
St. Louis MO  
mshoss@slu.edu

Dawn Sime  
Southern New Hampshire University  
Derry NH  
drsime@comcast.net

Aneika Simmons  
Sam Houston State University  
The Woodlands TX  
aneika\_simmons@shsu.edu

Wesley Strickland  
Brooklyn NY  
wesleystrickland@gmail.com

Michael Syndell  
Psychological Consulting & Mgmt,  
Inc.  
Dana Point CA  
psychmgmt@cox.net

Jerome Tobacyk  
Louisiana Tech  
Ruston LA  
jerryt@latech.edu

Maria Triana  
University of Wisconsin-Madison  
Madison WI  
maryanddavid1@gmail.com

Esteban Tristan  
Select International  
Pittsburgh PA  
etristan@selectintl.com

Robert Vellella  
Woodbury MN  
vell0006@umn.edu

Claartje Vinkenburg  
Amstelveen Netherlands  
c.j.vinkenburg@vu.nl

Ryan Vogel  
Dallas TX  
rvogel@mail.cox.smu.edu

Benjamin Walsh  
University of Illinois at Springfield  
Chatham IL  
bwals2@uis.edu

Sallie Weaver  
Johns Hopkins School of Medicine  
Baltimore MD  
sweave14@jhmi.edu

Jennica Webster  
Marquette University  
Milwaukee WI  
jennica.webster@marquette.edu

David Wells  
Houston TX  
dwells@yaffedeutser.com

Jessica Wildman  
Florida Institute of Technology  
Indialantic FL  
jwildman@fit.edu

Felice Williams  
Louisiana State University in  
Shreveport  
Shreveport LA  
felice.williams@lsus.edu

Lauren Wissing  
Virginia Beach VA  
laurenwissing@gmail.com

Joshua Wittrock  
Bamberg Germany  
joshwittrock@yahoo.com

Hiliary Wolski  
Arlington VA  
hiliary.anne.wolski@gmail.com

Heather Wolters  
Central Michigan University  
Platte City MO  
heather.wolters@us.army.mil

Samuel Wooten  
CSX Transportation  
Ponte Vedra FL  
samuel.wooten@gmail.com

Xiang Yao  
Beijing china  
yaoxiangpku@gmail.com

Candice Young  
APTMetrics, Inc.  
Stamford CT  
candiceyoung7@gmail.com

Kang Yang Trevor Yu  
Nanyang Business School  
Singapore  
akyyu@ntu.edu.sg

Mark Zajack  
Hastings College  
Hastings NE  
mzajack@hastings.edu

Yujie Zhan  
Wilfrid Laurier University  
Waterloo ON Canada  
yzhan@wlu.ca

Lara Zibarras  
City University  
London UK  
lara.zibarras.1@city.ac.uk

***WELCOME!***

## CONFERENCES & MEETINGS

**David Pollack**  
**Sodexo, Inc.**



Please submit additional entries to David Pollack at [David.Pollack@Sodexo.com](mailto:David.Pollack@Sodexo.com).

### 2012

- Feb. 15–18      Annual Conference of the Southeastern Psychological Association. New Orleans, LA.  
Contact: SEPA, [www.sepaonline.com](http://www.sepaonline.com). (CE credit offered.)
- Feb. 23–26      Annual Conference of the Society of Psychologists in Management (SPIM). Charleston, SC.  
Contact: [www.spim.org](http://www.spim.org). (CE credit offered.)
- Feb. 26–29      Annual Innovations in Testing Conference, Association of Test Publishers. Palm Springs, CA.  
Contact: [www.innovationsintesting.org](http://www.innovationsintesting.org).
- March 2–6      Annual Conference of the American Society for Public Administration. Las Vegas, NV.  
Contact: ASPA, [www.aspanet.org](http://www.aspanet.org).
- March 9–11      Annual IO/OB Graduate Student Conference. Orlando, FL.  
Contact: <http://www.ioob2012.com/>.
- March 14–16      Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: [www.acsg.co.za](http://www.acsg.co.za).
- April 12–16      Annual Convention, National Council on Measurement in Education. Vancouver, BC. Contact: NCME, [www.ncme.org](http://www.ncme.org).
- April 13–17      Annual Convention, American Educational Research Association. Vancouver, BC. Contact: AERA, [www.aera.net](http://www.aera.net).
- April 26–28      Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA.  
Contact: SIOP, [www.siop.org](http://www.siop.org). (CE credit offered.)
- May 6–9      Annual Conference of the American Society for Training and Development. Denver, CO. Contact: ASTD, [www.astd.org](http://www.astd.org).
- May 24–27      Annual Convention of the Association for Psychological Science. Chicago, IL. Contact: APS, [www.psychologicalscience.org](http://www.psychologicalscience.org). (CE credit offered.)

