



# The Industrial-Organizational Psychologist

**Volume 50**

**Number 1**

**July 2012**

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A publication of  
the Society for  
Industrial and  
Organizational  
Psychology, Inc.



# TIP

## The Industrial-Organizational Psychologist

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*The Industrial-Organizational Psychologist (TIP)* is an official publication of the Society for Industrial and Organizational Psychology, Inc. Circulation is approximately 6,500, which includes the membership of the Society (professional and student), public and corporate libraries, and individual subscribers. *The Industrial-Organizational Psychologist, TIP* (ISSN 0739-1110, USPS#014-838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc., 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355.

**Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the Association for Psychological Sciences, unless so stated.**

**Mission Statement:** *The Industrial-Organizational Psychologist (TIP)* is an 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. The purpose of *TIP* is to provide news, reports, and noncommercial information related to the fundamental practice, science, and teaching issues in industrial and organizational psychology.

**Article deadlines for each issue:** July issue—May 1; October issue—Aug. 1; January issue—Nov. 1; April issue—Feb. 1

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**Subscription rates:** Subscription cost for SIOP members \$15.00, included in annual dues. \$25.00 for individuals, \$35.00 for institutions. Periodicals postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to *The Industrial-Organizational Psychologist TIP*, SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

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# Electromechanic Assessment For Light Rail Transit

*Comments by Tom Ramsay*

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# TIP

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The cover image juxtaposes the natural environment with the built and industrially utilitarian environment. It also provides an analogy to environmental sustainability as a “budding” topic in industrial-organizational psychology. The critical role that I-O psychology has in the area of environmental sustainability will be explored in the 2012 Leading Edge Consortium: Environmental Sustainability at Work: Advancing Research, Enhancing Practice. The conference will be held October 19–20 in New Orleans. Go to <http://www.siop.org/lec/> for more information and to register. Photo courtesy of Stacy Eitel Davis



## FROM THE EDITOR

### Summertime and the Livin' Is Easy

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

Many of us view summer as the time to slow down, relax, and breathe a little. Not so at SIOP! This issue of *TIP* is packed full of information, activity, and news from the members that make SIOP the premier professional organization for I-O psychologists all over the world.

We have an article by **Stan Silverman**, **Russell Johnson**, Nicole McConnell, and **Alison Carr** discussing their program of research on leadership arrogance. They provide information on the impact of arrogance in top leaders and how to assess and address leadership arrogance. Elizabeth Culhane, **Patrice Reid**, Loring Crepeau and Daniel McDonald discuss cross-cultural competence in the U.S. military. They share how the military is currently defining cross-cultural competence and some of the initiatives under way to ensure our military are "mission ready" to work in cultural contexts other than their own. **Andrea Castiello d'Antonio** discusses his view on the nature of the validity of unstructured interviews and **George Yancey** and Xuan Wang share the results of their study on the use of selection procedures by human resource executives with different backgrounds and training. For those of you suffering from summertime writer's block, **Nathan Bowling** has contributed some advice for putting words on paper...or onto your computer screen.

The SIOP volunteers and executive board are also hard at work this summer, as they are throughout the year. You can read about many of SIOP's activities in **Doug Reynolds'** President's column, **Adrienne Colella's** piece on a new strategic planning advisory committee, **Allen Kraut's** exciting news that SIOP's book series will now be available electronically...and customizable. **Zachary Horn** shares information on SIOP's new online network at my.siop. **Tammy Allen**, **Fred Oswald**, and **Eunae Cho** report on the results of the Science Advocacy Survey and some next steps identified by the Scientific Affairs Committee. In this issue you can also read **Debra Major's** report from the APA Council of Representatives and **Scott Highhouse's** announcement of the new editors for the Professional Practice and Organizational Frontiers series. **Milt Hakel** announces a new award to be given by SIOP for the first time in 2013: the Jeaneret Award for Excellence in the Study of Individual or Group Assessment.

Relive your 2012 SIOP conference experience through **Lisa Finkelstein** and **Deborah Rupp's** recap of the events in San Diego and **Tori Culbertson's** summary of attendee's "ah-ha" moments. I am always amazed at how energized people are after attending the annual conference, and this year was

no exception. Tori's article nicely summarizes some of what you all took away from your experience. By all accounts, the conference indeed had great IMPACT. You can also see some photos taken at the conference and read about the new Fellows and award winners announced in San Diego. Congratulations to all! The planning committee is already hard at work on next year's conference. Check out the timeline in **Eden King's** 2013 preview.

This year's Leading Edge Consortium, held in October in New Orleans, will focus on environmental sustainability at work. This conference will bring together a diverse array of interdisciplinary practitioners and scientists to discuss the "greening" of the workplace and help build I-O's impact on this sprouting area (see cover photo). Read a preview of the LEC in this issue.

Your *TIP* Editorial Board has also been hard at work, producing yet another series of thought provoking articles. In the driver's seat, **Paul Muchinsky (The High Society)** drives on about, you guessed, our use of the word "drive." You might say he is driven to distraction on this one. **Marcus Dickson (Max. Classroom Capacity)** discusses the sometimes neglected topic of I-O psychology education at the undergraduate level. Tori Culbertson (**Academics' Forum**) shares her personal "ah ha" that the much maligned service component of academic jobs isn't all that bad, sometimes. **Jessica Dinh and Allison Gabriel's TIP TOPics** column takes on the age-old question: how do students financially survive graduate school and is it all worth it?

Next we take you on an international trip. **Stu Carr (Pro-Social I-O: Quo Vadis)** starts us off in Geneva, Switzerland with an interview with Lichia Yiu who is President of the Center for Socio-Economic Development. Lichia discusses the role of I-O psychology in this important work. The next stop is Romania where **Alex Alonso and Mo Wang (International Practice Forum)** explore work stress auditing with **Dragos Iliescu** and **Coralia Sulea**. You will also stop in the Republic of Croatia with **Lori Foster Thompson, Alex Gloss, and M. K. Ward (Spotlight on Global I-O)** for **Helena Hanizjar's** summary of I-O psychology in her country.

Back in the U.S., **Scott Highhouse (History Corner)** recounts Horace Secrist's "discovery" of regression to the mean and discusses some modern-day examples of this phenomena. **On the Legal Front, Eric Dunleavy and Art Gutman** review *Fisher v. University of Texas at Austin*. This is another challenge to affirmative action and the use of race in higher education admissions. After reading their piece, I am on the edge of my seat for a decision. Really, I am. **Tom Giberson and Suzanne Miklos (Good Science-Good Practice)** discuss the science and practice of leadership development for female leaders. They summarize some of the recent studies in this area, suggest implications for leadership development programs, and identify additional research that would be helpful to practitioners.

Speaking of practitioners, **Rich Cober's Practitioners' Forum** recounts a number of practitioner events and activities, at the SIOP conference and

beyond. Particularly noteworthy is an upcoming study on career paths of I-O professionals. **Rob Silzer** and **Chad Parson (Practitioner Perspectives)** report on their analysis of 2011 SIOP membership data. Ever wonder where SIOP full members and Fellows received their doctoral degree or where they are currently working? Wonder no more!

With all this in the slow month of July, I can't imagine what is in store for October! In the meantime, enjoy your summer, and remember life is sweeter in flip flops!

## **8th Annual Leading Edge Consortium Environmental Sustainability at Work: Advancing Research, Enhancing Practice**

**October 19–20, 2012**

**Hotel Monteleone, New Orleans, Louisiana**

**Consortium includes lunch on Friday and Saturday, breaks, and receptions on Thursday and Friday evening. Registration fee is \$425 on or before August 29, 2012.**

**After the early registration deadline the fee is \$495.**

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## A MESSAGE FROM YOUR PRESIDENT



**Doug Reynolds**

As the experience of our fantastic conference in San Diego becomes a pleasant memory and another busy year for SIOP gets underway, I'd like to use this opportunity to describe a few of the many activities that are in the works. As we undertake any new project, the guiding principle is the alignment with our strategic goals. These goals were established 6 years ago in an extensive strategic planning session, and they are reviewed every year by the board and committee chairs as we set goals for the year ahead. This session took place again this year, during a productive board meeting that was held on the day after the conference in San Diego. The group confirmed that our strategic goals continue to be high-priority areas for SIOP's focus and energy. Generally stated, the goals relate to visibility, advocacy, membership, and modeling the integration of science and practice. This year, we have projects planned that touch on each of these goals. The theme across these objectives is about extending SIOP's influence.

### **Visibility**

Over the past year and a half, SIOP's Visibility Committee has worked to assemble an important project to examine SIOP's brand image, a critical lever in our work to advance SIOP's visibility. The team has identified the lack of a consistent message about what we do as an impediment to our visibility goal. Without a brand message, our efforts to be visible become too diffuse to have the impact we desire. Of course, SIOP members span a very wide range of roles, but I think there are common values and beliefs that bring us together as a profession and can serve as a straightforward statement of our identity. Such a statement should be appropriate to the range of our membership and be a powerful tool to amplify our visibility.

To advance this objective, **Chris Rotolo** has been appointed to chair a task force to examine SIOP's brand. Chris is past chair of the Visibility and Electronic Communication committees and has an excellent background for leading the charge. Assisting Chris will be two consultants to the project, **Andrea Goldberg** and **Paul Rubenstein**; both are longstanding SIOP members with experience in branding within large organizations. This project is already underway so stay tuned for a few updates.

### **Advocacy**

SIOP members and officers have been hard at work establishing relationships across a range of organizations that can be useful partners in our advo-



cacy efforts. For example, the Society of Human Resource Management, the United Nations, the Alliance for Organizational Psychology, and the Federation of Associations in Brain and Behavioral Sciences have been added to our longstanding relationships with APA and APS as important allies. Each of these organizations has interests that overlap with some of our own. These partnerships are usually born from the passion and efforts of just a few of our members—those who are close enough to these organizations to see the advantages of working together to advance a common agenda. We need to nurture and strengthen these partnerships even as our committee chairs and leaders rotate (a frequent event under our governance model), so our future leaders will have the same foundation for understanding the value and the groundwork that has come before them. The newly formed External Relations Committee will be working this year to prioritize these partnerships, to define our strategic objectives for each relationship, and to document the approach for each. This process should facilitate involvement across our membership from those who know the most about our partners.

### Membership

Our strategic goal in this area states that SIOP should be the “organization of choice for I-O professionals.” Recent analyses of our membership composition show that we have a very healthy pipeline of Student Affiliates (3,923 was the most recent count), and our students, as a group, tend to be from more diverse backgrounds than our regular members. This is good news for the health, diversity, and strength of our organization but only if we are able to successfully nurture our student affiliates into membership as they complete their degrees. To examine the issue more closely, **Juan Madera**, our newly appointed chair of the Committee on Ethnic and Minority Affairs, will lead a special topic task force to examine the conversion rates for our student affiliates, with an emphasis on those from diverse backgrounds. Juan’s team will bring recommendations back to the Executive Board for how we can best facilitate the transition from Student Affiliate into membership. This work began under Past-President **Adrienne Colella**, and she will also continue to be closely involved in this initiative as the team makes progress.

An additional membership objective this year involves expanding our revenue sources. We are very fortunate to be in strong financial health, but most of our yearly budget is funded from just one source, our annual conference. This situation puts limits on our financial growth and adds risk to our budget. We can reduce this risk, and accomplish more for our members, if we can develop additional revenue streams for SIOP. Examples may include broadening our reach with our publications and expanding the audience for key events such as the Leading Edge Consortium. This objective will likely be a multiyear effort, and it was reflected in the goals of our new president-elect, **Tammy Allen**. Our work this year will help pave the way for her initiative in this area as her term begins next April.

### Science–Practice Integration

The last objective I will touch on crosses several of our strategic goals but seems to fit best as an example of the impact we can have when our science and practice work in concert. My observation is that the amount of effort by SIOP members on projects focused on public interest issues has increased in recent years. To get some data behind this perception, we included a question to our last member survey that inquired about how many of us have participated in projects for charitable, humanitarian, or public interest causes in the past 2 years. It turns out that 25% of us do. My objective is to encourage more efforts of this nature by creating tools and processes to support projects for public interest. We already have one step in place, and that's the introduction of the online collaboration platform, my.SIOP. Using this tool, we can solicit volunteers, share learning and insights, and report results to help others who have similar projects.

These projects have the advantage of bringing together members across a variety of employment settings to accomplish important social goals. Furthermore, these projects provide an excellent basis for increasing the visibility of the field.

### Other Society Activities and News

A number of other projects and issues were addressed at the most recent Executive Board meeting; watch for more information in the future as several new initiatives take shape. Included among these are several new member benefits, upcoming events, and policy endorsements that will help shape our influence.

*My.SIOP.* This new online member community is now up and running. All Members, Associates, and Affiliates have been preloaded into the system, but you need to fill out a short profile to finish the process. If you have not yet completed your profile on my.SIOP, please do it today. We already have several hundred active participants, and this platform is intended to be the place for coordination of SIOP activities ranging from committee projects, to special interest projects, to research collaborations, and alumni groups. The platform is secure, run by the SIOP Administrative Office, and provides a great way to connect to other I-O professionals. Instructions for getting started are located at my.SIOP.org, and more information is included in this issue of *TIP* (see **Zachary Horn's** article).

*Research Access Service.* Another new benefit for SIOP members was implemented this past year that provides access to a wealth of journals (literally 1000s of titles) as well as to SIOP's own Learning Center (including content from past conferences and leading edge consortia). This new service is ideal for any SIOP member who needs online access to published research and content from our conferences. All SIOP members are encouraged to check out these resources at [SIOP.org/SRA](http://SIOP.org/SRA).

*Career Study of I-O Psychology.* The SIOP Executive Board has also recently given the green light to a study of the professional roles of I-O psychologists. This career study will provide much needed data for describing the various roles and activities that people with an I-O education engage in across a variety of work settings. The information generated from the study will be used to inform education and training guidelines, career development frameworks, and licensure requirements, among other purposes.

*2012–2013 conferences.* If you haven't done so already, it's time to start planning for your attendance at the 2012 Leading Edge Consortium (October 19–20), which will be held at the Hotel Monteleone in New Orleans. This year's topic is environmental sustainability at work. The session will focus on both research and practice in this important area for our influence; the topic provides an excellent example of how we are continuing to expand the range of dependent variables we consider in our work.

Planning for our annual conference in 2013 is now in full swing. The event will be held in Houston this year (April 11–13), and it's time to start planning your proposals for this grand event. It's our first time in Houston and the venue includes state-of-the-art meeting space for large groups such as ours; you won't want to miss this one.

*Social policy statements.* SIOP's new NGO status in the United Nations provides us with the opportunity to influence policies in areas related to our research and practice. Our first step in this arena involved the approval of a joint statement (with the International Association of Applied Psychology) to the United Nations urging the prevention of worker exploitation in developing countries. The statement cites I-O research demonstrating the importance of decent work for climbing out of poverty.

Also this spring, the Executive Board approved a statement opposing workplace discrimination on the basis of sexual orientation and gender identity and resolving to take a leadership role in the promotion of societal attitudes and behaviors that affirm the dignity and rights, within organizational settings, of all lesbian, gay, bisexual, and transgender employees. Work is underway within SIOP's LGBT taskforce to summarize the research related to these issues in a form that can be easily communicated to the public and to develop an approach to promote our point of view on this important issue.

These policies align well with our mission, vision, and expertise and their approval provides a strong basis from which to educate the public about the findings from related research and the role of I-O psychology as an authority on workplace issues.

### **In Appreciation**

Let me end with a brief word of thanks for our SIOP leaders this past year. Several executive committee officers will be rotating off the board this year. I've enjoyed working with each one of them for their energy, insight, and

devotion to SIOP over the past few years. Special thanks to **Mort McPhail** (Financial Officer), **Lise Saari** (Membership Services Officer), **Scott Highhouse** (Publications Officer), **Howard Weiss** (APA Representative), and, of course, **Eduardo Salas** (Past President) for their service to SIOP in these important roles. Fortunately Adrienne Colella remains on the board as past-president, but she also deserves appreciation for her great work as president.

Our committee chairs have been equally as devoted and often carry the bulk of the load when it comes to orchestrating the many volunteer-driven activities that make SIOP so great. Committee chairs concluding their roles this year include **Karin Orvis** (Program–APA), **Shawn Burke** (Program–APS), **Deborah Rupp** (Program–SIOP), **Lisa Finkelstein** (SIOP Conference Chair), **Cynthia McCauley** (Editor *IOP Journal*), Chris Rotolo (Electronic Communications), **Alexis Fink** (Visibility), **Kizzy Parks** (Committee of Ethnic and Minority Affairs), **Wally Borman** (Fellowship), **Paul Levy** (Historian), **Kimberly Smith-Jentsch** (Membership), **Mikki Hebl** (Education and Training), **Rich Cober** (Professional Practice), **Linda Shanock** (Doctoral Consortium), and Tammy Allen (Scientific Affairs).

Another wave of strong leaders stands ready to fill the big shoes of those listed above. I'm feeling grateful and lucky to be joined this year by new board members **Allan Church** (Publications Officer), **Eric Heggstad** (Membership Services Officer), **John Scott** (APA Representative), **Kathleen Kappy Lundquist** (Financial Officer), and Tammy Allen (President-Elect). New committee chairs include **Shonna Waters** (APA Program), **Susanne Bell** (APS program), **Eden King** (SIOP Program), **Robin Cohen** (SIOP Conference), **Mark Frame** (Consortia), Juan Madera (Committee on Ethnic & Minority Affairs), **Kevin Murphy** (Editor *IOP Journal*), Zack Horn (Electronics Communication), **Carl Persing** (Visibility), **Jerry Hedge** (Fellowship), **Kevin Mahoney** (Historian), **Mo Wang** (Membership), **Tracy Kantrowitz** (Professional Practice), **Scott Tonidandel** (Educational and Training), **Tracey Rizzuto** (Doctoral Consortium), and **Fred Oswald** (Scientific Affairs). Our new Chairs in Training include **Autumn Krauss** (Program–APA), **Reeshad Dalal** (Program–APS), **Evan Sinar** (Program–SIOP), **Erica Desrosiers** (Workshops), and **David Baker** (Awards).

SIOP runs on the strength and energy of our volunteers. Please consider how you'd like to be involved with these or other SIOP projects throughout the coming year. Volunteering for projects and committees is an easy process and can be completed on the SIOP.org website.

Enjoy your summer!



## FROM THE EDITOR

### Summertime and the Livin' Is Easy

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

Many of us view summer as the time to slow down, relax, and breathe a little. Not so at SIOP! This issue of *TIP* is packed full of information, activity, and news from the members that make SIOP the premier professional organization for I-O psychologists all over the world.

We have an article by **Stan Silverman**, **Russell Johnson**, Nicole McConnell, and **Alison Carr** discussing their program of research on leadership arrogance. They provide information on the impact of arrogance in top leaders and how to assess and address leadership arrogance. Elizabeth Culhane, **Patrice Reid**, Loring Crepeau and Daniel McDonald discuss cross-cultural competence in the U.S. military. They share how the military is currently defining cross-cultural competence and some of the initiatives under way to ensure our military are "mission ready" to work in cultural contexts other than their own. **Andrea Castiello d'Antonio** discusses his view on the nature of the validity of unstructured interviews and **George Yancey** and Xuan Wang share the results of their study on the use of selection procedures by human resource executives with different backgrounds and training. For those of you suffering from summertime writer's block, **Nathan Bowling** has contributed some advice for putting words on paper...or onto your computer screen.

The SIOP volunteers and executive board are also hard at work this summer, as they are throughout the year. You can read about many of SIOP's activities in **Doug Reynolds'** President's column, **Adrienne Colella's** piece on a new strategic planning advisory committee, **Allen Kraut's** exciting news that SIOP's book series will now be available electronically...and customizable. **Zachary Horn** shares information on SIOP's new online network at my.siop. **Tammy Allen**, **Fred Oswald**, and **Eunae Cho** report on the results of the Science Advocacy Survey and some next steps identified by the Scientific Affairs Committee. In this issue you can also read **Debra Major's** report from the APA Council of Representatives and **Scott Highhouse's** announcement of the new editors for the Professional Practice and Organizational Frontiers series. **Milt Hakel** announces a new award to be given by SIOP for the first time in 2013: the Jeanerret Award for Excellence in the Study of Individual or Group Assessment.

