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TIP

The Industrial-Organizational Psychologist

Lisa Steelman, Editor
The Industrial-Organizational Psychologist
Florida Institute of Technology
150 West University Boulevard
Melbourne, FL 32901-6975
Phone: (321) 674-7316
E-mail: lsteelma@fit.edu

Editorial Board:	Scott Highhouse
Alexander Alonso	Paul Levy
Stuart Carr	Suzanne Miklos
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Photo courtesy of Steven Larson, Director of Workforce and Organizational Development, AmeriPride Services.

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A MESSAGE FROM YOUR PRESIDENT



Adrienne Colella

I am sitting here writing this on the Friday before Mardi Gras, which is taking a great deal of effort given that there is a brass band playing outside my window. This also means that winter is almost over and spring will be here...which makes me start worrying about my presidential address. I want to focus on the impact that the science and practice of I-O psychology has had on individuals, organizations, and society.

Why is this important? We know we do good things that impact individuals, organizations, and even societies. The problem is many others do not know it-or at least do not connect our work with the field of I-O psychology. Thus, a major trend in SIOP activities over the past year has been to increase our visibility and to increase our advocacy of the science and practice of I-O psychology. The executive board has just okayed and begun a visibility/branding project with Digital Culture Consulting and are working with **Andrea Goldberg**, SIOP member and president of DCC. Last year, a task force, headed by **Steve Kozlowski**, came up with an advocacy plan, and we have been implementing various stages of that, including the survey of membership advocacy capabilities conducted in the fall. As we engage in these activities, it becomes clearer that we need a good assessment of what I-O psychologists do. To that end, **Rich Cober** has agreed to chair a task force that will be conducting a job analysis of the job(s) of I-O psychologist. I look forward to seeing their results.

We are also becoming more involved with the Federation Associations in Behavioral and Brain Sciences (FABBS). FABBS (<http://www.fabbs.org/about-fabbs/>) is a coalition of scientific societies that share an interest in advancing the sciences of mind, brain, and behavior. They advocate on the part of their member societies with Congress, the media, and funding agencies. One thing you can do right now to help advocate on the part of I-O psychology is to sign up for the advocacy newsletter and the alert database here: <http://www.fabbs.org/news/sign-up/>. The database alerts you to when you can make a difference in matters relevant to the field of I-O psychology. Make sure you indicate that you are a SIOP member.

Finally, by the time you read this, it will be conference time. I know that many of you have signed up already and when you did you should have seen the *Guidelines on Professional Behavior Within SIOP* (http://www.siop.org/professional_behavior.aspx). This statement was released a few months ago in *TIP* and on the website. I've gotten e-mails from some of you asking why we have this statement. The answer is that several times a year, mostly after

the conference, SIOP gets notified of someone acting unprofessionally and/or bullying other members, students, and staff. The SIOP board decided to practice what we preach and come up with guidelines on how to handle these issues. Our field greatly benefits from informed and passionate debate, but in order for this to be possible there needs to be a safe, collegial, and professional environment. Based on research and the popularity of reality TV shows, incivility is becoming more common in our society and workplaces. I think this is one trend we want to avoid.

Laissez Le Bon Temps Rouler!

2012 SIOP Annual Conference Schedule At-A-Glance

Wednesday, April 25, 2012

Preconference Workshops (additional fee)
Tours (additional fee)
Junior Faculty and Master's Consortia (additional fee)
Newcomer Reception
Welcome Reception

Thursday, April 26, 2012

Opening Conference Plenary Session
Continuous, Concurrent Conference Sessions
Theme Track
Committee on Ethnic Minority Affairs Reception
International Reception
Evening Reception & Top Poster Display

Friday, April 27, 2012

Continuous, Concurrent Conference Sessions
Friday Seminars (additional fee)
Lesbian, Gay, Bisexual and Transgender Committee and Allies Reception

Saturday, April 28, 2012

Frank Landy 5K Fun Run (additional fee)
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FROM THE EDITOR

Lisa Steelman
Florida Tech

Spring is in the air, and that means it is SIOP conference time. Many people have worked many hours to put together a conference that cannot be missed. Hopefully you won't miss it! Many people have also put in many hours to bring you this issue of *TIP*. Be sure to put it into your carry-on bag, next to your conference program, for your trip to San Diego. It is good airplane reading. This issue of *TIP* is full of articles, information, and news—something for everyone.

Before you dive in, a couple of notes of interest.

In With the New

In this issue we introduce a new column called the **International Practice Forum** coauthored by **Alex Alonso** and **Mo Wang**. The vision for this column is to provide a forum for best practices in international I-O psychology. Each column will focus on a different topic and will discuss insights from practitioners working in different areas of the world. This column aligns well with SIOP's goals of promoting I-O practice, contributing to the synergy between practice and science, and building international collaborations. The first column in this series is about workplace flexibility, with comments by **Lynda Zugec** representing our colleagues to the north in Canada. If you would like to contribute, contact Alex or Mo directly!

Celebrate the Stalwarts

We have a milestone: **David Pollack** has been doing the conferences and meetings listing for 20 years! Holy cow, does anyone remember life without David? Thanks, David, for continuing to tell us where to go!

I'd Rather Be a Hammer Than a Nail

One of the greatest things about SIOP conferences is the insights one gets. It is hard to go to one without having a couple of "ah ha!" moments. Those moments can be very energizing as you acclimate back into "real life." Insights and lessons learned come from everywhere: symposia, posters, coffee breaks, receptions, the hotel bar at 2:00 a.m. Send me your insights and "ah-ha" moments. Send them to me when you get home; it's a good way to ease back into work or study. Or better yet, text me from the hotel bar at 2:00 a.m. We are going to put together an article for *TIP* that recaps people's expe-

riences as a summary of the 2012 conference—a 2012 time capsule. I’m at lsteelma@fit.edu. I really look forward to hearing from you about what you personally took away from the conference!

To Everything There Is a Season

One of the goals of *TIP* is to keep members informed and updated about the activities of SIOP and its members; it is after all the official newsletter of SIOP. A second and equally important goal of *TIP* is to stimulate dialogue among members on topical issues important to the field and promoting our work. You’ll find both in every issue of *TIP*. In addition to the articles and news pieces in every issue, on the following pages of this issue we resurrect the **Letters to the Editor** section. You will see one stand-alone letter and a series of letters regarding the SIOP election process. If there is something you would like to read about or comment on, send it to me. I am always glad to hear from you.

Thanks for reading, and I look forward to seeing you in San Diego.

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LETTERS TO THE EDITOR

I've been a member of SIOP for years and have enjoyed TIP all along. I frequently enjoyed the humor and lightness routinely provided by Paul Muchinsky.

It's important to know that my sense of humor leans toward the crude, sophomoric side of things. There's enough intellectual stuff to read, thank you very much, so something that's just stupidly funny appeals to me. With the January 2012 issue ("Revised Identity Branding" by Paul Muchinsky), though, I cringed, and I'll predict that I'm not the only reader who did.

I think that it was over the line to include this piece in *TIP*. While my home state of Michigan came through unscathed ("Leading the Nation in Peninsulae"), I winced when I read the tags for West Virginia ("1.9 Million People, Two Sets of DNA"), Vermont ("Ben's OK, but Jerry's a Prick") and probably a third of the others.

It's not as though I'm about to ask that my subscription be cancelled, but I am requesting that humor that comes at the expense of others be left out of future issues. As a member of SIOP, it's embarrassing and I wish that I could reach out to readers in states that were slighted and say, "I'm SO sorry..."

David R. MacDonald



Don't Miss Out!

There is still time to
register for SIOP 2012!

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Editor's Note: The following three letters to the editor are all regarding SIOP's election procedures. They are printed in the order in which they were received, each a response to the previous. The final letter, from **Doug Reynolds, Adrienne Colella, and Eduardo Salas**, provides information about SIOP's current election procedures and election reform plans currently underway.

December 10, 2011

To: The Editor of *TIP*

Coincidence is often the mother of change. Today's coincidence was so striking that it said to me "Send a letter to the Editor of *TIP*." This letter concerns SIOP's election procedures. I make the case that, in the service of perceived fairness and greater participation, our election procedures need to be changed. I ask that you send an e-mail to the members of SIOP's Executive Committee asking for three changes: 1. Establish procedures for how nominees get on the ballot; 2. Elect by majority; 3. Disclose the numerical results. Here is my story and I'm sticking to it.

Last week I wrote to Dave Nershi, our terrific executive director, asking for the numerical results of the 2011 election. Dave promptly replied that the SIOP Election Committee must authorize the release and he assured me that the election was conducted with "scrupulous fairness"—something I never doubted. The Chair of the Election Committee, President Elect Doug Reynolds soon replied: The results would NOT be released because the results might discourage SIOPers from running; he would raise the issues with the Committee; he personally favors a more transparent process, but change requires "discussion and support from the Election Committee and the Board...will require several steps and likely won't happen all at once." The "several steps" and "won't happen all at once" sounded to me like nothing is going to be done, so I put the issue from my mind and went back to preparing for a fishing trip to Argentina.

This is where the coincidence came in. Did you ever totally forget about something? I was throwing out old SIOP files and, lo and behold, came across a copy of an e-mail I wrote on 10 December 2009—exactly 2 years ago—entitled "SIOP Election Results". The e-mail was directed to our SIOP president with copies to assorted past presidents and colleagues. The e-mail is SO timely today that I will quote extensively from it:

We have been lucky in the past with a golden generation of leaders who were knowledgeable and interested in both practice and academics, and with experience in both. How do we get the next generation interested?"

[I]f we want to get willing practitioners involved we need to work on SIOP governance...Most SIOPers are aware, I think, that academics make up 38% of members, but hold most of the offices." (numbers from probably 2008)

A funny thing has happened these last couple of years—we had 2 practitioners running for president and only one academic. I do not know what happened last year, but this year we know (note: how “we” knew this back in 2009 I haven’t a clue) that the practitioners split the vote so that the academic got elected with 36% of the vote. Although I am sure that Adrienne Collela will do a wonderful job... most SIOPers would not be comfortable with the fact that she was elected even though nearly 2/3rds (64%) of the voters DID NOT VOTE FOR HER. They would be even more concerned if they realized that only about 10% of SIOP members voted—so Ms. Collela was elected by 3.6% of the members!

We can’t control how many people vote, but we should be electing a President Elect as well as others by a majority of those voting, not by a plurality. Clearly we should be having a runoff. Why don’t we? I checked the By Laws and they charge the Election Committee (Past Pres, Pres. and President Elect) with running the election. I asked Dave Nershi for the Administrative Manual dealing with Elections and it says little more. If the Election Committee sets the rules, they can change to a majority election. It seems to me the Election Committee should do this immediately. Can any of you see ANY reason why this should NOT be done?

There turns out to be a peculiarity in the By Laws that empowers the Election Committee to willy-nilly add nominees if they feel the ones that come from Members are not “representative enough” (note: this apparently happened in 2011.)

I am sure that the Election Committee would NOT try to influence the election, but there will always be a conspiracy theorist who thinks that the Election Committee will add candidates to the Ballot ...with the result of splitting the votes...The clause in the By Laws may have been appropriate at one time, but would seem to be a problem today and should be removed. But, to change the By Laws is more of a problem. So, if nobody can think of a reason NOT to change to a majority vote, how do we get them (the Election Committee) to do that?...Shall we do something, or shall we sit back and let this happen again?”

My e-mail goes on to discuss the need for transparency and releasing the election results, but I had previously fought that battle and lost. Need I say that nothing happened back in 2009, or 2010, or 2011! No doubt the new president and Executive Committee had a busy agenda.

I have no knowledge of the numbers for election results for 2011—they are kept secret. My guess is that like 2 years ago we elected another wonderful president with no more than 10–15% of the members voting and with the winner receiving perhaps 35–40% (or less) of the vote. If that is true, it would mean that yet again about 5% (or less) of the members elected the SIOP president. It used to be (and as a SIOP member for 60 years I know what used to be), being

a SIOP officer was more of an honor for eminence (e.g. **Bob Guion**, Doug Bray, Marv Dunnette), with not all that much to do; today it is a visible role that might polish one's personal or organizational brand (most SIOPers probably have never heard of the candidates) and requiring lots of time and effort.

Things have changed, let's change with them. If we really want more people to participate, it's time for transparency, and election procedures that better represent SIOP. I disagree with President-Elect Reynolds that change must be slow and piecemeal. None of these changes (majority election, a procedure for putting candidates on the ballot, disclosing results) requires bylaw change. Let's change for 2012!! President-Elect Reynolds has implied how to do this—get the support of the SIOP Executive Committee.

Let's just do it. Let's go SIOP viral. Let's have a SIOP spring. Send an email today to the Executive Committee at SIOP@siop.org; Subject line: *Attn: Executive Committee Message: Change the election procedures.*

This is NOT a practitioner/academic issue—it is a SIOP issue. If 6% of us send the e-mail, we will equal or exceed my estimated vote turnout for the president; who knows, we might get something done.

(Full disclosure, I am a retired Fellow who has never run for a SIOP Executive office and never will!)

George P. Hollenbeck

January 22, 2012

Dr. Lisa Steelman, Editor of *TIP*
Society of Industrial and Organizational Psychology

Dear Lisa,

We are writing as a group of concerned SIOP members to support George Hollenbeck's call for election reform in SIOP. Over the years a number of members have raised issues about the current election process. While there are a range of issues that need to be addressed, the main concerns are:

Election process irregularities. There is concern that the election committee (the current president, past president and president-elect) can change the ballot (who gets on the ballot and how many candidates there are) based on their personal discretion. This seemed to happen in the recent elections and leads members to question the election process.

Lack of transparency. SIOP maintains a high level of secrecy over the election process and results. SIOP has refused recent requests from members for the full election results, the decision process that is used, and even the number of nominations received by candidates.

We propose that SIOP and the Executive Board immediately address these concerns so that the elections can be seen as open and fair. The election process needs to be standardized and transparent, and the full election results need to be shared with SIOP members. Specifically we propose:

1. SIOP should appoint an Election Reform Working Group composed of SIOP members that fairly represent different SIOP member groups (members who have ever been elected to a SIOP position can be included up to their proportion in the full SIOP membership to avoid any election bias). This group should be charged with developing election reform recommendations that fully address all of the election concerns.

2. The working group should be given 2 months to propose election reforms. The Executive Board should then be required to vote up or down on the whole set of unamended recommendations within a month (and if rejected the EB should clearly explain why to the membership). A vote by the full membership should be scheduled no later than this summer if it is necessary to change bylaws.

These reforms should be in place well ahead of the next SIOP elections occurring later in 2012.

We think it is critical that SIOP pursues election reform in order to have an inclusive, transparent and accountable professional organization.

Respectfully, (in alphabetical order)

Richard Arvey, PhD	Robert Lee, PhD
Steven Ashworth, PhD	Mary Lewis, PhD
Wendy Becker, PhD	Robert Lorenzo, PhD
Judith Blanton, PhD	Alison Mallard, PhD
David Bracken, PhD	Morgan McCall, PhD
David P. Campbell, PhD	Jeffrey McHenry, PhD
Wanda Campbell, PhD	Margaret McManus, PhD
Stephen Cerrone, PhD	Gerald Olivero, PhD
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SIOP Election Procedures: The Rest of the Story

Doug Reynolds, Adrienne Colella, and Eduardo Salas
SIOP Elections Committee

The letters to the editor presented in this series offer a dim view of SIOP's election procedures. Hollenbeck uses inaccurate information and innuendo to amplify concerns about SIOP's election traditions. Prior to publication, Hollenbeck's letter was widely circulated by a candidate in the most recent election along with a petition alleging unspecified election irregularities. Fifty-five recipients agreed to join the author of the petition in calling for election reform (published in this series of letters to the editor and referred to hereafter as the *joint letter*). We find these tactics unfortunate.

Setting aside our quibbles with the rhetoric, the fundamental concern of the authors of these letters is that SIOP's election procedures should be changed; on this point, we agree. In fact, over that past 2 years, members of the Election Committee have proposed and implemented several changes to the election process within the current bylaws. Following the most recent election cycle, a series of additional changes were proposed and have been approved by the Executive Board for implementation. In this article, we detail the recent changes and describe additional plans to modernize the SIOP election procedures.

But First, a Bit More About the Quibbles...

Hollenbeck (this issue) quotes a memo from his personal files and muses about the percentage of SIOP members who have voted in recent elections. Hollenbeck underestimates the percentage of members who vote, and uses this estimate to support his argument. The participation rate in the recent election was 30% of the members who are eligible to vote; a rate that is typical of recent years' elections. Of course, vote counts have never been publicized, so SIOP members are unable to critique the basis for Hollenbeck's conclusions. As a side benefit, perhaps this dialogue will encourage more people to vote.

Hollenbeck also implies that the Election Committee ignored member nominations when placing candidates on the ballot in the most recent election. In fact, in 2011, nominees were placed on the ballot based on the number of member nominations they received. This information was shared with Hollenbeck before he drafted the letter, yet the implication remained in the letter published here.¹ Innuendo is probably more useful than fact if the objective is to generate controversy.

Some aspects of Hollenbeck's letter are simply in error. Hollenbeck states that the election committee sets the rules for elections. Rather, according to SIOP's bylaws elections are run "according to procedures set by the Executive Board" (Article 5,§6). This is a technicality, to be sure, but when one is proposing bylaws changes, it's probably best to know the specifics.

¹ Personal communication (e-mail) between the first author and George Hollenbeck, Dec. 9, 2011.
Note: all written personal communications referenced in this article are available from the first author.

The biggest error in Hollenbeck's letter, and echoed in the joint letter, is the mischaracterization of the intent of the Elections Committee. Hollenbeck laments perceived inaction in the past few years and summarizes the statements of the president-elect as suggesting "nothing will ever happen." [The first author responds: The quotes are correct: I did write to George that change will likely take several steps and won't come all at once, and that's actually what I meant. In the same communication I also mentioned that we were looking carefully at the process this year, and I made a commitment to raise his suggestions with the elections committee.] Hollenbeck's only mistake here was assuming that nothing had happened and nothing ever will.²

So, one is left to wonder, why would so many of our wise and good-natured colleagues sign on to a petition with such vaguely stated allegations? Perhaps it's because there are a few issues with our elections traditions, and it is time to change them.

We agree with the items listed for change in Hollenbeck's letter, and we would add another important one: the number of people on the ballot should be expanded. In recent years, most offices on the ballot for SIOP's elections have had three candidates (the bylaws allow between three and five for most roles). A three-candidate ballot is particularly problematic when you have two similar candidates and one who is less similar. This similarity could apply to gender, age, race, prior positions within SIOP, employment setting, and so on. As Hollenbeck notes, an imbalance in the ballot leads conspiracy theorists to assume a bias is at work, intending to split votes across similar candidates. Rumors of vote splitting have existed within SIOP for years; we feel this is a disservice to the Society and unnecessarily detracts from our professional and collegial culture. We sought to change the three-person ballot this year, so we included more candidates on the ballot compared to ballots from recent years; the expanded ballot generated a variety of reactions, ranging from appreciation of a broader and more inclusive candidate slate to claims of ballot manipulation.

The changes we made this year are best understood within the context of other changes that have been proposed and enacted.

A Brief Chronology of Recent Changes to the Elections Procedures (Including a Tour Inside the Secret World of the Elections Committee)

Despite Hollenbeck's claims to the contrary, discussions about changing the election procures began several years ago. In the fall of 2010, then-President Salas raised the need for a formal policy regarding the choice of nominees to appear on the ballot. The Executive Board passed a motion stating: The people with the top number of nominations will be on the ballot. In the case of ties, the Elections Committee will use its discretion to fill out the ballot.

² The first author spoke with Hollenbeck prior to publication of his letter to review concerns of fact and tone. Hollenbeck agreed to some edits (thanks George!), and cited his line "that's my story and I'm sticking to it" regarding others. Hollenbeck concurred that it was best to correct the record in a separate article, thus the current piece.

(Executive Board Minutes, September 2010). This rule was to be used as guidance during the 2010 election and strictly applied in the 2011 election, given that the 2010 process was already underway at the time of the discussion. Thus, the first change requested by Hollenbeck (“establish procedures for how nominees get on the ballot”) had already been approved and enacted. Board minutes describing this change are publically available on the SIOP website.

At the start of the nominations process in 2011, the Call for Nominations included the new policy, in bold font, in the nominations instructions. And it was noticed—the number of nominations submitted increased by well over 200% of the prior year; nearly 400 nominations were received from about 250 nominators. The Elections Committee met on several occasions to discuss the implications of broader candidate slates. We debated several benefits of an expanded ballot for all roles, including the move away from three-person slates, the encouragement of new candidates, the ability to include more balanced slates across practitioner and academic employment contexts, and greater diversity across a variety of demographic categories.

The disadvantages of expanding the ballots were also reviewed. Concerns include the fact that, unless a clear preference emerges, the winners would be elected with a plurality rather than a majority of votes. As Hollenbeck notes, this has been the case for some time, but expanded slates could exacerbate the issue. Further, there was concern that any change from prior years could be perceived as an attempt to manipulate the outcome. Apparently we were right about this one.

Decisions about ballot composition were not taken lightly. Our committee met several times to discuss the issues during October of 2011 as we prepared the ballots for the four open roles on the board. These discussions took several meetings to resolve, with clear agreement about the need to expand the number of candidates on the ballots but debate about how far to expand it. The bylaws allow between three and five candidates for the roles to be filled this year. In the end, our decision was unanimous: We would include a broad slate for president-elect (the top five nominees) and let those who vote decide the issue. For other roles on the ballot, we placed the top four nominees on the ballot. Nomination counts were somewhat lower for these roles, and by placing the top four candidates, we were able to include all candidates that received larger numbers of nominations.

As these discussions proceeded, the top four candidates for all roles were informed they needed to get their bios together for the ballot. This turned out to be an issue because some candidates began to publicize information about the election based on the address list on the request for their bios. As the committee’s discussion advanced, the slate was expanded, and a call was placed to an additional candidate to ascertain agreement to appear on the ballot. Note that before a candidate can appear on the ballot she/he must specifically agree to accept the role if elected. This decision can take a few days to make, so the final slate could not be set until confirmation was received. Throughout this

process, several of us received unsolicited input regarding recommended candidates, leaving us to wonder if every Elections Committee has experienced such lobbying.

Just prior to the release of the ballot on November 1, a candidate for Membership Services Officer dropped out of the race and requested not to appear on the ballot. This change was made, but it was too late to secure a replacement. Thus one race included only three candidates, despite our intention to set a larger slate for every role. The final ballot was published to the membership on schedule, November 1, 2011.

So Why Not Release the Results?

SIOP voting closed on November 30, and within a day or two all candidates were informed of their outcome (win or lose). Shortly thereafter, the first author, in his role as chair of the elections committee, received two written requests for the full voting results. One request was from a candidate in the election, the other was from Dr. Hollenbeck; both requested the vote tallies for the roles and candidates included in the election. Both requests were declined. Our reasons are described below. A third request followed that inquired about our policies regarding why voting results are not published, and who decides how many names make the ballot.

As the facilitators of the election process, a part of our role is encouraging people to run. Sixteen SIOP members appeared on the ballot in 2011; we sought to encourage participation from a broader group of candidates this year. Publishing low performance could discourage subsequent attempts, and, as many current Board members can attest, losing a few elections is common before winning one. An informal poll of several candidates found that many did not want the results to be posted.

Society elections are sensitive, and increasingly so. They are the confluence of the Society's interests and personal interests. Requests for information on the part of one candidate must be considered in light of fairness to all candidates. Strong vote counts for some candidates may boost performance in subsequent elections, lower vote counts may detract from others.

Also, the requests for vote tallies came after the election, not beforehand. Many of the participants in this year's election were repeat candidates; the expectations for how the results are communicated had already been set by our past elections. Other candidates were new entrants to the process, and posting their performance could easily prove discouraging. As far as we are aware, the voting results for SIOP's elections have never been posted publicly. According to Dave Nershi, our executive director, many associations do not post voting tallies for similar reasons.

There are also plenty of good reasons to post the voting results, assuming all participants in the election are informed of this practice in advance and agree to these terms when they run. As SIOP grows, we should provide bet-

ter information about how our election process is managed and transparency regarding the results.

These arguments are a distraction from the point, however. The requests received for voting tallies in early December did not seek the public release of the vote count. The requesters asked for the information to be sent directly to them. If our policy has been not to publically post results, why would we willy-nilly send them out privately upon request? Perhaps these requests were designed to be easy to refuse. For this year's process, we decided to share only the number of votes received by individual candidates who requested their own vote count.

Revising the Elections Procedures

Throughout the elections process this year, we discussed the need to better document and publicize the elections procedures, and as we did so we considered how the process should work if we designed it based on principle instead of precedent.

The Elections Committee met in early December to debrief the process and to discuss proposed modifications to the elections process. The following principles were discussed:

- The elections process should be more transparent
- The process should be inclusive and encourage member participation in each stage of the election (i.e., in the nomination and voting processes)
- The process should be fair and impartial to individual candidates

There are several steps involved with changing procedures: (a) work in collaboration within the Elections Committee to review the current procedures and gain agreement to changes; (b) propose changes to the board for discussion and approval; (c) implement changes that are allowed under the bylaws; (d) if new procedures require bylaws changes, propose changes to the membership; (e) hold a vote of the membership on bylaws changes; (f) if approved, implement new procedures under the revised bylaws. The good news is that several of these steps have already been completed.

Following our discussions in December, we drafted revised election procedures based on the principles above. Further, we presented the new procedures to the Executive Board during their winter meeting on January 20, 2012. The Board suggested minor modifications to the proposal, and with these changes, the new policy was passed with unanimous approval. All of the proposed changes are consistent with the bylaws, so at this time the new procedures are already in effect and being applied, where possible, to the APA Representative election taking place this spring. The new procedures include the following substantive changes from the current procedures:

- New flexibilities will be allowed during the nominations period so that nominations can be amended by members until the last day of the nominations period.

- The target number of slots on the ballot is specified within the procedures. The elections committee will continue to fill those slots based on the number of nominations received. In the case of ties, candidates will be picked at random within the tied rank.
- Candidate biographies and goal statements will be posted on a website that is available to the membership throughout the voting period.
- Voting will be conducted using an instant runoff method (the Ware system). All candidates for each office will be ranked by voters to allow for an instant runoff and a majority winner.
- Results of the voting will be posted on a website available to the membership. Candidates will be informed in advance of the election that the results will be posted.

The full policy is provided in the Appendix and will be incorporated into the administrative manual to be used by future elections committees.

Next Steps

There are still issues to be examined. Currently the bylaws allow for multiple nominations to be submitted (for different nominees) from each member. Should this feature remain? Now that we have moved to a process that builds the ballot from the sheer number of nominations, could this flexibility become unwieldy as candidates push for nominations? Should the election committee have any discretion when nominees are tied? The revised procedures remove this feature in practice, but the bylaws still allow it should future boards decide to revisit the issue. Permanent change on these items will require a bylaws change and a vote of the membership. These questions will be posed to a newly appointed strategic planning committee. A possible bylaws vote may result.

Conclusion

SIOP's election procedures have been in need of an update and better documentation. Over the past 2 years, we have implemented a process for choosing nominees to fill the ballot and expanded the list of names on the ballot. (Note that prior election committees have also used expanded ballots but not in recent years). These changes were lauded by some and enraged others, as evidenced by the letters that appear in this series. The mere fact that these changes sparked immediate controversy suggests a level of distrust in the election process that does not reflect well on our Society. Election procedures that are not clear to those with a strong interest in the outcome leave plenty of room for skeptics to be concerned, regardless of the intent of the Election Committee. Our committee's aim was to create a process that works for SIOP, is clearly stated, and transparent.

It is our hope that these changes will be understood in the spirit of collaboration under which they were developed. Our intent was to create processes that will serve the whole of SIOP for the long run. We should indeed have a SIOP spring, but, unlike the assumption behind the letters in this series, getting there doesn't need to be a confrontation—we are all on the same side.

APPENDIX
SIOP Elections Committee Administrative Procedures
Drafted 12/21/2011, Revised 1/16/12, 1/21/12; Approved 1/21/12

1. Responsibility:
The Election Committee shall conduct and supervise all elections of the Society.
2. Committee Members
The Election Committee consists of the President-Elect, the President, and the Immediate Past President. The President-Elect serves as chair.
Reference: Bylaws
3. Election Procedure
 - a) Send Call for Nominations (September 1 for SIOP Officers). The Election Committee, using the facilities of the Administrative Office, sends by e-mail a call for nominations each year. The nomination ballot shall allow for at least three nominees to be submitted for each open position. Nominations are to close 30 days after opening and the results returned to the President-Elect within two days of the close of nominations. The nominations site should remain open to each member throughout the nomination period; this allows for the addition of nominees throughout the nomination period.
 - b) Secure nominees for each office. The Election Committee counts the nominating ballots and contacts those with the most votes to ascertain their willingness to run for office. The ballot comprises:
 - (1) For the office of President-Elect the top five member-nominated candidates will appear on the ballot.
 - (2) For the offices of Financial Officer/Secretary and the Officers-with-Portfolio positions, the top four member-nominated nominees will appear on the ballot.
 - (3) For each Division Representative to be elected to the APA Council, the top three member-nominated nominees will appear on the ballot.The people with the top number of nominations will be on the ballot. In the case of ties, the Elections Committee will choose among the tied candidates randomly.
 - c) Submit names of nominees. The Election Committee certifies to the Executive Director a list of nominees for each office. The Executive Director verifies that each nominee is eligible for office and that the procedures for placing nominees on the ballot were followed. For APA Council Representative nominees, the list of nominees is sent to APA before the APA deadline.
 - d) Obtain nominee agreement. Once verified by the Executive Director, the Chair of the Election Committee contacts proposed nominees to gain agreement to appear on the ballot and serve a three-year term if elected. Should a nominee decline, an alternate should be contacted to fill the

open slot on the ballot. Nominees should be informed at the time of their consent that the vote count will be publicized per section 4b.

- e) Prepare ballot. The Administrative Office prepares a ballot for all offices except APA Council Representative. Ballots are made available to the membership for 30 days. Votes for SIOP president-elect and officer positions shall be recorded using the Ware single transferable vote method (voting is done by ranking candidates and an automatic runoff is calculated, per the procedures used for APA's presidential election³) for each position on the ballot. Voting for APA Council Representative is handled according to APA procedures for these roles. Candidate biographical information (and goals statements for candidates for president) should be available at all times during the voting period on both the SIOP website and on the ballot site.
 - f) Notify winners and losers (prior to the winter Board meeting). The Society election data are provided by the Executive Director to the President-Elect who confirms the results and notifies the Election Committee and the Executive Director of the outcome. In the case of the APA Council Representatives, APA notifies the President-Elect (Chair) of the results (usually by mid-July), the Chair notifies the Election Committee of the outcome.
 - g) Report election results. The Election Committee announces the winners of the election on the official website and by reporting to the Members at the next scheduled business meeting of the Society. Written confirmation of the election results from APA is retained in the Financial Officer/Secretary's files.
4. Communication of Results
- a) Nominations count. Individual nominees may be informed of the number of nominations she or he received upon request to the Chair of the Elections Committee.
 - b) Interim results. While an election is in process, the Executive Director may share the total number of votes received with the elections chair. The number of votes per candidate will not be shared until the election is complete.
 - c) Election vote count. Results of the vote count will be shared with the candidates and will be posted publically (e.g., on the SIOP website).

³ From the APA Association Rules (110): "Preferential election ballot. In any election specifying a preferential election ballot—a ballot on which the voter is given a limited set of alternatives and chooses among them by placing them in rank order—the Ware System of the single transferable ballot shall be used in determining the result of the election. Ballots are distributed to the first unique choice on each ballot. If no candidate is elected, the one receiving the fewest choices is defeated and the ballots assigned to him or her are redistributed to the highest remaining unique choice, if any. As soon as any candidate receives a majority of the votes cast, he or she is elected. The procedure continues until one candidate has a majority or until all candidates but one are defeated. The remaining candidate is elected whether he or she has a majority or not."