- June 14–16      Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia. Contact: [www.psychology.uwo.ca/csiop](http://www.psychology.uwo.ca/csiop).
- June 24–27      Annual Conference of the Society for Human Resource Management. Atlanta, GA. Contact: SHRM, [www.shrm.org](http://www.shrm.org). (CE credit offered.)
- June 26–28      Institute of Work Psychology International Conference. Sheffield, England. Contact: [www.iwpconference.org](http://www.iwpconference.org).
- July 22–25      Annual Conference of the International Personnel Assessment Council. Las Vegas, NV. Contact: IPAC, [www.ipacweb.org](http://www.ipacweb.org).
- July 28–Aug. 2      Annual Convention of the American Statistical Association. San Diego, CA. Contact: ASA, [www.amstat.org](http://www.amstat.org). (CE credit offered.)
- August 2–5      Annual Convention of the American Psychological Association. Orlando, FL. Contact: APA, [www.apa.org](http://www.apa.org). (CE credit offered.)
- August 3–7      Annual Meeting of the Academy of Management. Boston, MA. Contact: Academy of Management, [www.aomonline.org](http://www.aomonline.org).
- Oct 19–20      SIOP Leading Edge Consortium. New Orleans, LA. Contact: SIOP, [www.siop.org/lec](http://www.siop.org/lec). (CE credit offered.)
- Oct 22–26      Annual Conference of the Human Factors and Ergonomics Society. Boston, MA. Contact: The Human Factors and Ergonomics Society, [www.hfes.org](http://www.hfes.org). (CE credit offered.)
- Oct 22–27      Annual Conference of the American Evaluation Association. Minneapolis, MN. Contact: AEA, [www.eval.org](http://www.eval.org).
- Nov 6–8      Annual Conference of the International Military Testing Association. Dubrovnik, Croatia. Contact: [www.internationalmta.org](http://www.internationalmta.org).

## 2013

- April 11–13      Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX. Contact: SIOP, [www.siop.org](http://www.siop.org). (CE credit offered.)
- May 16–19      Work, Stress, and Health 2011. Los Angeles, CA. Contact: [www.apa.org/wsh](http://www.apa.org/wsh).

### Open Call for Papers for Business Expert Press

**Jean Phillips (jeanp@rci.rutgers.edu)** and **Stan Gully (gully@rci.rutgers.edu)** are the Organizational Behavior and Human Resource Management collection editors for Business Expert Press. This is an open call for papers that address important applied OB and HR topics relevant to current and future managerial practice. Relevant topics encompass broad or general domains (e.g., employee motivation, negotiation, leadership, staffing, compensation, etc.) as well as very specific OB/HR issues (e.g., socially responsible human resource practices, impact of climate or culture on customer service, or the use of social networks in recruiting). Please see the BEP Web site to learn more and to see a complete list of collection editors and topics: **<http://www.businessexpertpress.com/collections>**.

Any of several motivations might induce you to contribute a book to this collection. You could use your book to teach or to enhance your consulting practice, and it will provide a source of royalty revenue. BEP will sell the books both in print and in digital collections to the business school libraries of the world. You will also receive royalties for direct-to-consumer sales through Amazon.com and other consumer outlets. BEP also has signed an agreement to distribute selected books and chapters through Harvard Business Publishing. Best of all, you will retain the rights to your work and can republish the material in either shorter or longer form.

The short books (75–150 pages) produced by BEP are used in executive education, MBA programs, advanced undergraduate classes, and in active practice as well as general executive readership. Converting your expertise into actionable knowledge for the executive education market is an important contribution to our field. If you have an idea for a book or if you would like more information about authoring with BEP, please contact us or visit the Web site: **<http://www.businessexpertpress.com/author>**.

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### Journal of Managerial Psychology New Focus and Call for Papers on Social Issues

*The Journal of Managerial Psychology (JMP)* has a new focus for special issues on topics relevant to society. World societies are increasingly facing challenges associated with (a) unemployment and job loss, (b) an ageing workforce, (c) a shortage of talented employees, (d) diversity, (e) workaholism and work–family conflict, and (f) the need to develop ethical leaders. Further, results of a study by Cascio and Aguinis (2008) revealed that only 3.9% of articles in the *Journal of Applied Psychology*, and 6% of those in *Personnel Psychology*, emphasize social issues. Thus, we believe that *JMP* can make a unique contribution to the knowledge base in applied psychology on socially oriented topics.