Relive your 2012 SIOP conference experience through **Lisa Finkelstein** and **Deborah Rupp's** recap of the events in San Diego and **Tori Culbertson's** summary of attendee's "ah-ha" moments. I am always amazed at how energized people are after attending the annual conference, and this year was

no exception. Tori's article nicely summarizes some of what you all took away from your experience. By all accounts, the conference indeed had great IMPACT. You can also see some photos taken at the conference and read about the new Fellows and award winners announced in San Diego. Congratulations to all! The planning committee is already hard at work on next year's conference. Check out the timeline in **Eden King's** 2013 preview.

This year's Leading Edge Consortium, held in October in New Orleans, will focus on environmental sustainability at work. This conference will bring together a diverse array of interdisciplinary practitioners and scientists to discuss the "greening" of the workplace and help build I-O's impact on this sprouting area (see cover photo). Read a preview of the LEC in this issue.

Your *TIP* Editorial Board has also been hard at work, producing yet another series of thought provoking articles. In the driver's seat, **Paul Muchinsky (The High Society)** drives on about, you guessed, our use of the word "drive." You might say he is driven to distraction on this one. **Marcus Dickson (Max. Classroom Capacity)** discusses the sometimes neglected topic of I-O psychology education at the undergraduate level. Tori Culbertson (**Academics' Forum**) shares her personal "ah ha" that the much maligned service component of academic jobs isn't all that bad, sometimes. **Jessica Dinh and Allison Gabriel's TIP TOPics** column takes on the age-old question: how do students financially survive graduate school and is it all worth it?

Next we take you on an international trip. **Stu Carr (Pro-Social I-O: Quo Vadis)** starts us off in Geneva, Switzerland with an interview with Lichia Yiu who is President of the Center for Socio-Economic Development. Lichia discusses the role of I-O psychology in this important work. The next stop is Romania where **Alex Alonso and Mo Wang (International Practice Forum)** explore work stress auditing with **Dragos Iliescu** and **Coralia Sulea**. You will also stop in the Republic of Croatia with **Lori Foster Thompson, Alex Gloss, and M. K. Ward (Spotlight on Global I-O)** for **Helena Hanizjar's** summary of I-O psychology in her country.

Back in the U.S., **Scott Highhouse (History Corner)** recounts Horace Secrist's "discovery" of regression to the mean and discusses some modern-day examples of this phenomena. **On the Legal Front, Eric Dunleavy and Art Gutman** review *Fisher v. University of Texas at Austin*. This is another challenge to affirmative action and the use of race in higher education admissions. After reading their piece, I am on the edge of my seat for a decision. Really, I am. **Tom Giberson and Suzanne Miklos (Good Science-Good Practice)** discuss the science and practice of leadership development for female leaders. They summarize some of the recent studies in this area, suggest implications for leadership development programs, and identify additional research that would be helpful to practitioners.

Speaking of practitioners, **Rich Cober's Practitioners' Forum** recounts a number of practitioner events and activities, at the SIOP conference and

beyond. Particularly noteworthy is an upcoming study on career paths of I-O professionals. **Rob Silzer** and **Chad Parson (Practitioner Perspectives)** report on their analysis of 2011 SIOP membership data. Ever wonder where SIOP full members and Fellows received their doctoral degree or where they are currently working? Wonder no more!

With all this in the slow month of July, I can't imagine what is in store for October! In the meantime, enjoy your summer, and remember life is sweeter in flip flops!

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## LETTERS TO THE EDITOR

March 30, 2012

Dr. Lisa Steelman, Editor of *TIP*

Dear Lisa,

We have written this letter in response to the continuing series of articles concerning divisions between science and practice in SIOP that have been published in the last several issues of *TIP*. We feel that while many of the issues raised are interesting, it is time to put a stop to the tone of a dialog that creates both divisions and barriers within our profession. It is, we feel, contributing to creating unnecessary schisms in our Society. There have been many positive responses to these publications for creating forums for I-O psychologists, and we applaud these efforts but wish that this divisive dialogue dies a happy and well-rewarded death.

Our Society (a term that can be defined as “companionship”) is the Society for Industrial and Organizational Psychology not the “Society for Scientists and Practitioners.” We advocate, as all of us do, a scientist–practitioner model where research and practice support each other. We recognize that obviously different reward systems exist for those of us primarily employed in either activity, but our common goal should be the same: supporting each other through research and practice. Focusing on the differing reward systems for those of us in different settings does not achieve this goal of the Society.

On a personal note, both of us are colleagues and coworkers who have been friends since our MBA student days over 50 years ago. Both of us have been proud recipients of SIOP’s most prestigious awards for practice and science. Neither of us can recall a time, in any of our many conversations about our Society, where we made an issue of being a “scientist” or a “practitioner.” On the contrary, it has been a source of excitement and inspiration in each of our roles, and if anything, we tried to be both.

We encourage our publication outlet, *TIP*, to continue to support this perspective.

Respectfully submitted,

**Joel Moses and Ben Schneider**

To the Editor:

I am writing to offer some historical perspective about the issues raised in the **Letters to the Editor** in the April 2012 issue of *TIP* regarding the need for election reform within SIOP. The issues pertain in large part to the perceived lack of openness regarding the election process and the appearance that power rests in the hands of a very few individuals who can fashion the election outcome. I have no insight to offer about the election process, *per se*, but the issues under consideration are part of a long standing pattern with SIOP. SIOP has been perceived by some as being elitist in its governance. The image is not only one of a small group of power brokers, but also they are rather smug about it all. Here are a few exemplars.

Some time in the 1980s there was a readership poll of what SIOP members thought of *TIP*. The members loved it, with the exception that some members tended to be cited in gross disproportion to the rest of the members. The perception was the in-crowd always got their ink.

A colleague told me about an incident witnessed at a meeting of the Executive Committee. The name of one of our members was mentioned as a deserving recipient for our Distinguished Service Award for all the work he had done for SIOP and that he should be nominated to the Awards Committee. Upon hearing the comment, an officer of the Executive Committee pronounced that someone else would be receiving that award this year (the pre-chosen recipient's name was identified), and the nomination of the other individual should be delayed for another year. This incident occurred prior to the cutoff date for nominations to be received by the Awards Committee for that year.

I was always put off by the haughty language that in certain years some SIOP awards were "withheld" from our membership. There may have been a good reason for not granting an award in a given year (as due to a lack of nominations), but the expression "award withheld" connotes condescension. So in the January 2003 issue of *TIP* in **The High Society** column I did a spoof on "Award Withheld." I noted that its articulation has been the official reason why SIOP did not grant certain awards in certain years in the past. Apparently that column hit a few nerves. Through a stroke of revisionist history, the awards that had not been granted in the past were now chronicled as "Award Not Given" as opposed to "Award Withheld."

The issue of Fellowship within SIOP is another topic worthy of open disclosure. In the 1980s only two or three people per year were elected Fellows, far fewer than in other divisions of APA of comparable size. Now it is typically over a dozen new Fellows that are elected each year. I don't know the reason for the increase, but I wouldn't be surprised to learn that the members of SIOP grew tired of the restrictive controls used to keep the priesthood pure.

Now we are learning about issues associated with the election of officers within SIOP. In my opinion it is all part of the same fabric pertaining to exclu-

sivity and control. I don't know if SIOP is any more or less engaged in opaque cloaking compared to other professional organizations. Based upon the response to the letters, apparently not releasing vote tallies is standard operating procedure. However, when the organization itself uses expressions like "award withheld" and "at the discretion of the Executive Committee," our choice of words gives us away.

All members of SIOP take their work very seriously. Some members of SIOP take themselves very seriously. The title of my column, **The High Society**, was selected to reflect my attempt to provide a humorous analysis of ourselves. I never seem to run out of material.

**Paul M. Muchinsky**

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To the Editor:

Regarding David MacDonald's criticism of Paul Muchinsky's January 2012 **High Society** column, I understand where he's coming from. In fact, I too cringed (e.g., about Jerry being a prick), but then I cracked up and couldn't stop laughing. I have so missed Paul's sense of humor (at least in print; I get a good dose of it directly at each SIOP conference). From my perspective, Paul is the perfect ambassador of off-color humor...he treats everybody and every topic with an equal amount of disregard. And I say thank goodness. Welcome back Paul...

I very much missed your column.

**Art Gutman**

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## **Dues Are Due!**

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## **Arrogance: A Formula for Leadership Failure**

**Stanley B. Silverman**  
**The University of Akron**

**Russell E. Johnson**  
**Michigan State University**

**Nicole McConnell and Alison Carr**  
**The University of Akron**

Arrogance has run amok lately. The news and business periodicals are peppered with stories of executives flying in private jets to ask for government handouts, taking large bonuses from employers who took billions in bailout money, and instigating organization-wide pay cuts and benefit roll-backs while keeping themselves immune from such changes. Indeed, it has been said that we are currently in an “age of arrogance” (Gibbs, 2009).

The age of arrogance is clearly illustrated by one former leader at American International Group (AIG), Joe Cassano. Cassano was the president of AIG’s financial products unit and is credited by some as single-handedly bringing about the downfall of AIG (Ahrens, 2008). Many accounts describe Cassano as a quintessential arrogant leader. Former coworkers report that in stark contrast to his predecessors, Cassano had penchants for yelling, cursing, bad-mouthing others, and belittling colleagues, as well as little tolerance for opposing viewpoints. He has also been described as having had an obsession with profits, particularly as they related to the lucrative credit-default swap contracts that eventually brought the entire company down (Dennis, 2010; Taibbi, 2009). In the absence of Cassano’s persistent arrogant behavior (and unwillingness to tolerate dissent regarding his management practices), it is possible that AIG’s crisis would have been considerably less severe or altogether avoided. However, despite the fact that it was the practices he sanctioned that led AIG to be regarded as one of the most notable examples of excess associated with Wall Street, Cassano remains unapologetic about his role and blames others for the crisis (Nasiripour, 2010).

Anecdotal evidence suggests that interactions with arrogant individuals can be uncomfortable and that this effect is amplified when the arrogant individuals occupy positions of authority in organizations. Many jobs require continuous interaction between employees and their supervisors, effectively limiting the ability to avoid abuse by an arrogant boss. Managers typically have power over work assignments, promotion opportunities, and performance reviews. This can place subordinates of arrogant managers between a proverbial rock and hard place. The employee who says nothing is subjected to criticism and unrealistic demands, but the employee who does speak up is likely to experience backlash (and the manager’s behavior still may not change or perhaps will worsen).

The effects of arrogance are not limited to the victims of such behaviors. Rather, arrogance can cause problems for the arrogant leader as well. Executives are often hired based on experience but fired based on personality, and behaving arrogantly is one such factor that precipitates executive failure (Leslie & Van Velsor, 1996). Given the popularity of 360° performance management systems (Edwards & Ewen, 1996), it is increasingly likely that arrogant managers will be paid in kind by poor performance evaluations from peers and subordinates.

Based on the coverage in the popular press, it appears that arrogance is related to numerous undesirable organizational outcomes. However, despite considerable anecdotal evidence of arrogance negatively affecting the workplace, and wide acknowledgement of the importance of personality for work outcomes (Barrick & Mount, 1991; Day & Silverman, 1989), few studies have addressed individual and organizational consequences of arrogance. This paper clarifies current theoretical conceptualizations of arrogance, reviews recent research investigating arrogance in the workplace, and provides practical recommendations for dealing with arrogant employees.

### **What Is Arrogance?**

Arrogance is engaging in behaviors intended to exaggerate a person's sense of superiority by disparaging others (Johnson et al., 2010). The persona arrogant individuals attempt to project is one of omnipotence and invincibility. Through actions associated with this inflated sense of entitlement and superiority, arrogant employees often impede effective organizational functioning (Johnson et al., 2010). For example, having an exaggerated sense of superiority reduces feedback-seeking behaviors and causes arrogant managers to discount diagnostic information in their work environment. Arrogant managers are therefore more likely to pursue failing courses of action that could otherwise have been prevented. Arrogant behavior can be an especially challenging problem to deal with due to the fact that arrogant individuals consider their own behavior acceptable and thus do not monitor their own actions when interacting with others.

Although arrogance is conceptually related to personality characteristics like narcissism, hubris, and confidence, there are important distinctions that set arrogance apart from these other traits. Narcissism (or self-love) involves fantasies of self-grandeur and excessive self-admiration that can occur in the absence of others. Arrogance, on the other hand, is manifested in interpersonal contexts by disparaging others. Similarly, hubris is also self-focused and lacks the interpersonal nature of arrogance. Hubris is the result of false confidence, leading to excessive pride about one's own abilities, attributes, or successes, but without contempt towards others. The distinction between arrogance and confidence is twofold. It first boils down to whether the opinion the individual claims to hold is based in reality and second to how well

espoused beliefs represent actual beliefs. Confidence is simply a factual and reality-driven belief about ability or standing, whereas arrogance is inflation of an individual's self-importance intended to make others feel inferior. Despite the apparent confidence of those engaging in arrogant behavior, research suggests that it is actually a defensive display occurring partially in response to low self-confidence (Johnson et al., 2010). Thus, performance claims by confident individuals are based in reality, but those of arrogant individuals are not. Beyond this, confident individuals are expressing genuine beliefs, whereas arrogant individuals may be attempting to hide insecurity and poor performance by exaggerating their own competence and importance (Bauer, Cho, Johnson, & Silverman, 2008).

In sum, arrogance can be thought of as a cluster of behaviors that communicate one's superiority and importance relative to others (Johnson et al., 2010; Leary, Bednarski, Hammon, & Duncan, 1997). These behaviors include disrespecting colleagues and their ideas, purporting to be more knowledgeable than others, avoiding blame and/or pinning blame on others, and discounting feedback. As will be discussed, it is noteworthy that arrogant behavior is typically not associated with actual superior performance or knowledge. Rather, it seems to be defensive compensation for shortcomings (Bauer et al., 2008; Johnson et al., 2010). In the following section we will elaborate on the development and validation of the Workplace Arrogance Scales (WARS), a measure that has allowed for more efficient and reliable examination of arrogance in the workplace. Thanks in part to this measure, empirical evidence regarding the effects of workplace arrogance has begun to emerge. As will be discussed, recent studies utilizing this measure indicate that workplace arrogance predicts important organizational outcomes.

### **Research on Arrogance**

Russ Johnson, Stan Silverman, and colleagues dedicated 4 years of research to answering important questions about the nature and consequences of arrogant behavior in the workplace (Bauer et al., 2008; Johnson et al., 2010; Shyamsunder & Silverman, 2006; Silverman, Shyamsunder, & Johnson, 2007). The product of this research program was the Workplace Arrogance Scale (WARS), as well as considerable increases in our understanding of the effects of workplace arrogance. As an initial step prior to developing a workplace arrogance scale, multiple focus group sessions were conducted with employees from a variety of companies (Shyamsunder & Silverman, 2006). During these sessions, employees were asked to think about someone at work who behaved arrogantly and to describe the behaviors of that person. Using the specific behavioral examples garnered from these queries, items reflecting arrogant behaviors were written. The item pool was then refined via an iterative process whereby subject-matter experts reviewed and edited the items until their meaning was clear and wording was satisfactory. After this, the sur-



vey was administered to a new group of employees in order to examine the validity and refine the scale (Johnson et al., 2010; Silverman et al., 2007).

The final WARS scale ( $\alpha = 0.93$ ) comprises 26 self-report items, scored on a five-point Likert scale. The measure holds its factor structure across part- and full-time employees, across subordinates and managers, and across self- and other ratings. Importantly, responses on the measure are not strongly related to social desirability (Bauer et al., 2008; Johnson et al., 2010). When included in a 360° performance management system of mid-level managers, the WARS scale showed good interrater agreement, particularly among non self-raters (supervisors, peers, and direct reports). Although lower rates of agreement have been noted between supervisor and direct report ratings of arrogance, this is likely due to impression management on the part of the arrogant individual (e.g., directing fewer displays of arrogant behavior at superiors than at subordinates; Johnson et al., 2010).

As expected, high scores on the WARS are associated with high social dominance and trait anger, as well as with several narcissistic tendencies (e.g., entitlement, superiority). Conversely, high levels of arrogance are associated with low humility and Agreeableness. Of most interest, though, are relationships of arrogance with work-related outcomes. To date, three job performance criteria have been examined: in-role task performance (i.e., fulfillment of required job tasks and duties), and extra-role citizenship behaviors that help other people (e.g., helping coworkers with a difficult assignment and mentoring junior colleagues) and those that help the company as a whole (e.g., conserving office supplies and volunteering at company functions). Based on survey data collected from employees across various organizational levels, results consistently revealed that arrogance is significantly and negatively related to task performance and citizenship behaviors (Bauer et al., 2008; Johnson et al., 2010). The negative relationship of arrogance with task performance was observed regardless of who (self, supervisor, peer, or direct report) rated the arrogance and performance of the target employee in the 360° assessment. Not only do arrogant employees have poor task performance, but they also do not engage in citizenship behaviors that cultivate positive social climates at work. Instead, arrogant behaviors likely cultivate poisonous social climates.

These results highlight an interesting paradox: Employees who act superior in actuality have inferior performance. What might account for this effect? As it turns out, empirical research has found that arrogance is negatively related to cognitive ability and self-esteem (Bauer et al., 2008; Johnson et al., 2010). Thus, it appears that engaging in socially demeaning and dominating behaviors may be defensive compensation for (potentially accurate) perceptions of personal inadequacies, as arrogant employees tend to make unfavorable evaluations of their ability. Interestingly, arrogance is also negatively associated with having a learning orientation (Bauer et al., 2008), which is consistent with the idea that arrogant employees pay little attention to diagnostic information in their environment. Instead, arrogant individuals adopt a per-

formance orientation, as they are more interested in how their skills and performance levels stack up against others rather than on improving their skills. Consistent with this idea is the finding that arrogant employees have strong individual identities (Bauer et al., 2008), which reflects the tendency to view oneself as separate from—and typically better than—others (Johnson, Selenta, & Lord, 2006). When employees have a strong individual identity, it is much easier to act in a harmful and hostile manner towards others because actors are less sensitive to the well-being of other people (Johnson & Saboe, 2011).

These findings highlight the detrimental effects of arrogance to both individuals and organizations. This research indicates that although arrogant individuals tout their superiority, they are unable to substantiate their claims with regard to actual job performance. High levels of arrogance are associated with low self-esteem, low general intelligence, poor job performance, and low organizational citizenship behaviors. This suggests that arrogant individuals are not (and do not believe themselves to be) actually superior, but rather use arrogance as a way to mask inadequacies. The likely result is a vicious cycle, with fears of inadequacy driving arrogant behavior, which elicits negative responses from others, which in turn lowers self-esteem further. Given the negative outcomes associated with arrogant behavior, organizations could improve leader effectiveness and ultimately organizational effectiveness by curtailing arrogance early in a leader's career.

### **Assessing and Addressing Workplace Arrogance**

As we have detailed, arrogant behavior is associated with an array of individual and organizational problems. Individuals who are arrogant at work make interpersonal interactions difficult, create an uncomfortable and potentially stressful work environment for others, and have poor performance ratings. This could ultimately influence feelings of customer satisfaction and loyalty, relationships among members of a work team or a leader and subordinate, and the organization's bottom line. In light of the implications of arrogance in the workplace, it is important for leaders and organizations to be aware of such behaviors and take steps to reduce them. We posit that curtailing arrogant behavior and instilling humility can provide organizations with a competitive advantage.

Humility is the "personal orientation founded on a willingness to see the self accurately and a propensity to put oneself in perspective" (Morris, Brothridge, & Urbanski, 2005, p. 1331). Individuals with humility are open to new ideas and to engagement in accurate self-appraisal (of both strengths and weaknesses). They are willing to accept the idea of something greater than the self. Although some believe that humility displayed by a leader projects weakness, researchers have argued for the utility of humility in leadership (Nielsen, Marrone, & Slay, 2010). Humility prevents excessive self-focus, allowing leaders to develop perspective in relationships with employees. When employees attribute humility to their leaders, they also perceive the leader as more honest, trustworthy, competent, and confident. Accordingly,

the employees of a humble leader should be more committed to the leader's vision and more trusting and receptive of the leader's expectations and ideas (Nielson et al., 2010). Existing literature argues that leaders who possess a combination of personal humility and professional will ("Level 5 Leaders") have been extremely successful in transforming good companies into great companies (Collins, 2001). In conjunction with leader humility literature, empirical findings about the pitfalls of arrogant behavior at work suggest that arrogant behavior at work is detrimental and that replacing arrogance with humility will benefit leaders and their organizations.