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Personnel Psychology in 75 Words (or Less): A Word Cloud Example

Thomas A. Stetz*
Hawaii Pacific University

Has anyone ever walked up to you on the street and asked you to describe personnel psychology in 75 words or less? I didn't think so. After reading this article, however you'll be prepared just in case.

The personnel psychology (PP) that I am talking about is the hardcore stuff. I am talking about the stuff that you find in *Personnel Psychology* (the journal). It's one of I-O psychology's most respected journals. It's the one that was first published in 1948. It's the one that was established by Erwin Taylor in collaboration with Frederic Kuder and Charles Mosier. Interestingly, the very first lines ever written in PP were:

Personnel are people! Psychology, as a body of Scientific findings and as a method is concerned with the study of people—the ways they act—what they can do—and why. *Personnel Psychology* has been founded to stimulate and report the application of psychological methods, understandings, techniques and findings to personnel problems (Taylor and Mosier, 1948).

That's only 52 words. It still seems to apply today. I guess I'm done. Not quite. If my math is right, 1948 was uh . . . many years ago.

The current scope of PP reads,

Personnel Psychology publishes psychological research centered around people at work. Articles span the full range of human resource management and organizational behavior topics, including job analysis, selection and recruiting, training and development, performance appraisal and feedback, compensation and rewards, careers, strategic human resource management, work design, global and cross-cultural issues, organizational climate, work attitudes and behaviors, motivation, teams, and leadership. Research conducted at multiple levels of analysis, including individual, team, and organizational levels, are welcome. Published articles include original empirical research, theory development, meta-analytic reviews, and narrative literature reviews" (*Personnel Psychology*, 2011).

Unfortunately that is 89 words and I only have 75. Also, as an I-O psychologist I am aware that there is often a difference between what people say and what they actually do. Not that I don't trust *PP*, but I decided to do some *simple* text analysis and data visualization that would help describe PP in 75 words (or less) should I ever be asked.

I downloaded the entire contents of Volume 63 of *PP*, which was published in 2010. That's 1087 pages of printed material. I would like to say that

*tastetz@yahoo.com

I read every single word on every single page, but that would be a lie. I would also like to say I used highly sophisticated software for this analysis, but again that would be a lie. All of my analyses could have been done using R (see Feinerer, Hornick, & Meyer, 2008; Fellows, 2011), but then again what can't R do? Text analysis and data visualization, however, do not need to be complicated. The tools I use are easily within everyone's reach and could be applied to a variety of real world projects that I-O psychologists face daily.

Rather than a complicated software package, I found a word frequency counter on the Internet. I pasted the entire contents of volume 63 of PP into a textbox and clicked analyze. In about a minute I got the output.

Text analysis typically removes highly used words that contribute little to the semantic analysis of the text; words like "the," "be," "and," and so on. In text analysis these are called stop words. (There is more to be said about stop word lists later.) The simple free application I used did not have this removal capability but returned the entire list in alphabetical order. I copied and pasted the output into an Excel spreadsheet and sorted by word frequency. I read down the list manually deleting words that did not contribute to my understanding of PP. I did this until I had 75 words that described what was published in PP. I noticed that some words had the singular and plural equivalents, such as "*study*" and "*studies*." Thus, I decided to combine the counts in such cases and also for cases like "*organization*" and "*organizational*." In text analysis this is called stemming, which is the process of combining different grammatical forms of the same words. Many if not most text analysis programs can do this automatically. The final word list with frequencies is shown in Table 1.

Looking at Table 1 you can see *performance* was the most used word, appearing 2,085 times. That's a lot. That's 1.92 times per page! Now I know performance must be really important and PP is primarily about performance. (In other words, make sure you talk about performance a lot in any article you send there.) Although I-O psychologists really like long boring tables, the person on the street probably doesn't. I had to come up with a more engaging way to display this information if I wanted to successfully explain PP. Two words came to mind: word clouds.

A word cloud, also known as tag cloud (although there are differences related to the data behind them, I consider them interchangeable for this article), is a text data visualization method. At its most basic level the printed size of the word is contingent upon a weighted value placed upon the word. Many people credit their development to the photo-sharing website Flickr in 2002 as a way to show how users had tagged their photos. However, they have a much longer history. For example, consider the practice in cartography where the size of a city's name is based on the city's size. Viègas and Wattenberg (2008) credit psychologist Stanley Milgram with being one of the first to use the technique as a text visual representation tool. Milgram and Jodelet (1976) asked people to name Parisian landmarks, then used differing font size to show how often each landmark was stated. Viègas and Wattenberg (2008)

Table 1
Most Frequently Occurring Meaningful Words in Volume 63 of Personnel Psychology

Frequency	Word	Frequency	Word
405	although	821	model
592	analysis	1668	organization(al)
537	applicant	303	pay
493	applied	443	perceived
532	because	363	perception
734	behavior	2085	performance
879	between	511	personality
436	but	407	personnel
366	coaching	305	process
511	construct	1690	psychology(ical)
299	context	513	rating
456	correlation	695	relationship
324	customer	1111	research
461	data	612	result
321	decision	377	review
371	different	466	sample
369	discrimination	461	satisfaction
1516	effect	378	scores
449	efficacy	424	selection
1013	employee(s)	393	service
520	factor	305	significant
341	finding	338	skill
825	group	506	social
329	human	1531	study(ies)
359	hypothesis	317	supervisor
1033	individual	411	support
523	information	391	table
314	interaction	443	task
837	interview	1074	team
523	item	803	test
1662	job	345	theory
328	leadership	672	time
948	level	355	training
808	management	641	validity
843	may	318	variables
379	mean	331	variance
385	measures	1003	work
340	method		

also state that word clouds first worked their way into the popular media in 2001 when *Fortune* magazine published an article that included a visual depiction of the 500 largest corporations in the world. The corporations were organized into circles for different countries and the size of the circles and the corporate names were based upon revenue.¹ Soon after tag clouds exploded on the scene they quickly became a prominent feature in Web 2.0 design.

¹ "Money Makes the World Go 'Round," *Fortune*, July 23, 2001.

Unfortunately, cloud representations have both good and bad data visualization characteristics (Hearst & Rosner, 2008). For example, on the positive side, they are compact, and the eyes are drawn to the largest items first. They can also represent several pieces of information simultaneously: The words convey information, the spatial representation can convey information (clustered, circular, alphabetical, etc.), font size can be manipulated to convey information, and words can be color coded to convey even more information. The negative design aspects include that slight differences between word size is often difficult to determine and word length is conflated with size. In addition, similar words can sometimes be placed very far apart, although different layout options such as sequential, circular, and clustered partially overcome this difficulty.

The above concerns suggest that despite their popularity word clouds might not be such a great visualization tool after all. Coupled with the fact that very little empirical research has been conducted on them there could be a real problem. So why did I choose to use a word cloud to visualize the text analysis results? I choose it because word clouds are not purely a data visualization tool. In comparison to a boring table they are often more esthetically pleasing, eye catching, and engaging, and these things are important if we are to communicate effectively with the person on the street. If a cloud is put together well it can convey a lot of information, avoiding math and numbers that so often frighten people. Thus, word clouds can be a supplemental tool to help practicing I-O psychologists communicate with clients.

Lohmann, Ziegler, and Tetzlaff (2009) concluded there is no single best way to arrange a cloud. Instead, the most effective design depends on the specific user goals and the intentions of the designer. Thus, anyone choosing to use a word cloud should have a basic understanding of the research to date, as this will allow them to make the most effective cloud for their specific use. Rivadeneira, Gruen, Muller, and Millen (2007) suggested a basic methodology to evaluate tag clouds. They identified four tasks that clouds can support. They are searching, browsing, impression forming or gisting, and recognition and matching. In the present case, impression forming or gisting seems the most relevant task—almost all of the research performed to date has focused on the other tasks.

Bateman, Gutwin, and Nacenta (2008) identified nine visual features that may influence the effectiveness of clouds. They are (a) font size, (b) font weight, (c) color, (d) intensity, (e) number of pixels, (f) tag width, (g) number of characters, (h) tag area, and (i) position. They also discussed font type, font alignment, text decoration (underline, italics, etc.), word spacing, and character width variability as important properties to consider in the evaluation of clouds. In addition, Rivadeneira et al. (2007) identified layout features that may influence the effectiveness of word clouds. The layout features include how the words are sorted (alphabetically, randomly, or frequency), clustering (words can be sorted semantically or other user preferences), and

spatial layout (words can be sequential or circular). Based on the number of factors identified above, you can see that a thorough evaluation of the method quickly becomes very complicated. Furthermore, any specific cloud's performance will be dependent upon how the combinations of these factors align with the designer's goal.

It should be obvious that font size could affect a word's recall rate and how quickly it is found when performing a searching task. The cloud research supports both of these intuitive observations (recall: Bateman et al. 2008; Rivadeneira et al. 2007, searching: Halvey & Keane, 2007, Lohmann, et al., 2009). Bateman et al. (2008) further explored font characteristics on tag selection and found that the most important visual clues for selection were font size, font weight, and intensity. Much less important were number of pixels in a word, tag width, and tag area. Finally they suggest that color and position should be used with care and any decisions involving these characteristics should be made on a case-by-case basis.

There are some other interesting findings that a word cloud designer should know about. For example, words in the upper left corner tend to be better recalled (Rivadeneira et al. 2007) and found more quickly (Halvey & Keane, 2007; Lohmann et al., 2009). It should be noted, however, that Lohmann et al. (2009) found that the upper left corner position performed best when a search task was for a specific tag, but a circular design was most effective for locating the most important tag. Their eye tracking data further showed that when the cloud was sequentially ordered or clustered, eye fixations were greatest in the upper left and lowest in the lower right. However, when a circular layout was used, eye fixations were strongly focused on the central part of the cloud.

Clearly, based on the above findings word position is important. This may be because of left-to-right western style reading. The designer may wish to put high impact words in the upper-left to draw attention, or conversely he or she may want to put smaller font words there to balance the viewer's attention to detail. One additional comment regarding reading style: Research suggests that viewers scan tag clouds rather than read them (Halvey & Keane, 2007; Lohmann, et al., 2009; Rivadeneira et al. 2007). However, this finding applies to tag clouds as a search tool and not as a data visualization tool.

Using an information retrieval task, Sinclair and Cardew-Hall (2008) found that users expressed a greater preference for an ordered list over a tag cloud when the information retrieval task was for specific information. In contrast, they preferred tag clouds when the task was more general in nature. These results suggest that clouds are useful tools when browsing rather than searching for specific information. They suggest that under general browsing activity, using a cloud reduces the user's cognitive effort. The findings of Lohmann et al. (2009) generally support Sinclair and Cardew-Hall's conclusion. However, they also noted that participants partly preferred layouts that

did not produce the best performance. This is an important finding reminding all of us that effective communication not only involves objective performance, but user preferences as well. Oosterman and Cockburn (2010) concluded as much when their evaluation of tag clouds revealed that clouds often perform worse than interactive tables for search tasks. In explaining the popularity of tag clouds, they ultimately concluded that clouds also serve an artistic purpose to communicate information in a visually appealing way. Thus, speed and accuracy may be irrelevant or secondary to the true purpose of user engagement. Perhaps this is why Viégas and Wattenberg (2008) declared that word clouds work in practice but not in theory.

Now that you know more about word cloud research, how can you create one? You could simply list the words in Word or Excel and manually change the font size based on the relative frequency of the words. Most word cloud algorithms use a log function to determine font size, but you can play with other possibilities (such as power functions or simple linear functions) to fit your particular dataset. Below is a simple Excel log formula that you can use.

$$= \text{MinFontSize} + ((\text{MaxFontSize} - \text{MinFontSize}) * (\text{LOG}(\text{WordCount}) - \text{LOG}(\text{MinWordOccurance})) / (\text{LOG}(\text{MaxWordOccurance}) - \text{LOG}(\text{MinWordOccurance})))$$

Where,

MinFontSize is the desired minimum font,

MaxFontSize is the desired maximum font,

WordCount is the count of the specific word,

MinWordOccurance is the minimum word frequency in your list of words, and

MaxWordOccurance is the maximum word frequency in your list of words.

Alternatively you could also use a simple free web application that automatically arranges the words into aesthetically pleasing formats. Regrettably, when you use a free application your control over key design aspects will be limited. The controllability of design features vary by website, and you may want to search around until you find one that meets your needs.

I investigated two popular sites, Tag Crowd (<http://tagcrowd.com/>) and Wordle (<http://www.wordle.net>). Tag Crowd allows you to upload documents up to 5 MB in size. That's a lot of text.² However, Wordle allows you to specify the relative weight of words, which I already had from Table 1. After a minute of reformatting Table 1, I was able to cut and paste into Wordle and click Submit. Almost instantly a word cloud appeared. There are several layout options you can play with such as order presentation, orientation, and font type and color. I preferred alphabetical order, rounder edges, vertical (word orientation), black and white, and Lucida Sans font type. The result is shown in Figure 1.

² In fact that is equivalent of the entire work of William Shakespeare, not that I am comparing *PP* to Shakespeare. <http://www2.sims.berkeley.edu/research/projects/how-much-info/datapowers.html>.

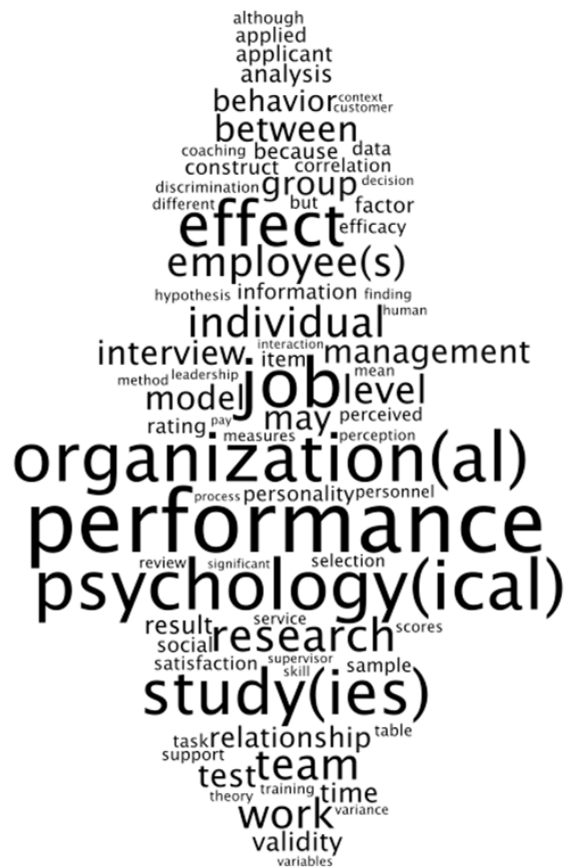


Figure 1. Word cloud of most frequently occurring meaningful words in Volume 63 of *Personnel Psychology*.

Looking at the very top of the word cloud you see “although.” I debated if that word should be included. I decided to keep it. My old professor (name withheld so I don’t make him angry and he’s not really old) once said in class that he wanted to meet a one-armed I-O psychologist because they are always saying “on the one hand . . . , but on the other hand . . .” For this reason I left “although” in the word list. Jumping back to stop words, most stop word lists remove the words “although,” “but,” and “because.” All these words made it into my list. I think these words are clearly important as they show how I-O psychologists are always playing it safe, hedging our bets, making sure that we don’t overstate findings as we explain things like “behavior” and “performance.” This is probably the scientist in us. I wonder if I did the same analysis of popular HR or management writings (like *Harvard Business Review*) if the same finding would emerge.

The next word is “applied.” Even though *PP* does not explicitly say in its statement of scope that it is applied, I believe that most of us would consider it an applied journal. Continuing to examine the cloud you can see the importance of “performance” and “job.” Look at the prominence of the word “between.” We are often looking at effects (also in the list) between things like groups, employees, and teams, all words that made it into the list. Zoom your attention in and you see topical words like “selection” and “coaching.” Spend some more time reading and thinking and you will see that our entire approach to *PP* is captured. The word “table” appears because we present so much of statistical analyses in tables (not figures). You can see other important statistical words like “variance” and “correlation.” You can see important research method words like “hypothesis” and “validity.”

I could read through the entire word list justifying and explaining each occurrence. However, a good visual display allows readers to explore and make sense of the information on their own.

A more thorough and traditional text analysis might have communicated all of this information in a long static table with a column for word and one for word frequency. Although this would have been entirely accurate, informative, and perhaps objectively more efficient, it would not have been as esthetically pleasing. It would only have interested the already interested viewers. It would not have pulled the marginally interested viewers into exploring the data. If we want to communicate our important findings to a large number of others, we need first to capture their attention and pull them in. Once we have their attention and interest, they may actually expend the cognitive effort to understand what we are saying.

I encourage all I-O psychologists to think more creatively about how we communicate with the person on the street. I presented some very simple text analysis tools and visual communication strategies that everyone could use.

Now if anyone walks up to you on the street and asks you describe *PP* in 75 words (or less), you can simply show them a word cloud.

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The Effect of Degree Characteristics on Hiring Outcomes for I-O Psychologists

Alexandra M. Rechlin and Kurt Kraiger
Colorado State University

The purpose of this paper is to inform discussion on the relative merits of three factors on the hiring outcomes of students graduating from I-O programs: degree type (online versus face-to-face), degree level (master's versus PhD), and whether or not an internship is completed. We do this through empirical research. We recognize that an increasing number of online master's and PhD programs in I-O psychology are being offered, yet there is little to no research on the perceived value (in I-O psychology) of online degrees. In addition, some individuals have a difficult time deciding whether or not to pursue a master's degree or a PhD, and students often wonder about the importance of obtaining an internship while in graduate school. This study addresses these important questions.

Online Versus Traditional Degrees

Undergraduate and graduate courses are increasingly being taught online. In the fall of 2002, 9.6% of undergraduate enrollment was online; by the fall of 2009, that number had risen to 29.3%. In 2007–2008, 22% of postbaccalaureate students (800,000) were enrolled in an online course (U.S. Department of Education, 2011). Degrees offered entirely online have also become popular. From 2007–2008, 9% of postbaccalaureate students took their degree entirely online (U.S. Department of Education, 2011).

Due to the recent increase in online degrees, in 2009 SIOP's Education and Training (E&T) committee formed a subcommittee to study existing online master's and PhD I-O programs. The subcommittee identified 12 different master's or PhD programs from 10 universities. To examine employers' reactions to online degrees, the subcommittee distributed a short survey to organizations recruiting through the SIOP website. Although only six people responded, the subcommittee found that employers overall were neutral to slightly negative in their perceptions of online degrees (Dahling et al., 2010).

Further, in 2010, the Society for Human Resource Management (SHRM) conducted a poll of HR professionals' hiring practices and attitudes regarding online versus traditional degrees. The majority of respondents agreed that job applicants with traditional degrees were preferred by their organizations, although 87% of respondents agreed that online degrees were viewed more favorably than they were 5 years ago (SHRM, 2010).

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Correspondence concerning this article should be addressed to Alexandra Rechlin, Department of Psychology, Colorado State University, 1876 Campus Delivery, Fort Collins, CO 80523-1876, arechlin@gmail.com.

Based on these survey findings, it is predicted that job applicants from a traditional university (that is, offering face-to-face classes) will be viewed more favorably than applicants with online I-O degrees.

Hypothesis 1: Applicants with degrees from a traditional university will be viewed more favorably (in terms of likelihood of receiving an interview, likelihood of being hired, and starting salary) than applicants with degrees from an online university.

Master's Versus PhD

Master's degree programs in I-O have become increasingly popular over the last 20 years (Roch, 2009). Traditionally, there has been a bias against master's graduates, and master's programs have striven for legitimacy (Koppes, 1991). Due to this traditionally negative bias towards master's degrees in I-O, it is expected that applicants with a PhD will be viewed more favorably than those with master's degrees.

In practice, master's degree or PhD graduates may perform similar work. However, there are still a number of differences in roles and responsibilities (Schippmann, Hawthorne, & Schmitt, 1992), and these differences are reflected in relative salaries. According to the 2009 SIOP income survey, the weighted mean salary for someone with a PhD in I-O was \$112,728, compared to a weighted mean salary for someone with a master's degree in I-O of just \$77,591 (Khanna & Medsker, 2010). It therefore is expected that applicants with a PhD will be offered higher starting salaries than applicants with master's degrees.

Hypothesis 2: Applicants with PhDs will be viewed more favorably (in terms of likelihood of receiving an interview, likelihood of being hired, and starting salary) than applicants with master's degrees.

Internship Experience

Many graduate students are interested in obtaining internships in order to help them acquire jobs after graduation, and many graduate programs require formal internships. SIOP data indicate that approximately 25% of PhD programs and 37% of master's programs require supervised internships (Cassidy, 2010). Although there is anecdotal evidence that internship experience is helpful in obtaining one's first I-O job, to our knowledge there is no supporting empirical evidence. However, Cassidy surveyed I-O psychologists and found that nearly 83% of respondents agreed or strongly agreed with the statement that "work/internship experience acquired before, or during, graduate school results in greater employment opportunities upon graduation."

There is substantial evidence, however, that internships are beneficial for undergraduates. For example, Gault, Leach, and Duey (2010) found that undergraduates in a business school were more likely to receive job offers if they had completed an internship, and Gault, Redington, and Schlager (2000)

reported that intern alumni had higher salaries than non-intern alumni. Based on the empirical evidence from undergraduates and the anecdotal evidence in the I-O community, it is expected that applicants who completed an internship will be viewed more favorably than applicants without internship experience.

Hypothesis 3: Applicants with one year of internship experience will be viewed more favorably (in terms of likelihood of receiving an interview, likelihood of being hired, and starting salary) than applicants without internship experience.

Method

Participants

Participants were 23 psychologists working in I-O psychology consulting firms and responsible for hiring other I-O psychologists. Of the 23, 19 were male, 3 were female, and 1 did not provide gender information. Participants ranged in age from 35 to 65 years old ($M = 47.9$, $SD = 9.80$) and were primarily White (20 White, 2 Hispanic/Latino, 1 did not respond). Nearly all participants ($n = 19$) had completed their PhD, one had a master's degree, one had a PsyD, and two did not provide degree information. Nineteen participants had obtained their highest degree in I-O psychology, one in social/personality, one in experimental psychology, and two did not respond. Participants completed their highest degree between 1971 and 2005 ($M = 1991$, $SD = 10.75$).

Companies in the study employed 0–80 full-time PhDs ($M = 12.87$, $SD = 18.20$), 0–6 part-time PhDs ($M = 3.15$, $SD = 4.36$), 0–160 full-time master's-level I-O practitioners ($M = 15.3$, $SD = 34.61$), and 1–40 part-time master's-level I-O practitioners ($M = 3.57$, $SD = 8.30$).

Procedure

Participants were e-mailed and asked to participate in a research project examining the effect of different characteristics of an I-O psychologist's training on hiring outcomes. Participants were also told that the applicant profiles were fictional but intended to portray characteristics that might actually be used in a hiring decision. They were then provided a link to the online survey.

Upon clicking the survey link, participants were presented with an online informed consent. Then participants viewed eight different applicant profiles representing potential recent graduates from I-O psychology programs applying for a job with their organization. After viewing a one-sentence description of each applicant, participants rated the applicant on the three outcome variables (described below). After responding to the applicant profiles, participants completed an optional demographics survey.

Stimuli and measures. Participants viewed eight different brief applicant profiles, ensuring that each combination of the three independent variables (online vs. traditional degree, master's vs. PhD, internship vs. no internship) was rated once. For example, two applicant profiles were: "This applicant received

his/her master's degree in I-O psychology from an online program and did not complete an internship during graduate school," and "This applicant received his/her PhD in I-O psychology from a traditional terminal degree program (i.e., not online) and completed a 1-year internship during graduate school."

Based on the applicant information, participants rated the applicant on the three outcome variables. The first question was, "What is the likelihood that you would invite this applicant for an interview?" and the second question was, "What is the likelihood that you would hire this applicant?" Participants responded to both questions using a 5-point Likert-type scale (1 = *very unlikely*, 5 = *very likely*). The third question was "If you did hire the applicant, what is the starting salary that would likely be offered to this applicant?" and participants responded using a 9-point Likert-type scale (1 = *less than \$30,000*, 5 = *\$60,000 to \$70,000*, 9 = *greater than \$100,000*).

Results

A doubly multivariate repeated measures MANOVA was conducted to analyze the data. The dependent variables were the likelihood that the applicant would be invited to interview, the likelihood of the applicant being hired, and the starting salary offered to the applicant. The within-subjects variables were the applicant's degree (master's or PhD), type of degree (online or traditional), and whether or not the applicant had internship experience.

Hypothesis 1

Hypothesis 1 predicted that applicants with degrees from a traditional university would be viewed more favorably than applicants with degrees from an online university. Estimated marginal means and standard errors can be found in Table 1. All tests were significant. If applicants had a traditional degree, they were more likely to be invited to interview [$F(1, 22) = 6.37, p = .000, \eta^2 = .76$], more likely to be hired [$F(1, 22) = 37.07, p = .000, \eta^2 = .63$], and more likely to be given a higher starting salary [$F(1, 22) = 24.30, p = .000, \eta^2 = .53$] than were applicants with online degrees. Hypothesis 1 therefore was fully supported.

Table 1
Estimated Marginal Means and Standard Errors of Variables for Hypothesis 1

	M	SE
Likelihood of being invited to interview		
Online degree	2.54	.13
Traditional degree	3.61	.16
Likelihood of being hired		
Online degree	2.35	.12
Traditional degree	3.08	.12
Starting salary offered		
Online degree	3.83	.24
Traditional degree	4.39	.26

Hypothesis 2

Hypothesis 2 predicted that applicants with PhDs would be viewed more favorably than applicants with master's degrees. Estimated marginal means and standard errors can be found in Table 2. All tests were significant. Applicants with PhDs were more likely to be invited to interview [$F(1, 22) = 33.52$, $p = .000$, $\eta^2 = .60$], more likely to be hired [$F(1, 22) = 14.97$, $p = .000$, $\eta^2 = .41$], and more likely to be given a higher starting salary [$F(1, 22) = 107.89$, $p = .000$, $\eta^2 = .83$] than were applicants with master's degrees. Hypothesis 2 therefore was fully supported.

Table 2

Estimated Marginal Means and Standard Errors of Variables for Hypothesis 2

	<i>M</i>	<i>SE</i>
Likelihood of being invited to interview		
Master's	2.78	.15
PhD	3.37	.13
Likelihood of being hired		
Master's	2.51	.12
PhD	2.91	.11
Starting salary offered		
Master's	3.24	.21
PhD	4.98	.30

Hypothesis 3

Hypothesis 3 predicted that applicants with 1 year of internship experience would be viewed more favorably than applicants without internship experience. Estimated marginal means and standard errors can be found in Table 3. All tests were significant. If applicants had internship experience, they were more likely to be invited to interview [$F(1, 22) = 26.49$, $p = .000$, $\eta^2 = .55$], to be hired [$F(1, 22) = 34.38$, $p = .000$, $\eta^2 = .61$], and to be offered a higher starting salary [$F(1, 22) = 13.07$, $p = .001$, $\eta^2 = .38$] than were applicants without internship experience. Hypothesis 3 therefore was fully supported.

Table 3

Estimated Marginal Means and Standard Errors of Variables for Hypothesis 3

	<i>M</i>	<i>SE</i>
Likelihood of being invited to interview		
No internship experience	2.70	.15
Internship experience	3.46	.14
Likelihood of being hired		
No internship experience	2.37	.12
Internship experience	3.05	.12
Starting salary offered		
No internship experience	3.95	.26
Internship experience	4.27	.23

Discussion

The goal of this study was to inform debate about the extent to which various characteristics of I-O applicants affect hiring outcomes for applied positions. Specifically, we examined whether an applicant's degree (master's or PhD), type of degree (online or traditional), and internship experience would affect the applicant's likelihood of being invited to interview, likelihood of being hired, and starting salary offered. Although many of the results for this study were anticipated, this study is the first attempt at quantifying the effects of degree level, degree type, and internship experience on hiring outcomes.

Accordingly, our results should be of great interest both to potential applicants and to professionals who advise them (e.g., advisors of undergraduates). Individuals who choose a master's program over a doctoral program or an online program over a traditional program may have valid reasons for doing so but should understand up front the possible negative consequences of their choice.

The Online Degree Debate

For potential employers, and for purposes of professional debate, it is not unexpected that graduates of traditional programs received better hiring outcomes than graduates of online programs. However, what remains unknown is whether this result is from differences in the perceived quality or the actual quality of online programs. While distance learning degrees appear to be as effective as traditional degrees in terms of student learning (Allen et al., 2004; Sitzmann, Kraiger, Stewart, & Wisher, 2006), potential employers still viewed online graduates more poorly. Is this simply an issue of inaccurate perceptions by employers of the quality of online education? If so, then online programs (and their students and graduates) need to work systematically to improve these perceptions. For example, programs could reach out to potential employers to increase understanding of the nature of online programs, the courses provided, and the rigor of those courses. Online graduates could tout their experience collaborating with others using electronic means (an important skill in today's work environment) and the self-discipline necessary to succeed in an online program. Instructors in online programs could also aim to change perceptions of online degrees.

On the other hand, our results could reflect lower actual quality of online programs compared to traditional programs. Such differences would be difficult to quantify. Just as there is no universally accepted ranking system of traditional programs, there are no clear criteria by which online programs could be compared to traditional programs in terms of the quality of their graduates. Some criteria may be comparisons of "raw input" (e.g., mean GRE scores of incoming students), the research productivity of program faculty (e.g., Oliver, Blair, Gorman, & Woehr, 2005), the extent to which graduate training corresponds to an accepted model of practitioner training (see Belar & Perry, 1992; Society for Industrial and Organizational Psychology, 1999), or the

success rate of students passing state licensing exams (though the proportion of I-O psychologists who seek licensing is slight).

Note too that the quality of online programs also differs by the school offering it. An important question to ask is if employers view an online degree from a more reputable online program, such as those based on traditional programs (e.g., Kansas State University or Colorado State University), differently than they view degrees from enormous online universities that may be perceived as degree mills. It is possible that online graduates from more reputable programs may be viewed similarly to traditional graduates. In that case, the results of this study may have been driven by poor perceptions of less reputable programs.

In combination with initial work by SIOP's E&T committee, we see our results as leading to important discussions as to why graduates of online programs may fair worse in the job market than graduates of traditional programs, as well as more basic discussion and debate as to the skill sets expected of graduates (e.g., Fink et al., 2010) and how both graduate curriculums and program graduates can be meaningfully compared across delivery media.

One result of such discussion is a better understanding of the comparative skill sets acquired in different types of programs. For example, graduates from traditional programs may be more likely to be perceived as being able to conduct research. However, online graduates may obtain skills that may set them apart from traditional graduates. Online graduates need to be very self-disciplined to be able to achieve, and they must be able to work independently and also be able to work collaboratively using electronic means.

These results suggest that employers perceive graduates of traditional programs as more qualified or better than graduates of online programs, when the more critical question may be, how do they differ?

Other Findings

We also found that applicants with PhDs were viewed more favorably than applicants with master's degrees. This result was not a surprise, as it is logical that applicants with more education would see better hiring outcomes. We know from the SIOP income survey that I-O psychologists with PhDs make, on average, far more money than I-O practitioners with master's degrees (Khanna & Medsker, 2010), and PhDs are likely more qualified due to their additional years of education. A major reason that many students pursue a PhD is to have a better chance of obtaining a good job, so it is perhaps reassuring to many that PhDs are indeed more likely to experience positive hiring outcomes. Nonetheless, a better understanding of which advantages ascribed to PhDs are perceptual and which can be attributed to agreed upon criteria can help both employers and potential applicants make more informed decisions.

Finally, we found that applicants who had completed a 1-year internship were viewed more favorably than applicants who had not completed an internship. This is consistent with prior research with undergraduates indi-

cating that students with internship experience are more likely to be offered a job (Gault et al., 2010) and have higher salaries (Gault et al., 2000). However, this is the first study to extend this effect to I-O graduates.