We encourage authors to submit manuscripts on micro-oriented topics associated with social issues. We plan to develop special issues on a variety of social themes but will continue to publish articles in the regular issues on all micro-oriented topics in industrial-organizational psychology, human resource management, and organizational behavior. Currently, we have special issues underway on job loss, heavy investment in work, applied psychology's contributions to society, and age-related diversity, but we are open to proposals on other topics. Apart from the current best paper awards, we also plan to offer a yearly award for the best paper on social issues.

*JMP* recently received an impact factor of 2.15 from Thomson Reuter's *Journal Citation Reports*. It is ranked as a 21st percentile journal in applied and social psychology, and 25th percentile in applied psychology, social psychology, and management. It has a 15.9% acceptance rate, and the mean time for reviews is about 80 days (i.e., modal time is 45 days). Please see the Web site for the submission guidelines (<http://www.emeraldinsight.com/products/journals/journals.htm?id=jmp>).

We look forward to receiving your manuscripts.

Dianna L. Stone

Editor, *Journal of Managerial Psychology*



## POSITIONS AVAILABLE

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

Researchers at the **UNIVERSITY OF NEBRASKA-LINCOLN** are currently seeking a **PHD-LEVEL RESEARCHER** to serve as data analysts on a large-scale, longitudinal research project concerning character development, psychological well-being, and work outcomes. Applicants must have thorough knowledge and experience in applied statistics and quantitative research methodology.

The analyst will work with researchers at the University of Nebraska-Lincoln and government personnel. The analyst will be responsible for compiling and organizing data in a way that supports the testing of various hypotheses, analyzing and reporting results based on evaluation questions identified by the team, and translating analytic findings into take-away messages for the project's key stakeholders. The position may be multiyear depending upon the interests of the candidates and the needs of the research team.

Applicants should go to <http://employment.unl.edu>, requisition number 110561, to be considered for this position, and complete the Faculty/Academic Administrative Form, attaching a cover letter, curriculum vitae, and the names and contact information for three references. Additionally, reference letters should be mailed to **Dr. Peter Harms, University of Nebraska-Lincoln, Dept. of Management, 209 CBA, 1240 R Street, PO Box 880491, Lincoln, NE 68588-0491**. The application review date is **1/20/12** but applications will be considered until the position is filled. For specific questions about the application process, please e-mail [mngtsearch@unl.edu](mailto:mngtsearch@unl.edu).

The University of Nebraska has an active National Science Foundation ADVANCE gender equity program and is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers.



# **Conference Info!**

## **What you need to know before you go!**

### **Important Dates:**

**Early Registration Deadline: February 28, 2012**

**Conference: April 26–28, 2012**

**Preconference Workshops: April 25, 2012**

### **Location:**

**Manchester Grand Hyatt San Diego**

**One Market Place**

**San Diego, California 92101**

**Tel: (619) 232-1234**

### **Conference Fees**

<b>Registration</b>	<b><u>Early</u></b>	<b><u>Regular</u></b>
Members	\$150	\$195
Student Affiliate*	\$125	\$135
Nonmembers	\$350	\$375

### **Placement**

Student Affiliate	\$40
SIO P Member	\$45
Nonmember	\$100
Employer	\$200

### **Workshops**

Members	\$400
Nonmembers	\$650
<b>Friday Seminars</b>	<b>\$85</b>
<b>Jr Faculty Consortium</b>	<b>\$75</b>

\*Students who are not SIO P members must register at the nonmember rate.

## 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](mailto: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*, 6th 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 to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. 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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acolella@tulane.edu (504) 865-5308

### **President-Elect: Douglas Reynolds**

doug.reynolds@ddiworld.com (412) 220-2845

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esalas@ist.ucf.edu (407) 882-1325

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mmcp@mail.valterra.com (713) 650-6535

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#### **Debra Major**

dmajor@odu.edu (757) 683-4235

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david.peterson.phd@gmail.com (415) 525-2867

#### **John Scott**

Jscott@APTMetrics.com (203) 655-7779

#### **Paul W. Thayer**

pthayer001@nc.rr.com (919) 467-2880

### **Conferences & Programs Officer: Julie Olson-Buchanan**

julieo@csufresno.edu (559) 278-4952

### **Publications Officer: Scott Highhouse**

shighho@bgnnet.bgsu.edu (419) 372-8078

### **Communications Officer: Mike Zickar**

mzickar@bgnnet.bgsu.edu (419) 372-9984

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lfthompson@ncsu.edu (919) 513-7845

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lise.saari@nyu.edu (203) 524-5684

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joan@brannickhr.com (813) 672-0500

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mhakel@bgsu.edu (419) 372-8144

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srgogelb@uncg.edu (704) 687-4742

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Leaetta@msn.com (651) 227-4888