Fortunately arrogance is a cluster of changeable behaviors, driven by relatively malleable beliefs. Measuring arrogant behavior at work could be valuable for leaders and organizations, as awareness of such behavior is necessary before developmental interventions may be designed. As such, the incorporation of a measure such as the WARS into a performance management system would allow organizations to diagnose when workplace problems are a function of arrogant behaviors. This would permit the creation of development plans aimed at replacing arrogance with more appropriate behavior. Because arrogance is typified in part by low self-confidence and actual poor performance, one developmental intervention likely to be of particular use for arrogant managers is training interventions aimed at improving core (or otherwise deficient) leadership skills. Other interventions might target social interaction skills (e.g., Skarlicki & Latham, 1996), for example, training aimed at increasing interpersonal awareness and giving voice to others, so as to make arrogant individuals understand how their behavior affects others. In short, the WARS measure of arrogance is potentially beneficial for use as a developmental tool for leaders.

Organizational interventions might also target the weak learning orientation of arrogant leaders (Bauer et al., 2008), which leads them to disregard potentially helpful feedback. A weak learning orientation also causes people to identify others to blame when setbacks or failures are experienced, instead of revising performance strategies or uncovering why problems occurred. Companies can combat these consequences by cultivating an environment where feedback and other diagnostic information are accessible to employees and where mistakes are treated as learning experiences rather than markers of personal inadequacies (e.g., Keith & Frese, 2008).

Ideally, arrogant behaviors should be addressed early in an individual's career. Doing so will result in more efficient professional development, allowing the employee to become a better leader over a shorter period of time. This could ultimately lead to more effective organizations in terms of both productivity as well as social cohesion. Although it is true that some arrogant leaders have experienced considerable success, we argue that these individuals may have been even more effective sans the arrogant behavior. Interactions with others in the organization may have been more successful, more effective communication could have taken place, and performance could have been even more impressive if arrogance had been curtailed early on.

## Conclusion

Workplace arrogance can be a serious problem. Arrogant employees are poor performers who negatively impact social exchange in the workplace. They make little effort to engage in citizenship behaviors and discount feedback that would otherwise help improve their performance. Recent research has led to the development of the WARS, an easily administered and highly valid measure of workplace arrogance. This research recommends incorporating an assessment of arrogance into performance management systems. Doing so will allow arrogant behavior to be identified and the actor's behavior to be addressed before harm is done to other employees and organizational effectiveness. It is clearly in the best interest of an organization to redirect arrogant behavior in its leaders. This can be accomplished by organizational encouragement of (a) continuing leadership development intended to ensure adequate efficacy for job-related skills, (b) healthy levels of employee humility, and (c) instilling a learning-oriented climate. In taking steps to reduce arrogance in the workplace, an organization provides itself with the competitive advantages associated with effective leadership and productive social interaction of employees.

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## **Beyond Frontiers: The Critical Role of Cross-Cultural Competence in the Military**

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**Loring J. Crepeau and Daniel McDonald**

**DEOMI**

Cultural knowledge and linguistic ability are some of the best weapons in the struggle against terrorism. Mastering these weapons can mean the difference between victory and defeat on the battlefields of Iraq and Afghanistan.

Representative Gabrielle Giffords

Commencement Address at the Defense Language Institute

August 2009

Cross-cultural competence (3C) has been conceptualized in many ways, but most definitions center on the ability to quickly understand and effectively act in a culture different from one's own (Abbe, Gulick, & Herman, 2008; McDonald, McGuire, Johnston, Semelski, & Abbe, 2008; Selmeski, 2009). It is a vital element for military and civilian personnel who must frequently interact with people from other cultures—both here in the United States and when deployed or operating in other countries. Cross-cultural competence can prove very advantageous, as it equips individuals with the requisite knowledge, skills, abilities, and personal characteristics that enable them to function effectively in culturally diverse situations. Furthermore, 3C provides the individual with the conscious knowledge of when and how to switch from an “automatic home-culture international management mode” to a more “culturally appropriate, adaptable mode” (Zakaria, 2000). Thus, 3C helps mitigate undesirable and costly outcomes by supporting critical skills, including those needed for conflict resolution, communication, stress coping, language acquisition, tolerance for ambiguity, and adapting to living in other cultures (McDonald et al., 2008).

This article addresses how 3C can enhance proficiency in cross-cultural interactions and improve readiness in operational environments, as well as provides insight into some of the current efforts being employed in the U.S. Department of Defense (DoD) to address such demands. Although cross-cul-

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tural competence has been known to enhance proficiency in cross-cultural interactions and improve readiness in operational environments, incorporating these skills in the cultural learning process for DoD personnel operating in joint, interagency, intergovernmental, and multinational contexts remains a nascent endeavor (Reid, et al., 2012). Recent examples in the news demonstrate how a lack of 3C can markedly damage tenuous alliances between American and Middle Eastern allies seeking to collaboratively combat terrorism. These incidents not only jeopardize our relationship with those allies, consequently undermining growing relations, but further incense radicalized individuals, elevating the threat they represent to our troops. Consequently, these cultural blunders continue to place an exponentially higher number of American service members at risk. Hence, this article does not seek to provide an exhaustive review of the vast literature addressing cross-cultural competence. Instead, the foremost objective is to exemplify the value of 3C tenets in a combat environment—one in which the practical applications have significant relevance to the field of I-O psychology.

### **Background**

Given the ever-changing global landscape and the adaptive nature of military operations in dynamic and asymmetric warfare environments, 3C has emerged as a vital asset that equips military personnel to optimally execute mission objectives abroad (Reid et al., 2012). Many leaders in the DoD have recognized the critical need for our military personnel to be cognitively, socially, and culturally adept to effectively meet the changing needs and growing spectrum of varied missions our Armed Forces currently face. The emergent nature of these missions has increased the need for adaptive interpersonal interaction and skills, despite the continuous advancement of technology that serves to maximize the distance between our service members and adversaries who threaten them. Still, the U.S. will likely face missions within the next decade that increasingly involve efforts focused on stabilization, reconstruction, security operations, and humanitarian endeavors. These types of missions often require close interaction between ground personnel and those from other cultural backgrounds, including both allies and adversaries. Given this reality, the demonstrated need for our personnel to communicate, negotiate, and influence members of various cultures—and the agencies involved with these missions—is equally as critical as the military's ability to effectively "aim and fire."

Today's military must, therefore, be poised to perform the complex range of missions it faces on a daily basis. The combination of language, regional expertise, and cultural (LREC) capabilities has become increasingly important given the emerging need for allied forces at the ground level to interact with the local populace. According to Leon Panetta, the U.S. Secretary of Defense (2011), LREC capabilities are critical, given that military and civilian personnel must have the "ability to effectively communicate and under-



stand the cultures of coalition forces, international partners, and local populations.” The DoD has, therefore, placed considerable emphasis on the education and training of LREC capabilities to meet these demands. At the same time, it has proven especially difficult to predict the locations and intercultural partnerships that would benefit from this type of specialized training. Thus, the DoD has sought to establish and execute policies and procedures that provide the requisite education, distributed training, and awareness, while underscoring the importance of an individual’s ability to adapt to rapidly changing operational demands.

### **Defining and Developing a Cross-Cultural Competence Framework**

As a critical step to developing a cross-cultural framework, it is important to recognize the contributions of extant literature, particularly the vast research that has been fundamental in the development of cross-cultural applications—not only in expatriate assignments but also germane to military contexts (Abbe, Gulick, & Herman, 2008; Bennett, Aston, & Colquhoun 2000; Bhagat & Prien, 1996; Black, Gregersen, & Mendenhall, 1992; Caligiuri & Tarique, 2005; Hardison, Sims, Ali, Villamizar, Mundell, & Howe, 2009; McDonald et al., 2008; Mol, Born, Willemsen, & Van Der Molen 2003; Tung, 1981; van Oudenhoven, van der Zee, & van Kooten, 2001). In order to increase the likelihood of successful expatriation, many multinational corporations have considered the role of personality characteristics, language skills, and prior international experience when selecting expatriates envisioned as most adept in culturally diverse contexts (Caligiuri & Tarique, 2005). Complementary to these best practices, Caligiuri, Pepak, and Bonache (2010) developed a framework that explicates the importance and application of culture-general—as opposed to culture-specific—knowledge in understanding cultural differences and successfully navigating around culturally-complex situations. From a management perspective, there are three overarching themes that emerge to create and sustain a competitive global workforce. Gaining credibility within a cross-cultural context is arguably the first step an expatriate should attempt to take when entering a new company in an international setting. Likewise, Caligiuri et al. (2010) underscore the importance of effective communication, as well as the critical need to work together to encourage shared values and successful intercultural interaction. Although at the surface level, these cultural dimensions may appear germane to HR practice, the underlying tenets also hold true for successful military operations, especially given the cultural complexities encountered in combat environments, humanitarian assistance/disaster relief operations, and provincial reconstruction efforts.

Cross-cultural competence covers a broad domain of individual qualities and capabilities deemed critical to mission performance in novel cultural settings. It is best described as a “set of cultural behaviors and attitudes inte-

grated into the practice methods of a system, agency, or its professionals that enables them to work effectively in cross-cultural situations” (National Center for Cultural Competence, 2001, p. 9). The Defense Language National Security Education Office (DLNSEO) conceptualization of 3C is similar:

[Cross-cultural competence is a] set of culture-general knowledge, skills, abilities, and attributes (KSAs) developed through education, training, and experience that provide the ability to operate effectively within any culturally complex environment. [It] is further augmented through the acquisition of cultural, linguistic, and regional proficiency and by the application in cross-cultural contexts.

In line with this reasoning, researchers from the Naval Air Warfare Command Training Systems Division (Johnston, Paris, McCoy, Severe, & Hughes, 2010) and the Defense Equal Opportunity Management Institute (DEOMI) developed a 3C framework comprising core competencies and core enablers. Based on an extensive analysis of the research literature, and after refining competency definitions found among previously identified 3C learning statements, the researchers identified six core competencies and 13 core enablers deemed fundamental to the development of 3C (Johnston et al., 2010; McDonald et al., 2008). The core competencies that include *thinking* and *connecting* factors are cognitive, behavioral, and affective in nature. The *thinking* factors include declarative, procedural, and conceptual knowledge, as well as critical thinking skills (Johnston et al., 2008). Conversely, the *connecting* factor represents the social engagement aspect, which relies on human interaction. The core enablers, on the other hand, are those personal characteristics that predispose individuals to act in a certain manner. These enablers are also considered precompetence/motivating factors that influence job success in cross-cultural contexts and facilitate the development of the core competencies (Johnston et al., 2010). The core enablers are divided into two factors: *resilience* and *engagement*. The *resilience* factors allow an individual to recover from, or easily adjust to, change or stressful circumstances (Johnston et al., 2010). Similar to the *connecting* factor of the core competencies, the *engagement* factor extends beyond resilience by facilitating proactive interactions in diverse contexts (Johnston et al., 2010). This model has helped to provide a framework for understanding the interplay between malleable, state-like capabilities and the more immutable trait-like characteristics—the latter of which can be used to select more qualified individuals into leadership positions where these talents can be effectively leveraged.

In line with this effort, the DLNSEO is currently in the process of building a new 3C model that converges the extant models by identifying overarching cross-cultural competencies. Researchers from DLNSEO and DEOMI compiled findings from an extensive survey of the extant 3C literature, subsequently identifying 72 competencies integrally linked to the development of 3C. A data reduction approach was employed in an effort to determine a final list of critical constructs in the domain of 3C development. This model is intended to be imple-

mented as DoD policy that will guide myriad factors in workforce planning. Once finalized, the DoD will ultimately leverage this model to educate and train the General Purpose Force, as well as assign military service members to areas that are culturally diverse. Thus, the expectation is that these military personnel will operate at far higher levels of effectiveness, by virtue of their 3C expertise.

### **Sustaining 3C at Various Levels**

Cross-cultural competence is recognized as a critical capability that helps personnel become mission ready and meet the challenges of this decade. McDonald (2008) proposed a model of concentric circles, also known as the “3C Bulls-Eye,” that depicts how cross-cultural competence permeates different organizational levels, beginning with the self and expanding outward, ultimately to the adversary (see Figure 1). McDonald (2008) posits that the acquisition of 3C begins with the self by understanding one’s own beliefs, values, and biases to better appreciate other cultural identities. Subsequently, individuals must work with a team of other people—even within the U.S.—who come from different regions and backgrounds. In order to communicate effectively and lead these groups, personnel must possess adequate 3C to work with those who are different from themselves. Cross-cultural competence is also important in fostering partnerships with coalitions and host nations. The accepted practices, behaviors, and mission goals may differ widely across forces, and in order to coordinate and integrate these commands, success will depend on addressing, understanding, and adapting to these cultural differences. Hence, 3C is imperative at the tactical, strategic, and operational levels; knowing the adversary’s culture provides the insight needed to effectively negotiate and stabilize the current operational environment.



*Figure 1.* McDonald’s (2008) “3C Bulls-Eye” Model

Furthermore, 3C plays a critical role in leadership functions, as it promotes effective cross-cultural interactions and leads to effective behavioral skills for communicating with other cultures. Leaders are commonly tasked

to lead teams in a variety of missions, forcing them to meet operational needs and to perform effectively in cross-cultural environments. Thus, leaders must be able to successfully interact with others across cultures, reading intentions, building trust, and creating alliances, all while influencing individuals' motivations and actions (Laurence, 2011). Furthermore, leaders can use 3C to integrate, tolerate, and bridge differences that allow for congruent communication pathways and perspectives when executing military missions. Finally, 3C helps to hone leader capabilities, such as systems thinking, strategic agility, forecasting team strengths, building strategic networks, and ultimately planning, preparing, executing, and assessing operations.

### **Distributed Training and Cross-Cultural Simulation in the Military**

Many organizations, including the military, are moving in the direction of distributed training, specifically for training and sustaining 3C. The U. S. Office of Performance Technology, in partnership with the U.S. Internal Revenue Service, has developed a cross-cultural distributed training model that integrates multiple learning technologies that include computer-based training, interactive video teletraining, knowledge management centers, web-based information delivery systems, and electronic performance support systems. These training programs will serve to improve the quality of cross-cultural training, reduce operational costs, increase training availability, and promote continuous learning (Distributed Training, 2005).

The U. S. military has also focused on increasing its distributed and online cross-cultural training in an effort to provide access to the vast number of military and civilian personnel working abroad. Distributed training provides military personnel the opportunity to receive this training on demand, making it virtually accessible anywhere and anytime. This form of training helps to ensure that military personnel do not encounter a predicament where they lack the requisite information or critical capabilities needed to succeed and advance in that cultural context.

### **Future Directions**

DEOMI—a nonprofit U.S. government organization that serves to assist its customers in enhancing their mission readiness and capabilities by promoting human dignity through education in equity, diversity, and cultural competency, as well as research and worldwide consultation—plays an integral role in the future development of 3C efforts. DEOMI has also remained at the forefront of integrating 3C and online training, using computer simulation and avatars. In fact, DEOMI opened a simulation laboratory in 2009, which primarily seeks to establish a center of excellence for simulation research and development in the areas of military equal opportunity, equal employment opportunity, diversity, and 3C. At present, DEOMI serves as a test bed and transition partner for emerging technologies in these research areas, delivering training solutions within DEOMI and across the military in support of mission

readiness. In addition, DEOMI evaluates the effectiveness of recently developed tools and provides recommendations that can be applied in the field and fleet. Some of the most recently developed tools provide interactive scenarios, computer simulation and avatars, automatic feedback, and branching techniques. For example, the Virtual Environment Cultural Training for Operational Readiness (VECTOR) training tool is frequently utilized primarily for this purpose. VECTOR provides a training platform, coupled with highly engaging 3-D virtual environments, avatar-based scenarios, and traditional web-based tutorials that teach a broad range of culture and interpersonal skills.

Institutionalizing 3C may require an organizational cultural change using a multipronged approach through functions that include recruiting, selection, promotion, systems development, research, training, education, and mission operations for success. Ultimately, successful institutionalization relies on securing sufficient priority within the strategic plans, policy, and doctrine—along with the supporting budget. Furthermore, successful implementation requires a valid measurement strategy—both at the individual and organizational level—where a demand signal can identify operational requirements. This feedback system would allow for agile and rapid adjustment, ensuring “institutional adaptability.” To assist with meeting such operational requirements, the DoD recently launched its cross-cultural competence portal, located at [www.defenseculture.org](http://www.defenseculture.org). This website provides a number of cross-cultural resources, including:

- Education and training (culture clips, e-learning, simulation training, and additional resources),
- Individual- and unit-level assessments,
- Information pertinent to leaders at the regional and operational levels,
- Current and emerging research in the field, and
- Current news, events, and other additional resources.

In sum, training our forces in 3C using distributed training and other experiential learning methods can save money, time, and lives. 3C provides individuals with the means for a culturally appropriate, adaptable, and acceptable mode of management; an aid to improving coping mechanisms associated with culture shock and unexpected events; a means for reducing the uncertainty of interaction with foreign nationals; and a means of enhancing the expatriate’s coping abilities, by reducing stress and disorientation (Zakaria, 2000).

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## **On the Validity of the Selection and Assessment Interview**

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Most of the research concerning selection and assessment interviews reveals a low degree of validity, relevance, ecological validity, and impact. We all have read in the course of the years the classic papers on the validity of the selection and assessment interview (Arvey & Campion, 1982; Eder, Kacmar, & Ferris, 1989; Hollingworth, 1923; Mayfield, 1964; Schmidt & Hunter, 1998; Ulrich & Trumbo, 1965). The results regularly show little validity of these selection methods—and seldom strong reliability. Instead, there is great prominence afforded to the psychological test, particularly aptitude and intelligence tests (psychometric test), and more structured, or behavioral, interviews and the behavioral assessment center (see, e.g. Farr & Toppins, 2010). The psychometric approach and techniques tend to demonstrate greater validity (and reliability) than the “clinical” psychosocial and psychodynamic approach, in which the human being is viewed as a whole.

In my opinion, a large part of this kind of research has little or no real and technical relevance, and no practical evidence, because of the confusion made on a central matter: the professional identity of the interviewer, or assessor. “Interviews are the most frequently used procedures in personnel selection across all countries. Practically, 100% of selection processes use one or more interviews. However, not all types of interviews are used to the same degree” (Salgado, Viswesvaran & Ones, 2001, p. 180).

In the studies published over the years, indeed, and also in the major reviews and meta-analyses, the interviewers, judges, or assessors are random. They may be personnel managers, personnel professionals, psychologists (junior or senior), line managers, line professionals, and university students. In many cases they are students of the courses in psychology. In some cases the professional identity of the interviewer or assessor is not clearly indicated, and in other cases the researchers have utilized interviewee paper people (Gorman, Clover, & Doherty, 1978; Murphy, Herr, Lockhart, & Maguire, 1986). Moreover, the interviewee to be assessed was only viewed by the “judges” in a videotape for a few minutes. “Audio- and videotapes, as a form of indirect observation, do not adequately capture the dynamics that invariably occur during the verbal and nonverbal exchanges in the interview” (Buckley & Weitzel, 1989, p. 301).

In the studies in which psychologists were engaged, we can see a great variety of professional and academic identities, not only work and organizational psychologists but also clinical psychologists, researchers in psychology, teachers working in the universities, or “psychologists” with academic or professional qualifications.



Selection and assessment interviews, like all interviews in all settings (organizational, clinical, educational, forensic, and social), are not “instruments” or devices (like aptitude or intelligence tests) but are psychosocial and psychodynamic events in which the personal and the professional skill of the interviewer are fundamental features. To study the real validity of the selection and assessment interviews, we should define very strictly the professional identity and requirements of the interviewer or assessor.

We could really say that the core of the selection and assessment interviews is the interviewer or assessor. I strongly agree with Dreher and Maurer (1989, p. 262) who stated that “the most pressing need is for studies of interviewer validity, not the validity of ‘the interview’—therefore we need to examine individual differences in assessor validity” (Morris, Kwaske, & Daisley, 2011, p. 324).

I suppose that, in other words, it should be impossible to evaluate the validity (for example) of the medical interview if we use as “interviewers” care assistants and professional junior and senior doctors, social workers, care managers, and all kinds of students in medicine or in other fields of study. Why, in the field of work, industrial, and organizational psychology, and in the specific area of the selection and assessment of the psychological characteristics of candidates or employees, do we still have to stay in a similar, absurd situation?