Limitations and Directions for Future Research

As with all research, there were some limitations to this study. First, the sample size was small. However, it was an interesting, relevant sample made up of psychologists at least partially responsible for hiring I-O psychologists in their firms. Further, despite the small sample size, significant support was found for the three hypotheses. A second limitation is that participants rated short, one-sentence descriptions of applicants instead of viewing complete and realistic resumé. Participants obviously were aware that they were not rating real applicants. Further, without the full details of actual resumé, the manipulated characteristics may be more salient than they would be in real-life scenarios. Future research should focus on hiring outcomes for real applicants (and/or more realistic resumé) to determine if the effects found in this study hold up for actual job applicants (and may shed additional light on the underlying factors on which we speculated).

Implications

Online degrees in I-O are becoming increasingly prevalent. The findings in this study, however, indicate that applicants with online degrees are viewed less favorably than are applicants with traditional degrees. If students do indeed achieve the same learning outcomes regardless of the type of degree they have, as the literature on distance learning suggests, then employers should more carefully consider the relative merits of face-to-face versus online curricula, and administrators and instructors of online programs should more assertively market the knowledge and skills of their graduates. It is our hope that this paper will stimulate research and considerable discussion regarding traditional versus online I-O programs.

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It's Not Insignificant: I-O Psychology's Dilemma of Nonsignificance

Maura J. Mills and Vivian A. Woo
Hofstra University

For years, the meta-analytic design has recognized the importance of non-significant results. Thorough meta-analyses include not only published articles on a topic but also unpublished ones. Why? Because, as most I-O psychologists are painfully aware, studies that fail to find significance of hypothesized relationships are rarely published, particularly in top-tier journals. Therefore, the (published) literature is unjustifiably biased toward findings of statistical significance. In fact, part of the reason we value meta-analyses to such a great extent is because they include this oft-neglected (but equally important) part of the literature. Authors of such studies realize that any meta-analysis that neglected such research would be insufficient. So what makes the literature and publishing standards as a whole so different? Why do we as a discipline mistakenly equate “nonsignificance” with “insignificance”? As a result of this misplaced assumption, studies yielding nonsignificant results are generally treated as trivial at best and unpublishable at worst. As intellectuals and professionals, we should hold the same logical, comprehensive, and integrative standards for all research as we recognize is the basis for good meta-analyses.

The Value of Nonsignificant Research

The issue at the heart of this paper has at one time or another crossed the mind of every frustrated I-O psychologist who has spent months, perhaps even years, laboring over a study only to have his or her results yield a *p* value exceeding .05. The implications for such nonsignificant findings can, of course, be just as meaningful as significant findings. Yet too often, regardless of a researcher's initial belief in any given research project, these significance-pursuing researchers become dejected when they fail to find significant results. This is likely largely due to the researcher's knowledge that publication likelihood has plummeted. However, by this token researchers have inevitably succumbed to the same fallacy as does the publication community, and, as a result, researchers' views of nonsignificant results are restricted in scope, and they fail to see the forest for the trees. Nonsignificant research holds great, although largely untapped, potential to further both the science and practice of I-O psychology.

Research is the means by which we—as either researchers and/or practitioners—expand our knowledge and inform practice, and the main method of dissemination of this knowledge is through publication. In actuality, however, published research is only the tip of the iceberg: Far more lurks beneath the surface, as the predominant exclusion of nonsignificant research findings from publication biases our conclusions and subsequent practice. This leads to what

Rosenthal (1979) called the “file drawer problem.” Particularly in meta-analyses, research conclusions drawn from combining a given number of studies could be negated if there remain a certain number of nonsignificant studies out there, unseen. Howard et al. (2009) argue that no matter how many corrections are made by estimating the number of “file drawer” studies that exist on any given topic, conclusions from meta-analyses—although better than not considering unpublished and/or nonsignificant studies at all—will still be inaccurate.

The unknown number of nonsignificant studies is a troubling matter. Not only could they affect scientific conclusions, but they could also impact directions for future research. In knowing that a particular research topic or methodology has repeatedly yielded nonsignificance in past studies, future researchers can avoid repeating the same dead-end research, wasting time and resources that could otherwise be allocated elsewhere. The reverse is also a possibility: Nonsignificant findings could illuminate promising avenues for future researchers, avenues which may otherwise remain unexplored.

To speak of the potential of nonsignificant results in guiding fruitful paths for future research, a discussion of one of the great influences of nonsignificance is warranted. Specifically, the likelihood of finding significance is heavily impacted by sample size. Garnering enough participants to obtain adequate statistical power can be challenging, particularly in group-level research such as when studying work units or departments. Thus, a single study with results that only slightly fail to meet the .05 threshold for statistical significance may not be viewed as important, but if a similar pattern is established across a number of studies, valuable insights may be revealed, and with it, the potential for significant results should a larger sample be obtained. However, such a possibility is contingent upon awareness of the nonsignificant studies that have been conducted.

How Nonsignificant Became (Perceived as) Insignificant

This idea of the importance of nonsignificant findings is not new. Indeed, Rosenthal (1979) recognized this issue a full 3 decades ago, and most researchers are frustrated by it on a regular basis. Why then do we as a discipline continue to subject ourselves to it in a learned helplessness sort of way? In this manner, at least, we are our own worst enemy.

Null hypothesis statistical testing (NHST) is the origin of the current circumstances surrounding studies yielding nonsignificant results. It is hard to imagine a time when researchers did not run statistical tests of significance when conducting a study. Nevertheless, before the 1940s, there were very few empirical articles that included NHST. However, in a rapid change of pace, by the 1950s, approximately 80% of the articles in the top four psychology journals used NHST (Sterling, 1959). There was a similar pattern in the usage of statistical significance testing in articles published in top-tier journals such as the *Journal of Applied Psychology*. Between 1917 and 1939, approximately one third or fewer

of the articles published in this highly-ranked journal used NHST, contrasted with over 90% in the 1990s (Hubbard, Parsa, & Luthy, 1997). Today, it is difficult to locate an empirical article in any top journal that does not include NHST.

One major underlying issue is many researchers' ignorance of the proper use and application of statistics, contributing to social scientists placing inflated importance on NHST. Significance testing is a means of assessing the reliability of the statistical findings (Gelman & Stern, 2006). Null hypothesis significance testing encourages dichotomous thinking and as a result is often misinterpreted. Many I-O psychologists (rightly) critique techniques such as median splits for exactly this type of dichotomous thinking, which puts juxtaposing results in entirely separate—indeed, opposing—categories. However, despite many researchers' legitimate critiques of such procedures, significance testing puts us at the mercy of such dichotomous thinking (and subsequent decision making) on a regular basis.

In order to move past our fear of nonsignificant results, we as a discipline must ensure that our institutions of higher education are training future I-O psychologists in appropriate statistical understanding and interpretation. In a shocking study by Oakes (1986), psychology faculty were asked for their interpretations of a p value less than .01, and only 11% responded with the correct interpretation. Further, as an example of the dichotomous thinking facilitated by NHST, Nelson, Rosenthal, and Rosnow (1986) found an abrupt drop in participants' confidence in a finding as p increased past the .05 level, indicating binary thinking to reject or fail to reject at the most common p value. Therefore, although we would like to believe that the majority of researchers understand the potential pitfalls of relying too heavily on NHST, unfortunately it appears that this is not always the case. In fact, by continuing to fall victim to the publication bias, we make the very same mistake, repeatedly succumbing to the status quo that significance is always best.

By ignoring the limitations of significance testing, we do not give other valuable practices the weight that they deserve. Replication, for instance, is essential to the advancement of science, to the extent that Kline (2004) went so far as to argue that statistical tests are unnecessary, given ample replication of results. Although we do not jump to such a conclusion here, we do argue that significance testing is best used in conjunction with other indicators of research quality and potential for contribution. Although the APA has recognized the importance of this for significant results in that it now requires effect sizes to be included along with statistical significance values, more could be done to encourage I-O psychologists to outwardly recognize, both theoretically and in practice, that there are additional indicators of research quality, usefulness, and publishability for nonsignificant results.

Publish (Significant Results) or Perish

An important issue surrounding the practice of NHST is the resulting publication bias that is rampant in our field. Publishing bias—specifically, a bias

toward publishing manuscripts yielding significant results as well as those confirming existing theory (Pagell et al., 2009)—has long been problematic. Such a bias increases the frequency of Type I errors published and ultimately results in a body of literature that is unrepresentative at best and misleading at worst. More than half a century ago, Sterling (1959) studied the low percentage rates of articles with nonsignificant results in psychological journals. As time has passed, the number of publication outlets has grown, but it has been surpassed by the number of researchers attempting to publish. The end result is the same, but the effect is magnified by the sheer number of competitors vying for the limited space in journals. Using the criteria of statistical significance is an easy way to screen out submitted manuscripts, but such an approach overlooks manuscripts' holistic quality and potential contribution to the field. As an example, Atkinson, Furlong, and Wampold (1982) asked 101 consulting editors for APA journals to review three manuscripts that differed only by their level of statistical significance and to make a publication recommendation for the manuscripts. Results indicated that the nonsignificant versions were three times more likely to be rejected than the significant version of the manuscript.

Further examination of the bias against nonsignificant research leads us to the overarching “publish or perish” culture that plagues academia in the United States. Faculty, particularly junior faculty, are inundated with an overwhelming pressure to churn out paper after paper in order to gain reappointment, tenure, and promotion. Although the rationale behind this requirement is noble (e.g., that both faculty and student experiences are broadened if faculty are contributors in the field), it remains likely that any given faculty member's research productivity may be linked more to the happenstance that his or her research yielded significant results than to the amount of time that the faculty member has dedicated to his or her research program or the quality or promise of the research program. According to Fanelli (2010), the more papers published by researchers within the same U.S. state, indicative of a competitive academic environment within that state, the more likely those papers were to contain statistically significant results. Considering such a finding, coupled with the current requirements for prolific publication, it comes as no surprise that researchers are under increasing pressure to conduct studies yielding significant results from the get-go; anything else could be viewed as a waste of time, resources, and effort.

This has in fact been so ingrained in us that we can no longer place blame solely upon the journals for failing to accept papers with nonsignificant results, but as authors we must also now accept some of the blame ourselves. That is, we have so gravely succumbed to this misconception that we actually self-select out of even preparing and submitting a manuscript for review if the research contained therein is largely composed of nonsignificant results. However, if the trivialization of nonsignificant results is so widespread, is there any hope? We believe so.

Lifting the Stigma of Nonsignificance

First and foremost, we must recognize that an overreliance on NHST to the exclusion of other considerations is the underlying problem plaguing non-significant research. This is not to say that significance is a non-issue, or that we should forego NHST entirely: Certainly not! Rather, we argue that statistical significance is merely one of many issues that warrant consideration when determining the value of a study. Our discipline has historically foregone other statistical approaches (e.g., the Bayesian approach) that may yield more accurate conclusions about our data and have done so in favor of relying primarily on NHST. In reality, however, we must value all well-designed research, regardless of whether or not the results are statistically significant.

Urging journals to start including more studies with nonsignificant findings is a deceptively easy solution. Of course, not every unpublished article with non-significant results is worthy of publication. Specifically, building upon Rosenthal's file drawer analogy, Pagell and colleagues (2009) suggested two types of manuscripts with nonsignificant results that should be pulled from the proverbial file drawer and published: studies with results in opposition of existing theory and those suffering from methodological or theoretical flaws from which future researchers could learn but that nonetheless have scientific importance.

I-O psychology has recently taken a step in the right direction, however, thanks to the *Journal of Business and Psychology*, which recently issued a call for papers for an upcoming special issue focusing on nonsignificant results. Going a step further, beyond this laudable, single-issue effort to publish nonsignificant results is the *Journal of Articles in Support of the Null Hypothesis*, an entire journal in the broader psychology field devoted to disseminating such research. This free, online journal may be one potential answer to the publication bias in psychological literature.

However, this and other such journals focusing on nonsignificant findings are generally online and free. This stands in stark contrast to the higher cost and limited space of traditional print journals that have partially contributed to the publication bias of nonsignificant research. This pattern begs the question: Are we placing greater value on significant research findings partly in an attempt to justify the scarcity and cost of the outlets biased toward publishing them? Perhaps we are not getting what we are paying for. It may be time to shed the old misconceptions about the value of free and readily accessible knowledge and to embrace new ways of thinking about our research and its dissemination.

However, although both of these efforts—special issues and specialized journals—are admirable beginnings, the “file drawer” of forgotten research (Rosenthal, 1979) is still overflowing with wisdom to be had. One issue of any journal will never be enough nor will journals dedicated solely to publishing nonsignificant results, as if to render them “separate but equal.” The goal, then, must be for all journals to welcome and encourage manuscripts yielding meaningful nonsignificant results with as much enthusiasm as they do manuscripts yielding significant results and to integrate the two into the same pro-

gram of publication and knowledge dissemination. Is this an unattainable or unreasonable aim? Surely not. In contemplating the possibility of beginning to publish nonsignificant results, one of the questions we must pose is, "What are the consequences of continuing to not publish such results?"

Conclusion

The devaluation of nonsignificant results has been occurring slowly over the past half-century, a side effect of the pervasive popularity of statistical testing to the exclusion of other determinants of a study's value. The end result is a scientific literature that is biased by the underrepresentation of manuscripts yielding nonsignificant findings, and a resulting misunderstanding regarding the potential value of such results. Nevertheless, although this issue has to some degree been the subject of ongoing unrest (albeit largely silent) in the field for a number of years, until recently there has been little progress in lifting the stigma of nonsignificance. Recently, occasional publication of nonsignificant findings has been occurring, in both single issues and entire journals dedicated to this type of research. However, despite this small degree of progress as of late, the problem endures, and these stop-gap measures, while valuable, cannot themselves fill the void left by the exclusion of such research from consistent publication in regular issues of journals. As such, there is far to go in lifting the black veil placed over nonsignificant results, and there is no indication that sustainable resolutions to the issue are still being considered. As a discipline, we must demand the regular and unbiased inclusion of nonsignificant results, no longer viewing them as necessarily insignificant. The plight of nonsignificant research did not reach its current state overnight, and remedying this issue will take perseverance, dedication, and—for some editors, reviewers, and researchers—a willingness to challenge one's long-held beliefs about what defines publishable research, all with the ultimate goal of advancing I-O psychology in the right direction.

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Experience Based Training for I-O Graduate Students

Luke Simmering*, Cole Napper, and Tilman Sheets
Louisiana Tech University

Industrial-organizational psychology graduate programs across the country work to develop high-performing I-O academics and practitioners using a number of training strategies. One of the more powerful training methods involves having students participate in real-world situations. Although this strategy is used by many training programs, the design of the training varies greatly from program to program. Many programs rely on outside agencies to provide this type of experience, but others allow students to participate in the independent consulting projects of faculty. However, some programs have established in-house consulting groups where students take on major roles in the “business” of consulting. In these programs, student-based consulting provides real-world experience for graduate students and linkage between the academic and applied world. In line with the principles outlined by SIOP (1999), student-based consulting groups provide integration between science and practice while providing experiences that cannot be mimicked in a classroom setting. In order to explore student based consulting groups, an online survey was administered to 40 I-O and I-O-related graduate program directors to gain insight and explore student based consulting group prevalence and best practices.

The Scientist–Practitioner Model

I-O psychology is a scientist–practitioner discipline. The mission of the Society for Industrial and Organizational Psychology (SIOP) is to “enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of I-O psychology” (SIOP, n.d.). According to this definition, the goal of graduate training is to promote the education of current and future I-O psychologists. The scientist–practitioner model has been posited as a reciprocal relationship wherein practitioners should look to the scientific literature for guidance on implementing effective workplace systems and, likewise, scientists should respond to cues from practitioners in identifying issues relevant to employee well-being and organizational effectiveness (Rupp & Beal, 2007). Further, Rupp and Beal convey the importance of using the scientific method for researching applied problems. McIntyre (1990) states the main difference between scientists and practitioners exists because of the “frivolous and esoteric” nature of researchers’ strict focus the scientific method, which is seen as “irrelevant” in the workplace. Consequently, many believe that the scientist–practitioner model, conveying the necessity to simultaneously conduct research and practice, is unrealistic (Brooks, Grauer, Thornbury, & Highhouse, 2003). However, Fink et al., (2009) argue that it is not necessarily the ability to simultaneously conduct research and practice but

*Correspondence regarding this paper can be sent to Luke Simmering, Louisiana Tech University, P.O Box 10048, Ruston, LA 71270; luke.simmering@gmail.com.

the ability to work effectively in both the science and practice domains that is necessary for the scientist–practitioner model to be effective.

SIOP (1999) advocates training students within the framework of the scientist–practitioner model, as indicated by the SIOP guidelines for education and training at the doctoral level. One of the competencies added to the guidelines in 1999 was “Consulting and Business Skills,” which encompasses the categories of communication, business development, and project management. The question presented by many I-O psychology program directors and faculty is how to effectively train students in these areas. Further, how do we facilitate the scientist–practitioner model while engaged in developing students’ consulting and business skills? One way some I-O graduate programs have integrated real-world practical experience into education is by providing consulting experience. This usually takes the form of a student managed in-house consulting group or faculty members utilizing students as associate consultants within their own private consulting. These methods of providing real-world consulting experience give a competitive advantage to graduates, as well as an educational foundation that integrates science into practice. Fink et al. (2009) stated their concern about the lack of focus on consulting and business skills currently provided by I-O programs. Student involvement in consulting directly addresses this concern, as it connects classroom learning into an authentic experience.

Experiential Learning

As the philosopher Aristotle said, “The things we have to learn before we do them, we learn by doing them.” In many ways, student-based consulting groups provide experience based training and development. John Dewey (1916), a pioneer of experiential learning theory, conveys that “learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.” Further, Dewey outlines three guidelines for learning: learning occurs through problem solving in an authentic environment, education is the changing of behavior through experience, and learning requires reflection guided by educators. Based on this model, student-based consulting groups provide authentic experiences that mimic real world situations encountered by practicing I-O psychologists. The behavior of students is altered through the experience, and professors can aid in facilitating learning through reflection from the experience. Dewey’s pattern of inquiry illustrates a cyclical four prong approach to learning (Schon, 1992). This entails identifying the problem, planning ways to alleviate the problem, testing the strategies, and reviewing the effect of the strategy on the initial problem. For instance, in an organizational setting, a company may be experiencing turnover for one sector of its employees (problem). The next stage would be to develop a plan to alleviate the turnover, identify a way to test the plan, review the results, and then cycle back to address how the intervention altered the initial dilemma.

Dewey (1916) suggests that learning through an experience requires the ability to involve oneself in the activity or experience, the ability to reflect on the experience, the ability to integrate ideas from the observation, and then make decisions based on these new ideas. That is, for the experience to be worthwhile, the individual needs to have the wherewithal to engage in the experience, reflect on what happened, and take time to introspect on ideas that could possibly alter future behavior. Beard (2002) points out that experience does not always result in learning. That is, one must engage in the experience by reflecting on what happened, how it happened, and why. From this, one may conclude that student-based consulting groups that do not allow time devoted to reflection on an experience will not gain as much from experiential learning. Overall, experiential learning theory emphasizes how experience aids in learning, compared to cognitive or behavioral theories that discount the valuable insight that experience provides (Kolb, Boyatzis, & Mainemelis, 2000). Student-based consulting groups jibe with this notion of learning and provide experiences that can dramatically alter a student's understanding of organization dynamics and I-O psychology principles.

Current Study

Respondent Background

- 40 I-O-related program directors completed the survey (20% response rate)
- 60% of the responses were from I-O psychology PhD programs
- 50% of the programs indicated having an equally balanced science–practitioner model
- Almost 50% of programs have more than 20 students
- Most (95%) programs have 5 core faculty or fewer
- 43% of programs indicated having a student consulting group
- 30% of student consulting groups have been around for more than 15 years
- 50% of the programs with consulting groups have all of their students involved in consulting work

In order to obtain additional information regarding experience-based training within I-O graduate training programs, a link to an online survey was e-mailed to roughly 198 I-O and I-O-related graduate program directors; 40 of which completed the survey (20% response rate). The survey aimed at exploring consulting experiences within the graduate program environment, basic program demographics, as well as best practices as a student-based consulting group. Forty-three percent of the respondents indicated that their graduate program has a student-based consulting group, 23% indicated having student's work with faculty members' independent consulting practices, and 35% of the respondents reported that their program has no student-involved consulting within their department. Most of the programs that indicated having an internal student-based consulting group or consulting experiences through a faculty member's independent consulting group were I-O PhD programs (60%), followed by master's of science or arts in I-O psychology (38%). Further, 83% of

the total respondents reported that their program was housed within the college of arts and humanities (50%) or business (33%) at their respective university. Fifty percent of the respondents indicated that their graduate program used an equally distributed science-practitioner model, and 35% indicated a more practitioner than science/academic discipline. In addition, 35% of the respondents who indicated having an internal student-based consulting group denoted their program as more practitioner based than scientific. Other background information of the graduate programs was obtained, including the most common fields in which their graduates work (33% indicated external consulting), number of students in their program (43% indicated more than 20 students), and their affiliation with their respective university (55% of respondents indicated their consulting group being recognized by their university).

Student-Based Consulting Group Metrics

- More than 75% of projects are obtained via faculty contacts, networking, or program alumni
- Only 15% of the programs have performed subcontract work for consulting firms
- Employee opinion metrics, training/evaluation, and job analysis were rated as the most common types of projects
- Most programs follow up with clients for feedback after a project's completion (50% of the time through a phone call)
- 75% of programs charge for services (most of the money earned is used to attend conferences)
- Year in the program and performance in class are the top reasons why students are chosen to participate in consulting projects

The respondents who indicated having a consulting group were piped to additional questions to gain specific information about their consulting groups' practices. Of interest was the relative experience of the sample, with 52% of the programs having a consulting group for over 10 years. The survey also asked respondents to indicate the number of students involved in the student-based consulting group (35% indicated nearly all students), how the students are selected to work on projects (36% indicated by student tenure in the program), how contact is typically made with new clients (50% through faculty contacts), and the typical type of client (general business was selected as the most common). Further, it seems that student-based consulting groups do not rely on subcontract work from larger consulting organizations, with 50% indicating less than 10% of projects being subcontractor work. Employee opinion surveys, training/evaluation projects, and job analysis were the three most common types of projects performed by student-based consulting groups in this sample. Other insight from the survey revealed that follow-up activities (62% indicating phone calls) are typically performed after project completion. The majority of respondents (76%) indicated charging for services performed by the student-based consulting group, with 25% indicating income of over

\$35,000 in the past year. The survey revealed that money generated is typically used for conference expenditures (50%). The list below indicates general best practices of student based consulting groups.

Best Practices

- Subcontracting work from professional consulting organizations
- Using project management software/archiving software
- Charging reasonable fees for consulting projects to provide research and conference opportunities
- Collaborating research with consulting projects
- Offering basic I-O psychology services, such as job analysis, employee opinion metrics, and training/evaluation
- Following up with clients upon project completion for feedback
- Using nondisclosure agreements when dealing with proprietary content
- Creating different job titles within the student-based consulting group (e.g. project managers, project associates) for students to gain different experiences as they progress through their degree

Respondents indicated that only 15% of student based consulting groups perform subcontracting work for professional consulting organizations. From a practitioners' perspective, this may be a missed opportunity for both student-based consulting groups and professional consulting organizations. Both organizations stand to benefit greatly from a potentially symbiotic relationship. Practitioners not only get the intrinsic benefit of knowing they are providing growth opportunities for graduate students, they can outsource time-consuming portions of their consulting projects, groom potential interns, and get professional-level output completed at a much lower cost. The relationship could also provide opportunities for collaborating on research opportunities in the vein of the scientist-practitioner model. It is our belief that subcontracting work from professional consulting organizations to student based consulting groups can further intertwine the fabric of learning from consulting organizations to future graduates, strengthening the field as a whole.

Conclusion

Based on the review of principles set forth by SIOP (1999) and experiential learning theory (Dewey, 1938), student-based consulting groups provide an educational experience that bridges the gap between science and practice. What kind of knowledge and training do student-based consulting groups provide that benefit a student's entry into the consulting world? Based on the results of our survey, student-based consulting groups provide experience working with project management software, performing subcontract work with reputable I-O based consulting firms, developing and monitoring consulting contracts with clients, and even performing postproject follow-up activities to monitor the impact of the project. Specifically, the results indicate that students are gaining the opportunity to perform job analyses, implement

and analyze employee opinion metrics, and even employ needs assessments and training evaluation services for organizations. These practices provide students with valuable training that only hands-on experience can provide.

Results of the Student Based Consulting Best Practices Survey provide a foundation to explore the background of student-based consulting groups, the type of projects on which they work, and specific best practices utilized. Future research is needed to track alumni of these programs to gain an understanding into how student-based consulting aided their transition into the workforce versus those without graduate consulting experience. I-O psychology is an applied field of psychology; therefore, experience-based training for graduate students should be a priority for programs across the country. This research should focus on the transfer of training for students within graduate-school-based consulting groups. This would gauge the extent to which the consulting experiences gained as a student aided in transitioning into the workforce. That is, research is needed to explore how consulting experiences as a student increase the employability (ability to reference applied experiences), the ease of transition into the workforce, as well as general performance indicators on the job. Experiential learning theory (Beard & Wilson, 2002; Dewey, 1938; Kolb et al. 2000) suggests that recent graduates who gain tangible hands-on experiences through a student-based consulting group may gain an advantage in these areas; however, additional research is needed to examine this relationship.

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Canadian Scholars Working to Bridge the Perceived Scientist–Practitioner Gap

Tom O'Neill

Communications Coordinator

Canadian Society for Industrial and Organizational Psychology
University of Calgary

Whether practitioner or scientist, most of us are aware of the gap between science and practice. That is, the linkage between scientific findings and practical application is not always strong. Barriers include inaccessibility of journal articles, journal articles that are dense and cumbersome, and limited time to keep abreast of current developments in research or practice (see Briner & Rousseau's [2011] forum on evidence-based practice in I-O psychology). Interestingly, some Canadian scholars have committed themselves to endeavors that aim to communicate research findings in a digestible and usable format for practitioners. I wish to highlight their efforts here because I think they offer a diverse range of avenues for tackling this important issue (see also Silzer & Cober, 2011).

Natalie Allen, professor of industrial and organizational psychology at the University of Western Ontario, has been building a network of scientists and practitioners who agreed to receive a regular newsletter. Practitioners interested in understanding the psychology of organizational work teams comprise a major portion of this network. Newsletters contain updates about the research activities in Natalie's lab, the TeamWork Lab, and are written with the intention of facilitating quick application by practitioners and in sparking their interest in I-O psychology research. Examples of topics covered include *Use or Useless*, *The Truth Behind Teambuilding*; *Do Great Teams Think Alike?*; and *Making the Most of your Meetings*. These articles have their bases in research findings emerging from studies involving Natalie and her students, as well as from other research groups. The newsletter is, in my view, a textbook example of how to bridge the gap between one's own research findings and their implementation in practice.

As researchers, sometimes we may find it beneficial to leverage a unique capability, knowledge base, or attribute that can be used to influence practitioners. Consider **Francois Chiocchio**, an associate professor in industrial and organizational psychology at the Université de Montréal. He has made value-added contributions connecting research with practice through his extensive applied experience and training in project management. He practiced in industry for 10 years and is certified as a project management professional and certified human resources professional. Whereas designations of this sort may not always be seen as instrumental to academicians, they do carry a lot of weight in establishing expertise in the eyes of HR professionals to whom we need to transfer knowledge.

Francois has capitalized on his unique expertise to publish and/or serve as guest editor on the topic of collaboration in work teams in project management journals read by practitioners (e.g., *Project Management Journal*, *International Journal of Project Management*), and he is currently editing a book on the I-O implications for project management work teams (with **E. Kevin Kelloway** and Brian Hobbs; *The Psychology and Management of Project Teams: An Interdisciplinary View*). He has initiated panel discussions at SIOP, the Canadian Society for Industrial and Organizational Psychology (CSIOP), and the International Research Network on Organizing Projects. The panelists included leading I-O academics and project management specialists, and conversations focused on what each group could learn from the other. For example, project management inherently involves many I-O principles, but few I-O psychologists have extensively studied projects. It is also interesting that the Project Management Institute certifies and has a network of hundreds of thousands of members interested in talent management, teamwork and collaboration, leadership, selection, recruitment, and so forth. Francois has pointed out that this would seem to be a valuable and largely untapped opportunity for identifying common research interests and for collaborations with practitioners.

Derek Chapman, associate professor of industrial and organizational psychology at the University of Calgary, recently made strides in working to close the scientist–practitioner gap by using his research to develop an online tool that aims to improve person–organization fit. The crux of his approach is to assess applicant personality and organizational culture, and then identify the level of congruence. Derek remarked in the *National Post* (September 14, 2011) that organizations need to “have proper tools and use evidence-based approaches that actually predict meaningful outcomes.” The objective of his new fit assessments, which contain output that is friendly to consultants and researchers alike, is to minimize turnover and maximize job satisfaction. As reported in the *Calgary Herald* (September 9, 2011), Derek noted, “It’s like an eHarmony for business.” Derek’s effort is one of those exemplary demonstrations of crossing the chasm between scientists and practitioners. Derek drew from his publications in related articles such as *Personnel Psychology*, *Journal of Applied Psychology*, and *Journal of Occupational and Organizational Psychology*. The challenge with reports in such journals is that they may be inaccessible to practitioners because of the technical jargon and prohibitive cost of journal articles to individuals not affiliated with an educational institution.

Professor of industrial and organizational psychology at the University of Calgary, **Theresa Kline** has balanced research with launching and directing an I-O psychology consulting arm, Creating Organizational Excellence, that aims to link organizations with supervised graduate students in order to bring to bear state-of-the-science evidence to real organizational problems. Based on her expertise in research and consulting, Theresa has also written two practitioner-oriented books on teamwork (*Teams That Lead, a Matter of Market Strategy*,

Leadership Skills, and Executive Strength; and *Remaking Teams: The Revolutionary Research-Based Guide That Puts Theory Into Practice*) and one on assessment (*Psychological Testing: A Practical Approach to Design and Evaluation*), and she has been in countless media interviews. For example, in the press release for one of her books, Theresa indicated that, “whereas organizations sometimes decide to go the team route because they’ve heard it increases productivity,” her empirical research indicated what most teams researchers today would readily agree with: “a lot of times, people are put into teams without a good sense of why” (*Calgary Herald*, November 15, 1999). Using media coverage of our recently published articles or books as an outlet for communicating evidence-supported messages to the community would seem to be exceedingly valuable, yet many of us may not always take this important step.

In light of the scientist–practitioner gap, I, too, am conducting a few activities as CSIOP’s Communications Coordinator. First, I am leading an article submission to a magazine called *Psynopsis*, published by the Canadian Psychological Association (CPA), in order to feature some of the pressing issues in evidence-based management in I-O. Second, I am developing a “fact sheet” that will be publicly accessible on the CPA website and distributed directly to CSIOP members, with the hope of promoting research findings in I-O that may not yet have infiltrated Canadian practice. Specifically, the topic will be on the use of evidence-based principles in employment interviewing because it is one of the most popular selection tests but practitioners might not typically know how to capitalize on the advantages of structure. Third, I will continue to recognize Canadian I-O members in the news, as I feel that the media is one invaluable medium for communicating our research findings. Finally, I try to make it a priority to spend time in class teaching about evidence-based management and reinforcing it by demonstrating how people’s assumptions are not always borne out empirically. For example, we discuss the practice of using realistic job previews, a procedure that, on the face of it would seem to be helpful for retention but actually, on the average, tends to not be as effective as my students seem to think (Phillips, 1998). More generally, I hope this article provides a sufficiently diverse set of concrete examples outlying strategies I-O academics may use to confront and minimize the scientist–practitioner gap. Clearly there is no one-size-fits-all strategy, but we all have unique strengths that can make an important contribution. Please contact me if you have any suggestions!

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SWA was founded in 1997 and is led by SIOP members Dr. Eric A. Surface and Dr. Stephen J. Ward. We employ I/O psychologists and other professionals who are committed to the scientist-practitioner model of integrating science and practice to make a difference for our clients. We also value research and our team members have been published in peer-reviewed journals, such as *Journal of Applied Psychology* and *Organizational Research Methods*, and have presented at numerous conferences, including SIOP.