### **Continuing Education: Kevin Smith**

kevin.smith@pdri.com (703)-812-5340

#### **Jacqueline Wall**

jwall@uindy.edu (317) 788-6142

### **Doctoral Consortium: Linda Shanock**

shanock@gmail.com (704) 687-4381

### **Education and Training: Michelle (Mikki) Hebl**

Hebl@rice.edu (713) 348-2270

### **Electronic Communications: Chris Rotolo**

chris@behavioralinsights.com (914) 299-6298

### **Ethnic and Minority Affairs: Kizzy Parks**

kparks@kparksconsulting.com (321) 795-1908

### **†External Relations: Deirdre Knapp**

dknapp@humro.org (703) 706-5662

### **Fellowship: Wally Borman**

wally.borman@pdri.com (813) 229-6646

### **Historian: Paul Levy**

plevy@uakron.edu (330) 972-8369

### **International Affairs: Donald Truxillo**

truxillod@pdx.edu (503) 725-3969

### **IOF Journal: Cynthia McCauley**

mccauley@ccl.org (336) 286-4420

### **Institutional Research: Mariangela Battista**

mariangela.battista@pfizer.com (212) 733-3092

### **Leading Edge Consortium: Kurt Kraiger**

Kurt.Kraiger@colostate.edu (970) 491-6821

### **†LGBT: Brian Roote**

brianroote@gmail.com (678) 832-0578

### **Membership: Kimberly Smith-Jentsch**

kjentsch@mail.ucf.edu (407) 823-0139

### **Organizational Frontiers: Eduardo Salas**

esalas@ist.ucf.edu (407) 882-1325

### **Placement and JobNet: Matthew O'Connell**

moconnell@selectintl.com (858) 635-6695

#### **Adam Hilliard**

ahilliard@selectintl.com (219) 789-2347

### **Professional Practice: Rich Cober**

rich.cober@marriott.com (301) 380-4811

### **Professional Practice Series: Allen Kraut**

allenkraut@aol.com (914) 967-4917

### **Program-APA: Karin Orvis**

karin.orvis@us.army.mil (703) 545-2390

#### **Program-APS: Maria Rotundo**

rotundo@rotman.utoronto.ca (416) 946-5060

### **Program-SIOP: Deborah Rupp**

ruppd@purdue.edu (217) 390-3048

### **Publications Board: Scott Highhouse**

shighho@bgnnet.bgsu.edu (419) 372-8078

### **Scientific Affairs: Tammy Allen**

tallen@mail.usf.edu (813) 974-0484

### **SIOP Conference: Lisa Finkelstein**

lisaf@niu.edu (815) 753-0439

### **State Affairs: Mark Nagy**

nagyms@xu.edu (513) 745-1958

### **TIP: Lisa Steelman**

lsteelma@fit.edu (321) 674-7316

### **Visibility: Alexis Fink**

alexis.fink@microsoft.com (425) 703-6913

### **Workshops: Liberty Munson**

lmunson@microsoft.com (425) 722-6360

### **ADMINISTRATIVE OFFICE**

#### **SIOP Administrative Office**

440 East Poe Road,  
Suite 101  
Bowling Green OH 43402  
(419) 353-0032 Fax (419) 352-2645  
Web site: www.siop.org  
E-mail: siop@siop.org

### **SIOP Foundation**

440 East Poe Road  
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**Statement of Ownership, Management, and Circulation**  
**POSTAL SERVICE® (All Periodicals Publications Except Requester Publications)**

1. Publication Title <b>The Industrial Organizational Psychologist TIP</b>	2. Publication Number <b>0 7 3 9 1 1 1 0</b>	3. Filing Date <b>September 30, 2011</b>
4. Issue Frequency <b>January, April, July, October</b>	5. Number of Issues Published Annually <b>4</b>	6. Annual Subscription Price <b>\$25 Individual/\$35 Institutional</b>

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) <b>440 E Poe Rd Ste 101 Bowling Green, OH 43402-1355</b>	Contact Person <b>David Nershi</b> Telephone (Include area code) <b>419-353-0032</b>
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9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)

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**Society for Industrial and Organizational Psychology  
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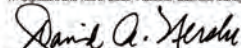
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15. Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)		6,403	7,572
b. Paid Circulation (By Mail and Outside the Mail)	(1) Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	5,141	6,103
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*The Industrial-Organizational Psychologist (TIP)* is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

*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](mailto:graphics@siop.org), (419) 353-0032**.

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Two-page spread	\$672	\$488			
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Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
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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

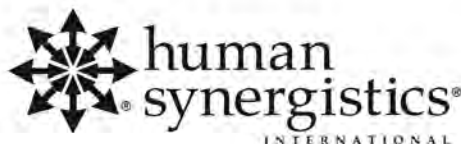
Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

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Quarter page	\$220	4-1/4"	x	3-1/2"
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