There is also great confusion regarding the format and the setting of the selection and assessment interview. The labels that are used in the studies to identify the “not structured” selection and assessment interviews are many: conventional interview, standard interview, or unstructured interview. Actually, there is not any scientific evidence or standardization regarding these labels, and I would ask the researchers: What does traditional, conventional, or classical interview mean? Further, the so-called “standard interview” does not in fact exist. The world of work is full of a strange kind of interview that I have called “interviewe general-generiche,” in other words, “general-generic interviews.” These interviews are conducted by any type of person and are not controlled in any way. In my opinion, all the studies that compare the validity of the structured interviews against the big family of the “nonstructured” interviews, with no other definitions, are of little or no utility, including meta-analyses that mix them all (see e.g., McDaniel, Whetzel, Schmidt, & Maurer, 1994; Orpen, 1985; Wiesner & Cronshaw, 1988). Something similar occurs with psychological questionnaires. “Meta-analyses assume that personality scales from different inventories with similar names are equivalent and measure the same thing. However, this assumption is not justified conceptually or empirically” (Hogan & Kaiser, 2010, p. 102).

“Logically, researchers should not aggregate interview research which is confounded by purpose, nor that which reflects different operationalization of ‘the interview’...There is a need to focus on proper phenomena and address

the validity of data collection and evaluation procedures as represented in natural settings” (Buckley & Weitzel, 1989, p. 296). The interview process is seen as influenced by a large number of specific factors (as the type of questions asked, the number of interviewers, and the amount of information gathered). “Among these factors, the degree of structure is generally considered to be the most important, not only because of its effects on the interview process itself but also because of its impact on reliability and validity” (Huffcutt, Conway, Roth, & Stone, 2001, p. 900). In this statement we can observe the total disregard for the professional identity of the interviewers. The degree of “structure” of the interview seems to be more important than the person who interviews (!), and one of the four criteria that Huffcutt, et al. (2001) used to select the studies represented was that these studies had to concern the “typical” interview.

I think that a highly structured interview is more similar to an attitudinal test—this kind of interview has been named spoken questionnaires (Cook, 1998)—than to an assessment interview based for example on the theoretical and technical ideas of Carl R. Rogers (Kirschenbaum, 2007; Rogers & Russell, 2002). I could assert the same regarding a long list of features of the interviews used in the organizations. So, a highly focused behavioral interview lasting 20–30 minutes has no similarity with a psychodynamic in depth interview lasting 2 hours or more (Castiello d’Antonio, 2003), and to compare these different kinds, formats, and settings has no meaning at all. (See also the wide range of observations regarding the strengths and weakness of the employment/selection interview in Eder & Ferris, 1989.)

These kinds of matters are, in my view, not specific of the field of the I-O psychology; we observe similarities in the field of clinical psychology. For example, a psychiatric interview conducted on the basis of the DSM-IV (First, Spitzer, Gibbon, & Williams, 2002) is very far from a psychiatric interview based on Harry Stack Sullivan’s ideas (Conci, 2010). Are we sure that we can seriously compare techniques, settings, and human encounters that are so different? We know—from a constructivist point of view—that the methods that we use partially “construct” the “reality” of the human being that is in front of us. In the organizational context, the interview is not a static technique or an instrument but a process, a social process (Dipboye, 1992). In summary, I propose that we need to stop the “refrain” concerning the low validity and utility of the unstructured interviews (behavioral, targeted, situational, and so on) and start to implement more specific, relevant, and meaningful studies (Castiello d’Antonio, 1994).

In conclusion, the research on the validity of the selection and assessment interviews should be very specific and clear about the professional identity of the interviewer and/or the assessor, and the type (not only the format or the structure) of interview that is realized. “A general shortage of solid research needs to be remedied by showing how real-life interviewers...differ from each

other” (Guion, 2011, p. 500). Interviewers differ not only in their approach to the interview and the interviewee, in cognitive and social processes, as Robert Guion says in a recent release of his famous work, but they also differ in emotional, psychological, psychodynamic status, and in theory-of-the-mind. The selection and assessment interview should be posed in the context of individual psychological assessment (IPA), that is “a core competence of I/O psychologists” (Silzer & Jeanneret, 2011, p.291; see also Jeanneret & Silzer, 1998). In situations in which the interviewers and/or the assessors are psychologists (Castiello d’Antonio, 2006), we have to know not only what kind of psychologists they are but also understand their theoretical and methodological orientation and which technique, format, and setting they use.

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## **The Benefit of a Degree in I-O Psychology or Human Resources**

**Xuan Wang**  
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Many organizations fail to take advantage of available employee selection methods that could improve the intellectual capital of their workforce and improve their bottom line results. Although a great deal of research has been conducted on which employee selection methods are the most effective, research on actual employee selection practices is limited, and research on who uses which methods is rare. In a recent study of human resource executives, we found that human resource executives with a degree in either industrial-organizational psychology or human resources and who belong to the Society for Industrial and Organizational Psychology used more sophisticated employee selection methods. Unfortunately, we also found that most of the human resource executives in our study did not possess these characteristics.

The research on actual employee selection practices suggests that a large gap exists between science (what is recommended in scholarly journals) and practice (how people are actually selected for jobs). For example, in a study of 201 companies, Terpstra and Rozelle (1993) found only 29% used structured interviews, only 24% conducted validation studies of their selection methods, only 20% used cognitive ability tests, and only 17% used weighted application blanks or biographical information blanks. In a recent follow up study, Drogan and Yancey (2011) asked the top human resource executives at 122 credit unions about their institutions' employee selection methods for hiring entry-level employees. According to their study, 72% of the institutions used structured interviews, but only 53% used job analysis when developing their selection tools, only 27% used cognitive ability tests, only 14% conducted validation studies of their selection methods, and only 4% used weighted application blanks or biographical information blanks. Thus, other than the structured interview, many of the suggested techniques for improving the quality of hiring decisions were left unused by many institutions.

To better understand why human resource executives may be hesitant to use employee selection methods with demonstrated effectiveness, Rynes, Colbert, and Brown (2002) found large discrepancies between research findings and practitioners' beliefs about those findings. The 959 human resource professionals they surveyed were especially skeptical about the ability of intelligence and personality tests to predict future employee performance. The authors also

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pointed out that such tests can be controversial and upset job applicants, which is another reason human resource professionals may not want to use them.

Rynes, Giluk, and Brown (2007) found that the sources of information from which human resource practitioners learn about their field often fail to disseminate academic research findings. The messages practitioners read are often different from the ones published in academic journals. Thus, not only are human resource practitioners skeptical about research findings, as Rynes et al. (2002) found, many human resource practitioners are also unaware of research findings.

We asked the top human resource executives at 94 credit unions 11 questions about their employee selection practices for entry-level employees to measure their organization's employee selection sophistication. The affirmative responses to these 11 questions were summed to create an index of employee selection sophistication. This index number was our main criterion variable. The 11 employee selection practices and the percentage of human resource executives whose organizations used each practice are listed in Table 1.

Table 1  
*Percentage Use of Different Employee Selection Practices*

Employee selection practice used	Yes	No
1. Interview questions are structured?	94%	6%
2. History check of resume or application?	91.5%	8.5%
3. Different pieces of information about the applicants' experience and education assigned specific weights?	71%	29%
4. Organization uses job analysis information in the development of its selection methods for entry level employees?	64%	36%
5. There is a standard way to evaluate and score each applicant's responses to interview questions?	50%	50%
6. Interviewers receive interview training?	44%	56%
7. Integrity test?	21%	79%
8. Personality test?	13%	87%
9. When hiring entry level employees, does your organization employ strategies to reduce the adverse impact of the decisions?	12%	88%
10. Cognitive ability test?	11%	89%
11. If your organization uses multiple selection methods when hiring entry level employees, is the information from the multiple sources combined in a systematic way to arrive at a single score for each job applicant?	7%	93%

We hypothesized that the better educated human resource executives might be more aware of the more sophisticated employee selection methods because being in school longer might increase their exposure to these methods. For example, an executive with an MBA might have had more human

resource classes than an executive with a bachelor's degree in business. More importantly, executives with more education might be more willing to use and believe in academic research and, therefore, to use it in their professional roles because more education often requires students to take more research classes and read more research articles.

This hypothesis was supported. The correlation between level of education and the number of sophisticated employee selection practices used was moderately strong ( $r = .38, p < .001$ ). As can be seen in Table 2, the executives with master's degrees used 1.5 more sophisticated employee selection practices than those with a bachelor's degree. Although the human resource executives with master's degrees tended to use all of the sophisticated employee selection practices slightly more often than the human resource executives without master's degrees, there were three employee selection practices that the former used significantly more often than the latter.

One was the use of cognitive ability tests ( $\chi^2(3) = 16.3, p < .01$ ) where 29% of executives with master's degrees used cognitive ability tests to hire entry-level employees compared to only 2% of the executives without master's degrees. Another was making sure that interviewers were trained ( $\chi^2(3) = 14.2, p < .01$ ) where 71% of executives with master's degrees required interviewer training for those interviewing applicants compared to only 31% of the executives without master's degrees. The third practice was building selection methods for entry-level jobs based on job analysis data ( $\chi^2(3) = 13.5, p < .01$ ) where 87% of executives with master's degrees used job analysis data compared to only 53% of the executives without master's degrees.

Table 2

*Use of Sophisticated Employee Selection Practices by Education Level*

Education level	<i>N</i>	<i>M</i>	<i>SD</i>
High school degree	2	3.0	0.00
Some college	16	4.2	1.60
Bachelor's degree	44	4.4	1.73
Master's degree	31	5.9	1.98

We also hypothesized that human resource executives who graduated with an I-O psychology or a human resources degree would be more familiar with the current research in employee selection than other executives because they probably had to take a class that focused on employee selection, and they would have revisited employee selection issues throughout their educational experience. Thus, an executive with an I-O psychology or a human resources degree would probably be more likely to know the advantages and disadvantages of the different selection methods, would know how to use them alone and in combination, and would know which method works best for certain circumstances. Therefore, such an individual would be more comfortable using these methods and more likely to use these methods.



Our second hypothesis was also supported ( $F(2,90) = 7.3, p < .001$ ). A post hoc Tukey test indicated that human resource executives who graduated with an I-O psychology or a human resources degree used significantly more sophisticated employee selection practices than business majors ( $p < .01$ ) and nonbusiness majors ( $p < .01$ ). However, the difference in using sophisticated employee selection practices between business majors and nonbusiness majors was nonsignificant ( $p > .05$ ). As can be seen in Table 3, the executives with an I-O psychology or human resources degree used 2.1 more practices than those with a business degree.

Table 3

*Use of Sophisticated Employee Selection Practices by Type of Degree*

Type of degree	<i>N</i>	<i>M</i>	<i>SD</i>
Nonbusiness degree	10	3.9	2.18
Business degree	69	4.6	1.72
I-O psychology or HR degree	13	6.7	2.02

Although the human resource executives with a degree in either I-O psychology or human resources tended to use all of the sophisticated employee selection practices slightly more often than the human resource executives without a degree in either I-O psychology or human resources, there were three employee selection practices that the former used significantly more often than the latter. One was the use of cognitive ability tests ( $\chi^2(2) = 29.0, p < .001$ ), where 54% of executives with a degree in either I-O psychology or human resources used cognitive ability tests to hire entry level employees compared to only 4% of the executives without such a degree. Another was the use of personality tests ( $\chi^2(2) = 16.2, p < .001$ ), where 46% of executives with a degree in either I-O psychology or human resources used personality tests to hire entry-level employees compared to only 8% of the executives without such a degree. The third practice was making sure that interviewers were trained ( $\chi^2(2) = 14.0, p < .01$ ), where 92% of executives with a degree in either I-O psychology or human resources required interviewer training for those interviewing applicants compared to only 37% of the executives without such a degree.

To obtain a human resource certification, a human resource professional must initially pass a test to be certified. To be allowed to take the test, he or she needs to have worked in human resources for a certain period of time. Afterwards, to retain one's human resource certification, a human resource professional must engage in continuing education to get recertified periodically. Because obtaining and keeping a human resource certification requires a human resource executive to continuously invest in his or her education, we felt that these executives would have more human resource knowledge. Thus, they would probably be more familiar with the more effective selection practices, know how to use them, and be more likely to use them.

Our third hypothesis was not supported. The human resource executives with a SHRM certification ( $M = 5.4$ ,  $SD = 2.58$ ) did use about one more sophisticated employee selection practice than did human resource executives without a certification ( $M = 4.6$ ,  $SD = 1.84$ ); however, this was not enough to support the hypothesis ( $t(94) = 2.98$ ,  $p = .09$ ). Seventeen percent of the human resource executives in our study had some kind of SHRM certification, and 83% did not. Perhaps the executives were aware of the limited value of being certified by SHRM.

We felt that human resource executives who belong to a national level human resource-related professional organization, such as SHRM or SIOP, would have more opportunities to keep up with the trends of academic research because of the conferences and publications membership makes available. Thus, he or she would probably know more about the most effective selection practices and be more likely to use them.

Our fourth hypothesis was somewhat supported ( $F(2,91) = 3.56$ ,  $p < .05$ ). A post hoc Tukey test indicated that the human resource executives who belonged to SIOP ( $M = 7.0$ ,  $SD = 3.67$ ) used more sophisticated employee selection practices than those who did not belong to any professional organization ( $M = 4.6$ ,  $SD = 1.66$ ,  $p < .05$ ). There was no significant difference between human resource executives who belonged to SIOP and human resource executives who belonged to SHRM ( $M = 4.8$ ,  $SD = 2.38$ ,  $p = .08$ ). In addition, no significant difference was found between human resource executives who belonged to SHRM and human resource executives who did not belong to any organization ( $p > .05$ ). Although these results point to the advantage of belonging to SIOP, only 5% of the human resource executives in our study belonged to SIOP. Eighteen percent belonged to SHRM and 77% did not belong to any national level human resources professional organization.

Because larger organizations have more employees, their top human resource executive is usually paid more. For more pay, an organization can attract a human resource executive with better education and experience. In addition, larger organizations usually have human resource departments with more employees and bigger budgets. With more money, the larger organizations can spend more on employee selection practices. With more employees, the larger human resource departments can hire specialists who focus on staffing, training, or compensation. Therefore, we thought the larger organizations would be more likely to have human resource executives and human resource staffing specialists who know more about the sophisticated employee selection practices. In addition, the larger organizations would also have the resources to use these practices. This hypothesis was not supported ( $r = .09$ ,  $p < .05$ ). The larger organizations did not use significantly more sophisticated employee selection practices than the smaller organizations. The average number of full-time employees at these institutions was 172 ( $SD = 388$ ).

This study's correlational design severely limits its ability to make causal inferences. The convenience sample of human resource executives from the

credit union industry severely limits the generalizability of the findings. Given those large limitations, we humbly put forth a few potential implications from our study.

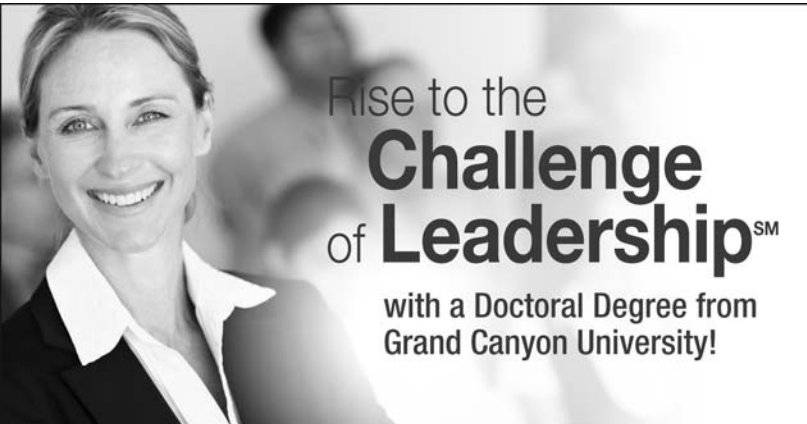
As has been written many times before, I-O psychologists and human resource experts working in academia need to disseminate their employee selection knowledge to publications that are read by human resource practitioners, such as *HR Magazine*, and not just to academic publications. They need to speak at practitioner venues such as the SHRM conference. These efforts might help correct some of the misbeliefs held by human resource practitioners that Rynes et al. (2002) reported.

In addition, I-O psychologists and human resource experts need to communicate to CEOs that their well-paid human resource executive may not be as well educated in human resource management as he or she could be. One of the ways an I-O psychologist or human resource consultant could have a long lasting impact on improving the employee selection practices of businesses would be to help organizations select or promote individuals into the top human resource executive position who are more knowledgeable about effective human resource practices, such as employee selection.


For human resource executives with little formal training in human resources, an investment in an I-O psychology or human resources master's degree might yield rich dividends for their organizations.

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# How to Write More While Experiencing Less Pain: Practical Advice for Professors, Practitioners, and Graduate Students<sup>1</sup>

Nathan A. Bowling  
Wright State University

SIOP members—whether they be professors, practitioners, or graduate students—have a lot of writing to do. They write class papers, theses, dissertations, conference proposals, grant proposals, journal articles, books, book chapters, technical reports, Wikipedia entries, and more. Unfortunately, many SIOP members—or perhaps most—face motivational barriers that thwart their writing productivity. Fortunately, there are several effective strategies that help in overcoming these motivational barriers. Paul Silvia's (2007) book *How to Write a Lot: A Practical Guide to Productive Academic Writing*<sup>2</sup> provides a review of many of these strategies.

Below, I expand on Silvia's key suggestions, and I present several additional motivational techniques to help increase your writing productivity. In doing so, I assume that the reader is a competent researcher and is able to write well—if you have basic research and writing skills, but lack the requisite discipline and motivation necessary to be a productive writer, then this article is for you! Be forewarned: The techniques I'm about to describe will only be effective if you are serious about being a more productive writer and are willing to dedicate sustained effort and persistence.

## Silvia's (2007) Advice in a Nutshell

To summarize Silvia's (2007) advice, productive writers (a) begin by making an outline, (b) drink copious amounts of coffee, (c) follow a writing schedule, and (d) drink copious amounts of coffee. Let me give additional attention to Silvia's first and third points. Simply put, it is important to create an outline. Doing so will help organize your paper from the very beginning and it will make the writing process go more smoothly. I recommend spending considerable time agonizing over your outline and tweaking it as needed before you actually begin writing.

Silvia's suggestion to follow a writing schedule is perhaps his most valuable piece of advice. A writing schedule helps one avoid binge writing, it directs one's efforts toward writing at the exclusion of other activities, is habit forming, and may help you overcome innate deficits in trait Conscientiousness. It is important to write every (or nearly every) workday because writing—like other acquired skills—improves with continual practice but becomes rusty with neglect. The suggestion to follow a writing schedule can be easily framed around goal setting. I expand on this below.

<sup>1</sup> Author's note: I would like to thank Terry A. Beehr and Jesse S. Michel for providing helpful feedback on an earlier draft of this paper.

<sup>2</sup> Silvia, with coauthor David Feldman, is also the author of *Public Speaking for Psychologists: A Lighthearted Guide to Research Presentation, Jobs Talks, and Other Opportunities to Embarrass Yourself*. I'm secretly hoping that someday they write a follow-up book titled *How to Talk a Lot*.

## Writing Schedules as Goal Setting

Work-related goals are most motivating when they are specific, challenging, and achievable (Locke & Latham, 1990). These principles apply to writing goals too and can be implemented within the confines of one's writing schedule. Table 1 presents my personal daily writing schedule/goal-setting form.<sup>3</sup> This table has separate columns for recording which tasks I plan to focus my attention on for the day, my specific writing goal (measured in number of words), and my actual writing output.

Although not listed in Table 1, I also set more long-term writing goals. In the current academic term, for instance, my goal is to generate new text on at least 30% of my workdays and to generate an average of 800 words per text generation session. One may ask, "How do I know if my writing goals qualify as challenging yet attainable?" I recommend that writers record their writing output so that they can determine their baseline-level of productivity. One can then gradually adjust his or her writing goals—hopefully in an upward direction—relative to this baseline.

A couple more suggestions about goals: Research has found that goal setting may be more effective when one makes a public commitment to his or her goals and when self-imposed rewards are tied to goal attainment (see Locke, Latham & Erez, 1988). The use of web-facilitated data sharing applications (e.g., Google Docs)—which offer the extremely desirable benefit of allowing one to avoid direct interpersonal interaction with colleagues—can be used to leverage both of these principles.<sup>4</sup> Gary Burns and I currently manage our own "virtual writing group" via Google Docs. We make our personal writing goals public to other group members, and although we have yet to do so, we may someday use the writing group to manage an incentive system. Perhaps members who continuously fail to meet their writing goals could be required to treat the other group members to lunch at a subsequent SIOP conference.