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- » *Aligning learning and capability with strategy: A TNA case study* – 12:00 pm

Posters:

- » *Meta-analysis on the relationships between foreign-language training criteria* – 2:00 pm
- » *Role of goal orientation in skill maintenance following training* – 2:00 pm
- » *Stable or not: Investigating goal orientation measurement over time* – 3:30 pm

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INTERNATIONAL PRACTICE FORUM



Welcome to a New Era of International Practice!

Alex Alonso
Society for Human Resource Management
(SHRM)



Mo Wang
University of Florida

Imagine a young I-O psychologist taking on a new assignment working for a South American airline in early 2003. This young professional goes to Santiago, Chile, in early September with the aim of learning as much as possible from his Chilean peers. On Day 1, he spends over 4 hours meeting with peers to review workplace flexibility strategies for LanChile's Cargo Division headquartered in Miami. During his peer discussions, he proposes a variety of strategies for increasing the workplace flexibility of sales staff. His strategies include alternative work locations, flexible work schedules, and virtual work options. Much to his chagrin, his peers react to his proposals with a completely mystified look. One peer explained that workplace flexibility does not refer to alternative work locations or working from home arrangements; these options were not part of the Chilean definition of workplace flexibility at that time. To his colleagues, workplace flexibility referred to flexible work stations and alternate work sites within the organization's infrastructure. The young I-O's ideas were novel to the audience but did not meet cultural expectations of the Chilean airline or their world of work. One thing was abundantly clear, though: The two sets of workforce professionals had much to learn from one another.

Fast forward 6 years to 2009 and that same I-O psychologist is serving as the first ever SIOP International Affairs Committee chairperson. Now, his principal charge from the Executive Board is to support SIOP leaders in building ties with the international community. Having retained that lesson from his early days, the I-O professional pulls together a practitioner-academic balanced committee with the aim of building international networks and ensuring information exchange in research and practice. From its inception, the committee looked for ways to develop international forums for networking and provoking thought leadership. By now, you have probably guessed that the first author, Alex Alonso, was that young I-O professional.

Enter our esteemed colleague, **Donald Truxillo**, who along with luminaries like **Talya Bauer** and **Julie McCarthy**, has built a model for academic and practitioner networking at each major I-O conference across the globe. They gave us the research incubator on applicant reactions (or ARCOS) which was used to construct a network of more than 50 researchers and practitioners exploring every critical area of applicant reactions. This model was followed by Mo Wang

and others who built a research incubator on retirement topics at ICAP and EAWOP. Today, the research incubators are alive and well, rotating from SIOP to ICAP to EAWOP almost religiously (we will see you in San Diego).

But we (Alex and Mo, partners in crime) believe that research incubators are only one step in building forums for knowledge sharing. As a global I-O community, our professional field needs to focus on practitioners and ways for them to share lessons learned across a variety of topics. Based upon our prior experiences and an ever-growing globalization movement, it is time for an international practice forum. “Why an international practice forum?” you ask. The practice of I-O psychology is central to our field. More important still are variations in practice to determine best practices in our field. For years, SIOP has been the leader in supporting the practice of I-O psychology, especially as it pertains to practice in the United States. SIOP has provided numerous venues for sharing best practices domestically. During this time, organizations have become more global and I-O practitioners no longer seek best practices limited to the U.S. market. As a result, globalization has led to a need for practice forums to examine practices across multiple nations. This is largely because the content and emphasis of I-O psychology practice may differ across nations in the international community. Furthermore, terms used in practice may vary significantly from country to country. These differences may be due to different government regulations and cultural values. They may also be due to different societal and organizational needs related to I-O psychology. Therefore, it is important to have I-O psychologists in the international community share how they practice I-O psychology in their own countries.

This new *TIP* column will host an international practice forum on key workforce topics. This **International Practice Forum** will help lower the barriers for communication and knowledge sharing among I-O practitioners in the international community. It will also provide a more comprehensive perspective for I-O practitioners and facilitate international collaborations. We believe this will become a true resource for fostering best practices among I-O psychologists in the spirit of the Alliance for Organizational Psychology. We hope this column will generate years of global I-O information sharing. This is the first iteration of this column.

How It Works

A forum article will appear in each issue of *TIP*. The forum editors will identify the specific I-O practice (e.g., work stress audit) and solicit two or three I-O practitioners (i.e., contributors) from the international community. These practitioners will share how they carry out this practice in their respective countries and communities, discuss the unique advantages/challenges for them to carry out the practice and describe things they do in their practice that address government regulations, cultural values, and unique societal and organizational concerns. In addition to the solicited contributors, we will also have an open call to the global I-O practitioner community to provide insights

about the topic and their practices. This will provide an interactive element to the column, as well as ensure that a repository of practitioner forums is established. Our first set of topics will include the following:

- Workplace flexibility
- Work stress auditing
- Employee engagement strategies
- Identifying and remediating workplace bullying or mobbing

Despite this list of topics, we welcome and are OPENLY SOLICITING suggestions and contributions from all members of the global I-O community.

What Can You Expect to Get From This Column?

This forum will offer practitioners and researchers a unique perspective on a number of workplace topics worth investigating. With this column, you will learn about a core practice topic as it is identified here in the U.S. and learn about international perspectives on the same topic. To that end, you will get contributions from international practitioners steeped in the central topic and a best practice summary cheat sheet highlighting the key distinctions as take-home practices across nations. This column will have a very specific focus on single I-O topics that have great value across cultures and countries. But, most importantly, this column will continue the tradition of the **Global Spotlight on I-O** and provide an interactive element by seeking input on a given topic from practitioners worldwide. This means the column will fit within the field's goal to promote scientist-practitioner synergy by providing a best practice resource for practitioners and I-O practice information for academicians.

So Here Goes Nothing...

Without further ado, we present to you the first ever international contribution to the **TIP International Practice Forum**. In keeping with the introductory anecdote, we have asked **Lynda Zugec**, CEO of Canada's The Workforce Consultants, Inc., to explore the very topic of workplace flexibility as it is put into practice by our neighbors to the north.

In 2007, Lynda founded a human resources consulting firm named The Workforce Consultants. Following extensive experience in HR positions throughout North America, Europe, and the Middle East, Lynda recognized a need to combine the teaching and research expertise of highly qualified academics with the management teams responsible for HR policy and practice throughout the business community. This inspired the organizational strategy of The Workforce Consultants. Prior to creating her own company, Lynda was a Human Capital Advisory Services consultant with Mercer Human Resources Consulting Ltd., one of the world's premier HR consulting firms. Lynda holds an honors degree in Psychology and Applied Studies with a specialization in Human Resources Management from the University of Waterloo and a master's degree in Industrial-Organizational Psychology from the University of Guelph.

For the purposes of this column, we have asked Lynda to focus (but not limit) her lessons learned around four major questions:

- What are the specific elements of workplace flexibility that are needed by domestic employees?
- What factors affect workplace flexibility strategies in your nation?
- What are some best practices in place for ensuring workplace flexibility in your nation?
- What advice would you offer I-O psychologists working with domestic employees to enhance workplace flexibility?

What are the specific elements of workplace flexibility that are needed by domestic employees?

As Alex and Mo describe, workplace flexibility is an elusive term in many countries. Canada is no exception. As practitioners, we are often left to our own devices in defining what a flexible workplace is, mainly driven by employee requests and business requirements. According to a 2011 global research report by Regus entitled “Flexible Working Goes Global,” 88% of Canadian companies now offer their staff some form of flexible working. This rise in flexibility on behalf of organizations has led to a number of changes.

Increasingly, Canadians have been redefining their traditional notions of work and would like to be assessed on what they produce more than on time spent on the job. According to a Dell and Intel 2011 survey report of Canadian workers entitled “Report #2: The Workforce Perspective,” 64% of workers want to be judged on output rather than hours in the office, and this already appears to be the case for 75% of the workers surveyed. This means a substantive shift in the way tasks are assigned and performance is assessed. Businesses are increasingly required to develop innovative solutions to accurately reflect this new conceptualization of work.

Technology is, unsurprisingly, intimately tied to workplace flexibility needs and productivity in Canada. 75% of the Canadians surveyed in the Dell and Intel report feel that they are able to make bigger contributions to their organizations because of the Internet and technological advances. Although 41% of Canadian workers highlight IT problems as a frustration in their daily working life, 74% believe their employer provides them with good hardware and software.

What factors affect workplace flexibility strategies in your nation?

Shifts in technology are the primary factors influencing workplace flexibility nationally. This holds true across all types of workers and sectors, including public and private organizations, as well as small, medium, and large enterprises. The Dell and Intel report, noted above, indicates that 84% of Canadian workers agree that the Internet and technology are creating opportunities for organizations to conduct business differently.

Another major factor affecting workplace flexibility strategies on a national scale is legislation and policy, which sometimes follow and sometimes pave the way. For example, an inquiry for data to the Canadian Centre

for Occupational Health and Safety (CCOHS) regarding workplace flexibility returns various Canadian informational sources relating to hours of work, work arrangements, and work-life balance that, by today's business standards, are somewhat antiquated and lacking. Once data is compiled and disseminated, the workplace has oftentimes changed substantially, providing employers and practitioners with little real-time support.

At the same time, and perhaps as a proactive solution to previous reactionary methods, some government funded programs are at the forefront of workplace flexibility. One such example, WORKshift, is an initiative by the economic development department to "promote, educate, and accelerate the adoption of telecommuting in the business community." WORKshift offers businesses tools and resources to assess and effectively implement telework programs for their employees. They suggest that businesses will see tangible benefits right away and will set an example for companies across Canada that are looking to initiate impactful and modern telework programs.

What are some best practices in place for ensuring workplace flexibility in your nation?

One way in which Canadians are ensuring workplace flexibility is by voicing and demonstrating support of such initiatives. Workopolis, the major online recruiter, spurred a movement toward an unofficial "National Work From Home Day" that takes place on June 1st. More than 75,000 Canadians have "liked" this idea on Facebook. In addition, an Omnibus study shows that 80% of Quebec workers, 79% of those in Atlantic Canada, 66% in Manitoba and Saskatchewan, and 65% in Alberta are in favor of an official government-sanctioned "National Work From Home Day."

Canadian employees have also embraced the expansion of parental and maternity leave benefits. Currently, paid maternity leave is at 55% up to a maximum per week for 50 weeks. In addition, 35 weeks of leave can be shared with the father. Such a benefit is perceived as encouraging by women wanting to pursue both a career and family. The increase in leave absences have created new flexible job opportunities that typically last a year, which equates to the duration of the benefit period.

What advice would you offer I-O psychologists working with domestic employees to enhance workplace flexibility?

I offer three pieces of advice:

- Take a pulse on the new conceptualization of work that employees are adopting to better understand needs and allocate resources effectively, with thought toward what the future will entail.
- Research and utilize the management tools, technologies, and programs that are available and right for your particular organization to effectively minimize time requirements and gain new insights with respect to workplace flexibility.
- Determine how to best identify and select the right employees for workplace flexibility initiatives.

Table 1 provides a summary of best practices highlighted by Lynda. Please use this as a cheat sheet for your own work.

Table 1

Workplace Flexibility Best Practices From a Canadian Perspective

1. Assess the need for workplace flexibility options and make sure your employee base defines what it means by workplace flexibility.
2. Explore all possible options for workplace flexibility. This includes providing technology solutions and finding ways to make work from home a viable option. Other common options are taking on a model where workplace locations are not fixed and library-style office booking systems come into play.
3. Nothing beats working from home as long as you can demonstrate productivity.
4. Shift your rewards, performance appraisal, and other HR systems to fit the workplace flexibility strategy you choose.
5. Make sure that your workplace strategy is aligned with cultural and governmental norms recognized by the workforce.

So What Now?

We would like to take this opportunity to thank Lynda for her contribution and look forward to learning more as she takes on new and interesting challenges. We would also like to thank a few editorial contributors to this column. Thank you, Donald Truxillo, **Lori Foster Thompson**, and **Lisa Steelman**! Your help has been extremely critical to making this international practice forum a future success.

WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and give us your thoughts on the topic list. Give us your insights from lessons learned in your practice. We are always looking from contributors, and we will be on the lookout. To provide any feedback or insights, please reach us by e-mail at the following addresses: mo.wang@warrington.ufl.edu and alexander.alonso@shrm.org.

We leave you with this parting thought: “Globalization has changed us into a company that searches the world, not just to sell or to source, but to find intellectual capital—the world’s best talents and greatest ideas.” These words from Jack Welch drive home the message. It is our hope that this forum serves as the I-O equivalent of a quarterly sharing of the world’s best talents and greatest ideas. Until next time, au revoir, zaijian, and adios!

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ON THE LEGAL FRONT

Reflections on *Ricci*

Art Gutman
Florida Tech



Eric M. Dunleavy
DCI Consulting

We previewed the Supreme Court ruling on *Ricci v. DeStefano* (2009) in the April 2009 issue of *TIP* and discussed the actual ruling in the October 2009 issue. Briefly, the New Haven Civil Service Board (CSB) refused to certify firefighter promotion exams for lieutenant and captain because of its “good faith belief” that it would lose an adverse impact challenge to minority applicants. The Supreme Court, in a narrow 5–4 decision, ruled that the CSB needed more, namely a “strong basis in evidence” to act on that fear. We will not belabor the ruling here; we said plenty in the October 2009 column. Rather, our purpose below is to update you on some *Ricci*-related cases and to reflect on what the *Ricci* ruling has meant—so far.

Let’s start by looking back at *Hayden v. Nassau County* (1999), a controversial pre-*Ricci* case. In our April 2009 preview, we saw *Hayden* as a precursor to *Ricci*. After all, there were several commonalities. Both cases were decided by the 2nd Circuit Court, both featured public safety employees, and both featured (for lack of a better term) postadministration test manipulations based on racial motives. We felt strongly that no matter how *Ricci* was decided, it would feature and reflect on *Hayden*. Surprisingly (at least to us), *Hayden* was never mentioned in the *Ricci* ruling. Upon reflection, we think there is an obvious reason why.

First the facts. In *Hayden*, a technical design advisory committee (TDAC) created a 25-component hiring exam for police officers and administered it to 25,000 candidates. This exam, in its entirety, produced “severe” adverse impact. To reduce the adverse impact, the TDAC eliminated 16 of the 25 components, prompting the claim by 68 unsuccessful candidates they would have passed if all 25 components were used. The 2nd Circuit acknowledged there was a racial motive for “redesigning” the test but, nevertheless, supported the final product on grounds it was scored in a race-neutral fashion. Despite numerous calls for the Supreme Court to review this case, that never happened. We wondered why. We think reasoning behind the *Ricci* ruling provides the answer, albeit, after the fact.

The *Hayden* case began in 1977 after the DOJ sued Nassau County for—what else—adverse impact against minorities. The two parties entered into a

consent decree in 1982 to construct an exam that either produced no adverse impact or was valid “in accordance with Title VII and the *Uniform Guidelines*.” However, exams developed in 1983 and 1987 also resulted in adverse impact (and two new consent decrees). So it was in that context that in 1990 the DOJ and Nassau jointly appointed the TDAC to do its thing. In hindsight, we can’t imagine a “stronger basis in evidence” for the actions of Nassau County than an obvious and substantiated fear of losing an adverse impact challenge to minority applicants over nearly a 20-year period. Stated differently, if our reasoning is correct, *Ricci* actually supports the *Nassau County* ruling. However, this is hardly a license for municipalities to follow the TDAC plan absent the type of pressure faced by Nassau County (from the DOJ and by a court-sanctioned consent decree).

Next, let’s fast forward to *Briscoe v. New Haven* (2010 & 2011). Michael Briscoe was an unsuccessful Black applicant for lieutenant in the *Ricci* case. He was the top scorer among 77 applicants on the oral exam, which accounted for 40% of the total score. However, in the end, he was 24th overall because of his poor performance on the written test, which accounted for 60% of the total score. Briscoe wanted to test for director of training, a position open only to lieutenants and captains. He sued to be included in the testing on grounds he would win an adverse impact claim against the city and, therefore, would be a lieutenant. He claimed that if the weighting was reversed to 70% oral and 30% written, it “would be equally good or better at identifying the best-qualified candidates for promotion and would have less disparate impact on racial minorities.”

At the district court level (*Briscoe v. New Haven*, 2010), Judge Charles S. Haight, Jr. noted that after the Supreme Court’s ruling the original exam scores from *Ricci* were certified by the district court judge in the *Ricci* case (Janet Bond Arteton). The city argued it now had a strong basis in evidence for believing it would lose a disparate treatment claim if it did not follow Judge Arteton’s order. Judge Haight agreed. However, as important, he did *not* discard the weighting issue. Rather, he emphasized that the proper times for Briscoe to challenge the weighting were in 2003, when the exams were administered, and in 2004, when the *Ricci* plaintiffs sued. Indeed, he stressed the narrowness of his ruling as follows:

It is important to emphasize the narrow boundaries of this opinion. I am concerned only with the effect of *Ricci* upon Briscoe’s disparate-impact challenge to the 2003 examinations. That limited reach is dictated by the fact that the complaints of the *Ricci* plaintiffs and Briscoe relate solely to the 2003 examinations. Nothing in this opinion would foreclose or diminish the rights of Briscoe or any other firefighter to challenge a subsequent NHFD promotional examination on the same grounds that Briscoe seeks to assert in this case with respect to the 2003 examinations.

Interestingly, in the appeal to the 2nd Circuit (*Briscoe v. New Haven*, 2011), New Haven abandoned its “preclusion” theory and argued instead that the “strong basis in evidence” test for disparate treatment applies equally to adverse impact claims. The city’s basis for this argument is from that part of the Supreme Court ruling in *Ricci* that states:

If, after it certifies the test results, the City faces a disparate-impact suit, then in light of our holding today it should be clear that the City would avoid disparate-impact liability based on the strong basis in evidence that, had it not certified the results, it would have been subject to disparate-treatment liability.

Although seemingly a clear statement, a three-judge panel of the 2nd Circuit questioned the generality of this “one sentence dicta.” In an opinion written by Circuit Court Judge Dennis J. Jacobs, the court ruled:

The city characterizes this one sentence of dicta as establishing a *symmetrical companion* to Ricci’s earlier holding that an employer may avoid disparate-treatment claims based on a “strong basis in evidence” of disparate-impact liability. That is, the city argues that an employer may *defeat a disparate-impact claim if it had a strong basis in evidence that it would have been subject to disparate-treatment liability*. The city argues that Briscoe’s suit was properly dismissed not because it was precluded but because the Supreme Court’s Ricci mandate itself supplied the strong basis in evidence of disparate-treatment liability (for not certifying the results). [emphasis by authors]

Judge Jacobs conceded that the Supreme Court anticipated Briscoe’s lawsuit. Nevertheless, he ruled:

[W]e would have to conclude that the Supreme Court intended to effect a substantial change in Title VII disparate-impact litigation in a single sentence of dicta targeted only at the parties in this action....*Ricci did not substantially change Title VII disparate-impact litigation or preclusion principles in the single sentence of dicta targeted at the parties in this action*. [emphasis by authors]

In other words, Judge Jacobs saw nothing in the Ricci ruling that alters the preexisting case law on adverse impact—a factor we alluded to in our October 2009 column. More importantly (at least for Michael Briscoe), the case now returns to the district court for trial on its merits relating to alternatives with less adverse impact.

As if that wasn’t enough, on October 7, 2011, seven Black plaintiffs sued the City of New Haven and the International Association of Firefighters Local 825 for racial discrimination in relation to the promotion exams targeted in the Ricci case (*Tinney v. New Haven*; see <http://firelawblog.com/files/2011/11/Tinney-Complaint.pdf>). Although seemingly a technicality, Briscoe’s suit focused on alternative selection procedures that produce less or no adverse

impact, an important consideration after job relatedness is proven. *Tinney* asserts there is no basis in evidence for supporting the 60–40 split favoring written over oral exams, meaning the tests were not job related to begin with. A key concern here is that while trying to undo their original exams the New Haven CSB never received a final validity report from the test maker. Therefore, if this lawsuit goes forward, the validity of this 60–40 split will be a central issue in determining if the testing process, in its entirety, is job related and consistent with business necessity, let alone the best procedure for the promotion process.

But wait—there is more. The *Tinney* plaintiffs are also suing for disparate treatment on grounds that the 60–40 split is the product of 20 years of collective bargaining by a union whose members are primarily White. In other words, the claim is that the union has a racial motive for maintaining an arbitrary split based on the knowledge that it would limit the number of minorities promoted. This is a novel complaint because proof of an illegal motive is unnecessary in an adverse impact claim.

One final point before we close. In a FAQ (frequently asked questions) news release (see http://www.dol.gov/ofccp/regs/compliance/faqs/Ricci_FAQ.htm), the OFCCP answered several anticipated questions relating to the *Ricci* ruling. The agency made it clear that *Ricci* did nothing to alter how it will conduct compliance reviews of contractors. More specifically, in response to the FAQ, “Does the Supreme Court’s decision in the *Ricci* case change how OFCCP will conduct compliance evaluations of contractors’ employment practices?” the OFCCP responded as follows:

No. The *Ricci* decision does not affect how OFCCP examines the use and impact of selection procedures, such as tests. OFCCP will therefore continue to assess whether a contractor’s use of its particular selection procedures complies with the *Uniform Guidelines on Employee Selection Procedures (UGESP)*

And to the FAQ “Does the *Ricci* decision change contractors’ affirmative action obligations or their obligations regarding the use and validation of tests?” the OFCCP responded as follows:

No. *Ricci* does not change a contractor’s affirmative action obligations under the mandates enforced by OFCCP. Likewise, a contractor’s obligation to comply with *UGESP* when using a test as part of its selection process remains the same. If a test has a disparate impact on a particular race, ethnic group, or gender, the test must be validated as to the particular job for which it is being used. The contractor must also investigate alternative selection procedures and must use an alternative procedure if it would result in less adverse impact and would be valid for the job in question.

Similar answers were given to related FAQs. The bottom line is that the OFCCP sees no changes in adverse impact precedents that predated the *Ricci* ruling. From what we have seen, it is reasonable to assume that EEOC and

DOJ are on the same page. There are several other cases in which *Ricci* is cited. However, none of these cases suggest that *Ricci* has affected disparate impact standards in any way.

Conclusions

As the above case law review demonstrates, selection procedure users and developers haven't learned much from *Ricci* or related case law on legal defensibility best practices in selection. In fact, the issue of reasonable alternatives is as ambiguous now as it has ever been. The issue of component weighting is something that selection procedure users and developers should always consider along with decisions between compensatory and multiple hurdle approaches. We are hopeful that the *Briscoe* ruling will provide some ground rules for the standards used to compare different weighting schemes.

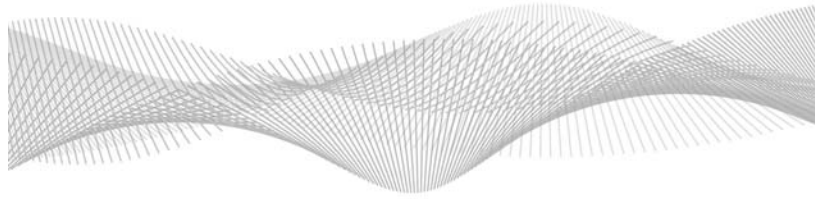
Consider also a brief written by five SIOP Fellows (Aguinis, Cascio, Goldstein, Outtz & Zedeck)¹ on behalf of the defendant, which questioned whether other methods like assessment centers are superior to more traditional written tests and/or interviews. From a case law perspective, it is unclear whether the additional time, effort, and expense to develop such measures will be ruled as "reasonable" relative to more traditional methods. However, as the brief demonstrated, research supports that assessment centers are often strongly job-related and will produce less adverse impact than written tests.

It is not a new idea that selection procedure users and developers should have evidence to support the choice of particular assessments and how these assessments are used. However, it may not be as intuitive that these decisions can be framed in the reasonable alternatives context. We suggest that vendor and assessment searches be documented and included as part of an introduction to a validation study to support why particular constructs were measured and tools were used. It may often be persuasive to include a separate section in a validation report that covers implementation considerations, and supports decisions related to weighting schemes, compensatory versus multiple hurdle strategies, and cut scores. Such documentation would satisfy both *UGESP* and CRA-1991 requirements, and may head off preliminary challenges on this issue. Until case law provides clearer legal standards related to reasonable alternatives, the strategies suggested above may be the best proactive measures available to the reasonable alternatives challenge.

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¹ The brief may be accessed at the following link: http://www.americanbar.org/content/dam/aba/publishing/preview/publiced_preview_briefs_pdfs_07_08_08_328_RespondentAmCuIndus_OrgPsychologists.authcheckdam.pdf



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SIOP Initiatives on White Papers: The Story so Far

Stuart Carr
Massey University

White papers offer practical and well-grounded summaries of an important research field. They are designed to make research evidence accessible for end-users, from policy-makers in organizations and on the shop floor, to governments, multinationals, multilaterals and community groups. They enable research to have impact, and evidence to count. Accordingly, SIOP is currently involved in several innovative and challenging white paper projects. First, the International Affairs Committee is facilitating a series of white papers within SIOP (IAC White Papers). Second, SIOP is also a founding partner in the Work Psychology White Papers (WPWP) Project. This is an initiative of the Alliance for Organizational Psychology. The governance plan for the Alliance was ratified in 2011 (<http://www.allianceorgpsych.org/allianceorgpsych/>).

In a spirit of collaboration, mutual support, and communication with SIOP members, and coinciding with SIOP's annual conference in San Diego, we are joined today for an update by the IAC and the WPWP Committees. The IAC group comprises of **Donald Truxillo** (Committee Chair, Portland State University), **Lynda Zudec** (The Workforce Consultants), and **Alok Bhupatkar** (American Institutes for Research). The WPWP Steering Committee is currently represented by Nik Chmiel (EAWOP) and Stu Carr (SIOP representative and Steering Committee Chair). We very much appreciate the input from **Lori Foster Thompson** (North Carolina State University), who is SIOP's External Affairs Officer.

Can you tell us a little more about the projects themselves?

Donald Truxillo, for IAC: The SIOP IAC white paper series originally came about through a number of discussions, primarily with **Kurt Kraiger** and **José Maria Peiró** a few years ago when the Alliance was being formed and when I was External Relations officer for SIOP. At that time, Kurt had discussed the possibility of doing a white paper on training. In addition, when José Maria and I developed the guidelines for the International Research Incubators in fall 2009, we discussed using the International Research Incubators topics—the incubator sessions had been presented at the SIOP, EAWOP, and IAAP conferences—for future white papers. Each white paper would need to be authored by members of SIOP, EAWOP, and IAAP. SIOP's IAC also began to put together a plan for establishing an editorial board for the white papers.

When I became chair of IAC this year, my committee was asked to continue to work on this white paper series, so I picked up where we had left off: the paper Kurt agreed to do, plus two papers based on the research incubators (Applicant Reactions, led by **Talya Bauer**; and Retirement, led by **Mo Wang**). Our work on assembling an editorial board with more formal procedures is still underway.

It's also important to note that the SIOP IAC is focused on SIOP's white papers specifically, which at some point may be (we hope) handed off to the Alliance.

Stu Carr & Nik Chmiel, for WPWP: This is good news. The Work Psychology White Papers (WPWP) Project was begun in 2009 as an international collaboration between SIOP, the European Association of Work and Organizational Psychology (EAWOP), and Division 1 of the International Association of Applied Psychology (IAAP). The goal of the project is to produce collaborative state-of-the-art summaries of I-O knowledge on issues of broad societal importance, which are presented in a format palatable to policy bodies to benefit society (Schein, 2009). SIOP, EAWOP, and IAAP each have one member on the joint Steering Committee, who reports to the Alliance for Organizational Psychology (<http://www.allianceorgpsych.org/allianceorgpsych/>) Executive Committee. Having a dialogue with the IAC is helpful because, although we have different ambits, we can exchange ideas on how to manage a white paper process.

What progress has been made so far, within each project?

DT, for IAC: As noted, in addition to Kurt's white paper on training, the two additional papers in the works are "Retirement" with Mo Wang as lead, and "Applicant Reactions" with Talya Bauer as lead; these were both research incubator topics at the SIOP and IAAP conferences. Our goal is to have these completed by the 2012 SIOP conference. As far as other progress, we have assembled a subcommittee of academics and practitioners from around the world to further develop the white paper editorial process.

SC & NC, for WPWP: During the lead up to the Alliance being formally constituted this year, the WPWP Steering Committee generated a list of possible topics, in consultation with presidents of the three associations. These include global issues (e.g., child labor and repression), work issues (e.g., accident prevention), social issues (e.g., disaster management, organized crime), work and society (e.g., aging, generations at work), organizational opportunities (e.g., decent work, inclusive organizations), and organizational threats (e.g., downsizing, outsourcing). We have also developed a draft protocol for WPWP papers. If we take work and society for example, this would entail informing readers (a) what people should know (about employing workers as they age), (b) what can be done (about employing workers as they age), and (c) what we do not know (about employing workers as they age).

What challenges have been faced so far, and how can they be overcome?

DT, for IAC: We aim to get the three papers noted above completed in 2011–2012, but a more formal process for choosing topics and authors is still required. Some work has been done on this over the past 3 years. Developing guidelines will assure the highest quality white papers, which will illustrate the value of I-O/W psychology to business, policy makers, and society at large. In addition, the inclusion of diverse viewpoints from various cultural perspectives continues to be a key challenge.

One approach we've used to overcome these challenges is to look at similar white paper models. Specifically, we are looking at white paper series that are developed jointly by different organizations and that need to take into account diverse viewpoints. Such an example would be the joint SIOP/SHRM white papers (<http://www.siop.org/siop-shrm/default.aspx>). This is also what motivated Alok and Lynda to inquire about the WPWP series, leading Lori Foster Thompson to arrange a connection between IAC and the WPWP committee. In any case, we seek to realize a strong product that will get our science into the hands of those who can best put it to use.

SC & NC, for WPWP: At last year's SIOP conference Lynda and Alok from the IAC team met with Stu from the WPWP Steering Committee. This was at Lori Foster Thompson's instigation and with the backing of **Milt Hakel** from the Alliance. At the meeting we agreed to support each other in the production of our respective white paper outputs. For example, we shared the protocol for topics and format above, as well as a 10-step review process conceptualized by the IAC group, ranging from the selection of author teams to peer review processes in preparation for publication in respective society journals.

Personally I have learned that the production of white papers is nowhere near as easy as first thought. In theory, the original plan for the WPWP project envisaged three papers in production by this time, with the topics jointly chosen through consultation with policy bodies in organizations and institutions and the three societies, with joint authorship from the societies and both academia and practice, as well as editorial reviews (Schein, 2009). In practice, it has proven difficult to design a fair and effective process for selecting the topics, teams, resources, and incentives. One major reason for this is simply the information explosion. There is now so much information "out there" that nothing short of systematic reviews may be required for marshaling it comprehensively and credibly (Briner & Rousseau, 2011). These are quite demanding. For example many of the relevant publications likely do not appear in I-O or even social-science journals. Hence, we may need to consult with experts in cross-disciplinary collation methods, such as the Cochrane Collaboration (Clarke, 2011). Sharing our resources with the IAC team, for example their 10-point protocol for team and topic selection above, is a significant step/plus-up for the WPWP project. In my view, such collaboration is vital for bringing white papers to fruition.

NC for WPWP: An original intention was to have policy makers on the writing teams to enhance likely influence on policy (an Alliance goal). In

practice this turned out to be very difficult to achieve. Personally, I think we should continue to pursue the aim of involving policy makers at an early stage in the white paper process. Thus, I hope we consider what role they could play and how we obtain their input, and hence how we influence policy through them, as the white paper projects develop.

What is next for these white papers projects?