Although setting writing goals is clearly important, it is not always obvious in which areas one should set goals. One could consider setting goals regarding the number of words written per day, the number of average words written per text generation session, the percentage of workdays in which one generates new text, as well as goals regarding the latest date one will submit a particular manuscript. I've also found it helpful to set two other types of goals that are more indirectly related to writing productivity (see Table 1).

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<sup>3</sup> I'm a bit of a Luddite, so I keep a three-ring binder that includes weekly writing schedule/goal-setting forms for the calendar year. This binder serves as a physical artifact, and simply looking at it reminds me that I should get back to work. As an aside, I learned early in my teaching career that an effective strategy for keeping a steady supply of three-ring binders is to require undergraduate students to place their term papers in binders. They seldom return the next academic term to claim their papers, so I currently have a large cache of binders. In fact, binders are overtaking my lab space like tribbles overtook the USS Enterprise. So if you'd like some pre-owned binders at wholesale prices, then you know where to find me.

<sup>4</sup> Alright, maybe I'm not really that much of a Luddite after all.

Table 1  
Example Daily Writing Schedule/Goal-Setting Page

	Arrival/departure times	Research task	New text goal	New text written	Reading goals
Monday	7:14 am/5:34 pm	1. Polish cross-cultural paper 2. Revise personality chapter 3.	1. 0 2. 0 3.	1. 0 2. 0 3.	1. Job crafting (30 min) 2. 3.
Tuesday	6:17 am/4:14 pm	1. Revise personality chapter 2. Create regression tables for CWB paper 3.	1. 0 2. 0 3.	1. 0 2. 0 3.	1. Job crafting (30 min) 2. 3.
Wednesday	7:20 am/4:50 pm	1. Revise personality chapter 2. 3.	1. 0 2. 3.	1. 0 2. 3.	1. Job crafting (30 min) 2. 3.
Thursday	6:13 am/4:29 pm	1. Revise personality chapter 2. Draft outline for job stress paper 3.	1. 0 2. 0 3.	1. 0 2. 0 3.	1. Job crafting (30 min) 2. 3.
Friday	6:56 am/4:38 pm	1. Write Introduction for job stress paper 2. 3.	1. 800 2. 3.	1. 864 2. 3.	1. 2. 3.
Saturday	6:10 am/8:00 am	1. Write Introduction for job stress paper 2. 3.	1. 800 2. 3.	1. 876 2. 3.	1. 2. 3.
Sunday	Took the day off	1. 2. 3.	1. 0 2. 3.	1. 0 2. 3.	1. 2. 3.



First, I set goals regarding when I arrive to campus and when I leave for the day. During the current academic term, my goal is to arrive at my lab by no later than 6:15 a.m. and to depart by no earlier than 4:30 p.m. Being employed in a weak-situation job (see Mischel, 1977) that lacks a time clock, I've found it useful to use goals as a way of creating a "strong situation" that encourages me to arrive "early" for work. I also make a habit of setting reading goals. Reading plays an essential role in conducting research, and thus I occasionally set daily goals about the amount of time spent reading or the number of pages read on a particular day.

### **Additional Components of the Writing Schedule/Goal-Setting Binder**

To this point, I've reiterated and expanded upon Silvia's advice about keeping a writing schedule. My writing schedule/goal-setting binder includes several other components that can help motivate the struggling writer. These include a Promise Page, Submission/Rejection/Revise and Resubmit/Acceptance Page, and a Priority Organizer.

*Promise Page.* Social factors—such as the desire to avoid disappointing one's coauthors—can be useful tool for motivating one to write more. As a result, I keep what I call a Promise Page (see Table 2). In the Promise Page I record the coauthor's name, the project we are working on, the specific promise that I've made to that coauthor, and the deadline that I've given to deliver on the promise. When corresponding with coauthors, I make a point of identifying what specific tasks I will complete and I provide a specific deadline for completing these tasks. It is helpful to use e-mail for this because it creates a written account of your promises.

Table 2  
*Example Promise Page*

Coauthor	Project	Specific deliverable promised	Deadline for deliverable
Cristina Kirkendall	Empirical job crafting study	Send feedback on Introduction to Cristina	2-23-12
Kevin Eschleman	Longitudinal job stress study	Send first draft of Introduction to Kevin	2-24-12
Jason Huang	Data quality study	Send first draft of Introduction to Jason	3-9-12
Steve Jex	Job stress book chapter	Send chapter revisions to Neil Christiansen	4-8-12
Steve Khazon	Job satisfaction meta-analysis	Send coding of job titles to Steve	4-13-12

*Submission/Rejection/Revise and Resubmit/Acceptance Page.* My writing schedule/goal-setting binder also includes a page in which I track my journal

submissions, rejections, revise and resubmits, and acceptances (see Table 3). This page not only helps me keep track of my progress, but it also serves a motivational function. Being forced to enter “nothing” in either the submission, revise and resubmit, or acceptance columns is a cue that I should consider putting more time into my writing.

Table 3

*Example Submission/Rejection/Revise and Resubmit/Acceptance Page*

Month	Submissions	Rejections	Revise and Resubmits	Acceptances
December 2011	Job crafting conceptual paper (to journal #1)		None	None
January 2012	Job satisfaction chapter (to book editor) Longitudinal job satisfaction paper (to journal #1)		None	None
February 2012	Job crafting conceptual paper (to journal #2)	Job crafting conceptual paper (at journal #1)	None	None
March 2012	Longitudinal job satisfaction paper (to journal #2)	Longitudinal job satisfaction paper (at journal #1)	None	None

*Priority Organizer.* Some writing is more important than other writing—that revise and resubmit you’re sitting on from the *Journal of Applied Psychology*, for example, should receive more immediate attention than the Hugo Munsterberg entry you’re editing for Wikipedia. Thus, it is important for writers to prioritize how they spend their writing time (see Silvia, 2007). As a result, my writing schedule/goal-setting binder includes a Priority Organizer. This organizer uses a series of three plastic pages that were intended to store business cards. One page is for projects I could be working on; one page is for projects that I’m currently unable to work on because I am waiting on work from a coauthor; one page is for projects that are currently under review. I simply write the names of projects on slips of paper and I move these slips from page to page as changes occur in the status of the project.

### Miscellaneous Suggestions

To this point, I’ve discussed how various components of a schedule/goal-setting binder can help you overcome the motivational barriers to writing. I will conclude this article by suggesting a number of miscellaneous strategies that can further help the struggling writer.

*Space out your writing sessions.* Spacing out the workday makes it easier to comply with a writing schedule. That is—as Hackman and Oldham (1976) acknowledge by including “skill variety” in their job characteristics model—people prefer to have variety in their work tasks. Thus, rather than dedicate an entire workday to binge writing, it’s more effective to write a couple hours, engage in another activity for an hour or so, and then return to writing. During winter term 2012, for example, my typical workday looked like this:

Arrive to campus at 6:00 am  
Microwave a cup of green tea and socialize with janitor from 6:00 to 6:15  
Write from 6:15 to 8:15  
Teach undergraduate stats/research methods from 8:30 to 9:45 am  
Do cardio at the campus recreation center from 10:00 to 11:15 am  
Write from 11:30 am to 12:15 pm  
Teach my graduate organizational psychology seminar from 12:20 to 2:00 pm  
Write from 2:10 to 4:30 pm  
Go home at 4:30 pm

Spacing out my workday according to the above schedule kept my writing sessions engaging, and it was easy to sustain over the course of the academic term. Of course, this exact schedule isn’t practical for everyone, but the general principle of spacing out your writing sessions is useful for all writers.

*Increase your writing variety.* In addition to spacing out your writing sessions, you can introduce variety by working on multiple projects on any given workday. “A meta-analytic examination of the relationship between employee age and job tenure,” for instance, will become less of a pain to write-up if you take a break from it by working on that paper addressing “the deleterious effects of emotional display rules on the well-being of professional mimes.”

*Leave something easy to write for the beginning of your next writing session.* It is helpful to leave something easy to write for the beginning of the next writing session. I personally have a good grasp on the literature on the disposition approach to job satisfaction, for example, so if I can begin tomorrow’s writing session addressing the relationship between negative affectivity and job satisfaction, then I’m likely to pick up momentum from the start. Early progress builds momentum that can carry one through an otherwise torturous writing session.

*Find good collaborators.* Echoing the advice of others (e.g., Campion, 2011), it is important to find good collaborators. Working with others can make research more fun, give you one or more people with whom to divide tasks, and allow for increased opportunities to use social influence techniques (see the Promise Page discussed above). Furthermore, collaborators often have a thing or two they can teach you about conceptual content and advanced statistical techniques, and they often have access to useful resources and data. Coauthors—particular those who have put years of effort into becoming good writers—can help you to develop as a writer and they can teach you the finer points of addressing reviewer comments.

*Read and review a lot (but not too much).* To have something to write about, it is obviously important that you read what has been written about your research topic. In addition, it is helpful to have a notebook or audio recorder handy when you are reading. Who knows, you might spontaneously discover a model that unifies general relativity with quantum mechanics after reading the latest issue of *Personnel Psychology*. It would be a shame to forget your grand idea because you failed to immediately make a few notes about it.

But don't spend all your time reading because every minute spent reading someone else's work is one minute less you have to work on your own writing. This same advice goes for serving as an ad hoc reviewer. Reviewing is valuable to your professional development because it gives you insights into how editors and reviewers think and it provides opportunities to see submissions that vary significantly in terms of writing quality. But again, don't spend too much time reviewing. You have your own writing to worry about!

*Write in different physical locations.* I've found that writing in different physical locations keeps me more motivated to write. If I alternate between writing in my office, my lab, the campus library, and my living room, I'm much less likely to get bored than if I only wrote in my office. I'm guessing that this practice partially satisfies the need for variety.

### Summary

Finding the motivation to write day after day can be difficult. I hope that the strategies that I've described above can make writing a little less painful. I'm certainly no expert on the psychology of writing and, because my own publication record shows that I too have room for improvement, I'd be happy to hear from readers who've successfully (or unsuccessfully) overcome their own motivational barriers to writing.

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## Science Advocacy Survey Results: A Brief Report

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### Background

In 2011, the Science Advocacy Task Force (Kozlowski, Kanfer, Major, Weiss) issued a report that included recommendations for enhancing the infrastructure within SIOP for science advocacy. One of the first steps was to conduct a survey of current membership advocacy resources and capabilities. To that end, the Scientific Affairs Committee,<sup>1</sup> with input from other committees, developed a survey that was administered by Questar to members in November 2011. This report outlines key findings from the survey.

### Key Survey Results

The survey was sent to 6,455 members, of which a total of 852 members responded, for a response rate of 13%.

#### *Science Advocacy Experience*

Members were asked to indicate their current level of experience with regard to various advocacy activities. Activities in which participants reported the greatest experience include (percentages represent those with moderate or extensive experience):

- Promote the science of I-O to audiences that were not previously knowledgeable (e.g., working with K–12 schools, discussing research at a corporate function; 62%)
- Translate I-O research for a trade article or similar outlet (35%)
- Work with the mainstream media to publicize his/her own or other I-O psychological research (e.g., radio, TV, newspaper, Internet; 31%)

Activities with which participants reported the least experience include (percentages represent those with moderate or extensive experience):

- Testify before Congress with regard to a science-related issue (2%)
- Share knowledge of I-O psychological science on Capitol Hill (6%)
- Educate members of a major scientific organization (e.g., National Science Foundation) about what I-O psychologists do (10%)

Only 6% of respondents reported receiving any science advocacy training.

<sup>1</sup>2011–2012 Scientific Affairs Committee Members: **Tammy D. Allen** (Chair), **Eunae Cho**, **Patrick Converse**, **Lillian T. Eby**, **Eden King**, **Steve Kozlowski**, **James Lebreton**, **Lisa Leslie**, **Rustin Meyer**, **Christopher Nye**, **Fred Oswald** (2012–2014 Chair), **Kristen Shockley**, and **Steve Stark**.

### ***Willingness to Engage in Science Advocacy Activities***

The majority of participants reported a willingness to engage in advocacy activities. The most popular were (percentages represent those somewhat or very willing to engage in activity):

- Promote the science of I-O to audiences not previously knowledgeable (e.g., working with K–12 schools, discussing research at a corporate function; 90%)
- Work with the mainstream media to publicize I-O psychological research (e.g., radio, TV, newspaper, Internet; 83%)
- Share knowledge of I-O psychological science with a major government/military/intelligence agency (e.g., Army, Homeland Security, Federal Bureau of Investigation, Transportation Security Administration; 82%)
- Educate members of a major scientific organization about what I-O psychologists do (82%)

Activities that participants were least willing to do include (percentages represent those somewhat or very willing):

- Testify before Congress with regard to scientific issues (48%)
- Serve as an expert witness in a court case that is relevant to I-O psychology (45%)
- Share your knowledge of I-O psychological science on Capitol Hill (37%)

### ***Areas of Strongest Research Expertise***

Members were asked to indicate the content areas with which they had the strongest research expertise. We used the same 32 content categories that are currently used for the SIOP conference.

As would be expected, the results indicated that the expertise of participants is widely distributed across the 32 represented content areas. The most highly cited areas of strongest research expertise include (percentage represents those who selected the content area as their strongest):

- Testing/assessment (11%)
- Staffing (8%)
- Coaching/leadership development (7%)
- Leadership (6%)

Content areas in which  $N < 10$  participants reported their strongest expertise were:

- Consulting practices/ethical issues ( $n = 7$ )
- Employee withdrawal (e.g., absence, turnover)/retention ( $n = 6$ )
- Human factors/ergonomics ( $n = 8$ )
- Judgment/decision making ( $n = 4$ )

It is worth noting that given the low response rate to the survey, the above values should not be interpreted as representative of the expertise of the entire SIOP membership.



### ***External Funding Experience***

Members were asked a series of questions that pertained to their experiences related to external funding during the previous 5-year period (2007–2011).

- A total of 26% of participants reported having applied for external funding during the time period.

The 626 participants who had not applied for external funding were asked why they had not applied. The five most common reasons reported were:

- External funding is not applicable to the work I do (43%)
- I do not know what funding options are available to me (35%)
- It is not necessary for my research (33%)
- I do not have time (28%)
- I was never trained in graduate school on how to apply for external funding (28%)

The five least common reasons reported were:

- I have been discouraged from doing so by administration at my institution (2%)
- I do not believe that managing grants is worth the time and effort (7%)
- I receive adequate research funding internally through the university (7%)
- Grants are not rewarded or valued by my institution (8%)
- There is a too much red tape within my department/institution managing grants post award (8%)

A substantial number of participants reported “other” reasons for not applying for funding ( $N = 98$ ). These responses were content analyzed. The most common “other” reasons were:

- Currently a student ( $n = 35$ )
- Work in an applied setting ( $n = 23$ )
- No need/Not relevant to job ( $n = 11$ )

The 222 participants who did apply for funding were asked the reasons why they apply. There was no “standout” reason why individuals apply for funding. Responses were:

- To increase my compensation (e.g., summer salary, cover conference travel costs) (55%)
- I want to support graduate students (52%)
- It is necessary for the kind of research that I do (48%)
- It is a required part of my job (37%)
- It is essential for tenure and/or promotion at my university (29%)

### ***Funded Grants***

A total of 20% ( $n = 168$ ) of the participants reported they had received external funding during the 5-year period (2007–2011). Participants could report information on up to five funded grants (a total of 8 participants reported information on five grants). Specific data are reported here for the most recent funded grant.

The 168 who received funding were asked to identify the main content area of the funding based on the 32 content areas used by SIOP. The five research areas most likely to be funded were:

- Groups/teams (10%)
- Occupational health/safety/stress and strain/aging (10%)
- Testing/assessment (8%)
- Leadership (7%)
- Coaching/leadership development (6%)

With regard to major federal funding agencies, participants were most likely to have received funding from National Science Foundation (NSF; 11%) followed by National Institutes for Health (NIH; 9%). With regard to private foundations/other sources for funding, the Society for Human Resource Management (SHRM) was the most reported (10%). A wide variety of other federal (e.g., Army Research Institute for the Behavioral and Social Sciences, Office of Naval Research) and private (e.g., Spencer Foundation, Alfred P. Sloan Foundation) sources of funding were also reported.

The modal amount funded was \$250,001–500,000.

#### ***Submitted but Not Funded Grants***

A total of 122 participants reported that they submitted grants that were not funded during the 5-year period (2007–2011). Participants could report information on up to five unfunded grants. Specific data are reported here for the most recent unfunded grant. Participants were asked to identify the main content area of the grant submitted, but not funded, based on the 32 content areas used by SIOP. The three research areas most commonly reported were:

- Inclusion/diversity (e.g., sexual orientation, race, gender; 9%)
- Occupational health/safety/stress and strain/aging (9%)
- Groups/teams (8%)

A total of 30% of the submitted, but unfunded, applications were from NSF while 11% were submitted to NIH.

Participants were asked to report why the grant was not funded. Responses were:

- Unknown ( $n = 37$ )
- Technical/methodological concerns ( $n = 29$ )
- Project was not a good fit for the agency ( $n = 22$ )
- Concerns regarding theory ( $n = 19$ )
- No award was made to any applicants in the grant cycle in question ( $n = 4$ )
- Other ( $n = 21$ )

Other reasons for not being funded included a variety of factors such as lack of specific personnel on the grant, scope of the grant, and financial concerns within the agency.

### ***Service on Review Panels***

Members were asked if they had served on a review panel for an external funding agency within the past 5 years (2007–2011). A total of 86 (10%) participants responded yes. NSF was the agency for which the greatest number of participants had served ( $n = 26$ ).

### ***Open-Ended Questions and Responses***

Two open-ended solicitation questions were asked.

1. Members were invited to provide suggestions with regard to how SIOP can better educate the lay and/or scientific community about the capabilities and areas of expertise of SIOP members. A total of 235 independent suggestions were made. Below is a sampling of verbatim (except for corrections to typographical errors) grouped by common themes.

#### ***Media outreach***

- This may sound crazy but I truly believe one of the best ways you can educate the community in general about a career path that is unfamiliar to most is to get a character to demonstrate it on a television show.
- Engage with popular media on highly visible topics.
- Get I-O psychology on the cover of a “popular scientific” magazine, like *Discovery* or, better yet, get *Business Week* or *Forbes* to do a cover story on what I-O psychology is and why businesses need our expertise to gain a competitive advantage in the global economy.
- YouTube-based tutorials/short films connecting I-O theory to popular media (e.g., leadership and workplace safety in *The Simpsons*). Some advocacy articles need to be placed in top magazines (*Time*, *The New Yorker*; business sections of major papers and business journal and magazines). Articles should also be written for the general public and placed in widely read articles. Follow up should include radio and TV time to present and discuss same materials.
- Sponsor articles in our and other publications demonstrating actual or possible contributions I-O can make to the public good (e.g., environmental protection, consumer safety, homeland security, etc.).

#### ***Local and international outreach***

- Presentations to local groups (e.g., Chamber of Commerce, Rotarians, etc.).
- Speeches to select groups (i.e., the local human resources group, the local training group, the service clubs [Rotary, etc.], special groups convened for a common interest/purpose).
- We can have regional chapters that still report to SIOP. Thus, we can have offices in subregions such as Africa, Asia, etc. whose activities will be monitored by SIOP. In that case the entire world would benefit from I-O psychology.
- Seek opportunities to speak about this subject at meetings and annual conferences of organizations such as the American Management Association.

#### *Member education*

- I would like to learn about external grant funding—where to find external grants, how to apply, the process, etc.
- Provide training and information via workshops and online training on how to go about this (grant application). Very daunting task! Also, please do not forget about us midcareer people!
- Sessions at the annual conference on these matters so that people can get educated at a time and place they are going to be anyway.
- Provide members with the necessary skills to engage in science advocacy so that they will be more confident to provide that service.
- Hands-on training session at SIOP conference on how to explain what we do to others, and how to do this while using the language of the business community.

#### *Student education*

- More I-O classes for undergraduates, maybe even at the high school level. Many psychology undergraduate majors do not know what I-O psychology is.
- I-O could be included as a topic in introductory psychology classes. If someone with an undergraduate degree in psychology has not heard of this field, it seems unlikely that the general public will understand it.
- Working with the state or county education department, set up lectures on I-O to high school psychology classes.
- Create documentary videos that can be used in classrooms.

#### *Public education*

- Send copy of *TIP* to every member of Congress and every major department head.
- SIOP is the world's expert on the workplace and few boards of directors, CEOs, CFOs or CIOs know about, let alone care about our work. We should pursue with vigor those audiences rather than continue to chase grants that solve the wrong applied problems to the third decimal place. We should have a self-imposed moratorium on government grants, to nurture academics working with practitioners on applied research rather than chasing government grants. Given the huge debt, how long will it be sustained anyhow?

#### *Demonstrate our strengths*

- Compare strengths of I-O to other disciplines to indicate a favorable comparison. In particular, our focus upon assessment, validation, and program evaluation would better serve many agencies and organizations than the skills developed in other disciplines (business arts, other areas of psychology, engineering, medicine, etc.).
- By linking our specialized expertise with the pressing and most poignant social, political, and economic issues of the day (e.g., the

impact of corporate layoffs/downsizing on psychological health, the political polarity affecting the workplace, etc.).

- By showing results and impact on society, not just the research and research outcomes.

#### *Collaborations with others*

- More partnerships with other organizations.
- Partner with similar groups (e.g., SHRM) who have strong policy and lobbying interests.
- Because APA has an existing mechanism for advocacy and because SIOP is a division of APA, it would be great if someone could talk APA into advocating I-O issues in addition to the clinical ones.

2. Members were invited to provide suggestion with regard to how SIOP can better meet the scientific needs of its members. A total of 43 independent suggestions were made. Below is a sampling of suggestions grouped by common themes.

#### *Provide information on grant applications*

- Set up a quarterly newsletter/e-mail list/link that lists upcoming grant opportunities applicable to I-O across granting agencies. Post some examples of good and great grant proposals for the major granting agencies on SIOP's website as part of member tools.
- Help to fill in the gap to enable members to learn how to solicit external funding. I recently attended a workshop at my school designed to help women learn how to pursue and secure external funding. It was the first such effort in 21 years at my institution.
- Perhaps share the most relevant funding opportunities with the members via the listserv? Thanks for your effort on this matter!

#### *Provide Education and Collaboration Tools*

- I think we need more primer style classes/courses on statistics. These are skills that atrophy quickly and that are often used intermittently.
- Create "communities of interest" that connect people (researchers, practitioners) for the purposes of communication and collaboration (research, SIOP conferences, etc.). This could be started by grouping people by their expressed interests in the membership directory database.
- We need to find a mechanism to support and encourage access to organizational processes. Applied folks complain about the lack of relevant science. How can we when it is so difficult to gain access to meaningful data in actual organizations?

#### *Outreach*

- Help with setting up media and congressional briefings.
- I think I-O can be insular, so any efforts to bring the latest findings in relevant areas (personality, cognitive, social, etc.) to I-O psychologists

would be helpful. I think APA is also a considerable hindrance to I-O psychology.

- Stronger voice in APA.

#### *Strengthen science focus*

- Start to do for the scientists what is being done for the practitioners: purely science activities equivalent to the LEC, etc.
- Make sure that what you advocate is actually science and not practitioner-spun pseudo science.
- The Society would benefit from a broad view on the questions, “What is science?” and “What type of inquiries are the domain of I-O?”

### **Summary**

The results show that the vast majority of respondents are interested and willing to engage in advocacy efforts. Respondents were particularly experienced and willing to further engage with regard to the promotion of the science of I-O to audiences not previously knowledgeable. With regard to current external funding, the results demonstrate that SIOP has a small but highly funded group of members. The results reveal a number of opportunities for SIOP to enhance our members’ capabilities for promoting I-O science through further outreach and education activities. As a next step, over the coming months the Scientific Affairs Committee will be developing a specific set of recommendations and an action plan. We thank the members who took the time from their busy schedules to complete the survey.

### **Reference**

Kozlowski, S. W. J., Kanfer, R., Major, D. A., & Weiss, H. M. (2011). *A strategy to build an infrastructure for SIOP science advocacy*. Society for Industrial and Organizational Psychology Scientific Affairs Task Force on Science Advocacy.

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## It's Driving Me Crazy

Paul M. Muchinsky\*

University of North Carolina-Greensboro



I give you fair warning. This column is another of my rants about word usage. If you would rather read something more soothing in *TIP*, I highly recommend the Statement of Ownership, Management, and Circulation (Nershi, 2012).

I have been a good sport long enough. I sat back silently and allowed two words to be used with impunity in I-O psychology. They are “leverage” and “strategic.” They are so hip, so savvy, and so important sounding. Unfortunately, they are now so ingrained in I-O language that it is pointless for me to call them out for being what they are—verbal puffery. But I draw the line at giving a pass to the latest wannabe to this elite club of linguistic fetidness: “drive” (and its derivatives, “driving” and “driven”). Furthermore, both the science and practice sides of our house are members of this love triangle.

First, the science half. Our scientific journals make no bones about it: They want “theory-driven” research. Some theory, a theory, any theory will do. Without a theory, the findings aren’t worth reporting. Our journal editors should instruct news editors on this matter. Every day the media reports on events that are not theory driven. Our local newspapers report things like plant closings, car accidents, charitable events, marriages, and deaths. CNN has a particular fascination with theoryless national and world events. By I-O standards, such efforts are merely the misguided reporting of dustbowl empiricism.

You might be thinking I am confusing what constitutes news with research findings. Tell that to reporters who are trained in methods of investigative research in journalism. And I do recall there are two approaches to theory: inductive and deductive. The inductive approach begins with empirical findings that are then woven together to create a meaningful interpretation. Apparently inductive theorizing is now passé and is interpreted as hindsight. Hindsight is shirt-sleeve English for postdiction, and postdiction isn’t as sexy as prediction. Unfortunately prediction is also less accurate. So let’s cut to the chase. I-O psychology not only worships exclusively at the altar of theory-driven research but deductive theory-driven research.

Now I direct my attention to the practitioners. Their love is for theory’s sibling, data. Organizations should be managed by data-driven practices, not stuffy scientific theories that are a paradigm a dozen. Data-driven, evidence-based, just the facts. It sounds so butch. So what’s wrong with driving deci-

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sions on the basis of data? Nothing, except you can always find some data to legitimate any position (excuse me, drive any action). By selectively culling the data that support the position you already hold, you create the illusion of taking the intellectual high road. That is, until someone else wants to drive in the opposite direction based on a different set of data. The scientists have a name for this phenomenon: experimenter bias. So the scientists are in love with theory driven, and the practitioners are in love with data driven. Not even Evel Knievel could drive his rocket motorcycle over this scientist–practitioner gap.

In the past 50 years there have been more theories of weight loss (i.e., dieting) than all the theories within I-O psychology combined. Furthermore, these diets make polar opposite prescriptions about weight loss. One says eat only this, another says never eat this, another says eat whatever you want but limit your portions etc., etc. Every theory of weight loss is supported by some data and not supported by other data. Weight loss research is subsidized by more funding than anything we study in I-O psychology. Every year there are new theories of weight loss, and every year we keep getting more obese. Across all the conflicting theories of weight loss, researchers can only agree on one issue: the importance of eating a balanced diet. Hell, our grandmothers told us that years ago, and they didn't receive a billion dollars in research funding and they weren't graduates of the I-O Driving School.

At least diet research uses the experimental method to make statements about driving weight loss. To drive something means to cause it to occur. In I-O psychology we use the correlational research method. You know what they say about correlation and causality, so isn't "correlational data-driven" an oxymoron? Furthermore, correlational is so passive sounding. I don't think Jessica Tandy and Morgan Freeman would have packed the theaters if the name of their movie was *Correlating Miss Daisy*. To me such a title sounds somewhat prurient or off-color. And I am told I know a thing or two about off-color words.

If you think I am coming across as holier than thou about this driving thing, I am not. In fact, I may be worse. I live on Cardinal Downs Drive. When I played golf I was better with a driver than a putter. I like the taste of a screw-driver, and when sufficiently motivated (i.e., driven), I'm fairly skilled in using one (provided it comes with a set of instructions). I also fully recognize the importance of drivers of economic prosperity. In my state of North Carolina there are two of them, Richard Petty and Dale Earnhardt, legends of NASCAR. My students occasionally drive me to distraction, but I have never been charged with reckless driving. Hmmm, I bet we could have some fun if we combined "reckless driving" with "theory driven" and "data driven."

I hope this column drives strategic leverage. Wow, it feels so good to say that. Too bad it doesn't mean anything.

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## MAX. CLASSROOM CAPACITY

**Marcus W. Dickson**  
**Wayne State University**



A great deal of the focus on educational issues within SIOP is at the graduate—primarily PhD—level. This is evident in the number of graduate students attending the annual conference and the services and opportunities provided to them; in the awards available to graduate students for research; and in SIOP's development of competency models describing the domains in which students pursuing MA and PhD degrees should be knowledgeable and skilled.

However, in any given year, far more students are engaged with I-O psychology at the undergraduate level than at the graduate level. SIOP has of course provided some support for undergraduate education in I-O psychology but has rarely focused at the annual conference on bringing together people responsible for providing or coordinating undergraduate education.

I had the pleasure at this year's conference – just a few days ago as I write this – of working with **Mikki Hebl** (Rice U.) and **Scott Tonidandel** (Davidson College) to facilitate a conversation hour on several key topics related to undergraduate education in our field. Mikki took over SIOP's Education and Training Committee from me a couple of years ago, and Scott is now taking over from Mikki. It was great to have several folks who have been in the trenches with us for years (people like **Peter Bachiochi** and **Mike Horvath**), faculty members like **Cynthia Prehar** (who, along with **Satoris Culbertson**, hosted a roundtable on incorporating empirical articles into the undergraduate classroom), as well as newly minted PhDs, current graduate students, and even some undergraduates!

The session focused on several topics, including:

1. Discussion of innovative courses that are or could be offered as part of an undergraduate curriculum in I-O psychology, beyond an introductory course; and
2. Ensuring that faculty members are aware of existing support from SIOP targeted towards undergraduate education.

I want to give a quick rundown of what was presented and discussed for these two topics.

### **Possibilities for I-O Curriculum at the Undergraduate Level**

Scott took the lead on this conversation topic and started off by recognizing that for some students I-O is inherently interesting. For others, it is decidedly not. So how (in Scott's words) can we "Make I-O Sexy" for these students? In other words, how can we present our discipline in such a way that students will be open to the possibility of engaging with it?

We invited attendees to bring ideas for potential courses and/or examples of existing courses that could broaden the undergraduate I-O curriculum, beyond the single traditional Intro to I-O course, and several attendees described courses that were part of the undergraduate curriculum at their home institutions.

Here are some examples of the courses people described:

- Applied Organizational Research Methods (in which students learn research methods in the context of field research, by gathering organizational data using a variety of methodological approaches);
- Film and I-O Psychology (a course targeted at the freshman level to “recruit” students to a focus on I-O psychology, in which theoretical principles of I-O psychology are introduced using Hollywood films and readings from sources such as *Harvard Business Review* or *Fast Company*); and
- Work and the Humanities (in which the visual arts, fiction, biography, cinema, poetry, etc., are used to explore issues related to work, including work–family balance, competitiveness in the workplace, stress, physical labor, leadership, and others).

Other discussions were about resources that could be incorporated into already existing courses (e.g., the Hartwick Classic Leadership Cases [<http://www.hartwickinstitute.org/academic.htm>] that focus on classic works of literature or films as cases for teaching leadership and related topics) or exercises that could facilitate student engagement in I-O (e.g., approaching personnel selection through examining the NFL Combine; introducing the use of statistics to predict work performance through *Moneyball*; various uses of social media, etc.). Of course, many other examples are possible, and this conversation hour provided a fun brainstorming opportunity for the attendees.

### **Existing SIOP Support for Undergraduate Education in I-O Psychology**

Mikki took the lead on this topic, and she reminded us all that SIOP has a dedicated core of faculty members who have provided support for undergraduate I-O education over a number of years. These members have generated a range of resources, though awareness of those resources has not always been high among SIOP membership. A major goal of this conversation hour was thus to target instructors of undergraduate I-O courses in order to share information about existing resources.

One example of an existing SIOP-developed resource is a set of PowerPoint files developed for use in introductory psychology courses. When **Steve Rogelberg** was chair of the Education and Training Committee, he recognized that many introductory psychology textbooks do not contain a chapter on I-O psychology or that that chapter is often skipped, and so these PowerPoint files were developed as “mini-lectures” to be dropped into existing chapters that are covered in the course (e.g., a mini-lecture on organizational leadership to fit

into a chapter on social psychology, and a mini-lecture on women in the workplace to fit into a chapter on gender). These files, originally developed several years ago, have now been updated and are being distributed by major textbook publishers as instructor ancillaries to accompany their introductory psychology textbooks. In addition, a whole new set of slides are being developed and will hopefully be ready soon after you receive this issue of *TIP*.

A second example of support for undergraduate education is the SIOP Teaching Aids Wiki page, currently managed by **Julie Lyon** of Roanoke College. The wiki, which is available at <http://siopwiki.wetpaint.com/>, contains a range of resources targeted at both graduate and undergraduate education. Resources available include syllabi, assignments and exercises, recommendations for videos to use in class, case studies, links to *TIP* articles related to teaching, and links to relevant websites. The wiki is an underutilized resource, especially when we consider the number of instructors (many part-time instructors) teaching I-O courses who did not receive their training in I-O psychology.

The last thing that we focused on was the complete redesign of the Educators Page on the SIOP website. It has been totally restructured, and contains a wealth of resources. Mikki highlighted for us that the page contains:

- Links to a whole host of general teaching resources, including resources from APA Division 2 (Teaching of Psychology) and APS, NITOP, TOPIX, and several listservs
- Links to I-O specific teaching resources, including the PowerPoint modules referred to above (and several graduate-level resources)
- Links to the SIOP Teaching Wiki (and we had a great discussion about whether wikis continue to be the right platform to achieve resource-sharing goals!)
- Information about the SIOP Teachers Bureau, where SIOP members have agreed to go (when invited) to schools that don't have an I-O program to speak to a class or to a Psi Chi or other appropriate group about I-O or specific I-O topics. This is a great outreach to spread the I-O word to smaller schools, and into high schools, as well, given that most high school psychology courses don't include I-O.

All in all, this was a really motivating session. There are so many resources and, more importantly, so many people remembering that "Undergraduates Matter, Too!" (the title of our session). I want to thank Mikki and Scott and all of the folks who attended the session, and all of the folks who have helped to create these resources. It's great to see all the ways that we are focusing SIOP's energy on enhancing our **Max. Classroom Capacity**.

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## Service Is a Seven-Letter Word

Satoris S. Culbertson  
Kansas State University

I have found that, as an academic, we respond to some words and phrases differently than nonacademics do. For example, as an academic, when somebody says “R&R” to me, I think “revise and resubmit” – meaning that although I’m probably excited at getting a step closer to another publication, it means I’m going to be shifting around some time in my schedule to put forth considerable effort to getting a quality revision in order. I certainly don’t equate it with rest and relaxation, like my nonacademic friends do. Perhaps after an R&R I’ll have some time for a little R&R, but not if I get another R&R, which would be preferable to me.

Another term that has different meanings for academics versus nonacademics comes to mind as I am writing this during finals week at my institution. That is, I am reminded that the term curving means different things to professors than it does to others (i.e., students). It is rare that a semester passes that a student doesn’t ask me to curve grades and even rarer that the inquiring student’s eyes don’t glaze over as I explain that he or she doesn’t really want me to curve grades because then I would be forcing students into a normal distribution, requiring some students to actually score lower than they might have otherwise. Instead, I tell them, they really just want me to bump their grades up, which I won’t/don’t do (though that, I suppose, is an issue for another column).

Another term that has different meanings for academics versus nonacademics, and the real point of this particular column entry, is service. Just as the name Mufasa caused the hyenas in *The Lion King* to shudder, the word “service” often generates feelings of apprehension and disdain in the minds of academics. Those early in their careers are often told to steer clear of service commitments lest they get in the way of their progress toward tenure, but after tenure they should expect their service obligations to increase (much to the chagrin of many). Faculty wooing new colleagues often entice them by telling them that they will be “protected from” service commitments for x number of years, or that the service requirements “aren’t that bad here.” All of this suggests that service is a bad thing. With such a bad rap, perhaps we should remove the vowels from the word so that it is spelled *srvc*, thereby making it the four-letter word that we treat it as.

But service is not a four-letter word. It’s a seven-letter word. And it’s not all bad. In fact, when **Lisa Steelman** asked for “ah ha!” moments that people experienced after the SIOP 2012 conference (see “SIOP 2012 “Ah ha!”

Moments” in this issue), I realized that this was my “ah ha!” moment. That is, I had the epiphany that service is not bad. In fact—and I risk being ostracized from the academic community for saying this—service can be good.

Now, it is important for me to pause a second and make sure I don’t come across as an overly optimistic, Pollyanna-like individual who dreams of sunshine, lollipops, and rainbows. I mean, I have academic street cred to protect and would hate to have my students start thinking I’m going to start putting puffy stickers and glitter on their papers. (Okay, I might start doing that, but not because I’m overly optimistic, but just because puffy stickers and glitter can be cool, by golly.) Instead, I am actually a curmudgeon. But I’m a curmudgeon who can appreciate that not everything is horrible, including service activities.

Take for example my most recent service activity. During the 2012 SIOP conference, I served as the volunteer coordinator. My task was to coordinate and manage the student volunteers for the conference. This year, there were 88 volunteers, each required to work 4 hours total (often split into multiple shifts) over the duration of the conference, with shifts beginning before the conference officially began (stuffing bags) and continuing through the closing plenary. As part of my service role, I made an effort to meet each one of them during their shifts, preferably at the beginning and end when possible. Needless to say, I was busy, and likely a bit frantic looking at times. It is no wonder, then, that I had several people ask me, with a look of complete confusion, why I would ever agree to do something like this.

I hadn’t thought about it much. I joked that the reason was that I got to carry a walkie talkie (that I am pretty sure I had turned off for half a day because I didn’t know how to use it), so I felt powerful. I kidded that it was because I was a glutton for punishment. I teased that it was so that I could check “professional service” off my to-do list for the year. But those weren’t the truth. Okay, the walkie talkie part might be partly true, but that’s not my point.

The truth is, I actually enjoyed being the volunteer coordinator this year, and the reasons were many, but the top reason is that, had I not taken on this role, I wouldn’t have met a lot of truly amazing people. For example, through this role I was able to meet and spend time with the SIOP Administrative Office staff. In doing so, I was able to put faces to the names I’ve seen hundreds of times as well as learn that it’s not just the members of SIOP that are fantastic, but so too are the staff that keep things running like a well-oiled machine. In addition, I was able to meet many other members of the conference planning committee, individuals who I am eager to see and interact with for years to come. Most importantly, however, I was able to meet and spend some time with so many energetic and promising students. I feel extremely honored that I was able to make connections with individuals who are truly the future of SIOP. Although I wasn’t able to spend quality time with all of the volunteers, I feel like I really got to know some of the volunteers, and I look forward to seeing them again in Houston, Honolulu, and beyond!

Of course, I wouldn't praise service if this were the only positive experience I've had. On the contrary, there have been many that, with my 20/20 hindsight vision, I can say have been more positive than negative. For example, at the time I didn't realize that being on the committee within my department to revise our promotion, merit, and tenure document would actually be a rewarding experience. It was a good amount of work and, as many such committees wind up being, it was painful at times as we discussed whether the word "that" should be included in Sentence 4 in Paragraph 2 on Page 5. I know what you're thinking. How could that NOT be rewarding? In actuality, however, it was a chance for me to be able to exert some influence over the future of our department, in a meaningful way that is not always possible for an assistant professor. In addition, participating in those meetings gave me insight into the promotion and tenure process that I wouldn't have had otherwise.

There are actually many service activities that have positive outcomes, despite having negative elements. For example, despite having seemingly endless meetings and having to be away from my family in the evenings due to dinners and receptions, serving on selection committees has allowed me to have a greater voice in shaping the makeup of the faculty as well as see what the process is like from the other side of the table (not to mention free meals, which is not to be devalued). As yet another example, despite the time it takes to provide a thoughtful, constructive review (whether for journals or conferences), it is nice knowing that I might be providing authors with some valuable feedback that could strengthen their papers.