SC & NC, for WPWP: We have made a number of recommendations to the Executive Committee for the Alliance, which we have now shared with the IAC Committee in 2011. These include commissioning three WPWPs on stock-in-trade I-O topics like hazard/stress management and Internet testing. We have also suggested opening the process for competitive tender through calls launched at SIOP and other society conferences, including authors with media communication experience, goal setting for the timelines, developing a press release or policy brief to accompany the paper, postpaper dissemination workshops, and developing a WPWP website to facilitate all of the above. One of the major functions of the latter would be to enable graduate student voices on the project, for example, using Facebook as a networking tool to help build capacity around WPWP topics and the I-O fields they reflect. In this way the project will feed back recursively, into I-O psychology itself.

DT, for IAC: One of our committee goals for this year is to continue with the development of a more formal board and process for the IAC white papers, and that is what Alok and Lynda are doing, along with keeping the three current papers moving along.


Do you have a take-home message for the readers of TIP?

SC & NC, for WPWP: Some of the ideas and challenges above were in fact presaged at the 2009 SIOP conference, by students, practitioners, and academics alike. Time has proven their mettle. I would ask readers to be patient about the process, which is ambitious and inherently complex. With that in mind, the WPWP project values more creative suggestions and constructive feedback on the project and process so far, as well as future possible directions and actions.

DT, for IAC: I agree with Stu that one of the key messages is to bear with us! That said, things are happening. With any luck, the next few years should see the publication of the SIOP IAC white papers and a board for moving the process forward.

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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson¹
North Carolina State University

Greetings, *TIP* readers, and welcome to the latest installment of **Spotlight on Global I-O**! For this **Spotlight** edition, I have invited **Alexander Gloss** and **M. K. Ward** to help this column's readers pause, look back, and reflect on where we have visited in the past 25 issues of *TIP*. Because stopping to look back is an opportune time to think about how to move forward, the following pages also describe the types of global settings this column will focus on in the future.

Shifting the Spotlight to the "Majority" World

Alexander E. Gloss² and M. K. Ward³
North Carolina State University



Since July 2005, the **Spotlight on Global I-O** column has highlighted I-O psychology in 27 countries, cities, and provinces across all six habitable continents (see Table 1). In each setting, we heard from one or more people familiar with a local practice of I-O. We want to give a hearty thank you, gracias, merci, danke, re a leboga, tack, and teşekkür ederim to all those who helped make the last 7 years a reality by providing a profile of I-O in their neck of the woods! What can we learn from the I-O researchers and practitioners we heard from in these 27 settings? Collectively, their input suggests some interesting possible trends, which we summarize below.

We found notable diversity in I-O's name, presence, and history. We learned that depending on the location, I-O psychology is known as work, organizational, occupational, business, and/or industrial psychology. The **Spotlight on Global I-O** column has looked at settings where I-O psychology has a very limited presence (e.g., in Lebanon) and where it is firmly established (e.g., in Germany). The number of I-O psychology practitioners and researchers likely stretches into the thousands in some countries (e.g., in Chile) but official counts might not exist or might struggle to reach three digits in many other countries. Despite its recent emergence relative to other sciences, I-O psychology's roots run surprisingly deep

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

² aegloss@ncsu.edu

³ mkward@ncsu.edu

Table 1
TIIP Spotlight on Global I-O: Settings Featured Per Issue

Volume	Issue	Pages	Month	Year	Region spotlighted	Human development
43	1	111–113	July	2005	Ottawa	Very High
43	2	85–88	October	2005	Australia	Very High
43	3	33–37	January	2006	England	Very High
43	4	97–100	April	2006	Netherlands	Very High
44	1	83–87	July	2006	Turkey	High
44	2	39–43	October	2006	Austria, Germany, and Switzerland	Very High
44	3	69–73	January	2007	Belgium	Very High
44	4	111–115	April	2007	Québec	Very High
45	1	71–76	July	2007	Romania	High
45	2	59–64	October	2007	New Zealand	Very High
45	3	73–79	January	2008	Hong Kong	Very High
45	4	63–66	April	2008	Italy	Very High
46	1	63–68	July	2008	Spain	Very High
46	2	60–66	October	2008	South Africa	Medium
46	3	63–67	January	2009	Chile	High
46	4	77–80	April	2009	Israel	Very High
47	1	87–89	July	2009	Sweden	Very High
47	2	87–91	October	2009	Greece	Very High
47	3	81–85	January	2010	South Korea	Very High
47	4	113–117	April	2010	India	Medium
48	1	115–117	July	2010	Lebanon	No Rating
48	2	113–117	October	2010	Brazil	High
48	3	111–115	January	2011	Finland	Very High
48	4	70–75	April	2011	Peru	High
49	1	101–104	October	2011	China	Medium

Note. Human development data taken from United Nations Development Programme (2010). Human development report 2010: The real wealth of nations: Pathways to human development. Retrieved from <http://hdr.undp.org/en/reports/global/hdr2010/>. For noncountry regions, human development figures were deduced from the overall country level (e.g., Ottawa from Canada).

in some places, whereas in other places there is virtually no history at all. In Spain, as José Maria Peiró pointed out in 2008, I-O psychology can find its intellectual heritage in the 16th century writings of Huarte de San Juan who developed a differential psychology for career and vocational guidance.

We also identified that in some settings, I-O's focus and identity as a discipline can be quite different from those in the United States. Yet, in a great many countries, I-O has emerged in response to quite similar phenomena. In some countries like South Korea, I-O psychology is a distinct subdiscipline, whereas in others like Peru, it has blended with other subdisciplines like consumer and community psychology. Although traditional topics like selection, performance appraisal, and training are common, they are not always preeminent. In Sweden, for example, a strong humanistic movement and a preference for

“jante,” or humility, have created a reluctance to differentiate people. I-O has instead sometimes focused on other issues including poverty reduction (e.g., in New Zealand), and participatory organizational interventions (e.g., in Finland). However, as in the United States, I-O psychology’s emergence in many countries has been tied to the military, large corporations, and globalization.

I-O researchers and practitioners certainly face many different challenges around the world, but common—and familiar—themes do still emerge. In the Netherlands, a geographically small country with a tight-knit I-O community, overnetworking can be a problem! In contrast, in Australia, it is often a challenge to keep researchers and practitioners connected over that country’s vast physical expanse. In Israel, I-O psychology is identified as a critical field because of the importance of developing human resources; whereas in Greece, the field struggles to gain much recognition. As in the United States, many I-O psychologists abroad compete to prove their worth in comparison to nonpsychologists, struggle with the divide between science and practice, and wrestle with social issues within their ranks. In South Africa, a country emerging from its apartheid past, it is possible that only 12% of registered I-O psychologists are Black (whereas 79% of the country’s population is Black; Central Intelligence Agency, 2012). In Belgium and Quebec, the issues of language and cultural division are not just important international concerns but salient local and professional concerns as well.

As this column’s coverage of international locations is by no means complete (there are, after all, approximately 200 sovereign states at last count; United Nations Development Programme, 2010), it might be revealing to try to characterize what sort of countries have been covered (see Table 1). Of the 27 settings profiled, 12 were in Europe, but only 1 was in Africa. In addition, only 3 countries (China, India, and South Africa) did not have “very high” or “high” measures of what is known as “human development” (an index of income, health, and education levels) as measured by the United Nations (United Nations Development Programme, 2010). So, it seems this column’s coverage of countries has been skewed away from many of the places where people and organizations are facing some of the toughest societal and organizational challenges.

Although we believe that this column’s look into I-O psychology in settings outside of the United States has been truly illuminating, we propose that it is time to more deliberately turn the spotlight to settings, both foreign and domestic, with lower levels of income, health, and education (commonly known as “developing” settings). Three factors motivate this suggestion. First, we believe looking at I-O psychology in these settings is an important step in supporting psychologists’ charge to reduce poverty and enhance human welfare around the world (American Psychological Association, 2000). Second, prominent commentators have aptly identified the need for psychology to consider issues important to developing settings as an important step in adopting a truly global perspective (e.g., Gelfand, Leslie, & Fehr,

2008). Third, meeting and hearing from people from developing settings provides an exciting opportunity to broaden our collective SIOP network and to profile some of the fastest growing economies in the world.

Of course, one could argue that thinking in terms of “developing” and “developed” worlds is hopelessly broad, antiquated, and potentially stigmatizing. Consider that approximately 85% of the world’s population lives in “developing” settings (United Nations Development Programme, 2010) and that, over the last 50 years, many countries have experienced extraordinary changes in their standards of living (see <http://www.gapminder.org> for a fascinating and entertaining demonstration of this!). It is also certainly safe to say that no matter where in the world we are, we have not stopped making progress in income, education, and health standards! Therefore, in light of its size, diversity, and importance, perhaps it is more appropriate to refer to the “developing world” as the “majority world”—a practice we will adhere to in this column.

Looking at I-O psychology in the majority world will be a tall order. Psychology itself does not seem to have a strong presence in many of the countries and settings in question. For example, according to Adair, Coêlho, and Luna (2002), psychology has not had much of a presence in most African countries. However, according to those same authors, psychology does have a presence in some countries including Cameroon, Uganda, Zimbabwe, and Egypt. Even when it is not possible to locate I-O psychologists to provide insights into the issues we SIOP members study and practice, our investigations are bound to turn up some very interesting realities. It is probably a safe bet that in any given region, major issues in selection, training, and organizational development (for example) are being handled by someone (even if not by an I-O psychologist)!


Concluding Editorial

So there you have it—an excellent summary of where we’ve been and a call to action that points us forward. Although the **Spotlight on Global I-O** column will continue to profile I-O psychology’s presence around the world, it now takes a particular focus on places commonly designated as “developing.” In the volumes and issues to come, Alexander Gloss and M. K. Ward will join me as coeditors of this column to assist with this endeavor. Together, we hope to learn from and engage with scientists and practitioners from a diverse set of backgrounds and locations in the “majority” world. We’ll need all of the help we can get! To this end, I’d like to extend a call to all *TIP* readers to lend a hand by contacting Alexander Gloss (aegloss@ncsu.edu) or M. K. Ward (mkward@ncsu.edu) if you have conducted I-O work (research and/or practice) in places labeled as developing, if you know of someone who has, or if you have a suggestion for a possible setting to spotlight! Hopefully, this exciting new direction for *TIP* will help all of us learn more about our global profession and about the ways in which it is helping to tackle some of the world’s most important challenges!

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Ross Stagner for President

Paul E. Levy
University of Akron

Barrack Obama, Newt Gingrich, Mitt Romney...forget about them—let's talk about some other presidents in this year of the presidential election. Ross Stagner—have you heard of him? Surely, you have heard of Bruce V. Moore (the first SIOP president), Edwin Ghiselli, Raymond Katzell, Marv Dunette as well as contemporaries like **Neal Schmitt**, **Wally Borman**, **Nancy Tippins**, and **Gary Latham**, but I bet you don't know much about Ross Stagner. Well, Ross Stagner was the president of SIOP in 1965–1966 just prior to Dunette. His first academic job was at a place near and dear to my heart, the University of Akron in 1935 where he became quite involved with the Rubber Workers union in what was then the “Rubber Capital of the World.” He did some work with Harry Harlow and was a peer of Abraham Maslow at Wisconsin. Other academic appointments include Dartmouth and 15 years as the department head at Wayne State. His work was in the area of social stereotypes, fascist attitudes, and industrial conflict. In his autobiography, while at Akron, he describes himself as “one of a small group of socialists entirely surrounded by Stalinists and Trotskyites.” Indeed, Stagner led an interesting and productive career.

Prior to writing a piece for the **History Corner**, I always like to visit the Archives of the History of American Psychology (AHAP) in the Center for the History of Psychology (CHP) right here on my own campus. My colleagues there are always helpful, encouraging, and have good ideas. On my most recent visit to the AHAP I began looking through Ross Stagner's files after being clued into his connections to both SIOP and Akron by Dave Baker, the director of the CHP. While reading through correspondence, chapters, SIOP documents, and so on, I came across an unfinished project that I found pretty interesting. Stagner wrote an *American Psychologist* article in 1981 called “Training and Experiences of Some Distinguished Industrial Psychologists.” He used information culled from autobiographies written by himself and 12 other former presidents of Division 14 to present trends in training, experiences, and graduate education. To provide him with data for his article, he invited these 12 former presidents (Philip Ash, 1967; Douglas W. Bray, 1971; Harold A. Edgerton, 1953; Donald L. Grant, 1974; **Robert M. Guion**, 1972; Raymond A. Katzell, 1961; William McGehee, 1962; Bruce V. Moore, 1945; William A. Owens, 1969; Stanley E. Seashore, 1968; Carroll L. Shartle, 1949; and Joseph L. Tiffin, 1958) to write about their childhood,

important youthful experiences, schooling, graduate school experiences, early work experiences, and other observations. I found the 1981 paper interesting as he shared a view of the history of I-O psychology through the experiences and backgrounds of these distinguished leaders of our field.

As I worked through the Stagner collection, I stumbled onto a letter written on June 14, 1981 to “Harold” (Edgerton?), but it appears as if this letter went to a bunch of former SIOP presidents including the 12 mentioned above and perhaps others such as Mary Tenopyr (1979), J. L. Otis (1952), Arthur C. MacKinney (1981), Orlo L. Crissey (1961), and Brent N. Baxter (1964). In the letter Stagner thanked his colleagues for submitting their autobiographies, attached a copy of the *American Psychologist* article, and reported on some of his recent work. He noted that he had shopped an idea for a book to a few publishers and that the publishers said they would be interested in a book on the history of industrial psychology that used quotes from the biographies of famous psychologists along with traditional historical data to tell the story of industrial psychology. Stagner also reported that he didn’t quite have the energy to tackle this book project and asked his colleagues in the letter if any of them were interested in taking this on. As far as I can tell from my work in the AHAP, no one took him up on the offer and the book never materialized. I don’t know if he ever planned to get back to the book, but he did have the autobiographies of about 30 former presidents in his files by the time he passed away in 1997.

Although the book was never written, we do have the *American Psychologist* piece as a rough idea of what Stagner was trying to do. My own reading of that piece results in the following themes that I think Stagner wrote clearly about in 1981: (a) the role of chance events as critical to successful careers, (b) that I-O emerged as a second or third choice career for many of the scholars, (c) the influence of war on their careers, (d) the influence of the Depression on their careers, (e) that some had a PhD in a field other than I-O, (f) that many had some type of formal training outside of I-O, (g) that most had the opportunity for practical field experience that they saw as very important to their development, (h) that many talked about the opportunities they had to bring what they learned in laboratory research to organizational contexts, and (i) the importance of the civil rights movement in their development.

I thought it might be interesting to read through a series of SIOP presidential biographies from more recent years (focusing on the 1990s) and pull some quotes from them to identify important elements of training and growth. Perhaps this would result in the identification of some themes as a way to add some historical context much as Stagner did but for a different era. My thinking, of course, was that some of the same themes might emerge but that most of the themes would differ as a function of the changes in the world, the field, and I-O training. An extra perk would be to have some fun with some quotes from our distinguished colleagues. So, I read the biographies of Frank Landy (1990), **Paul Sackett** (1993), **Wally Borman** (1994),

Mike Champion (1995), **Kevin Murphy** (1997), **Elaine Pulakos** (1998), and **Angelo DeNisi** (1999). [History Chair's note: If you are a former president of Division 14 and have not written your autobiographical statement, this is my final plea as History Chair for you to come through on this request, please send them my way.]

First, there is a sense among our group of the importance of chance factors in their career development, much as it was in the work of the earlier presidents as described by Stagner. Sackett describes the way in which he connected with a particular professor, "In my sophomore year, though, I experienced one of those quasi-random events that in retrospect I realize altered the course of my life." Champion believes that chance events play a role, but how they play out is more about what one does with those chance opportunities. Champion states, "If there is a chance component to career success, part of it is recognizing and take(ing) opportunities." DeNisi finds it somewhat amazing that his career developed as it did because of his background and the culture that he came out of. He wrote, "Everyone believed that education was the ticket to the future. Unfortunately, there weren't a lot of role models for how to get a real education, or what to do with it later."

Second, it doesn't appear that any of these folks came out of the womb wanting to be I-O psychologists! We all remember wanting to be doctors, lawyers, or baseball players as far back as we can remember but I-O psychologists?? The data from these autobiographies suggest that it wasn't even in the picture for most of them for many years. DeNisi: "I began wanting to be a history major....I gave some serious thought to majoring in theatre, especially after I received a standing ovation for my final exam....in my acting class." Pulakos: "As time went on, it became increasingly apparent that my heart was in psychology and not business administration, so I transferred to the I-O program." Murphy: "My first rude awakening was when I applied to graduate school. I sent applications to 20 top clinical schools and was turned down by everyone." Champion: "Like so many people it seems, my choice of profession was somewhat circuitous.... I could only name three professions—doctor, lawyer, and Indian chief, and there were not many jobs for the latter. So, I did what every other ambitious freshman did in those days—I majored in pre-med." Landy: "It is November of 1961. I begin my undergraduate career a year ago in mechanical engineering. It was a mitigated disaster. I was awarded an F in every required course." Three theoretical physics courses in one semester was more than enough for Wally Borman to switch out of physics (and who could blame him?!). Paul Sackett began school with no clear understanding of the subfields of psychology. I don't want to beat a dead horse here, but you get the picture—most of our distinguished colleagues had to grapple a bit with other areas and ideas before arriving at the one field that really captured their interest and focus. As a father of three teenage boys who hear way too much, way too early about college major and

career choice, I may take a few minutes to share this finding with them so they don't beat themselves up in 8th grade because they don't know what they want to do with their lives. (How did we get to the point where we have to know what we are going to be before we even get to college? Oh well, that's a topic for another day.).

I found it interesting that many of these scholars easily identified experiences (either specific or general) that played pivotal roles in their development. Landy identified two types of experiences that he felt really helped him. First, the experience working in APA and SIOP administration helped him to see the field more broadly. Second, with respect to his extensive travels to many countries he noted, "I believe that my appetite for things un-American provided me with a considerably broader and deeper understanding of work behavior than I might have otherwise accumulated." I think that many of us would benefit from this approach and the depth of knowledge and understanding gained by us would certainly enhance the field. For Sackett, the identified experience was a little different: "Most importantly, **Milt Hakel** decided to step down as editor of *Personnel Psychology*, and I was offered the editorship. This changed life in anticipated and unanticipated ways....I broadened my knowledge of the field and honed my critical analysis skills." I can certainly speak to this one—for me, personally, serving as associate editor of OBHDP for the past 5 years has had a similar effect on me as the *Personnel Psychology* experience had on Sackett. Wally Borman's defining experience was yet different from these others as well. For Borman, the experience was a large and important consulting project, "As mentioned, this contract [Project A] profoundly affected PDRI and my career. Getting to work on this high profile, research-rich project for 9 years made a huge difference professionally to several of us." For both Mike Campion and Kevin Murphy it came down to motivation and the extent to which their motivation was channeled toward the field of I-O. Murphy says, "I was not a great student in high school, but once I had the opportunity to work with really good professors, my interest, motivation, and performance took off." It's clear that there were different key experiences that these scholars pointed to in their autobiographies, and it's interesting to see how much they differed.

We are left with seven distinguished I-O psychologists who served the division very well as president and who had some similar and different experiences. If you are a student who is not quite sure if I-O is the field for you or a student who doesn't know much about I-O psychology and maybe stumbled onto this article, take some solace in the fact that many of these scholars didn't immediately gravitate toward I-O psychology: history, theatre, business, engineering, physics, and the list goes on. Sometimes it takes a while to find what you are looking for, but when you do, you recognize it and delight in it. It's pretty clear from these seven biographies that each believes that he or she landed in a great place for him or her. It's also clear that sometimes the

route is circuitous and that sometimes there is a defining moment or set of experiences. Whether it's a cutting-edge, high-visibility consulting project; trips abroad; an important editorial responsibility; or just finally finding the right mentor, doors open and we need to be prepared to walk through them.

Finally, a couple of notes from the "more things change, the more they stay the same" file drawer. Today we talk a great deal about how hard it can be to find employment for dual-career couples. This isn't new: Paul Sackett had his heart set on Purdue, "My dream was to go to Purdue. I pored over their graduate catalog. I could have drawn a campus map from memory." However, his fiancée Pat was a chemistry student and Ohio State offered them both fellowships, so off to Columbus they went; this seemed to work out pretty well. Mike Champion discovered the power of publications early in his career, "Publications are sort of like the six-guns of the Old West, they make everybody equal." Of course, if you publish in the RIGHT journals, you are more equal than others! Finally, Frank Landy noted that he and Art Elbert submitted a paper to *JAP* in 1967. "About 2 months later, we hear it has been accepted—with no revisions!! We decide this publishing stuff is not as tough as it is made out to be. This is the last article that I will submit in 37 years for which no revisions are required." Ah yes, some things never change!!!

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One Academic's Successful Treatment of Writer's Block

**Satoris S. Culbertson
Kansas State University**

When I sat down to write this column, I stared numbly at the computer screen for longer than I'd like to admit, with nothing—I repeat nothing—happening. Plenty of ideas emerged. And some of them, I think, would have resulted in a pretty good column (and may still, in the future). The problem was that I just couldn't seem to get excited enough about any of them to actually start writing. My mind was stuck. If it were a conversation, I'd be speechless.

Here's the thing: I'm not the speechless type. As anyone who knows me well can attest, I like to talk. My mom says I haven't stopped talking since the day I said my first word. I've never received a student complaint about dead air. My husband jokes that the last time he got a word in was when he said "I do." Heck, apparently I even talk in my sleep.

So, there I sat. Speechless. Don't get me wrong. I know that writing is not the same as talking. That said, I can't say I've ever had the problem of writer's block before either. Usually, as long as I have an idea for a topic, I can at least get something on paper. It's not always great, or even good, but at least it's a start and I can go from there. And, if in need of a little assistance, a simple glass of wine or bottle of beer (or bottle of wine for extreme occasions) has been known to help. This time? No such luck.

At this point, I'm assuming (or hoping) that this is something that might sound familiar to many readers. You sit down to write. It doesn't matter what you're writing—a class paper, a journal manuscript, a long-overdue book chapter, your thesis, a grant proposal, your dissertation, a statement of your teaching philosophy—but BAM! Nothing.

After reading a few articles on the treatment of writer's block (Didden, Sigafoos, O'Reilly, Lancioni, & Sturmey, 2007; Upper, 1974), it became increasingly apparent that I was doomed. There was no easy solution, at least not one that didn't lead to cirrhosis of the liver or typing that resulted in incomprehensible gobbledygook, as if my toddlers were having their way with my laptop. Then, suddenly, the answer appeared. Luckily I was attempting to write my column with the assistance of background noise from the television because there he was, the lovable misanthropic pill-popping diagnostician, Dr. Gregory House, informing me that I had to determine the underlying cause in order to figure out what to do. Of course!

So, I thought to myself, what was the underlying issue that was keeping me from being able to write? And, as if Jack Nicholson himself were talking to me, I realized what it was: All work and no play makes Tori a dull girl. That was it. An individual who studies work–family balance, I was forgetting to actually practice it. Without realizing it, I had let work take over my life. I love my work, but I love my nonwork too.

As it turns out, in the past month, I had spent an abundance of time on all things work. I had been spending an increasing amount of the time usually devoted to family and nonwork activities to work. I suppose it was bound to happen, given I was on multiple search committees that were honing in on hires, had several reviews due, was knee-deep in requests for recommendation letters, and was buried in projects at various stages. Not wanting to disappoint anyone, I was burning the candle at both ends, so to speak, and had forgotten that whole “balance” thing. Oops.

Once I had this realization, it became easier to write. Granted, this is what I wrote so I suppose it’s debatable as to how effective my discovery was. Nevertheless, my writer’s block disappeared by simply knowing that as soon as I finished I would be able to turn my attention to nonwork activities. My discovery led to a flurry of activity and my fingers actually started typing!

My point here is that I had forgotten to maintain balance. I should have kept my promise to myself to make sure I fit in my runs, no matter how busy I am. I should have thought back to how energized and refreshed I would feel after an evening out with friends. I should have taken a page from other academics that I know and admire who take—and make—the time to pursue other creative endeavors such as painting and photography. And, most importantly, I should have remembered that I chose to go into academia because of the freedom it provides in terms of being able to spend quality time with my loved ones.

So, I close this column by reminding everybody to maintain balance. And for those of you who don’t need the reminder, I encourage you remind others of this every now and then. I could have used the reminder this week. On that note, I’m off to read *Goodnight Moon* to two handsome little boys, which is guaranteed to energize me more for my work tomorrow than anything else I could imagine.

P.S. I strongly encourage readers to look at the articles on writer’s block. They are wonderful examples of how to be concise in your writing while getting all of the necessary information across. You’ll wish you had written them.

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PRACTICE PERSPECTIVES



Industrial-Organizational Psychology Journals and the Science–Practice Gap

Rob Silzer

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

Chad Parson

Baruch College, City University of New York

A core component of the field of industrial-organizational psychology is the effective communication of both our science and practice within the profession, as well as to related fields, clients, and other consumers of our knowledge and experience. Effective application of the science–practice model in our field requires an ongoing two-way dialogue between I-O scientists and I-O practitioners. Our practice needs to inform our science, which in turn needs to inform our practice. Neither component should, or could, stand alone. As Murphy and Saal (1990) have pointed out, the science–practice model discourages both practice that has no scientific basis and research that has no clear implications for practice.

I-O psychology journals are an important method for communicating within our profession. They should provide a critical mechanism for educating I-O psychologists and graduate students on current scientific findings and effective practices in our field. But the question remains on whether that actually happens.

In order to address that question we looked at the primary I-O psychology journals. There have been some recent changes to the journals, most notably the introduction in 2008 of the SIOP journal—*Industrial and Organizational Psychology: Perspectives on Science and Practice*—and the redesigned *Personnel Psychology*. We wondered how well these journals are serving all of I-O psychology, both our science and our practice. In particular we were curious whether the journals are adequately serving I-O practitioners and communicating I-O practice perspectives. Some academic members have suggested that journal articles are getting narrower and more trivial (**Rich Arvey**, personal communication, July 27, 2011). This raises the question of whether the whole field of I-O psychology, both our science and our practice, are adequately represented in the I-O journals.

To explore this question we looked at the three primary journals in our field¹:

¹ *Academy of Management Journal* was not included because 46% of the articles are not related to I-O psychology (Brutus, Gill & Duniewicz, 2010).

- *Industrial and Organizational Psychology: Perspectives on Science and Practice (IOP)*.
- *Journal of Applied Psychology (JAP)*
- *Personnel Psychology (PPsych)*

For all three journals we analyzed the primary employment focus of the editorial board members and the first author for each article in selected years. For the *IOP* journal we reviewed all 4 years of publication: 2008, 2009, 2010, and 2011; for *JAP* and *PPsych* we sampled 6 years across the last 50 years: 1970, 1980, 1990, 2000, 2010, and 2011 (we included 2011 to capture recent changes in *PPsych*). The editorial board members and first authors of journal articles were sorted into four primary employment focus subgroups (Silzer & Parson, 2011):

- Academics: in universities and colleges
- Researchers: in research-focused positions in consulting firms and government
- Consultants: in practice focused positions
- Organizational-based professionals: in companies and government (with a practice focus)

Specifically, we were interested in finding out the representation of these four subgroups among the editorial board members and the first authors across publication years. We thought this would provide some insight into how well both the science and the practice of I-O psychology (represented by academics/researchers and consultants/organizational-based professionals) have been represented in these journals and whether the mix has changed over the years of publication. We were also interested in doing a more in-depth analysis of the *IOP* journal and reviewed representation among the commentary authors and the range of topics for *IOP* focal articles.

As a baseline comparison we use the frequency of each primary employment focus subgroup in the 2011 SIOP membership (see Silzer & Parson, 2011 for further definitions):

- Academics/researchers-48.6%
 - Academics-43.5%
 - Researchers-5.1%
- Consultants/organization-based-49.3%
 - Consultants-30.3%
 - Organizational-based professionals-19.0%

***Industrial and Organizational Psychology:
Perspectives on Science and Practice (IOP Journal)***

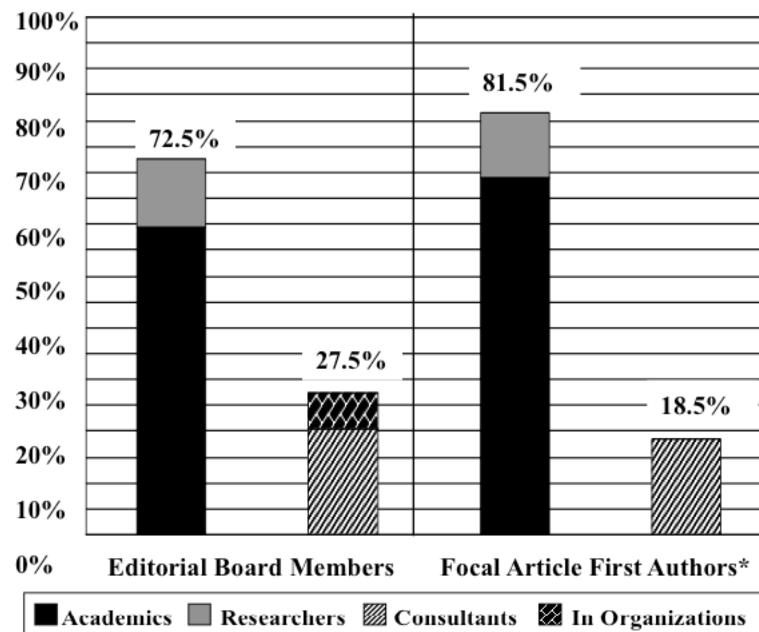
In 2008 SIOP inaugurated a new journal, *Industrial and Organizational Psychology: Perspectives on Science and Practice (IOP)*. The focus of the journal was to provide “an exchange of perspectives.” The editor stated that “The typical issue contains two focal articles...and each focal article is fol-

lowed by a set of commentaries reflecting research, practice and international perspectives” (Sackett, 2008, p. 1). There was a shared expectation that the journal would provide an opportunity for researchers and practitioners to share their perspectives on key issues in our field and serve as an important venue for integrating I-O science and I-O practice.

Editorial Board Members and Focal Article First Authors

In order to evaluate the journal’s success in integrating science and practice, we identified the primary work focus for the members of the Editorial Board and the first authors of focal articles. We included only first authors to avoid letting a single article with a long list of coauthors distort the results.

The results of our analysis, summarized across the 4 years of publication (2008–2011), are presented in Figure 1. It is evident that both the Editorial Board members and focal article first authors are dominated by academics. The academics/researchers represent 72.5% of the *IOP* Editorial Board membership and 81.5% of the first authors for all focal articles. While disappointing, perhaps it is not a surprise that the first authors are predominantly academics/researchers. Those member subgroups are more likely to have the time and the work opportunity to write journal articles under tight time deadlines.



*There have been no focal articles published by first authors who work within organizations.

Figure 1. IOP journal Editorial Board membership and focal article first authors by primary work focus (2008–2011)

However, practitioners are also significantly underrepresented on the Editorial Board compared to their proportion in the SIOP membership. The *IOP* Editorial Board has been very stable over the last 4 years and under two different editors, with only very minor changes. The mix has been:

2008–2009 *IOP* Editorial Board: Academics/researchers-71%; consultants/organization-based-29%

2010–2011 *IOP* Editorial Board: Academics/researchers-74%; consultants/organization-based-26%

Compare this to the 50/50 representation in SIOP membership. It raises the question of whether the I-O practice perspective is appropriately and proportionally represented on the Editorial Board, given the stated goals of the journal.

We also reviewed how the mix of focal article first authors has changed over the 4 years of publication (see Figure 2). For 3 of the 4 *IOP* publication years, academics/researchers dominated the first authors (ranging from 87.5%–100% of first authors). During the second year of publication (2009), under the guidance of **Paul Sackett** (Editor, 2008–2009), there was a welcomed shift toward a greater balance between academics/researchers and consultants/organization-based professionals as first authors. Perhaps an effort was made to achieve some balance by recruiting more practitioner authors. But in the most recent years (2010, 2011), there has been a shift back to an academic/researcher dominance among the first authors. But as with other decisions in SIOP, the primary work focus of the decision maker has a strong relationship with who gets selected or appointed for various professional opportunities in SIOP (see Silzer & Parson, 2012). Personal networks matter. The two *IOP* editors so far have been an academic and a researcher, and the current editor is an academic.

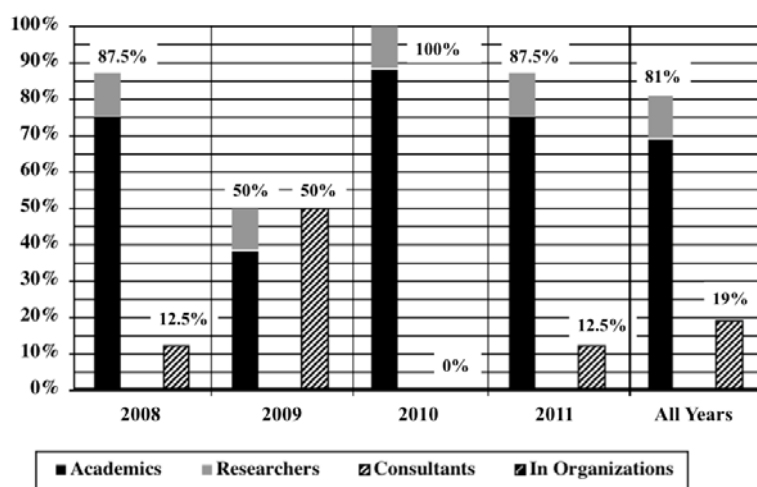


Figure 2. *IOP* journal focal article first authors (2008–2011)

Commentary Authors

The *IOP* journal openly solicits commentaries from all SIOP members for each focal article. The response from different member subgroups is one indication of the interest level of each subgroup in the topic of the article. The editor (with input from others) then decides which commentaries to accept for publication and in some cases proactively solicits commentaries from specific SIOP members. One goal is to include diverse views and perspectives on the topic. Paul Sackett notes that as editor he “valued differing perspectives, which resulted in a very high acceptance rate for commentaries from practitioners” (Paul Sackett, personal communication, February 8, 2012). A summary of the primary work focus of all *IOP* commentary authors across all four publication years is presented in Figure 3.

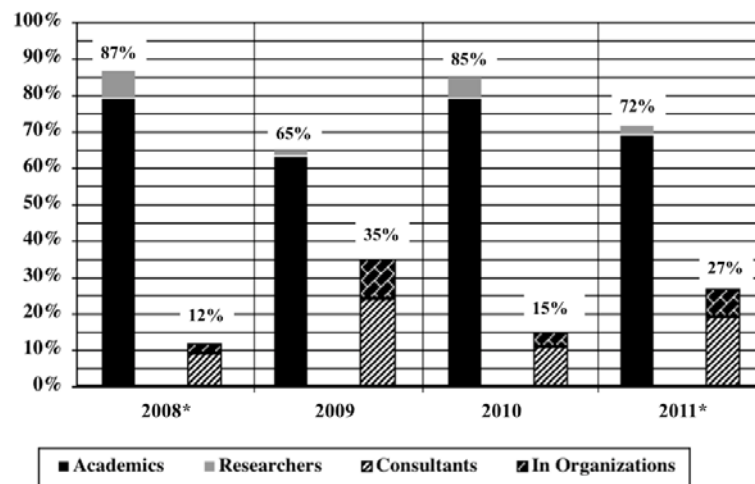


Figure 3. *IOP* journal, all commentary authors (2008–2011)

Academics/researchers represent the largest group of all commentary authors in every publication year (ranging from 65%–87%), and practitioners represent a much smaller percentage (as low as 12% in 2008, the first year of publication). Possible reasons for this may be that the topics are not relevant to their practice, deadlines for submitting a commentary are too short, or the focal article was written in a structured academic style and was difficult to respond to from a practitioner perspective. For example, given the high demands on practitioners' time, it is conceivable that practitioners may not be able to write a commentary in a short time window (particularly if they have to do a literature search) but may need more advance notice. The recent 2010–2011 editor did make an effort to try to extend the deadlines for commentaries, but we do not know what impact that had on practitioner responsiveness. It seems likely that academics and researchers who have more control over their own work time are better able to adjust their work priorities on short notice and respond within set deadlines.

One interesting trend is that there is an increase in practitioner commentary authors in the second year of each editor's tenure (e.g. from 17 commentators in 2008 to 51 in 2009; and from 21 commentators in 2010 to 45 in 2011). Both editors were able to improve practitioner involvement to almost 30% of all the commentary authors. Perhaps this was due to a proactive effort to solicit more practitioner commentaries.

We explored whether the primary work focus of the first author (for focal articles) had an influence on which member subgroups responded with commentaries. It seems feasible that when the primary focal author is an academic, a higher number of the commentaries would be written by academics/researchers. The results of our analysis are presented in Figure 4.

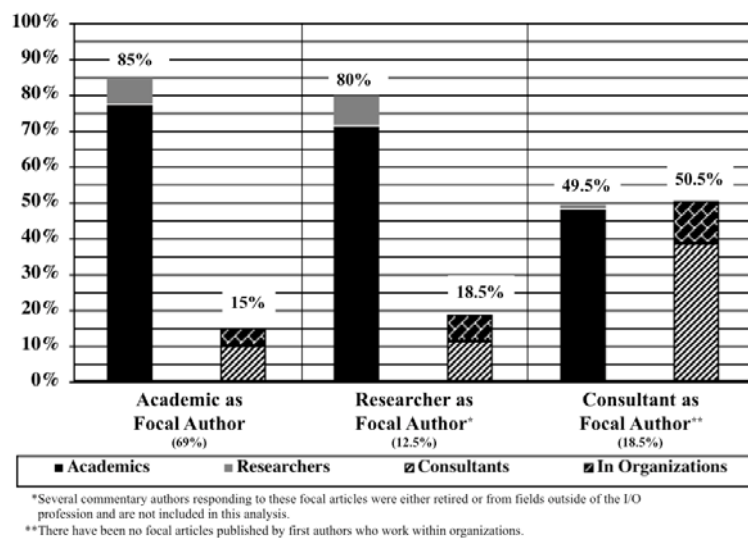


Figure 4. *IOP* journal, all commentary authors (bars) sorted by the primary work focus of the first author of all the focal articles

There does seem to be a relationship between the primary work focus of the focal author first author and the work focus of the commentary authors. Clearly, practitioners responded with more commentaries when the first author was a practitioner than when the first author was an academic or researcher. This effect might be due to focal article topics (written by practitioners) that are more relevant to I-O practice, or perhaps that the style of the focal article (less academic and more informal in style) might make the article more accessible to practitioner readers. This would suggest that one possible way to increase the number of commentaries written by practitioners is to have more focal articles that are first authored by practitioners.

Author Mix

One initial intention of the *IOP* journal was to encourage more of a mix of scientist and practitioner coauthors on each focal article and commentary.

The focal article author mix for all 32 focal articles published (2008–2011) suggests very a limited mixing of coauthors:

- Academic/researcher authors only: 24 (75%)
 - Single authors: 10 (31%)
 - Multiple authors: 14 (44%)
- Consultant/organization-based authors only: 5 (16%)
 - Single authors: 2 (6%)
 - Multiple authors: 3 (10%)
- Mix of both academics/researchers and consultants/organization-based: 3 (9%)

Not only have academics/researchers been the predominant authors/coauthors of the focal articles, but they have a strong tendency to coauthor only with other academics/researchers. However practitioners have more frequently partnered with academics/researchers when they have coauthored a focal article (38% of the time) than academics/researchers partnering with practitioners when they coauthor a focal article (11% of the time). Of course it is difficult to tell which coauthor initiated each focal article. But this may suggest that academics/researchers tend to strongly rely on their network of other academics/researchers when looking for a coauthor.

We also analyzed the mix of commentary authors for each focal article. There were a total of 310 commentaries across all 4 publication years (an average of 78 per year), with an increase to 90 commentaries in 2011. The author mix for all 310 commentaries is:

- Academic/researcher authors only: 227 (73.2%)
- Consultant/organization-based professionals only: 54 (17.4%)
- Mix of both academics/researchers and consultants/organization-based: 29 (9.4%)

The overwhelming majority of commentaries (73%) have been written only by academics/researcher coauthors. Again, practitioners are coauthoring commentaries with researchers/academics more often (36% of all commentaries they write) than academics/researchers are coauthoring with practitioners (19% of all commentaries they write). They also write more commentaries as a single author than practitioners.

The mix of commentary authors also seems related to the primary work focus of the first author of the focal article (See Figure 5). There is a noticeably higher frequency of practitioner-only commentary coauthors (41%) when the first author is a practitioner than when the first author is an academic/researcher (11%, 18%). The opposite is also true. There is also a much higher percentage of academic/researcher-only commentary coauthors when the first focal article author is an academic/researcher (80%, 74%). The frequency of having mixed commentary coauthors does not seem to have been affected by the primary work focus of the focal article first author.

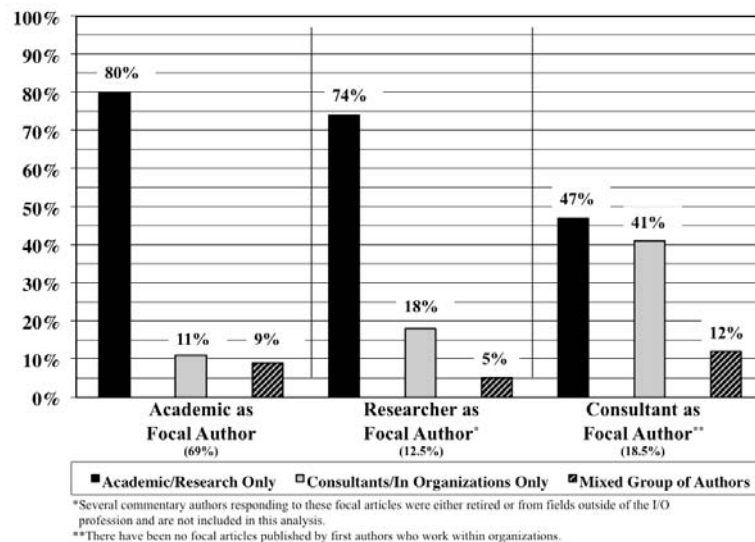


Figure 5. *IOP* journal, commentary author work focus mix for each focal article sorted by focal author first authors.

Focal Article Topics

A few years ago Jeff McHenry (personal communication, 2008) suggested that one possible contributing factor to the current science–practice gap in I-O psychology is that I-O scientists and I-O practitioners have different professional interests and focus on different topics and issues. We explored that question by analyzing the commentary responses by academics/researchers and practitioners to different focal article topics.

We first determined the percentage of commentary authors for each focal article that were academics/researchers versus consultants/organization-based professionals. We found some clear differences among the 32 focal articles in the percentage of the commentary authors who are practitioners:

- 6 focal articles: 40% or more of all commentary authors are practitioners
- 3 focal articles: 26%–30% of all commentary authors are practitioners
- 6 focal articles: 16%–25% of all commentary authors are practitioners
- 10 focal articles: 1%–15% of all commentary authors are practitioners
- 7 focal articles: 0% of all commentary authors are practitioners

The focal articles with the highest and lowest percentage of practitioner commentary authors are listed in Table 1. The focal articles that had the highest percentage were primarily written by practitioners and address topics that many I-O practitioners regularly deal with in their practice activities. It seems evident that topics such as employee surveys, individual assessment, procured testing, executive selection, and high potential talent are front and center issues for many I-O practitioners. Although these topics may be of interest to some academics/researchers, most of them get very little research attention.

Table 1
IOP Focal Articles With the Highest % and Lowest % of Commentary Authors who Are Practitioners

<i>IOP focal articles with the highest % of practitioner commentary authors</i>	<i>% of commentary authors that were practitioners</i>
<i>Identified Employee Surveys</i> (Saari & Scherbaum)	73%
<i>Individual Psychological Assessment</i> (Silzer & Jeanneret)	67%
<i>Alternatives to Proctored Testing</i> (Tippins)	67%
<i>Executive Selection</i> (Hollenbeck)	64%
<i>Identifying High Potential</i> (Silzer & Church)	50%
<i>Uniform Guidelines on Employee Selection</i> (McDaniel, Kepes, & Banks)	43%
<i>IOP focal articles with the lowest % of practitioner commentary authors</i>	<i>% of commentary authors that were practitioners</i>
<i>Intuition and Subjectivity in Selection</i>	0%
<i>Stereotypes and Bias in Personnel Decisions</i>	0%
<i>Web-Based Instruction</i>	0%
<i>Work Motivation Research Directions</i>	0%
<i>Organizational Justice</i>	0%
<i>Lesbian/Gay Organizational Policies</i>	0%
<i>Test Bias Analyses</i>	0%
<i>Emotional Intelligence</i>	4%
<i>Overqualified Employees</i>	6%
<i>Work–Family Research</i>	7%

Some of the *IOP* focal articles with the lowest percentage of practitioners among the commentary authors (see Table 1) are either research reviews or do not seem directly related to I-O practice. Other articles in this group are either very theoretical, underscore the significant gap with I-O practice, are advocacy articles, or are overtly critical of I-O practice. Because most practitioners have limited available time, it seems unlikely that they will respond to articles that are not central to their current practice activities and interests. One member has noted that when practitioners want to learn about a topic they read about it, but when academics want to learn about a topic they write about it (Rich Arvey, personal communication, July 27, 2011). This may help to explain some of the differences in response rate.

Other topics may be of casual interest but unfamiliar to practitioners. Responding to a focal article written by an academic who focuses on a very narrow area of knowledge can be very challenging and intimidating for practitioners who may not be fully up-to-date on the literature in that area. Given the limited time practitioners have to write, it is not surprising that they do not comment on tangential topics.

This analysis provides some support for McHenry's view that the topics of interest to academics/researchers and practitioners may in fact be very different. The resulting sort is really not a surprise. These topic differences might also account for the difficulty of getting a mixed set of coauthors on a specific topic and why it continues to be challenging to get a mixed group of presenters together for SIOP conference sessions. They may just have very different professional interests.

Comments

The *IOP* journal has made some progress in engaging practitioners to write focal articles and commentaries (at least compared to other journals), but there still is a long way to go to bridge the science–practice divide. Although the original goals were to integrate science and practice, academics/ researchers have far outnumbered practitioners in all categories (Editorial Board members, first authors, commentary authors). However, when the focal article topics are more relevant to practice, practitioners respond accordingly. It is a concern that the original goal of including “a set of commentaries reflecting research, practice, and international perspectives” has been dropped from editorial aspirations; but the journal still encourages “participation by a full range of SIOP members” (McCauley, 2011a, pg 1).

When the *IOP* journal was first discussed in SIOP, a few academic members pushed hard for starting a rigorous scientific journal. At the same time, a group of well known I-O practitioners developed a proposal for a journal “devoted to the effective practice of I-O psychology and the application to work and organization problems” (Pulakos, Camara, Jeanneret, Kehoe, & Silzer, 2005). The objective was to introduce a practice-oriented journal that would provide balance in the field to the existing rigorous I-O science journals. The proposal outlined specific ideas for ensuring practitioner involvement and support and encouraged a journal format that would require both a science response as well as a separate practice response for each central article. Unfortunately, that proposal was quickly dismissed.

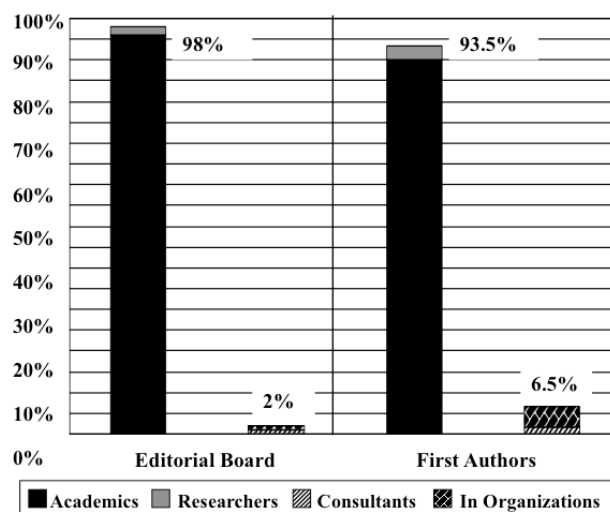
The *IOP* journal turned out to be neither an exclusively rigorous science journal nor a practice-oriented journal. But it still is worth considering some new ways to address practice issues and present practice perspectives. One way might be to require a science response and a practice response to every focal article. That might force more integrative discussion.

Journal of Applied Psychology (JAP)

Next, we were interested in finding out if there has been a shift in the editorial board makeup of *JAP* over the last 50 years and how that compares to the primary work focus of its published first authors. *JAP* is considered to be a top journal for a broad spectrum of applied psychology fields and a major resource for academics, researchers, and practitioners, including both contributors and consumers of applied psychological research. To examine this, we sampled editorial boards and first authors from specific years across the last 50 years.

Editorial Board Members and First Authors

Figure 6 presents a summary of the primary work focus for both editorial boards and first authors for 6 sampled years (1970, 1980, 1990, 2000, 2010, and the most recent full year of publication, 2011).



*Includes only editorial board members and first authors from sampled years 1970, 1980, 1990, 2000, 2010, and 2011.

Figure 6. *Journal of Applied Psychology* editorial board membership and article first authors by primary work focus (summarized for years 1970, 1980, 1990, 2000, 2010, 2011)

The editorial board members and first authors are overwhelmingly academics/researchers across these sampled publication years (98% of board members and 93.5% of first authors). The shift in the makeup of the Editorial Board over the last 50 years is presented in Figure 7. Clearly the percentage of practitioners among board members has steadily diminished from 18.5% in 1970 to roughly 1% in 2011.

A similar pattern is found when looking at the first authors across the same 6 sampled years (see Figure 8). In fact, the pattern here is nearly identical to the Editorial Board declining mix, with practitioners declining from 19% of first authors in 1970, to only 2% in 2011. It is likely that these two trends are related.

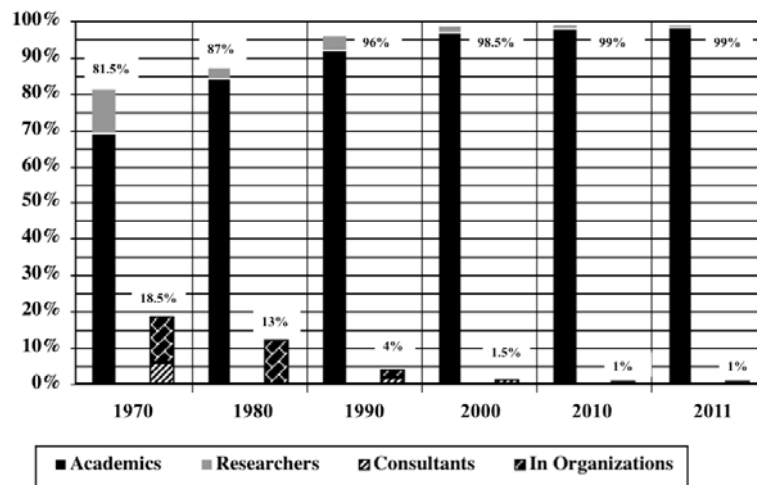


Figure 7. *Journal of Applied Psychology* editorial board membership

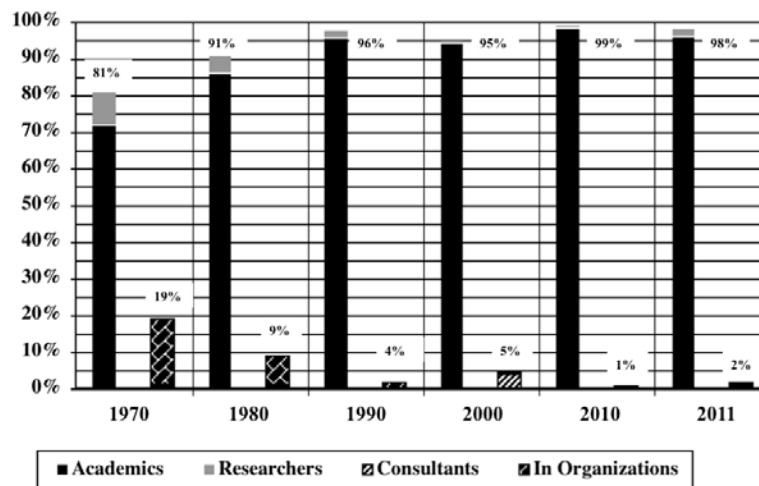


Figure 8. *Journal of Applied Psychology* Article first authors for years 1970, 1980, 1990, 2000, 2010, 2011.

Comments

The vast majority of articles published in *JAP* are generated by academics (as first author), and the editorial board now almost entirely consists of academics. Much of what gets published seems either to be trivial, narrow, or irrelevant to I-O psychology practice (see Cascio, 2008 for a review of their findings for *JAP*). Because *JAP* is generally considered to be an academic journal, it was not surprising to see this consistent pattern of academic dominance across both the editorial boards and first authors. Publication in *JAP* is often a paramount career

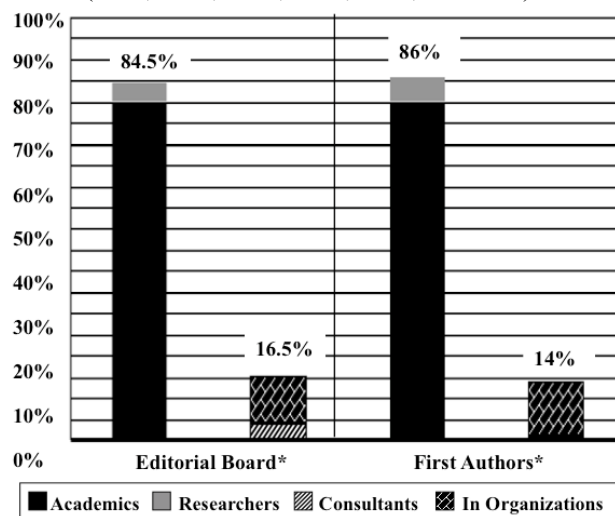
goal for academics in our field, so it makes sense that most of the published research would come from academics. We would argue, however, that a broader spectrum of both author membership, editorial board membership, and topic representation would far better serve the field and all I-O psychologists.

Personnel Psychology

Similar analyses were done on editorial board membership and first authors for the *Personnel Psychology* journal.

Editorial Board Members and First Authors

Figure 9 presents an overall summary of the primary work focus for *PPsych* editorial board members and first authors for 6 years across 50 years of publication (1970, 1980, 1990, 2000, 2010, and 2011).



*Includes only editorial board members and first authors from sampled years 1970, 1980, 1990, 2000, 2010, and 2011.

Figure 9. *Personnel Psychology* editorial board membership and article first authors by primary work focus (for years 1970, 1980, 1990, 2000, 2010, 2011)

Academics dominate both board membership and first authors at about the same rate (85% & 86%) across the selected years. The actual editorial board membership for each of the sampled years is presented in Figure 10. Clearly the mix on the board has changed over the years. In both 1970 and 1980 there was a 50/50 balance between academics/researchers and practitioners, including a large number I-O psychologists based in organizations. But over time academics were progressively added to the editorial board. In 2011 academics constituted 98% of the board, as the new editor expanded the board to “84 accomplished scholars” (Morgeson, 2011, pg. 3), with no mention or apparent interest

in including any practitioners on the board. The current editor (a business school professor) appointed four associate editors, all of whom are also business school professors and “each is an accomplished scholar who previously published in *P-Psych*” (Morgeson, 2011, p. 3). This seems like a clear case of selection bias in our profession that we have seen before (Silzer & Parson, 2011).

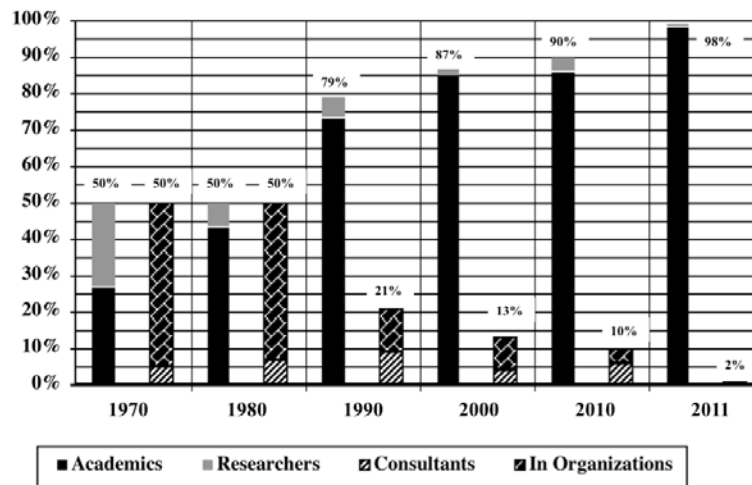


Figure 10. *Personnel Psychology* editorial board membership for years 1970, 1980, 1990, 2000, 2010, 2011

Similarly the percentage of first authors who are practitioners has steadily decreased over the decades (see Figure 11). In both of the last 2 years, 100% of the first authors for all articles are academics/researchers and they now completely dominate that group. Of course this could be due to a variety of reasons, such as a change in editorial policy, a bias for academic authors, a screening out of articles that are not up to journal research standards, or the lack of journal relevance for I-O practitioners. The trend is very clear and no doubt contributes to the widening science–practice gap in I-O psychology. Instead of bridging our field, *PPsych* seems to be increasing the divide by heavily focusing on I-O science and on academics and researchers as the audience.

Innovations in Research-Based Practice and Science–Practice Forum

In late 1994 *Personnel Psychology* inaugurated a new section in the journal titled “Innovations in Research-Based Practice” under the editorship of Richard Campbell and with a separate editorial board of 34 members. The objective was “to better accommodate the needs of practitioners so that the communication between researchers and practitioners might be advanced” (Hakel, 1993). The editor simplified the article format and emphasized three criteria: innovativeness, practical importance and weight of the evidence (Campbell, 1993).

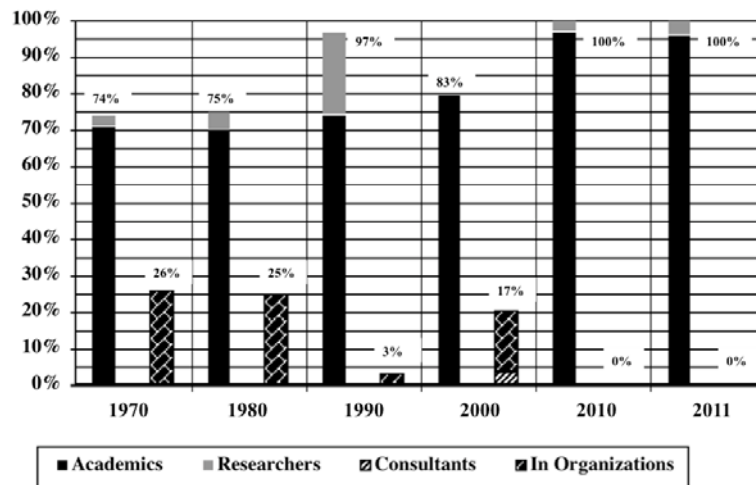


Figure 11. *Personnel Psychology* article first authors for years 1970, 1980, 1990, 2000, 2010, 2011

The primary work focus mix of the editorial board members and first authors for articles in this section (1994–1998) is presented in Figure 12. It is worth noting that the board was 65% practitioners and the section editor was a well known practitioner. The first authors across all years are 67% academics and 33% practitioners. This mix was encouraging in that practitioners were submitting journal articles, perhaps influenced by a supportive editor and editorial board.

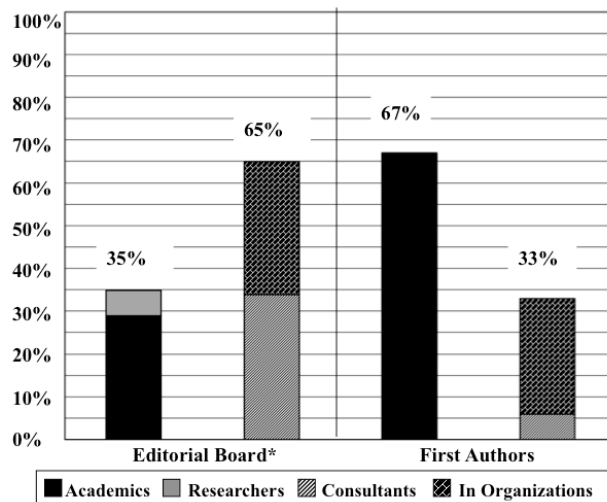


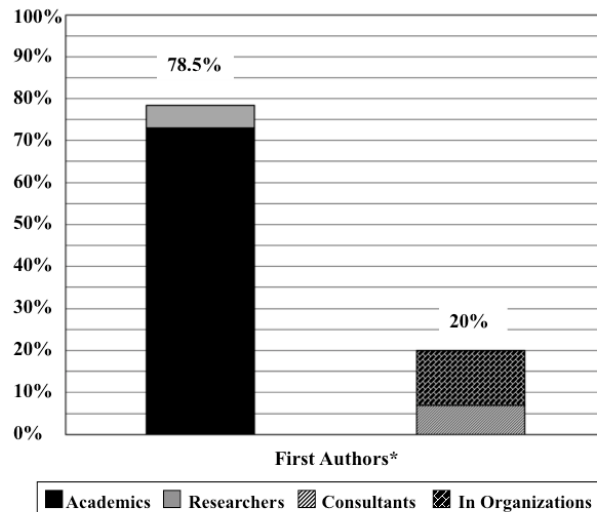
Figure 12. *Personnel Psychology* editorial board membership and first authors for the “Innovations in Research-Based Practice” section (1994–1998)

Note: The section was terminated after Issue 1, 1998.

This section lasted only 3 years and both the section and the separate board disappeared in early 1998 upon the death of the editor. The section was deemed “successful in helping this journal focus greater attention on issues that concern practitioners” (Hollenbeck & Smither, 1998).

In 1998 a new journal section was initiated, titled the “Scientist–Practitioner Forum.” The focus was to be “on contemporary issues in practice” and the goal was to offer solutions, insights, lessons learned, guidelines, tools, and methods for addressing problems and issues that confront practitioners” (Hollenbeck & Smithers, 1998). A new section editor (an academic) was appointed, and six practitioners were added to the main *PPsych* editorial board (bringing the board mix to 40 academics/researchers and 6 practitioners). Three editors served over the life of the section (1998–2010): an academic (6 years), a practitioner (3 years), and then a researcher (3 years).

The mix of first authors for this section (1998–2010) is presented in Figure 13. The frequency of practitioners as first authors in this section declines (down to 20%) compared to the previous “Innovations” section (at 33%). Perhaps installing an academic editor and an editorial board that is made up of 87% academics might be related to this decline. Although the original stated intent was admirable, this section did not seem to live up to those expectations. In fact it seemed that it moved away from I-O practice.



One first author in this group was from outside of the I/O profession and was not included in our analyses.

Figure 12. *Personnel Psychology* first author mix for the “Scientist–Practitioner Forum” section (1998–2010)

Note: The section was terminated at the end of 2010.

Comments

Although there was a temporary effort at *Personnel Psychology* to bridge the science and practice of I-O psychology, that objective now seems to have fully disappeared for the journal. In both 1970 and 1980 the editors at the time stated that “*Personnel Psychology* serves a dual audience: the operating personnel official and the personnel technician.” Although there has always been a preference for publishing research, the emphasis used to be on research that had direct relevance to practice. Then a concerted but temporary effort was made to improve the communication between researchers and practitioners. However, the current *PPsych* editor now seems focused on making it a “top journal” for science and increasing “journal citations.” He has installed an editorial board that is made up of 98% academics/ researchers. He clearly states that “our goal is to publish impactful articles that meaningfully advance science” (Morgeson, 2011, p. 2) and seems unambiguously and exclusively focused on I-O science. This new editorial position is a significant switch from the original intentions of *Personnel Psychology*. *PPsych* was originally meant to be an applied journal and not solely an academic journal.

Conclusions

There is a clear and consistent trend for the editorial boards and first authors on journal articles to be primarily, and sometimes overwhelmingly, academics/researchers. For both *JAP* and *PPsych* the trend is increasing to the point that there is almost no practitioner representation on the editorial boards or among first authors. Fewer and fewer practitioners are appointed to these editorial boards. This trend ignores the need for balance based on our underlying science–practice model and is actually increasing the divide in our profession.