I should probably stop before I lose any academic street cred that I may have left. To ensure my three readers that I'm not a sickly positive person, I will end by saying that I don't like kittens. Cats are okay, but not kittens.



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## *TIP*-TOPICS



### **Money (Really) Matters: Tips From the Frontline on Balancing Graduate School Finances**

**Jessica E. Dinh and Allison S. Gabriel**  
**The University of Akron**

Saving money can be tough for graduate students. Really tough. From textbooks to tuition, from rent to restocking one's daily essentials—not to mention meeting life's unexpected surprises—navigating graduate student finances can be a daunting challenge. But hopeful readers, have no fear! **TIP-TOPics'** financial column is here. In this issue, we dare to ask the big money questions in the minds of I-O graduate students across the country. We review the most recent financial statistics (Carnevale, Strohl, & Melton, 2011; Khanna & Medsker, 2009) to answer questions such as "How much is my advanced I-O degree actually worth?" In addition, we identify useful money-saving tips for graduate and post-graduate students based on the first-hand experience of those hard at work in the trenches.<sup>1</sup> Finally, in the last section of this column, we offer some good "how to" advice for successfully nailing one's first academic or applied postgraduate job.

#### **Now I'm in It for the Long Haul...Is It All Worth It?**

So, you've decided to go to graduate school. For many, this means moving away from the comforts of home, as well as downsizing to a smaller apartment, learning how to peaceably share that small apartment with roommates, how to cook and fend for oneself, and how to pay the bills for utilities, the Internet, insurance, and so forth. Oh, and did we mention the rising cost of gasoline these days? At this point, considering that you still have years of school ahead, paired with the prospect of spending endless hours at the office, you might just be asking yourself: what is the economic value of an advanced degree in I-O, and importantly, is it all worth it?

The answer to these questions should be a yes, according to a recent study conducted by Georgetown University's Center of Education and the Workforce (Carnevale et al., 2011). According to this report, individuals with a bachelor's degree earn, on average, a whopping 84% more than those with

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<sup>1</sup> We thank our peers ( $n = 70$ ) from the following graduate programs for filling out our survey for this column: Bowling Green State University, Colorado State University, Michigan State University, Penn State University, The University of Akron, University at Albany, and University of Minnesota.

just a high school diploma. Further, the 38% of students who pursue a graduate degree receive another 28% boost in average salary levels.

The numbers are even more impressive when we specifically consider the field of I-O. Georgetown University's report shows that, compared to typical earnings in other psychological fields such as social or counseling, the economic value of an I-O degree is quite high (Carnevale et al., 2011). For instance, the average amount earned for all individuals with an advanced degree (bachelor's, master's, or PhD) in I-O psychology was \$53,000 a year, with the 25th percentile earning about \$37,000 a year, and the 75th percentile earning about \$75,000 a year. SIOP's 2009 survey breaks these numbers down further, indicating that the mean weighted starting salary of new I-O doctorate graduates was about \$83,000, and for new I-O master's graduates, mean weighted starting salaries were about \$56,807 (Khanna & Medsker, 2009).

Salaries were a bit higher for new doctorate graduates in human resource/organizational behavior (HR/OB), with an average starting salary for those with a master's degree of about \$62,680 per year and, for new doctorates, about \$87,934 per year. Of course, figures can also vary over time depending on one's employment setting. In fact, doctorates employed in academic settings can earn anywhere up to about \$94,805 a year, and those with a master's can earn about \$72,152. What about those employed in business or management departments? Try earning anywhere up to \$162,269 with a doctorate, or about \$125,060 a year with a master's! As these statistics illustrate (see Khanna & Medsker, 2009), the economic value of an I-O degree is quite high, much to the relief of I-O grads everywhere.

### **To Save or to Spend...That Is Always the Question**

With our sights set high on the financial returns promised by advanced graduate degrees in I-O, it's now time to consider more proximal matters: how to manage personal resources and save money until we get there. Saving money can be tricky, especially when our primary financial resource is a graduate stipend. By definition, stipends are payments offered as a complimentary benefit to folks like graduate students or interns. Hence, they tend to be much lower than typical wages and are meant to cover "essential needs" such as food and shelter. Of course, deciding which needs should be covered and which desires should be forgone is not easy. In fact, the definition of "essential" is blurry and can vary wildly from student to student. Take Apple's new iPad as a prime example. With its new 3.1 million pixel retina display, its 5 mega-pixel camera, HD video recording, ultrafast Wi-Fi internet technology, and with over 200,000 apps to choose from, this 9.7" slab of pure awesomeness has got to count as being essential. So what if it's equivalent to about an entire month's rent; it's an investment, right? (That's what we're telling ourselves, anyway.)

Whether to become the owner of an iPad may be the least of one's worries. Other, more down-to-earth concerns linger on grad student's minds, including such things as covering airfare and finding lodging to next year's SIOP conference in Texas (or perhaps the year after in Hawaii), finding leisure activities and other forms of entertainment, pursuing hobbies, shopping, buying home accessories, splurging on the latest computer software, and the like. Clearly, it takes resolve (and a whole lot of self-control) to manage one's financial resources. These choices remind us of Walter Mischel's classic studies on self-restraint. You know, the ones that have preschoolers stare down a soft, colorful, sugar-coated decadent marshmallow (i.e., that coveted "it" item) while being told that if they resist the urge to nosh it down when the experimenter had his or her back turned, they'll receive a much larger reward (i.e., the preschooler's equivalent of earning that graduate degree?). Oh, the uncanny parallels to grad life.

Thankfully, most I-O programs do a phenomenal job of helping their graduate students stay afloat, with programs offering full or partial tuition remissions, internships, and teaching assistantships to help cover the costs associated with graduate life. At the University of Akron, for instance, both terminal master's and doctoral students receive internships and teaching assistantships that include annual stipends. Other forms of financial aid such as fellowships and research assistantships are also available in most programs. In a recent poll conducted for this column, we found graduate stipends met the monthly spending needs of about 56% of the I-O graduate students surveyed across the United States, allowing grads to pay for completely "frivolous" things like health care and medical insurance, entertainment (no, this does not include cracking open the most recent psychological journal—unless, of course, you're our advisors!), groceries, and the occasional meal out. Of course, the sufficiency of stipends varies based on the cost of living associated with one's area, with steeper prices for those living in areas like New York or Washington, D. C. Hence, in addition to stipends, 44% of those polled also indicated that they had applied for student loans or were relying on other resources (i.e., parents, spouses) to meet their financial needs. The SIOP salary survey mentioned earlier may have the additional benefit of helping students set limits for how much they borrow while in school. In fact, a recent rule of thumb for the amount of student loan debt acquired should be no more than what you will earn in your first full year of employment once you have completed your degree (Consumer Reports, 2012).

So what can graduate students do to get the most from the money received during their graduate school years? A quick Google search finds literally hundreds of websites devoted entirely to the topic of saving money while in school. Survival guide sites such as ehow.com and brokegradstudent.com offer tips and strategies about what to buy, what not to buy, and when to buy, as well as lessons to enhance self-control. The list is close to endless, and tips

can be found in just about any category. For example, it does not take long to find thriving blogs on how to make your own beer to save money (not for the faint hearted). Given that anyone can post tips online, we wanted to know, what are the most useful and practical money saving tips possibly out there? We identified the top four suggestions from our survey of fellow I-O graduate students across the country and discuss them in some detail in the following section. However, there are dozens of other great tips and ideas that can help trim your monthly bills, so some additional tips are listed in Table 1.

Table 1

*Money Saving Tips for Graduate Students From Graduate Students.*

1. Don't eat out, and learn how to cook your own meals
2. Keep track of your checking account to avoid overdraft and minimum fees
3. Keep your receipts to monitor your spending habits
4. Explore your area for free or low-cost leisure activities (e.g., picnic at the park)
5. Find roommates
6. If possible, buy store brand items at the grocery store
7. Reduce your electricity bills by turning off unused appliances (e.g., computer, lights)
8. Check if student discounts are available for purchases, restaurants, museums, and movie theaters (e.g., many academic institutions offer discounted internet services, museums have free admission days on certain days of the month)
9. Pay your bills on-time to avoid late fees
10. Look for freebies in your local or school newspaper

***Money Saving TIPS for TIP-TOPics Readers***

*Be smart about where you purchase your textbooks.* New textbooks are expensive, so for years we have made semiannual treks to sites like Ebay.com or Amazon.com to find copies of used textbooks. However, for those who still love the touch and feel of new textbooks, we recommend one handy underground site, Bigwords.com. This site offers a large selection of new international edition books that are nearly identical to publisher's editions but can typically be purchased for about half the price. Social networking websites (i.e., Facebook, of course) may be another source to search for textbook deals from other students interested in selling directly.

*Know your grocery store.* Another money saving tip you might consider is to know the layout of your favorite grocery store. Not only will you save valuable time getting in and out, but preplanning your route through the store may help prevent impulse buys resulting from wandering aimlessly through the aisles. A variety of consumer marketing studies (e.g., Ross & Geil, 2011) suggest shopping along the perimeters of a grocery store not only helps to curb spending, but it also protects one's health. This is because fresher and healthier items (meats, fruits, and veggies) are typically stocked on the out-

side aisles. Finally, it's always best to check local stores for special rewards programs. Many stores now offer digital e-coupons on their websites that allow registered members to shop online and add coupons to their member account. Not only is this convenient, but it also saves ink and paper as your selected coupons and discounts will be applied automatically at checkout during your next store visit. As another example, several grocery stores in Akron offer gas discounts for simply using a member rewards card. Because everyone needs food, and most need gasoline in order to function, this is quite the winning deal!

*Become savvy about Amazon's subscription and student prime accounts.* Another great money-saving tip is to take advantage of the Amazon.com free 6-month student prime membership and subscription options. Starting a student prime membership is straightforward and easy (you just need an e-mail address with an .edu extension to get started). The benefits of a student prime membership include expedited shipping on all of your orders (guaranteed to arrive in 2 business days), with orders dropped off conveniently at your front door. In addition, for many of the household items and dry foods (e.g., teas, water filters) sold on Amazon, students can save up to 10% at checkout by simply adding a subscription. If you are in it just for a one-time buy, you are always allowed to cancel or change your subscriptions free of charge.

*Assemble a carpool team.* Finally, many graduate students may be surprised at how costly it is to own and drive a car. According to the American Automobile Association in 2011, it cost on average 58.6 cents per mile in 2010 to drive a small sedan. For a 20-mile round trip commute, this amounts to \$11.72 a day, \$351.60 a month, and about \$4,219.20 a year. The potential added costs of parking permits, possible traffic tickets, and vehicle repairs mean driving can put a huge dent in the typical graduate student's wallet. Hence, seeking alternative forms of transportation, such as carpooling, can help students lower the cost of going to and from the office. Sites like eRideShare.com allow students to find and set up carpools with other students living in and around the area. Not only are alternative forms of transportation like cycling or riding the public transit significantly cheaper, they also lessen the impact on the environment and can double as a workout.

### **Congratulations, You've Survived Graduate School...Where to Now?**

After years of study, the thought of never having to "hit the books" again, graduating, and entering the "real world" can become incredibly enticing. Luckily for us at Akron (and many other I-O programs), knowledgeable faculty members are available to offer some words of wisdom when we're ready to leap into such things. To get the 4-1-1 on the postgraduate job process, we asked our faculty members for their best advice on what to do and what not to do upon entering the job market. **Dr. Rosalie Hall** suggested that students should focus their investigative skills on researching the typical salary levels

for desired jobs depending upon the job type and the geographic region one would be living in, as well as the comparative cost of living, and pointed out useful websites (i.e., SIOP!) where such information is available. When asked about how to negotiate, Rosalie further shared this information: “The most important point is to know that you can/should be prepared to negotiate and that the outcomes will be better if you have prepared yourself by finding out as much as possible about what typical salaries are, typical benefit packages are, etc.” Further, our own department chair, **Dr. Paul Levy**, had the following piece of advice to give: “Be yourself—you don’t want a school [or a business] to hire who they think you are because then there is the expectation that you will be that person. You want them to hire the person that you really are! It’s the whole realistic job preview thing on both ends of the interaction.”

### Conclusion

Although graduate school is a time when money might be tight, whether it is taking advantage of discounts, or waiting on that iPad until our first “real world” job, everything comes down to setting ourselves up for success in the end. At Akron, we know we are in good hands, and we are certain the same applies to students in other programs.

Our next column of **TIP-TOPics** will focus on applied experiences in graduate school. As always, comments and feedback are welcome at our e-mail account, [akrontiptopics@gmail.com](mailto:akrontiptopics@gmail.com). Until then, happy saving!

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## How Geneva Sees Us

Stuart C. Carr  
Massey University



Geneva is a “home” to many global nonprofit organizations and workforces. Included are major “multilaterals,” like the International Labor Organization (ILO), and leading civil society organizations, like the International Federation of Red Cross and Red Crescent Societies. In the wake of a strong I-O presence at the recent Fifth Annual Psychology Day at the United Nations in New York, of inspiring presidential addresses and symposia during SIOP’s annual conference in San Diego, and a master class on the I-O Psychology of “Gross National Happiness” (“GNH”), hosted by the Department of Psychology in Trinity College, Dublin, I traveled to Geneva with Master Class Curator Professor Malcolm MacLachlan. We were there to meet with key representatives from major prosocial organizations. The meeting was generously hosted by Geneva-based CSEND (the Center for Socio-Economic Development). CSEND’s codirectors had kindly organized a Dialogue Forum to launch a new book, *Humanitarian Work Psychology* (2012). This volume features many leading and central contributions from SIOP members. Here we talk with one of CSEND’s codirectors, about how Geneva sees their contributions, and about I-O psychology’s relevance to the work they do on a daily basis. As the poet Burns might have said, understanding “how others see us” is crucial for I-O psychology to keep developing impact.

Lichia Yiu is president of CSEND in Geneva, Switzerland. Her research and consulting focus on institutional performance and transformation in the fields of poverty reduction, aid effectiveness, human capital development, and the policy impact of multi-stakeholder engagement. She has taught at different universities and consulted to corporations on leadership development, cross-cultural communication, and organizational change in Asia, North America, Western Europe, and Africa. She works also with United Nations (UN) organizations and national governments on building internal capacities for transformation and performance improvement. Lichia has published articles and books covering these topics. She is a reviewer for the *Journal of Managerial Psychology*, which has a focus on social responsibility, and *Vision: the Journal of Business Perspectives*.

***Dr. Yiu, Can you tell us a little bit more about the organizations and representatives who attended CSEND the meeting?***

We were joined by many major organizations, both multilateral and civil society, working in the Geneva area. They included (for instance) the health



officer, ex-president, and stress management advisor to the International Federation of Red Cross and Red Crescent Societies, Hannelle Haggman, Cornelio Sommaruga and Rene Boeckli; and by Norah Niland, MA, from the Centre on Conflict, Development and Peace-Building, who has extensive experience working in conflict zones around the world. We also hosted Jovan Kurbalija, director of the Diplomacy Foundation, which trains diplomats from developing countries to utilize ITC (Information Technology Communications) in their diplomatic work and in mastering new diplomacies arising from global integration. Other representatives from the Geneva humanitarian work community came from organizations specializing in protecting civilians in conflict areas based on the Geneva Convention, emergency relief, and training and development for community workers; international interns from CSEND; and my codirector, Professor Raymond Saner, who presented on some of the New Diplomacies and interorganizational skills that I-O psychologists can bring to the development table (Saner, 2010; Saner & Yiu, 2012).

***What is the core issue, in your view, for creating more impact in the nonprofit sector?***

We have had extensive discussions with the multilateral and civil society sectors in Geneva. They are very interested in what I-O psychology has to offer. At the same time, they want to know what it is that I-O psychology does differently from other professions. What is our added value and distinctive identity? For instance, management consultants have been working in development for many years. We need to be able to say, in a few words, where we diverge and thereby stand to make a genuinely innovative contribution. At the present time, there are also pressures on all sectors to be interdisciplinary. So there is a delicate balance to be struck between (a) promoting a distinctive identity and (b) sharing a combined approach to development practice, or what policy calls “harmonization” between sectors, groups, and initiatives in research. Ultimately our profession can make incremental improvements, including perhaps improving our understanding about some of the problems that humanitarian organizations sometimes create for themselves. In many ways, interdisciplinary collaboration and interprofessionalism are the proverbial name of the game.

***Fair enough, so in what ways are we different yet complementary to other professions, do you think?***

The speakers offered a number of ways in which I-O might be conceptualized to resonate with the humanitarian work community. First is measurement and assessment. We are well-known and respected for our measurement skills and achievements in psychometrics, from personality, motivation, and ability testing to measuring social behavioral and organizational attributes. We know how to measure team dynamics and team climate, which we learned are vital for humanitarian work to succeed. Our competencies also increas-

ingly include corporate social responsibility. Second is advocacy. As a relatively new discipline on the block, we may be in a unique position to speak truth to power, using evidence and evidence-based approaches. We may however need to learn to speak more of the languages in other disciplines. Fortunately however, we share many of the underlying concepts. Third is Research, with a capital “R.” There are many management consultants with expertise in evaluation and a whole field devoted to evaluation studies. We can do some of this, and in that way boost prosocial research capacity. But we can also add more exploratory research to the mix. Exploring how development policy actually plays out, and could play out, at the level of workplaces is a key need that has been highlighted by some leading macro-economists. During the Dialogue Forum, we heard a number of examples of I-O psychology developing innovative measures, evidence-based advocacy, and research on how macro-development policy is mal-implemented and could be better implemented on the ground in community settings. This would include using our negotiation and diplomacy skills. These can help enable nongovernment organizations (NGOs) gain access to isolated, vulnerable communities in conflict zones, such as in Colombia. Last, I-O could help to prepare the new entrants to the humanitarian field to deal with work-related stresses due to team dynamics or to other organizational issues and value dilemmas inherent in the complexities of humanitarian work environments.

***How do you think the representatives attending the meeting react to this kind of message?***

In general I think they reacted positively. Initially people were skeptical. During the meeting they began to warm to the fact that I-O psychology has much to offer. For example, we heard about a high need for cross-cultural and stress-management training, including team cooperation, for international and host national development workers alike. Pre-arrival training (for host national workers) is just as important as predeparture training (for the expatriates). In a spirit of equal opportunity, the ICRC (International Committee of the Red Cross) has recently put in place a homogenous salary system for all its workers, guest international and host national alike. We also heard how humanitarian values can be placed in the foreground in the work that we do for nonprofit organizations, without losing sight of the bottom line in the work that we do with for-profit organizations. Many of the latter, today, work in partnership with NGOs on development projects. From NGOs involved in humanitarian crises, we learned how workers often find everyday work hassles more difficult to deal with than human trauma itself, and how teamwork, including team climate, is vital for development project success. From the diplomatic community, multiple points converged on the idea that negotiation and conflict resolution skills, frequently at the level of person to person, can end up saving thousands of lives. In the end, people said, much of what humanitarian organizations do depends crucially on human attributes and their humanitarian values.

***So what do you think we still have to do?***

Fundamentally I think the meeting reception was warm but guarded. People still have to be more convinced about our relevance and importance in the field. One of the key points that surfaced during the forum is that much of what goes on today in development is inherently not organizational but inter-organizational. This is where the new diplomacies are in high demand. We have the theory and quantum to help develop capacity in the field of diplomacy, with a small “d,” meaning on an everyday work level, between representatives working in humanitarian settings. Sometimes a simple phone call, or a crisis meeting, can literally save many lives. Such contextual behavior, in the sphere of interpersonal and intergroup identity and negotiation, has the potential to make a difference. Our discussants and attendees had read advance copies of the new book *Humanitarian Work Psychology* (Carr, MacLachlan, & Furnham, 2012). In general their reactions were positive and open. We have made the first inroads to connectivity and will continue to work on behalf of the profession here in Geneva and elsewhere to enable our contributions to be realized. Both SIOP and the IAAP, which Raymond and I represent to the UN, have NGO status, and we will be working hard to represent our KSAOs to them and theirs to our own constituencies. We have many competencies, both individual and group, that are linked to promoting humanitarian values. This includes the provision and design of what the International Labor Organization (ILO) terms decent work—meaning work that meets people’s aspirations for a decent and dignified working and wider life, whatever one’s job or sector.

Lichia, thank you so much for your insights, advice and kind hospitality. We are all very grateful for your time, and for the opportunity to meet with our colleagues and counterparts in Geneva. Thanks also to Raymond and Mac, and the kind interns at CSEND, Caitlin, Phan and Mario, for your valuable time.