It is not absolutely clear what may be driving this trend. In one case it appears that the editor wants to upgrade the scientific reputation of the journal. But as others have pointed out, there may be other ecosystem pressures at work, such as the shift of I-O academics to business schools and the pressure on them to publish in top journals, and the need by publishing companies to gain more sales to institutions in order to drive up revenues and to build a stronger market reputation among scientific journals (Jeff McHenry, personal communication, February 7, 2012). However, at what point do the I-O journals completely remove themselves from I-O practice? Do the journals and the journal editors have a responsibility back to the profession to support and enhance the scientist-practitioner model?

Some academics have argued that practitioners just do not submit articles to these journals. Although this may be somewhat true, there may be some underlying reasons why: for example, short time deadlines, highly structured writing format and style, and a journal preference for narrow articles. There seems to be a lack of appreciation for I-O practice and demands placed on I-O practitioners.² It should also be mentioned that the reward structures are

² We challenge Cascio and Aguinis (2008) and others to stop referring to practitioners as “non-academics,” it is offensive and dismissive of practitioners.

different for these two groups. Academics (and probably many researchers) are rewarded for publishing in rigorous peer-reviewed scientific journals, whereas practitioners are not (and in some cases are actually discouraged from writing journal articles). However, practitioners have demonstrated that they are committed and engaged in their profession. For example:

- Practitioners contribute *IOP* journal articles and commentaries when the topic is relevant to their work and when there is sufficient time to write.
- The Professional Practice book series in SIOP (primarily written by practitioners) has, over the last full year, outsold the Frontiers Scientific book series by 2 to 1. And over the last full 5 years, the two series have sold equally well (Dave Nershi, personal communications, February 7, 2012). This suggests that practitioners do write professional chapters and are paying attention to writings on topics that are relevant to their work.
- The SIOP conference workshops have been a success and bring in significant revenue primarily because of practitioner participation.
- Practitioners respond when they are given an opportunity to volunteer (see Silzer & Parson, 2012)
- The Leading Edge Consortium at an early point was a clear success when practitioners were the key conference decision makers and the topics were the most relevant to their work.
- Practitioners respond to journal writing tasks when the editor is a practitioner, when practitioners are well represented on the editorial board and when asked by the editor.
- A recent SIOP member survey indicated that many members believe that I-O practice is ahead of I-O research (in knowledge and expertise) in fourteen of the twenty-six professional areas of I-O psychology (Cober, et al., 2009). This suggests that practitioners are the leading thinkers in some areas of the field.

It should be noted that scientists and practitioners do seem to have different professional interests and needs that have not been adequately met by SIOP or the current journals (Cascio & Aguinis, 2008; Silzer et al., 2008; Silzer & Parson, 2011, 2012). This lack of shared interests may also serve to divide our field. As a consequence, the journal publications (and article topics) may not be representative of the entire field of I-O psychology but may primarily reflect an academic's/researcher's perspective and interests. It seems clear that the gatekeepers are not sufficiently including practitioners on journal editorial boards or even in SIOP awards or SIOP appointments (Silzer & Parson, 2012). In our view these key decision makers have a responsibility for making key decisions that consider all perspectives and groups, including both scientists and practitioners.

Are these all signs of a coming professional division in I-O psychology (Ryan & Ford, 2010; Silzer & Cober, 2010)? Maybe there are steps that can be taken to bridge the divide.

What are reasonable next steps?

Perhaps a good place to start is for the profession, for SIOP, for the journals, and for each of us to fully commit to the science–practice model. By that we mean a full two-way partnership and not one just one group communicating one way to the other group without also listening to them. We think there are some steps that can be taken to work toward that goal:

- First and foremost we should build into everything that we do a bridge between our science and our practice. Both perspectives should always be represented in some form.
- All three I-O journals need to make a deliberate effort to significantly increase the representation of I-O practitioners and practice perspectives on their editorial boards.
- Each of the three journals needs to actively solicit more practitioner written journal articles on practitioner topics. This might mean revising the publishing practices to allow “more case studies, more contextualization, more qualitative research, more emphasis on interesting writing and more editorial forums” to broaden our acceptance of types of acceptable research (Sara Rynes, personal communications, April 26, 2009).
- Practitioners should commit to writing more about I-O practice for the rest of the field
- All journal authors in every journal should be required to include in every article a section that discusses the issue from a practice perspective, including the relevance and implications for I-O practice
- All journals should require that at least one reviewer for every journal article needs to be a practitioner.
- SIOP should require that there is at least one practice commentary and one science commentary for every *IOP* focal article that gets published.
- SIOP needs to conduct a membership survey that identifies the topics of professional interest for academics/researchers and practitioners and encourage the journals to solicit journal articles that address issues on both lists.
- SIOP should consider inaugurating a professional I-O practice publication or journal that is written on practice topics and that provide practice perspectives, as well as corresponding research reviews and commentaries, written by academics/researchers. This can help bring some balance to the key I-O journals. We need to dispense with the academic/business school view that the most relevant practitioner journals in our field are *HR Magazine* and *Human Resource Management* (Cascio & Aguinis, 2008).
- The Leading Edge Consortium in the fall could be organized to alternatively focus on research topics and practice topics and be alternatively run and organized by academics/researchers and then practitioners. The research conference for example could focus on research methodology one year while the practice conference could focus on

individual psychological assessment the next year. However every LEC should include a mix of several speakers who reflect both a science perspective and a practice perspective on the topic.

Closing Comments

In order to have impact and relevance in the world, the field of I-O psychology needs to be an ongoing two-way dialogue between our science and our practice. One learns from and informs the other. We cannot be effective as an applied field with just one-way communications. Unfortunately several of our current journals and other communications are becoming just one way.

This one way communication approach sometimes seems pervasive. For example the recent interest in evidence-based practice is tainted by the view of some that the only “evidence” worth considering is from academic research and that practitioner experience and knowledge should be completely rejected (see *IOP*, March 2011, 4(1) on evidence-based I-O psychology).

Closing the “science–practice gap” is everyone’s responsibility. Some have defined the science–practice gap in I-O psychology (as) practices that are somewhat adrift from science and research-based knowledge not put into practice” (McCauley, 2011b). This seems to put the entire burden on the practitioners. Both academics/researchers and practitioners need to take ownership for “closing the gap.” Or perhaps a better approach is “building a bridge between science and practice.”

I-O psychology is both a science and a practice. Our field needs to be more inclusive, open and interactive in our professional communications if we really believe in the science–practice model.

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The Practice Trick: Sustaining Talent Management Programs

Rich Cober
Marriott International

One of the great challenges facing many in the practitioner community is perhaps the least flashy side of our business, that is, the sustainability of the products and programs we build. There is a rush to the cadence of project work that draws many people to both external and internal consulting jobs. I must admit to enjoying that rush. From tackling the challenges that come from realizing one's requirements for a system cannot quite play out exactly as intended to determining how best to proceed without sacrificing time and the quality of the ultimate deliverable, the talent management projects we get to manage and participate in as I-O psychologists can be quite the good time.

Tracy Kantrowitz and **Craig Dawson** wrote in our last column about the adoption of technology across the products and processes that I-Os get involved in within organizations. From their "intersection," my thoughts jump to how we live with and support the ongoing success of the programs and products that we rely so heavily on technology to deliver. One of my key lessons in practice has been that our projects really only start once they are delivered. Yet, a chronic problem I find we face in organizational life is anticipating the challenges of sustainability, the resources needed to support "business as usual," and determining the appropriate cadence for upgrades or revisiting more fundamental course correction.

The Challenges of Sustainability

"It takes a village" to keep talent management systems running. Whether the work involves the collaboration of multiple centers of expertise (COEs) within an HR department or coordination with vendors and outsource providers, clarity of roles is critical for surviving the transition between project launch and business-as-usual mode. The problem often is the amount of time, attention, and focus that project teams spend in the period before a launch is on activities directly supporting getting a product out the door, whether that time is spent in user acceptance testing (UAT), making final tweaks to the product, articulating processes for use of the product, or finalizing training and communications to support the changes being introduced. Many project plans may include a change management section, others may even directly include "business process" mapping as part of design (a great practice). What is criti-

cal for success in major product launches is that teams get real about the ongoing maintenance required to keep systems operating effectively and what resources will be available from the time of launch to support end users.

The dark side of most project launches is that the flash and dash of the launch is often accompanied by the dregs of unintended technology glitches, data issues, or just the susceptibility of user populations being let loose on a system for the first time. Anticipating that dark period after launch, which could be days, weeks, or even months depending on the volume and frequency of end-user use, is critical for maintaining the positive perceptions and momentum of a new product or program. The key to success is proactive planning for the challenges that lay ahead. It is critical to anticipate the need for greater levels of user support, follow-up training and communications, and forums to collect user feedback that can be used to inform future product strategy or the development of short-term support mechanisms.

Depending on the talent management system you are launching, there may be some areas that you can anticipate providing more support through a launch period. For example, when implementing selection tools, being ready to answer questions that clarify the intent to use in hiring decisions, providing insight into the business case and validity of the use of the tool or tools, and providing insight into what and why you are measuring certain knowledge, skills, abilities, and other things with the tools represent big postlaunch ticket items. In the area of engagement surveys, questions tend to focus less on the survey itself and more on use of reporting systems that provide feedback to managers and the organization, enable action plans to be developed, and help users to determine the right levers to press when trying to increase engagement. If launching performance management tools, the questions may vary from basic user questions to navigate a system for setting goals and evaluating performance to how to leverage the performance management process to better promote development planning. Again, depending on the product and suite of tools you are providing, the user questions may be more system focused or more process focused.

Business as Usual Actually Does Exist

Business as usual (BAU) represents, from my perspective, the period where we allow our products to have some run time. Because of this, a classic mistake is to underestimate the level of effort required to support BAU processes, as the consideration of how to spread resources may be somewhat more biased toward the action-oriented, project, and initiative needs of the organization. However, successful tools are ones where BAU represents true institutionalization of practice and improvement over time in the way the organization uses the tools. Some keys to BAU success include:

1. *Having a strategy for training associated with turnover and growth in your organization.* As people leave or your organization grows, the user pop-

ulation for a hiring process, performance management system, or engagement survey is going to be affected. Too often the focus on getting users up to speed with a tool is associated with the launch of a system. Metrics and scorecards focus on getting saturation of knowledge highest in the period before a launch. Don't sleep on the needs for the future to ensure that new incumbents to jobs and the organization understand what they are supposed to use, how to use it, and when to use it. This is where linking the implications of projects to onboarding processes is a critical indicator of long term success.

2. *Understanding your measurement and reporting strategy.* In many organizations, there is more intent and great focus on measurement, particularly on capturing, using, and communicating HR measures. During most project lifecycles, a good amount of focus is on defining measures for success and creating a program evaluation approach for evaluating the impact of the project. Projects that effectively consider BAU are those that anticipate the transition from launch to normal practice and the implications for shifting from a program evaluation strategy that requires measurement definition and analytics to a reporting approach that requires systematic measurement, monitoring, and course correction.

3. *Budgeting effectively for long term success.* As noted earlier, a classic underestimation made by many organizations is the level of resource required to continue to support the collection of processes and tools they have. At any given time, there are likely projects that focus on continuous improvement in some area. The allure of those projects, built from fresh ideas and promising improvements over key pain points, is that they take resources from BAU processes and tools and potentially exacerbate issues associated with user error, technology glitches, lack of training, or ambiguity of process because the resources are simply not there to help. Making sure that a core team is appropriately allocated to support processes, which may include resources from across the HR discipline (e.g., communications, change management, talent management, business process and technology), will ensure that the appropriate level of support exists to keep current tools supporting the business at optimal levels.

To Upgrade or Not

Every year the companies in our industry are coming out with new products, assessment types, assessment formats, measurement systems, and other gizmos. One of the key competencies for a consultant is to understand what a business needs and translate the offerings and technology available to meet the need. This goes for the introduction of automation and new tools to a business environment, as well as for making decisions regarding when it is time to upgrade processes and tools to meet the demands of the business.

When considering the upgrade question, there are some key considerations:

- *Cost–benefit tradeoff.* Perhaps the most obvious, but for any given effort to move an organization forward there will be resources required

both internal and external to the organization, as well as other costs such as licensing, that should factor into decisions. Making a good business case is something that one must hone in practice, and it is critical for being able to both determine and justify the need for work designed to improve organizational processes and tools.

- *Transformational business change.* There are times when a business shifts focus to become more competitive or to adapt to changing regulatory or market requirements. Globalization requires consideration of translation and cultural use of our products and tools. The regulatory environment often requires close evaluation of the way we track the usage and results of business decisions associated with our tools. The economic climate may demand a change in the way a company uses its resources. Keeping an eye for transformational change and being able to anticipate its impact is both a critical skill for success and one that helps govern decisions regarding the evolution of processes and tools.
- *Timing and impact of change.* Some changes are big and require full-blown change management interventions. Others are more evolutionary and can basically be “snuck in” to the existing flow of work. Taking care to pick the moments for big change and adequately being able to understand what can represent such a change and resources required to make it represents the final consideration I want to touch on here. In my experience, no change ends up being as “small” as one would think going into it. Maintaining a realistic lens on what you want to accomplish, how to accomplish it, and the real impact from an end-user standpoint is critical for making the decision to introduce new processes and tools to an organization.

The science and technology that affects the ability for I-Os to deliver value to organizations has never been stronger. Our last column hit on the need to fully understand and harness this power to make businesses stronger. From my perspective, strength is not just in the features we provide but in the staying power of our processes and tools. Maintaining a realistic focus on that staying power is critical for driving longer term value and ultimately impacting the way organizations perceive HR and the work of IO that inherently plays a large part in the delivery of HR.

Practice Committee Updates

The SIOP Research Access service, which includes the EBSCO research database and the Learning Center, is live and accessible for SIOP members at a cost that can't be beat. As you renew your membership for next year, remember that you can include this feature of membership at a bargain price.

Speed mentoring will once again be featured at this year's SIOP conference. **Samantha Ritchie** and **Mark Poteet** have led this event for the past few SIOPs, and it seems to get better by the year. During this event, session practitioners (i.e., proteges) will have the opportunity to take part in two sep-

arate 25-minute roundtable discussions with one or two of the mentors on predetermined topics of interest. Topics from past events have included making career transitions, legal and ethical challenges in I-O practice, using data to influence organizational decisions, and global application of I-O psychology. This event is a terrific opportunity for practitioners to seek guidance, knowledge, and wisdom from mentors who have “been there and done that.” Look for more information to come soon through SIOP News, the website, and other program-related communications!

In 2011 we successfully published two articles as part of our partnership with SHRM. We are looking for authors who would like to expose their thinking and work to the broader HR and I-O communities and get involved in what we think can be a powerful collaboration between the SHRM and SIOP organizations. There will be a featured session at this year’s conference to talk about the partnership, what we are looking for from author participation, and how you can get more involved. Topics that we are looking to feature in the collaboration this year include:

- Managing health care and broader benefits costs;
- Designing and delivering leadership development programs;
- Maintaining a highly engaged performance culture;
- Managing change and communications with different types of employees; and
- Making performance management work, both for in-person and virtual managers.

We would be happy to field offers on other topics as well. Papers for this collaboration should be pretty short, focus on practitioner issues, leverage the science that we know and understand appropriately, and contain recommendations for action. Don’t miss taking advantage of this great opportunity to build your own visibility with a national and international audience.

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TIP-TOPICS

Putting the “Life” Back Into Work–Life Balance for Graduate Students



Aimee E. King and Kelsey C. Herb
The University of Akron

Finding a balance between work and play has been a topic of interest to I-O researchers for many years now (e.g., Fritz, Sonnentag, Spector, & McInroe, 2010). Despite how research has expanded our knowledge on this topic, we often fail to apply the principles that have been discovered to our own lives. As graduate students, we often tell ourselves that “real life” will begin upon completion of our degree. However, these few years in graduate school should not be regarded as an abyss of social interaction and personal growth. Finding a healthy balance of work and personal well-being is increasingly important in the demanding environment of graduate school. This edition of **TIP-TOPics** addresses ways in which graduate students can experience life outside the department while also maintaining their teaching, research, applied experience, and coursework. Specifically, we will discuss the value and feasibility of incorporating break times and rewards, as well as opportunities to nurture physical and social well-being.

Planning Daily Break-Times and Rewards

Graduate school is a highly stressful and demanding time. As such, students should take care to integrate break times into their daily lives. There is an established link between workday breaks and positive affect, suggesting that individuals who intersperse respite periods in their daily schedule experience more positive emotional well-being (Troughakos, Beal, Green, & Weiss, 2008).

Slotting certain “off times” from school work is one way in which graduate students can maintain a balance between their work- and home-life roles. Building downtime into our schedules can allow us to enjoy time with our friends and family, work on our personal hobbies, and recharge. For example, some students choose a time in the evening when they will stop working on any research or class activities. During this time, they refrain from checking university e-mail, creating class lectures, perusing articles for class, and browsing Google Scholar. Sonnentag, Binnewies, and Mojza (2010) refer to this disengagement as psychological detachment, noting that it can buffer the negative effect of high work demands. Although it may take some time to get used to this approach, we believe that it will ultimately create a time period when graduate students can enjoy their own personal lives guilt-free.

One great way to stay motivated and relaxed is to make guilt-free breaks and socializing a reward for productivity. It is easy to get bogged down in a mile-long to-do list and suddenly find that you have spent a whole day at your desk without taking any time out for yourself. Instead, try taking this approach: The next time you are planning your workday or workweek, integrate a handful of rewards to keep yourself motivated as you progress through your work. When selecting your rewards, pick activities you enjoy and that are good for your physical and mental health. For example, tell yourself that for every hour you spend studying for an upcoming midterm, you will reward yourself with 15 minutes out with your friends. I (Kelsey) like to use this technique with pleasure reading. For every hour I spend on academic reading, I allow myself 15 minutes with that new sci-fi novel I have been dying to read. This is an excellent method for keeping you motivated. It also gives you justification to enjoy your free time without feeling guilty that your thesis data are sitting untouched on your desk for an hour or two.

Another approach that also involves creating boundaries between work and school is to select certain home locations that are off limits to article reading, research, and grading. These could be certain areas (e.g. dining table, bed, etc.) or entire rooms. For example, I (Aimee) maintain separate “reading nooks” for class reading and pleasure reading. Doing so allows me to get down to business with a highlighter and pen without the comfy chair and blanket that are usually present during my pleasure reading. Taking the idea of separation of work and play to the extreme, some students within our program will not do work from home. They complete graduate work solely from campus offices or coffee shops, allowing them a well-warranted sigh of relief when they walk in their homes for the evening. In the I-O world, we refer to this separation of work and home as segmentation (Rothbard, Phillips, & Dumas, 2005). Whatever the approach, we believe maintaining a healthy balance involves a bit of separation.

Make Physical and Social Health a Priority

The nature of graduate school makes it difficult for students to establish boundaries that distinguish their academic life from other life facets. Even the word “homework” indicates the expectation that academic demands will spill over into students’ home lives. However, it is critical that students give themselves the opportunity to focus on their physical and social health as well. As demonstrated by Sonnentag (2001), individuals experience greater well-being when they end their day with social, physical, or low-effort activities rather than work-related functions. Engaging in pleasurable activities at the end of every day may be a great remedy to recover from a stressful workday.

While in graduate school, it is easy to concentrate on strengthening our minds with the unintended effect of neglecting our bodies. There are many days when the only form of exercise our bodies experience is running to the

computer lab. However, keeping our bodies active is an essential component of both mental and physical well-being. Taking a half hour to hit the university recreational center can be a great midday energizer and destressor.

On the social side of graduate school, if your graduate program is like ours, students spend a lot of time together, both in and out of class. Whether it is happy hours, game nights, or just running errands, we have a lot of interaction with one another. During these times, it is reasonable to discuss the one thing that brought us all together: graduate school. It is easy to spend a whole evening with other graduate students chatting about research articles, classes, or tales from the teaching front. However, we encourage you to try to avoid these topics. Instead, get to know each other. Graduate school brings together individuals from a variety of locales and cultures. Take advantage of the chance to learn each others' backgrounds, hobbies, and future plans. It will enrich your current relationships and create bonds that are likely to last beyond completion of your degree.

Get Immersed in Your Community

Sometimes being in graduate school can feel like living in a bubble. We see the same people every day at school. Often, these are also the people we select as roommates and the people with whom we share that Thursday evening happy hour. This continuous off-campus contact with our "work group" can make it difficult to wind down and allow ourselves to switch gears from the academic to the everyday. Convenience and solidarity may lead to frequenting the same places, socializing with the same people, and even eating the same foods day after day. This provides stability and camaraderie, but it can also keep us from leading a truly balanced life. One way to break out of this bubble is to get involved with your community. For students in our own program, this includes anything from getting involved in community service to taking an art class to joining a local running club. Although sometimes it is hard to believe, there is a world outside of graduate school, and it is full of interesting people and exciting experiences. A challenge we often see with this suggestion is that students may not feel committed to the community in which their graduate school is located, as they expect to relocate after completing their degree. Thus, many question the value of building up networks and relationships that could only last a few years and not transfer. However, we believe that community involvement helps promote well-being and beneficial skills that can be transferred to a new environment. We encourage you to get involved and become active in your community.

Creating local ties can also have the unexpected benefit of helping with graduate school coursework and activities. For example, while volunteering at a local high school over the past 3 years, I (Aimee) have made connections with parents and administrators that have helped secure internships, research data, and speakers for our weekly Brown Bag series. In some situations, doing good can have both personal and academic benefits.

Another community-oriented technique for finding balance between work and life is to take advantage of local attractions. After all, it would be a shame to finish graduate school having only taken in the view of the psychology department. UA students do this by planning group outings such as going to the local art museum, attending concerts and sporting-events around the area, and occasionally taking in a comedy or theatrical show. These activities are great for getting your mind off of graduate work, but many students may avoid them due to expenses. Oftentimes, specials and group discounts can be found by keeping up with local newspapers and Web sites. One of the most beneficial pieces of advice we have received in graduate school is to be proactive and start reading the local paper. A more experienced student told me (Kelsey) this on my first visit to UA, and it has proved an invaluable method for finding local events that are fun and budget friendly. Web sites such as LivingSocial.com and Groupon.com provide additional ways to learn about new and affordable activities.

Graduate School and Beyond

Many readers will find it difficult to temporarily disengage from the demands of graduate school enough to maintain balance between their academic role and other roles necessary for living a full and healthy life outside of school. However, making a conscious effort to employ a few of the just-mentioned techniques should help to facilitate a balanced and healthy lifestyle. Eventually, integrating time for breaks and exercise into your busy schedule should become automatic and guiltless as you develop a solid routine for doing so.

We do not suggest that students neglect work-related responsibilities in order to spend more time in other roles. Rather, we suggest readers follow the recommendation of Greenhaus, Collins, and Shaw (2003) that each life role should be pursued with positive commitment. It is also important to remember that adopting such a mindset and developing a strategy for maintaining work-life balance is something that will serve you well long after you leave graduate school. Finding a balance between work and other life roles will be just as important when school is finished and it is time to start a career.

Our Next TIP-TOPics Column


The next edition of **TIP-TOPics** will be about money matters in graduate school. Finances can be tight as a graduate student, but there are ways to successfully navigate this challenging situation. We intend to survey graduate students from multiple departments about living expenses, sources of income, and tips for how to make the most of what is available. As an extension, we intend on asking our faculty for advice on how to navigate a successful financial offer postgraduation. As always, comments and ideas can be sent to our **TIP-TOPics** team at akrontiptopics@gmail.com.

Aimee King holds a BA in psychology from the University of Arkansas and a MA in industrial-organizational psychology from the University of Akron. She is currently a fourth-year student working towards her PhD in industrial-organizational psychology. Aimee works with **Drs. Rosalie Hall and Paul Levy** on research related to perceptions of politics and occupational stress.

Kelsey Herb received a BA in psychology from Willamette University in Oregon and a MA in industrial-organizational psychology from the University of Akron, where she is currently a third-year student working towards her PhD. Kelsey works with Dr. Paul Levy, and her research interests include feedback orientation and environment, performance management systems, and employee stress and well-being.

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Who Says We Need More Jobs?

Paul M. Muchinsky*
University of North Carolina-Greensboro



If this is a leap year, you know we are looking at another presidential election. We have another 6 months of endless blather by two politicians who will say anything to get our vote. And what is the most prominent theme that both candidates talk about? Jobs —“WE NEED MORE JOBS!”

Most Americans might fall for that line, but we I-O psychologists know better. That's right; you can't fool people who know more about jobs than the politicians. More jobs? They've got to be kidding us! We already have oodles of them. *The Dictionary of Occupational Titles (DOT)* lists 12,000 jobs. I say we fellow I-O psychologists stand up to the politicians. Let's tell them to first fill the jobs we already have. Here is a not-so-random, one-half percent sample of jobs straight out of the *DOT*. For those few of you who may be a little hazy on some of them, I've included the industry where these jobs are found.

- Aitchbone Breaker (meat products)
- Antisqueak Chalker (boot & shoe)
- Appliquer, Zigzag (garment)
- Babbitter (machine shop)
- Ball-ENDER (musical instruments)
- Base-Wad Operator-Adjuster (ordnance)
- Belly Wringer (leather manufacturing)
- Blind Hooker (boot & shoe)
- Blow-Off Worker (furniture)
- Blunger Loader (textiles)
- Bone Crusher (chemical)
- Bosom Presser (laundry)
- Brain Pickler (meat products)
- Broomcorn Scraper (fabrication)
- Bull-Gang Supervisor (tobacco)
- Bunghole Borer (wood)
- Butt Presser (meat products)
- Cake Wringer (plastic)
- Calciner (cement)
- Canadian-Bacon Tier (meat products)
- Caponizer (agriculture)
- Car Chaser (beverage)

* Fan mail may be sent to pmmuchin@uncg.edu.

Castables Worker (brick & tile)
 Cattler Dropper and Pritcher (meat products)
 Causticiser (paper & pulp)
 Coper (stonework)
 Dado Operator (woodworking)
 Duck-Bill Operator (mine & quarry)
 Hogshead Hooper (wood)
 Hooker Inspector (textile)
 Irish-Moss Operator (chemical)
 Lamina Searcher (tobacco)
 Main-Galley Scullion (water transportation)
 Mandrel Puller (plastic)
 Offal Baler (leather manufacturing)
 Pelota Maker (toy-sport equipment)
 Pinion Staker (clock & watch)
 Psychologist, Industrial-Organizational (professional)
 Redeye Gunner (ordnance)
 Retort Forker (chemical)
 Road-Hogger Operator (construction)
 Roustabout (petroleum & gas)
 Santa Claus (any industry)
 Scagliola Mechanic (mining)
 Shackler (meat products)
 Shorts Sifter (tobacco)
 Sisal Picker (furniture)
 Six-Section Blower (hat & cap)
 Skoog-Machine Operator (millwork-plywood)
 Slunk Skinner (meat products)
 Smash Hand (textile)
 Sprigger (tobacco)
 Sprue Knocker (foundry)
 Stiff-Neck Loader (logging)
 Tawer (leather manufacturing)
 Top Waddy (agriculture)
 Tuyere Fitter (steel)
 Twister Doffer (textile)
 V-Belt Skiver (rubber)
 Wax-Ball Knock-Out Worker (toy-sport equipment)

I don't know about you, but with aitchbone breaker, brain pickler, butt presser, Canadian-bacon tier, cattler dropper and pritcher, shackler, and slunk skinner, I say the hottest action is in meat products. And don't tell me these jobs are being shipped overseas. Our meat stays at home.

Where do you find these jobs? In the far recesses of my mind. And there are plenty more where they came from.

OK, let's be honest. When the politicians keep saying we need more jobs, I-O psychologists know they are simply using the wrong word. What the politicians really mean is we need more positions. Absolutely true. We need more position openings that can be filled by our workforce. It's too bad the politicians never took a course in I-O psychology to learn the difference between a job and a position.

But what if we could make the media understand the difference? I can just imagine this exchange at one of the upcoming debates between the two presidential candidates:

Moderator: "Over your long career in public service, what was your favorite position?"

Candidate: "Missionary."

Moderator: "Your opponent has one minute for rebuttal."

So everyone listen to the politicians talk about jobs for the next 6 months, and then be sure to vote in November. That includes you international members of SIOP as well. Don't be bashful about voting in an election for which you lack eligibility. The American election process is very robust. We accept hanging chads, and dead people often vote in Chicago.

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FOUNDATION SPOTLIGHT

SIOP Scholars

Mort McPhail

SIOP Financial Officer/Secretary



The SIOP Foundation Board, with the approval of SIOP's Executive Board, is pleased to announce the creation of a new designation: SIOP Scholar. Beginning with the 2012 Conference, predoctoral individual winners of scholarships (Lee Hakel, Mary Tenopir, George Thornton, and Graduate Student) and other awards (Joyce and Thayer Fellowship, and the Flanagan, Wallace, and Wherry awards) will be recognized as SIOP Scholars.

All previous winners of these honors as well as new awardees at the 2012 conference are part of what the Board hopes will become a true community of scholars. Using social media and other means, we plan to make it easy for SIOP Scholars to connect and maintain contact as their careers develop. The Board envisions the formation of an enduring network of people who have demonstrated substantial potential for contributions to our field, in the hope that such connections will foster future exchange of ideas for practice and research. In this way, being a SIOP Scholar can have enduring value to both recipients and the profession.

All SIOP Scholars will be recognized at a preconference reception. The new winners of SIOP scholarships will be presented to the membership at the opening plenary session in San Diego. Look for individuals wearing the SIOP Scholar pin, offer them your congratulations, and take the time to learn about their work and plans. We will all become more closely knit as a profession across interests, locations, and generations.

So Excited About San Diego! This Is Why...

Deborah Rupp
2012 Program Chair

Lisa Finkelstein
2012 Conference Chair

As San Diego is just around the corner, we thought we would remind you of some of the things that have us especially excited about this year's conference (see the January 2012 issue of *TIP* for more comprehensive descriptions).

Wednesday

- How does reconnecting with friends (and meeting new ones) poolside sound to you about now? We thought so. Weather permitting, the Welcome Reception will be on the pool deck. For you newcomers to SIOP (welcome!) there will be a newcomer event preceding the all-conference welcome reception.

Thursday

- *Opening Plenary*: In addition to congratulating the new SIOP Fellows and award winners and hearing words of wisdom from President **Adrienne Colella**, come see the many ways we will be integrating this year's conference theme: "Impact."
- *Theme Track*: A full day of programming focused around the topic of discrimination. The day kicks off with a keynote address by Jacqueline Berrien, Chair of the EEOC.
- At our evening reception on Thursday, join us for the Top Poster exhibition and take advantage of opportunities to engage in some entertaining (not mandatory!) networking activities.

Friday

- 10:30: Invited Address: "Women as Leaders: Negotiating the Labyrinth." **Alice Eagly**,
- 3:30: Invited Panel: "Managing the Aging Workforce: Challenges and Opportunities." **Franco Fraccaroli**, Lisa Finkelstein, Annet de Lange, **Ruth Kanfer**, **José Peiro**, **Donald Truxillo**, and **Mo Wang**

Saturday

- 10:30: 2nd Annual IGNITE Lightning Round: "I-O Psychology's Impact on People's Working Lives." **Steven Ashworth**, **Julian Barling**, **Michael Campion**, **Allan Church**, **Autumn Krauss (chair)**, **Jeff**

McHenry, Elaine Pulakos, Steven Rogelberg, Mark Schmit, William Shepherd, Nancy Tippins

- 1:30: Invited Panel: “Large Scale Impact in Intelligence, National Security, and Defense.” **Elizabeth Kolmstetter** (Office of Director of National Intelligence), Stephanie Platz-Vieno (CIA), John Mills (Dept. of Defense), Jeffery Neal (ICF International)
- 3:30: Invited Address: “Working as Human Nature.” **Howard Weiss**
- 4:30: Closing Plenary with Keynote Address by Albert Bandura. How can you pass up an opportunity to hear from the most heavily cited living psychologist (and the fourth most frequently cited psychologist of all time)?!
- 6:15: Closing reception, featuring the tastes, sights, and sounds of a true beach party. This is the perfect way to cap off the SIOP experience.

Throughout the Program

- Master Tutorials
- Communities of Interest
- Master Collaboration
- Over 700 concurrent peer-reviewed sessions!

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The SIOP External Relations Committee (ERC): Building Bridges to Partner Organizations

Deirdre Knapp
HumRRO

Steve Ashworth
Semptra Utilities

Zachary Horn
Aptima

Eden King
George Mason University

Debra Major
Old Dominion University

Fred Oswald
Rice University

In the last issue of *TIP*, we introduced the goal of our committee: to coordinate with the SIOP Executive Board and SIOP members in channeling the collective value and voice of SIOP to key policy makers on a direct and continuous basis. One of the strategies through which we are working to achieve this objective is to establish and nurture relationships with external organizations that influence policy relevant to I-O psychology, such as the American Psychological Association (APA), Association for Psychological Science (APS), and the Federation of Associations in Behavioral & Brain Sciences (FABBS).

Here we would like to highlight the partnership between SIOP and APA. Approximately 80% of SIOP professional members are also members or Fellows of APA. The collective voice of the APA can be irrefutably louder on some issues than SIOP's voice alone as a result of the diversity of APA membership and size of its budget. The APA has over 150,000 members and a budget of over \$100 million. A portion of this budget is directed squarely toward advocacy efforts on behalf of psychologists across disciplines. I-O psychologists need an active voice in APA because the decisions made at APA directly affect I-O psychologists on broad topics such as licensure, psychological testing, training, ethics, and even finer-grained topics such as acceptable citation styles in research.

We believe the best way to make APA's efforts reflect the interests of I-O psychology is for SIOP members to actively engage in APA volunteer opportunities in a coordinated and constructive fashion. SIOP nominates and elects representatives for APA Council, boards, and committees such as education, public interest, and science. Our committee supports this process in several ways, including:

- Identifying SIOP members willing to help advance the interests of I-O psychology (and the larger field of psychology) through involvement in APA
- Providing interested SIOP members with an orientation that helps them understand how APA works
- Tracking our success in getting SIOP members onto APA boards, committees, and task forces
- Providing SIOP members working with APA avenues to coordinate their efforts
- Recognizing the efforts of those SIOP members who help provide our voice within APA

If you are currently serving (or recently served) on an APA board, committee, or other role, or would be interested in doing so, the External Relations Committee would like to hear from you. Please contact Debbie Major (dmajor@odu.edu), who is taking the lead on getting us organized in this endeavor.

Even if you don't want to be directly involved in APA, casting your vote in APA elections helps make your voice—and the perspective of I-O psychology more generally—heard. Together we can increase our visibility and advance the interests and contributions of I-O psychologists across science, practice, and public policy. Working with APA and other organizations with will help empower our efforts. Other partnerships and advocacy strategies will be the subject of future articles.



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www.siop.org/conferences

SIOP Program Highlights for the 2012 APA Convention

Karin A. Orvis
SIOP's 2012 APA Program Chair
U.S. Army Research Institute

It's time to make plans to attend the 2012 APA Convention to be held in sunny Orlando, Florida from Thursday, August 2 through Sunday, August 5. SIOP will have a strong showing at the convention with 26 hours of programming, selected to appeal to both SIOP researchers and practitioners. Some of the session highlights include invited addresses from the incoming 2012-2013 SIOP President **Doug Reynolds**, as well as from **Tammy Allen**, **Kim Smith-Jentsch**, and **Mo Wang**. Two of SIOP's current APA council representatives, **Debbie Major** and **John Scott**, will have a special session on SIOP's Role in APA. We will also continue the tradition of co-sponsoring a joint social hour with APA Division 5: Evaluation, Measurement, and Statistics. Below is a brief summary of the session titles of SIOP programming at this year's APA convention.

Finally, I'd like to acknowledge my cochair, **Shonna Waters**, the APA Program Committee reviewers, as well as Larry Nader, Tracy Vanneman, and **Julie Olson-Buchanan**. We simply could not have developed such an exciting line-up for this year's APA convention without their service to SIOP.

I hope to see you this summer in Orlando!

Division 14 Program at the APA Conference

Invited Addresses:

- Data-Driven Talent Management: Combining Psychology and Technology to Run Better Organizations (Doug Reynolds)
- Work-Family Research: Where Have We Been and Where Are We Going? (Tammy Allen)
- Retirement Research: Challenges and Opportunities (Mo Wang)
- Who Are We?: Results From the SIOP Membership Survey Shed Light on Our Professional Identity (Kim Smith-Jentsch)

Symposiums

- Relational Social Capital: Positive and Negative Interpersonal Work Relationships
- Expanding the Horizons of Dysfunctional Leadership in the Workplace
- A Blended Approach to Training: Job Analyses and Competency Models
- Bias in Organizational Decisions and Perceptions: Gender, Ethnicity, and Culture
- Factors Affecting Individual Self-Regulation and Learning Processes
- Innovation in Job Analysis: Creative Solutions to Unique Challenges
- Global Perspectives on Leadership Development: Current Research and Organizational Applications
- Advances in Understanding Work-Family Conflict

- Teaching Teamwork: Integrating Innovative Science Into the Classroom
- Advances in Understanding Work Stress
- Academia and Assessment Centers: Preparing Students for Their Next Career
- Change in a Military Setting: An Agile and Adaptive Approach to Change Management
- Using Social Network Profiles in Hiring: Do We Know Enough?
- Persisting Realities of Women in the Higher Ed Workplace
- Advances in Understanding Job Satisfaction, Affect, and Motivation
- Advances in Understanding Predictors and Personnel Selection Methods

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The my.SIOP community is scheduled to launch at the 2012 SIOP Annual Conference. Look for more information about my.SIOP during the following conference events:

- **Opening Plenary Session**-We will give a brief overview of the my.SIOP platform during the conference's opening plenary session Thursday morning.
- **Exhibitor's Showcase**-The Electronic Communications Committee will demo my.SIOP at an exhibitor's showcase session in the exhibit hall. Check the schedule for details.
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Call for Nominations and Entries: 2013 Awards for the Society for Industrial and Organizational Psychology

Leaetta Hough
Chair, Awards Committee

- Distinguished Professional Contributions Award
- Distinguished Scientific Contributions Award
- Distinguished Service Contributions Award
- Distinguished Early Career Contributions Awards: Science and Practice
- Distinguished Teaching Contributions Award
- S. Rains Wallace Dissertation Award
- William A. Owens Scholarly Achievement Award
- M. Scott Myers Award for Applied Research in the Workplace
- Raymond A. Katzell Award in I-O Psychology
- Wiley Award for Excellence in Survey Research
- Hogan Award for Personality and Work Performance

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found at <http://www.siop.org/siopawards/>. Awards will be presented at the 28th SIOP Annual Conference in 2013 in Houston.

All nominations must be made online. A portal for submission of online nominations and entries for the 2013 Awards will be available through the SIOP website starting in early May. A complete list of prior winners is available at <http://www.siop.org/awardwinners.aspx>.

DEADLINE FOR RECEIPT OF NOMINATIONS: June 30, 2012

Please direct all questions regarding these nominations to Leaetta Hough, leaetta@msn.com.

OBITUARIES

Richard J. Ritchie



Dick Ritchie died on November 16, 2011 after a long battle with Parkinson's disease. He died at his home in Gettysburg PA, surrounded by his family, including his wife Pat, his three children, and six grandchildren. Dick received his bachelor's degree from Gettysburg College and his master's degree from the University of Richmond. After getting his PhD from the University of Houston, Dick worked at Exxon under Paul Sparks and then joined AT&T in 1971 as part of its management selection and development unit. During his 27 year career, which spanned working for AT&T and, after its breakup in 1984, for Bellcorp, Dick specialized in creating assessment systems for the identification and development of management potential. He served as director of Leadership Assessment Programs while at AT&T where he made significant contributions in his studies of external hires, his seminal work on the identification of high potential women managers, as well as his research regarding the relationship of assessment center predictors to progress in management.

A Fellow of SIOP and APA, Dick was active as a teacher and was particularly well regarded by his students who appreciated his insights regarding working in corporate settings. Dick taught at Farleigh Dickenson, Columbia, Pace, Montclair State, Houston, and Richmond Universities and was a visiting assistant professor at Gettysburg College. Active in many professional organizations, he was a member of the Executive Study Conference, International Association of Applied Psychology, the Gettysburg Chamber of Commerce, and had numerous overseas assignments which added to his insights about leadership behavior.

An avid sailor, model train enthusiast, and restorer of old cars, Dick was always inquisitive, wanting to better things, build things, and teach things to others. (Written by Joel Moses, January 23, 2012)

John Hawk (1935-2012)

John Allen Hawk of Bowie, MD passed away on January 16, 2012. John was born in Hugoton, KS in 1935 and grew up in Rose Hill, KS. John served 4 years in the U.S. Air Force as a foreign language specialist. After completing his military service in 1958 and attaining his BS degree in psychology from Wichita State University in 1963, John became a research psychologist with the U.S. Department of Labor in Washington DC where he served for over 25 years during the heyday of the General Aptitude Test Battery (GATB), which was used by the state employment services to screen applicants for employment. He was a member of SIOP and PTC/MW. He retired in 1994 but continued to devote substantial time to many interests and hobbies, which included photography, carpentry, horticulture, world travel, golf, reading, writing, music, and especially his family.



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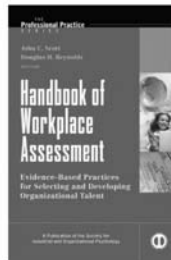
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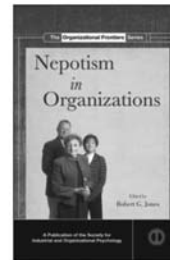
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SIOP MEMBERS IN THE NEWS

Clif Boutelle

SIOP members can be important sources of information for reporters' stories about workplace related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP website (www.siop.org). There is an entire gamut of workplace topics with more than 2,200 SIOP members who can serve as resources to the news media.

SIOP members willing to talk with reporters about their research specialties are encouraged to list themselves in Media Resources. It can easily be done online. It is important, though, that in listing themselves, members include a brief description of their expertise. That is what reporters look for and a well-worded description can often lead reporters to call.

SIOP members should periodically check and update their information, if needed.

It is not just the traditional newspaper and magazine outlets that are writing work-related stories. There are numerous online sites doing some excellent reporting on the kinds of issues in which SIOP members have a vast amount of expertise.

Every mention in the media is helpful to SIOP's mission to gain greater visibility for the field of I-O psychology. It is often a slow process, but more and more reporters are learning about I-O and how SIOP members can contribute to their stories.

Following are some of the press mentions that have occurred in the past several months:

Steven Rogelberg of the University of North Carolina Charlotte was interviewed for a story on generational stereotypes that appeared in the February 1 *Charlotte Observer*. Stereotyping of any generational group can lead to negative outcomes, he said, adding "to think you could confidently categorize that amount of people with such a broad stroke borders on silliness." Each generation encompasses many different personalities, and no one should be lumped into a stereotype based solely on age, he said.

Research by **Brian Lyons** of Wright State University was included in a January 31 *Wall Street Journal* story about the legislation designed to ban credit checks on prospective employees. Advocates say that because of the struggling economy more people have credit problems, and this should not eliminate them from employment consideration. Employers contend credit checks might help flag poor work habits and decision making and even general untrustworthiness. Lyons study lent some credence to those fears. It found that nearly one-third of employees with self-reported credit problems engaged in "counterproductive work behavior" compared to 18% for employees without financial problems.

The January 27 *Sydney (Australia) Morning Herald* and *The Age* each had an article about nepotism in organizations that quoted **Robert Jones** of Missouri State University and **Neal Ashkanasy** of the University of Queensland. When a company hires the boss' best friend or a relative it is often viewed as nepotism by others. Jones, the author of *Nepotism in Organizations*, said that impression can be mitigated by following a transparent process, one developed and implemented by all stakeholders. "In this way, the rationale for how the decision was made will be clear to everyone who will need to work with the person once they are hired," he said. Ashkanasy agreed, adding that all stakeholders need to be completely confident that appropriate hiring procedures are in place.

The January 17 issue of *Wall Street Journal MarketWatch* had a story on maintaining job satisfaction during stressful times in which **Paul Baard** of Fordham University was quoted. "In order to remain self-motivated, research has found that the innate psychological need for competence must be satisfied," he said. One way an employee can expand opportunities to satisfy this need is to help the work team succeed by encouraging others, even though your direct contribution may be limited at that time."

For a January 12 story on MSNBC about the declining number of part-time workers in the U.S. as reported by the Bureau of Labor Statistics, **Ellen Ernst Kossek** of Michigan State University cautioned about prematurely celebrating an improving labor picture. It's important to look behind the numbers, she pointed out. "Are they making the same money they did before, or did they take full-time jobs at a lower wages? It's about the quality of those jobs." In addition, she added that a growing number of people are taking on multiple jobs in order to make ends meet.

Paul Spector of the University of South Florida and **Ben Dattner** of Dattner Consulting in New York City contributed to a January 12 *ABC News* story about the boredom and stress that results when skilled people can't find jobs in their profession and take jobs in which they are overqualified. "Being chronically bored means being unhappy and stressed," said Spector. "If you don't have enough to do or what you do is monotonous, that can make you miserable, which can be very stressful." Dattner said it "may be helpful to think about a more effective or efficient way to do what you are doing. To some extent, making yourself obsolete by coming up with a new process could be risky but also might earn the gratitude of the organization and superiors."

Warren Bobrow of All About Performance, a Los Angeles-based skills assessment consultancy; **Greg Barnett** of Hogan Assessment Systems; and Ben Dattner of Dattner Consulting in New York City offered tips for job seekers in a January 1 *Wall Street Journal MarketWatch* story describing how creativity and adaptability will be the key to landing and keeping jobs for many workers in 2012. Barnett said companies are looking for workers who are flexible and can take on functions in various jobs as market demands change. "There are concerns when applicants are good workers but not able to learn

and change direction as well as their performance,” he added. Bobrow said knowledge of electronic data handling, including social media, is a really big plus. Also, he noted, a demonstrated ability to satisfy clients or customers is key for many professions. Dattner agreed, saying workers need to be able to illustrate the advantages of their products and services. “Try to get to know your customer and the market and figure out how you can put things together in a package that adds value.”

Social media is totally reshaping the way organizations communicate, **Andrea Goldberg** noted in a December 19 *Business News Daily* story. Increased openness and collaboration are greatly impacting the workplace, and driving much of this is social media, which is also contributing to organizational effectiveness, branding, and customer support, she said. The story also appeared in other news outlets including the *Times of India*, *Kansas City Star*, *Orlando Sentinel*, and *Toronto Globe and Mail*.

Several media outlets including *United Press International*, *Business News Daily*, and *Insurance Journal* ran stories in December and January about job interviewing that featured **Dean Stamoulis** of Russell Reynolds Associates in New York. Job interviewers can be influenced by charismatic candidates instead of looking at leadership indicators, he pointed out. “What you see is not always what you get, and that’s why it is important to have a full assessment of a candidate including traits and characteristics not readily apparent in an interview to go along with provided background information,” he said.

When it comes to leadership, **Robert Hogan** of Hogan Assessments has said what matters is not who you think you are but what everyone else thinks about you. A December 16 *Forbes AdVoice* article by **Matt Barney** of Infosys Leadership Institute in India reported on research conducted by **In-Sue Oh** of Virginia Commonwealth University, **Michael Mount** of the University of Iowa, and Gang Wang, a graduate student at Iowa, that found reputation is indeed a valid predictor of job performance.

Kimberly Merriman of Pennsylvania State University, **Robert Eisenberger** of the University of Houston, **Tom Becker** of the University of Delaware, and **Robert Brill** of Moravian College contributed to a December 15 story in *Business News Daily* about the value businesses reap from a more motivated and productive staff by taking time at year’s end to recognize their work with gifts and parties and other forms of acknowledgement. Year-end recognition sends a message that the employment relationship is more than simply a transactional one, said Merriman. Eisenberger pointed out that the recognition must be seen as sincere to be effective and Becker added that supervisors should know staff members’ needs and values to select an appropriate reward. Brill said that it is important for management to show appreciation for employees all year, not just during the annual holiday season.

Research by **Timothy Golden** of Rensselaer Polytechnic Institute suggested that persons who work from home may experience greater stress,

especially if they are married with children. The study found that the amount of stress depended upon the type of telework being performed and the conflict with family demands. News outlets where the story appeared included the December 5 issue of *Discovery* and *Asian News Inc.*

The December 4 *Cleveland Plain Dealer* had a story about arrogant leaders that featured comments from **Stanley Silverman** of Akron University. "Arrogant people are going to derail their careers. It's just a matter of when," he said. His use of a 26-item arrogance scale indicated that arrogant leaders tend to mask their own inadequacies, such as work incompetence or low self-esteem. Arrogant leaders often have a negative impact upon the workforce, said Silverman, noting that people tend to leave companies because of arrogant leaders not because they don't like the company. He said companies need to embrace leader training sooner in their managers' careers to help overcome arrogance.

The value an I-O trained psychologist can bring to an organization was highlighted in a case study in the December issue of *Financial Advisor* magazine. **Harold Weinstein** of H. Weinstein & Associates in Newtown, PA worked with Wescott Financial Advisory Group in reorganizing the way they operated. Wescott's management was pleased with the results and said their firm became more efficient and stronger as a result of Weinstein's organizational expertise.

Teacher evaluations are always challenging and **Rodney McCloy** and **Andrea Sinclair**, both with Human Resources Research Organization (HumRRO), authored an article in the November 20 edition of *Education Week* outlining some recommendations. The recommendations included developing performance measures that focus on those behaviors teachers are hired to do and to do well. In addition, it is important to maintain a distinction between performance and effectiveness. Performance drives effectiveness but effectiveness regards the results of that performance; they are not the same thing, they wrote. Keeping these concepts distinct allows evaluators to learn about both; confounding them prohibits learning about either one, they added.

A study by **Gary Johns** of Concordia University in Montreal about people who come to work despite being sick was reported in several media outlets including the November 17 *National Post (Canada)*, *Toronto Star*, and *Psych Central*. The findings found that workers who felt insecure about their jobs were more likely to show up for work when they are suffering from a cold or the flu. Those who had job security and who considered absenteeism legitimate were less likely to be present at work while sick.

Paula Popovich of Ohio University wrote an article for the November 16 issue of *The Athens News* about the unholy threesome of sex, power, and sexual harassment. The basic cause of sexual harassment is sex and power, she said. Understanding and preventing it requires more than just repeating the legal definitions of sexual harassment. It also requires setting clear organizational and personal boundaries and empowering people to prevent the problem.

A new book by **Richard Hackman** of Harvard University was featured in a November 7 issue of *Federal Computer Week*. The book—*Collaborative Intelligence: Using Teams to Solve Hard Problems*—outlines four major ingredients for successful teams. They include not needing a good reason to create a team in the first place, specifying a compelling and motivating purpose of the team, paying attention to team composition, and focusing on promoting productive, task-oriented information sharing and deliberation.

Lynda Zugec of New York-based Workforce Consultants contributed to a November story in *Redbook* magazine showing how business strategies may strengthen a marriage. She said 360-degree reviews, which use evaluations from several sources and are commonly used in business, can also be applied to a marriage. Getting an outside perspective can be beneficial to the relationship, she pointed out.

She also was quoted in a September 13 issue of *U.S. News and World Report* story about factors to consider before relocating for a job, including whether the new salary covers living expenses in a new home and doing due diligence on the financial stability of the new organization. Relocation is more than just a new job and work assignment; there are several factors that need to be taken into account to see if the move would be worth the change.

The October 16 *Washington Post* carried a career column by **Joyce E. A. Russell** of the University of Maryland that provided advice on negotiating salaries. When applicants are asked to list their salary requirements, she says do not include a salary number if it can be avoided; rather just put “negotiable,” which indicates you want to talk about it. She also suggested not bringing up salary early in the interview process.

Minnesota State University’s I-O program is providing real-world experience for students through a consulting program called Organizational Effectiveness Research Group (OERG). Faculty members **Andi Lassiter** and **Lisa Perez** were featured in an October 15 *Mankato Free Press* story about the program and described how students have gained experience consulting in Germany and Washington D.C. OERG specializes in employee selection, training and development, and fees collected from clients are put back into the program.

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

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



IOTAS

Stephen Young
Florida Tech

Transitions, New Affiliations, Appointments

Claire Rickards has been named the new associate director of Science for PI Worldwide, a global management consultancy. Dr. Rickards joins **Dr. Todd Harris**, current director of Science for the organization. Dr. Rickards joins PI Worldwide after completing her PhD in industrial-organizational psychology from the University of Connecticut, where her research focused on the areas of personality assessment and feedback for selection and developmental purposes.

Questar welcomes our newest hire, **Jaya Pathak**. Jaya has joined Questar as a senior consultant in the Global Survey Research division. She recently completed her PhD in industrial-organizational psychology from the Florida Institute of Technology in Melbourne, Florida.

Congratulations!

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

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Adopted May 25, 2011

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 March 1, 2012.

Hyderhusain Abadin
Raleigh NC
hsabadin@gmail.com

Adrian Büchner
Buenos Aires Argentina
adrian.buchner@compasslatam.com

Anisa Ali
Universal Orlando
Ocoee FL
anisaksingh@yahoo.com

Kristophor Canali
U.S. Office of Personnel Management
Arlington VA
kgc99001@yahoo.com

Carolyn AlRoy
New York NY
carolyn@alroyconsulting.com

Madhura Chakrabarti
Dell Inc.
Austin TX
madhura_chakrabarti@dell.com

Nataliya Baytalskaya
Pennsylvania State University
Princeton NJ
nataliya.baytalskaya@gmail.com

Ziguang Chen
City University of Hong Kong
Hong Kong
mgzgchen@cityu.edu.hk

Karen Blandford
Department of Defence
Dunlop Australia
karenblandford1@bigpond.com

Catherine Clause
Citi
Little Neck NY
catherine.clause@gmail.com

Todd Bollinger
Sausalito CA
dr.bollinger@yahoo.com

Daniel Cooper
Southwest Research Institute
San Antonio TX
dan.cooper@swri.org

Erin Bowe
Google, Inc.
Walnut Creek CA
erinbowe@gmail.com

Jennifer Cooper
Manukau New Zealand
jennypsy@clear.net.nz

Susanne Braun
Munich Germany
sbraun@psy.lmu.de

Michel Cossette
Montreal QC Canada
michel.cossette@hec.ca

Chris Coughlin
SHL
Johns Creek GA
chris.coughlin@shl.com

Jessica Dang
Union Bank
San Francisco CA
jessica.godinez@gmail.com

Stacy Davies
PDI Ninth House
Minneapolis MN
stacy.davies@pdinh.com

Ashley Davis
Walmart
Bentonville AR
adavis23@ymail.com

Alyssa DiPadova
Fresh Meadows NY
alyssa.dipadova@gmail.com

Jeanne Donaghy
Verizon
Dunellen NJ
donaghjm329@gmail.com

Chantay Dudley
Federal Management Partners
Arlington VA
cdudley_99@yahoo.com

Julián Fernández Terreros
Johnson Controls
Muskiz (Vizcaya) Spain
jft@jet.es

Markus Feufel
Berlin Germany
markusfeufel@gmail.com

Patrick Fleming
Lockheed Martin Corp.
Falls Church VA
pfleming@viaglobalgroup.com

Hans Froslee
Vining MN
mickfroslee@sprintmail.com

Aviva Greenstein-Usher
Toronto ON Canada
aviva.greenstein@cantire.com

Yves Guillaume
Aston University
Birmingham UK
guilyrf2@aston.ac.uk

Xavier Hernandez
Chula Vista CA
XHernandez1@gmail.com

Stephen Kearney
Wellington New Zealand
steve_kearney@yahoo.com

Sven Kepes
Virginia Commonwealth University
Richmond VA
skepes@vcu.edu

Joshua Knapp
University of Lethbridge
Lethbridge AB Canada
joshua.knapp@uleth.ca

Brigitte Kroon
Tilburg University
Tilburg Netherlands
b.kroon@uvt.nl

Heidi Kunzli
Salisbury CT
hkunzli@betteryourbest.com

Sara Langford
Central Michigan University
Pomona CA
sara.langford@cmich.edu

Martha Lappin
The Chicago School of Professional
Psychology
Reston VA
mlappin@thechicagoschool.edu

Daniel LeBreton
Peter Rock Consulting, Inc.
Nashville TN
danl@peter-rock.com

Songqi Liu
Pennsylvania State University
State College PA
sul45@psu.edu

Rosemarie McMahon
Mitcham Australia
rosemark@iprimus.com.au

Yoshie Nakai
Eastern Kentucky University
Richmond KY
yoshie.nakai@eku.edu

Petrus Nel
University of the Free State
Bloemfontein South Africa
nel@icon.co.za

Don Nowill
Capella University
Hamden CT
dnowill@theprodevgroup.com

Christopher Nye
Bowling Green State University
Bowling Green OH
cdnye@bgsu.edu

Amy Ou
National University of Singapore
Singapore
bizyo@nus.edu.sg

Avinash Patel
Joy Creative Development Services
Surat India
javiya007@yahoo.com

Caryn Reedy
Centreville VA
carynreedy@aol.com

Nicolas Roulin
University of Lausanne
Lausanne Switzerland
nicolas.roulin@unil.ch

Lorraine Rowlands
Wellington New Zealand
lorraine.rowlands@nzcer.org.nz

Debra Shapiro
University of Maryland
N. Bethesda MD
dshapiro@rhsmith.umd.edu

Matthias Spitzmuller
National University of Singapore
Singapore
bizms@nus.edu.sg

Robert Stewart
PDRI
Rockville MD
robert.stewart@pdri.com

John Sumanth
SMU Cox School of Business
Dallas TX
jsumanth@cox.smu.edu

Cheryl Tay
Nanyang Technological University
Singapore
actay@ntu.edu.sg

Michael Taylor
atrain, GmbH
Bamberg Germany
michael.taylr@gmail.com

Tina Thomas
HumanR
Alexandria VA
tthomas5ster@gmail.com

Michael Tuller
PepsiCO
Fairfield CT
michael.tuller1@pepsico.com

Coen Welsh
HR@Work
Windhoek Namibia
coen@hratwork.com.na

Tod Willoughby
US Military Academy at West Point
West Point NY
tod.willoughby@us.army.mil

Michelle Wisecarver
PDRI: An SHL Company
Lovettsville VA
Michelle.Wisecarver@pdri.com

Feirong Yuan
University of Kansas
Lawrence KS
fyuan@ku.edu

WELCOME!

CONFERENCES & MEETINGS

David Pollack
Sodexo, Inc.



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

2012

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| April 12–16 | Annual Convention, National Council on Measurement in Education. Vancouver, BC. Contact: NCME, www.ncme.org . |
| April 13–17 | Annual Convention, American Educational Research Association. Vancouver, BC. Contact: AERA, www.aera.net . |
| April 26–28 | Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, 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 . |
| May 24–27 | Annual Convention of the Association for Psychological Science. Chicago, IL. Contact: APS, 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 . |
| June 24–27 | Annual Conference of the Society for Human Resource Management. Atlanta, GA. Contact: SHRM, www.shrm.org . (CE credit offered.) |
| June 26–28 | Institute of Work Psychology International Conference. Sheffield, England. Contact: www.iwpconference.org . |
| July 22–25 | Annual Conference of the International Personnel Assessment Council. Las Vegas, NV. Contact: IPAC, www.ipacweb.org . |
| July 28–Aug. 2 | Annual Convention of the American Statistical Association. San Diego, CA. Contact: ASA, www.amstat.org . (CE credit offered.) |
| Aug. 2–5 | Annual Convention of the American Psychological Association. Orlando, FL. Contact: APA, www.apa.org . (CE credit offered.) |

- Aug. 3–7 Annual Meeting of the Academy of Management. Boston, MA. Contact: Academy of Management, www.aomonline.org.
- Aug. 13–15 International Conference on Applied Psychology. Oslo, Norway. Contact: <http://www.waset.org/conferences/2012/oslo/icap/>.
- Oct. 19–20 SIOP Leading Edge Consortium. New Orleans, LA. Contact: SIOP, 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. (CE credit offered.)
- Oct. 22–27 Annual Conference of the American Evaluation Association. Minneapolis, MN. Contact: AEA, www.eval.org.
- Nov. 6–8 Annual Conference of the International Military Testing Association. Dubrovnik, Croatia. Contact: www.internationalmta.org.

2013

- Feb. 3–6 Annual Innovations in Testing Conference, Association of Test Publishers. Ft. Lauderdale, FL. Contact: www.innovationsintesting.org.
- Feb. 21–24 Annual Conference of the Society of Psychologists in Management (SPIM). Scottsdale, AZ. Contact: www.spim.org. (CE credit offered.)
- March 14–16 International Congress on Assessment Center Methods. Stellenbosch, South Africa. Contact: www.assessmentcenters.org.
- March 15–19 Annual Conference of the American Society for Public Administration. New Orleans, LA. Contact: ASPA, www.aspanet.org.
- April 11–13 Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX. Contact: SIOP, www.siop.org. (CE credit offered.)
- May 16–19 Work, Stress, and Health 2011. Los Angeles, CA. Contact: www.apa.org/wsh.

CALLS & ANNOUNCEMENTS

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>.

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*



Conference Info!

What you need to know before you go!

Important Dates:

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

Registration

Members	\$195
Student Affiliate*	\$135
Nonmembers	\$375

Placement

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

Workshops

Members	\$400
Nonmembers	\$650

Friday Seminars \$85

Jr Faculty Consortium \$75

*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. 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.

SIOP Officers and Committee Chairs 2011–2012

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SIOP Advertising Opportunities

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

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

Display Advertising Rates per Insertion

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

Premium Position Advertising Rates

<i>Size of ad</i>	<i>One time</i>	<i>Two times</i>	<i>Plate sizes:</i>		
			<i>Vertical</i>	<i>Horizontal</i>	
Inside 1st page	\$715	\$510	7-1/4"	x	4-1/4"
Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
Inside back cover	\$695	\$480	7-1/4"	x	4-1/4"
Back cover	\$740	\$535	8-1/2"	x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2"	x	5-1/2"

Annual Conference Program

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

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

Advertisement Submission Format

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

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2012 marks a milestone for Sirota. Forty years ago, Dr. David Sirota left his job at IBM to teach at the Wharton School and to open a small consulting practice on the Upper East Side of Manhattan. He focused on the use of attitudinal surveys to help organizations improve their management practices. With a lot of hard work, the help of a number of extraordinary and caring people -- and a little luck at just the right moments -- that small office has grown to four offices in the US and Europe, with more currently being planned. In that time, Sirota has helped advance the processes and technology of our industry from a paper based, manual method to an online, digital world.

Nonetheless, **the history of Sirota is not only about innovative technology, but about a special group of people** who have come together over the course of time to pursue a shared goal: helping organizations improve by helping them understand, and act on, the needs of their workers. This purpose, expressed in a variety of ways throughout the years, has led to an array of discoveries and improvements in the field of organizational psychology. From bottom-up feedback and alignment models, life-cycle research, to action-taking paradigms, Sirota has been a center of scientifically applied research and learning. In 2005, The Wharton School published our unique perspective on business best HR practices, which we call the "partnership culture", in a critically acclaimed book, "The Enthusiastic Employee", co-authored by our founder and fellow "Sirotians".

We look forward to helping organizations around the world. But for now, let us simply take this opportunity to **thank you, our colleagues and clients**, for your partnership and support.

We are excited to see you at SIOP 2012!

www.sirota.com

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ENRICHING LIVES BECAUSE

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With every person we recruit, every assessment we administer, every technology solution we deliver, every survey we conduct and every leader we develop, lives are impacted by our craft. Very few companies, if any, can claim this—and we're proud of that.

In short, you could say we are in the business of improving companies and enriching lives. We improve companies by enriching lives and we enrich lives by improving companies. What could be better than that?

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