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## INTERNATIONAL PRACTICE FORUM



### **Work Stress Auditing: Assessing the Differences in Stressors**

**Alex Alonso**  
**Society for Human Resource Management  
(SHRM)**



**Mo Wang**  
**University of Florida**

For the benefit of this column, we would appreciate your indulging us in an imaginary straw poll. Have you (our readers) experienced the spillover effect of workplace stressors? Have you encountered intense stress from the complexity and difficulty of the work you do? Have you experienced heartburn as a result of work overload or poor communications with coworkers? Have you suffered from some stress-related health issue because of the ever-changing workplace? If your answer is “Yes!” please standby. If your answer is “No!” we would like to advise you to seek out medical attention because work stressors are ubiquitous. You may need to be resuscitated if you do not experience their effects. Now back to those of you who have experienced work stress. What can we, as industrial-organizational psychologists, do about it?

The short answer is to design organizational interventions to mitigate the effects of workplace stressors. The long answer is to start with an assessment of workplace stressors, determine which ones are stressors, identify the appropriate strategies for reducing their effects, implement these strategies as needed, and evaluate the impact of these stress-reduction strategies (Wall, 1999). Each of these steps in dealing with work stress is critical, but none is more important than the first step—the assessment of workplace stressors. Assessing the impact of workplace stressors serves organizational purposes on several levels by charting the course for a large number of employee engagement and well-being initiatives (Gilbreath & Montesino, 2006). In recent years, research in this area has exploded with countless occupational psychologists, medical doctors, therapists, and other researchers examining the concept of work stress auditing.

Physicians and clinicians developed the concept of stress auditing with the aim of gauging all the sources of stress in a patient’s life. Stress audits are defined as a method for measuring the causes of stress, stress response or coping mechanisms, and useful strategies for mitigating the effects of stressors (Wall, 1999). In the late 1990s, researchers in occupational therapy and psychology began examining the concept of work stress auditing (Cooper & Cartwright, 1994, 1997; Williams & Cooper, 1998). They tackled this issue from two directions: (a) the best way to measure the effects of stress in employees, and (b) the best strategies or interventions for reducing stress as defined by an audit. Then, during the 2000s, many global organizations began to see the value

proposition of conducting work stress audits. They further recognized the return on investment for auditing their HR records for indicators of employee stress and stress-coping counterproductive behaviors (Gilbreath & Montesino, 2006; Noblet, 2003). To date, there is an extensive body of research and practice involving work stress auditing with a small segment coming from the I-O community across the globe. But there is too little evidence to suggest work stress audits have been fully actualized, especially in the context of multinational organizations where stressors can have differing effects on cross-cultural workforces. In reviewing this international body of research, many questions arise:

- Are all work stressors perceived and defined the same way from nation to nation?
- Are strategies for stress assessment and stress reduction equally effective across cultures?
- How can I-O psychologists advance work stress auditing?

### Addressing Questions...

To answer the questions around work stress auditing across the globe, we sought input from some of our internationally based colleagues. We were looking for a different perspective that would give us insight into international approaches to work stress auditing. We looked for researchers and practitioners with wide exposure to multinational corporations. Luckily, our call was answered by **Dragos Iliescu** and Coralia Sulea from Romania. In keeping with the purpose of our column, we have asked them to explore the very topic of work stress auditing as it is put into practice in Romania, Europe, and beyond.

Dragos Iliescu, PhD, holds the position of associate professor at the SNSPA University in Bucharest, Romania, where he also leads the graduate (master's) program in Human Resources and Managerial Communication. He is also the managing partner of Testcentral, the Romanian test publisher, and has been involved in over 40 test adaptation projects. His professional experience spans 15 years of activity in I-O psychology and HR consultancy. He is the current president of the Romanian Association of Industrial and Organizational Psychology and is also active internationally in various associations, including the International Test Commission (ITC), the Society for Industrial and Organizational Psychology (SIOP), and the International Society for the Scientific Study of Subjectivity (ISSSS).

Coralia Sulea, PhD, is assistant professor of Organizational Psychology and Occupational Health Psychology at the West University of Timisoara. Her research interests include employee well-being and interpersonal mistreatment in the workplace. She is also the codirector of the master's program in Organizational Psychology and Occupational Health Psychology at the same university and the associate editor of the *Romanian Journal of Applied Psychology*.

For the purposes of this column, we asked Dragos and Coralia to focus on (but not limit themselves to) lessons learned around four major questions:

- What are the critical factors gauged by work stress auditing in your nation?
- What strategies for work stress auditing are employed in your nation?
- What are some best practices in place for work stress auditing in your nation?
- What advice would you offer I-O psychologists working with domestic employees to enhance work stress auditing?
- What are the critical factors gauged by work stress auditing in your nation?

Stress auditing is not mandatory, by Romanian law. From a legal point of view, occupational stress is mentioned in passing in a law discussing workplace health and safety (319/2006) but is not acknowledged legally as a risk factor, neither for the health of employees nor for their security.

A stress audit usually focuses on the organization, not on the individual. Being an optional though sometimes trendy effort, companies rarely scrape together the budget needed for comprehensive audits focused specifically on stress and well-being. When the matter is investigated, with dedicated approaches or included in other evaluative approaches, the investigation focuses on the organizational outcomes of occupational stress and not on the individual outcomes. Indeed, lay representations of Romanian managers regarding occupational stress link stress with organizational performance, workforce productivity, and customer satisfaction, and not with issues pertaining to individuals' physical health and psychological well-being (Vercellino & Iliescu, 2010).

***What strategies for work stress auditing are employed in your nation?***

Stress audits are most often done via a survey approach. Often integrated in voluminous climate and culture surveys, or job satisfaction and engagement surveys, which are for many HR departments both the in thing to do and a yearly routine job, stress is assessed in this approach by ad-hoc questions with little concern for validity or reliability of the measurement. Oftentimes, results are gauged at face value and are not norm referenced—there are no norms for internally developed ad-hoc questions, and HR specialists without a background in psychology or measurement do not really have psychometric concerns. Up to 80% of stress surveys carried out in Romania may fall into this category.

Who pays for it? Stress audits are traditionally an attribute of the HR function and are identified as such by HR professionals, who attend conferences and presentations related to workplace stress and well-being. Most of the budgets of HR departments however, especially in the current economic crisis, are routed towards only the most basic of functions, and employee well-being never counts as a basic function, especially when not mandated by law. It is interesting to point out that successful and visible stress audit and intervention efforts have often been run under the umbrella of corporate com-

munications or branding departments, and are financed by corporate social responsibility (CSR) budgets. Such an approach assumes that a pertinent CSR project should focus on a reasonable exploitation of resources, and the human resource is always one of these; a company cannot be responsible in the outside without being responsible in the inside.

Who does it? HR specialists working in HR departments do stress surveys. Stress surveys, as a method and stress/well-being as an area of concern and potential source of improvement, are most often promoted by I-O psychologists. Surveys and interventions built by I-O psychologists focus on the primary level, on concepts such as sources of pressure, the work environment, and usually on predictors and criteria that have been proven to be valid. I-O psychologists have a keen eye out for improvements that make sense from a business point of view. Clinical psychologists and the subgenre of health psychologists also tend to focus on stress as an approach but are far less business savvy. Clinicians often focus on the secondary and tertiary level of measurement and intervention, being interested in Type-A behavior patterns, individual resilience, emotional intelligence, mental and physical well-being, or treatment and rehabilitation interventions—issues that require professional clinical attention.

***What are some best practices in place for work stress auditing in your nation?***

A variety of factors can be and are assessed in the workplace. Business psychologists active in the stress arena in Romania often take the advice of Gilbreath and Montesino (2006) and include four factors (not necessarily with this wording, but with this intention) that were presented as valid for almost all professions and professional fields: job control, role overload, social support, and supervisor behavior. Another often seen approach is a careful look at those factors that are responsible for the systemic causes of stress.

Trained I-O psychologists favor the standardized approach. Two measures have been published in Romania to support standardized approaches to the measurement of stress: the Job Stress Survey (Spielberger & Vagg, 1999) and the ASSET (A Shortened Stress Evaluation Tool; Cooper & Cartwright, 2002). Both these measures have been carefully standardized and have both national norms and also specific norms on certain industrial or demographic categories. Other measures are also used, many of them renowned as research measures, but without the benefit of professional norms for Romania. Among them we should mention the Ways of Coping (Folkman & Lazarus, 1988), the Stress Diagnostic Survey (Ivancevich & Matteson, 1976), or the Job Diagnostic Survey (Hackman & Lawler, 1971; Hackman & Oldham, 1975).

***What advice would you offer I-O psychologists working with domestic employees to enhance work stress auditing?***

Regardless of the model employed for auditing stress, information from the job demands–resources model (Demerouti & Bakker, 2011; Demerouti,

Bakker, Nachreiner, & Schaufeli, 2001) will be very useful and has proven its effectiveness in the Romanian context. This model analyzes organizational demands (the psychosocial stressors usually assessed in stress audit processes; e.g., high work pressure), organizational resources (e.g., supervisor and coworker support, job security), and more recently, personal resources (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007; e.g., self-efficacy, organizational-based self-esteem). Such resources have the potential to help employees in dealing with job demands, contribute to their comfort and development, and boost their motivation and capability to achieve professional goals. Therefore, evaluating at the same time not only stressors and hazard but also identifying present resources and their development potential could have a very important impact for efficient future interventions. This is especially true in countries with challenging economic and development issues, where in some cases reducing demands is not really possible. In these cases increasing resources and personal strengths has a good chance of contributing to employee well-being and high work performance.

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

Table 1

*Work Stress Auditing Best Practices From a Romanian Perspective*

1. Assess four universal factors in any work stress audit—job control, role overload, social support, and supervisor behavior.
2. Explore all causes of systemic stress by capturing organization-wide behaviors (i.e., increased absenteeism as a coping mechanism).
3. Use validated measures of work stressors like the Job Stress Survey or the ASSET assessment in conjunction with other measures of job characteristics.
4. Make sure to measure your stress-coping mechanisms especially as they relate to job demands.
5. Examine the organizational and personal resources available to your employees.

See you next time!

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 next topic: *employee engagement strategies*. Give us your insights from lessons learned in your practice. We are always looking for 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: “One of the symptoms of an approaching nervous breakdown is the belief that one’s work is terribly important.” These words from Bertrand Russell drive home the importance



of dealing with work stress by focusing on the sources of stress. Without sharing lessons learned from work stress audits, we will forever miss out on opportunities to apply new strategies for evading that imminent nervous breakdown. Until next time, ramas bun, zaijian, and adios!

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## SPOTLIGHT ON GLOBAL I-O

**Lori Foster Thompson,<sup>1</sup> Alexander E. Gloss, and M. K. Ward**  
North Carolina State University



Greetings *TIP* readers, and welcome to the latest edition of the **Spotlight** column! As discussed in our previous issue, we have recently decided to shift our spotlight on I-O psychology to the “majority”

world – that is, those countries that are typically thought of as “developing” and which house the vast majority of the world’s population. Croatia is a great way to transition to this new theme because it represents a country on the cusp of the division between the “developed” and “developing” worlds. Indeed, between the 2010 and 2011 United Nations Development Reports, it crossed that largely arbitrary boundary and is now regarded as having “very high” human development. As you will see below from the perspective of our guest author Helena Hanizjar, the current dynamics of I-O psychology in Croatia have been shaped by its recent progress toward peace and prosperity.

### **Industrial and Organizational Psychology in Croatia**

**Helena Hanizjar**  
College of Tourism and Hospitality, Zagreb



The Republic of Croatia is situated at the crossroads of Central Europe, the Balkans, and the Mediterranean. The Croatian population of 4.29 million people lives in a territory of 56,594 square kilometers (21,851 square miles). After the Croatian War of Independence and the breakup of Yugoslavia, Croatia became an independent country in 1991.

As a result of the war, the economic infrastructure sustained massive damage, particularly the revenue-rich tourism sector, as well as the industrial and agricultural sectors.

Today, Croatia is an acceding state of the European Union, with full membership expected in July 2013. Croatia ranks high among Central European nations in terms of education, health, quality of life, and economic dynamism.

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

### **Development of Croatian Psychology: From the Laboratory to the Field**

The beginnings of work psychology in Croatia can be credited to Zoran Bujas (1910–2003). From the early 1940s, he conducted groundbreaking studies of work and fatigue for which he developed a comprehensive and very influential interdisciplinary research program (Corkalo-Biruski, Jerkovic, Zotovic, & Krnetic, 2007). Unlike earlier research in the 1970s, which focused mainly on the problems of fatigue, work accidents, and ergonomics, work psychology in the late 1980s and 1990s was more oriented towards organizational dynamics. After the Croatian War of Independence, new research discourse responded to the privatization of the economy and to general social change. Privatization involved denationalizing the economy and passing state-owned enterprises into private hands. This proved very lucrative for the new owners, but in the vast majority of cases, this sell-off caused the bankruptcy of companies, resulting in the unemployment of thousands of citizens. Privatization also weakened employee representation structures (unions) and created a new source of negative attitudes among workers. Thus, work values, organizational climate and culture, organizational commitment, and the psychological consequences of unemployment have become the focus of work psychology research (Corkalo, 2004).

### **Education and Employment of Organizational Psychologists in Croatia**

In Croatia there are five departments of psychology placed at the University of Zagreb (Faculty of Philosophy and Centre for Croatian Studies), the University of Rijeka, the University of Osijek, and the University of Zadar. Entrance exams are mandatory at every university, and gaining admittance is very difficult due to the popularity of psychology as a field of study. Every year approximately 200 students are admitted and a little less than 200 graduate from these five psychology departments around the country.

In 2005, the traditional 4-year first degree in general psychology was replaced by the European Union's Bologna educational process. In this process, students earn a bachelor's degree in psychology after finishing 3 years of education. These 3 years are meant to provide a good general knowledge of fundamental and applied fields of psychology with a strong emphasis on methodology. With an additional 2 years of study, students earn a master's degree in psychology. A significant number of optional courses enable students to direct their study according to their own interests. Courses in organizational and work psychology offer students direct communication with HR specialists and I-O psychologists in consulting firms.

In addition to a master's degree, one can earn a PhD in psychology. The only PhD program is at the Department of Psychology, Faculty of Philosophy in Zagreb. There are no formal specialized postgraduate programs in psy-

chology; that is, there are no distinctive specializations for I-O or any other subfields of psychology. However, based on the chosen module of courses and one's doctoral thesis topic (work, educational, or clinical psychology), a psychologist with a PhD is expected to be a specialist in that specific area of study. The graduates of psychology departments in Croatia are allowed by The Law of Psychology Services to practice psychology without any official specialization. Psychologists who use tests and other standardized tools in Croatia must be licensed.

Croatia has grown economically in the past few years, and it has also undergone important social changes. Organizational psychology has been influenced by these changes mainly because Croatian businesses have recognized the importance of human capital and the role psychologists have in enhancing business performance. Most of the I-O psychologists in Croatia are employed in large business organizations and deal with worker productivity, employee training, assessment, and other human resource issues. Some of them are hired by specialist consultant firms that provide personnel recruitment and selection services for their clients.

I-O psychologists who earn PhDs typically work at the university or take research positions in institutions. Overall, research in the field of I-O psychology is at a relatively early stage of development. A major reason for this is the limited opportunity for research funding—a general problem for scientific research in Croatia.

### **Networking and Organizing**

Because it is a small country with a small community of I-O psychologists, networking opportunities in Croatia tend to be unofficial. A first place where I-O psychologists get together is at meetings of the Organizational Psychology Section of the Croatian Psychology Association (HPD). At this moment, this section of the HPD has 100 members consisting of both academics and practitioners. The HPD organizes a variety of educational events, lectures, and workshops for its members and students and occasionally for the general public.

Besides the HPD Organizational Psychology Section, practitioners and academics can get together at the Croatian Work Psychology Conference that meets approximately every 3 years. It is a great way to bridge the divide between academics and practitioners in I-O psychology. The last conference was organized in 2010 at the Department of Psychology at the University of Zagreb. There were 17 lectures delivered by both academics and practitioners and one by psychology students. Almost all of the participants agreed that the most interesting part was the roundtable session where participants discussed not only the present state of I-O psychology in Croatia but also its likely future directions.

## **The Future of I-O Psychology in Croatia**

With the increasing importance of human capital in organizations in Croatia, there will be even greater demand for psychologists with expertise in the selection and development of employees. In this interdisciplinary field, psychologists are faced with new requests to expertly assist management with organizational development. They help organizations understand their employees and learn how to motivate them by conducting leadership skills courses. In addition, using statistical methods, they evaluate the outcomes and effectiveness of workplace programs. As outside associates, I-O psychologists also provide their services assisting management in personnel recruitment and the selection of new employees.

Sales, marketing, and public relations are new aspects of I-O psychologists' work in Croatia. Compared to other professionals, psychologists stand out because of our knowledge of research methodology and statistics. However, with a greater understanding of business processes, marketing, and economics, I-O psychologists could capture an even larger piece of the market.

The future of I-O psychology in Croatia looks promising mainly because more and more companies continue to seek the advice of psychologists. From an academic point of view, things will look even more optimistic when I-O psychology is considered an independent field of study at the graduate level.

## **Concluding Editorial**

So there you have it! I-O psychology in Croatia, although not as distinct a discipline as in some countries, is emerging to tackle the modern issues of an increasingly globalized and privatized economy. Interestingly, we see I-O psychology in Croatia emerging into the fields of sales, marketing, and public relations and growing in response to a need to develop human capital. We also see I-O psychologists grappling with issues like unemployment and job security, which have gained prominence in the last few years around the world. Hvala (thank you) to Helena for giving us this fascinating look into I-O psychology in Croatia!

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## **Horace Secrist's (1933) Theory of Organizational Mediocrity: A Cautionary Tale**

**Scott Highhouse  
Bowling Green State University**

In the midst of the Great Depression, Northwestern University statistics professor Horace Secrist made a great discovery. It was a discovery that had the potential to provide insight into the nation's economic woes and perhaps even put America back on the road to prosperity. Secrist traced the fortunes of 49 department stores between 1920 and 1930, measuring their ratio of net profit or loss to net sales. He divided these stores into four groups—from lowest 1920 profits to highest 1920 profits. Secrist took the average performance of each of the four groups and traced it over the decade. Stores with higher than average profits performed steadily worse throughout the decade, whereas stores with lower than average performance performed steadily better. The overall trend was clear to Secrist: The performances of the businesses were converging on mediocrity.

Secrist did not rush his discovery into print. As a careful scientist, he examined other types of businesses, including hardware stores, railroads, and banks. All 73 of the different industries examined showed the same pattern. To ensure that he was not overlooking a simple alternative explanation, Secrist asked 38 economists and statisticians from America and Europe to provide comments and criticisms of his methodology. Confident that he had made a new and important discovery, the scientist published his 468-page book with 200 charts and tables entitled, *Triumph of Mediocrity in Business* (Secrist, 1933).

Initial reviews of Secrist's book were favorable, noting that the research was meticulous and that the results were troubling. One reviewer, however, administered to the author what Stigler (1997) referred to as a "public flogging." The well-known statistician Harold Hotelling pulled no punches. Observing that, despite even referring in his own book to Sir Francis Galton's concept of statistical regression to the mean, Secrist committed the very same statistical fallacy. As Hotelling observed, the method of grouping used by Secrist ensured that he would observe the trend toward mediocrity (see Stigler, 1996, for a detailed discussion).

### **The Fallacy**

In business, as in sports, performance depends on chance as well as on skill. Thus, skill is not perfectly correlated with performance. Imagine you

are at the driving range, and you just hit a perfect drive off of the tee. You can't believe how far you hit it. Now, consider your next drive. Do you predict that it will go as far or farther? You conclude that it probably will not go near as far. Why? Because you have an intuitive sense of the statistical principle "regression to the mean." When we choose to focus on those who exhibit extreme performance, we are focusing on people for whom error worked in a positive direction. Baseball hitters who have batting averages of .300 or higher in any season are 80% likely to have lower batting averages in the subsequent season (Schall & Smith, 2000). The second-year slippage of outstanding NFL rookies is often misinterpreted by the press as a "sophomore slump" (see Davis, 2009, for a recent example). Kahneman and Tversky (1973) observed that organizational leaders often misinterpret regression to the mean when they conclude that praise is often followed by poorer performance, and punishment is often followed by improved performance. Some managers draw the erroneous conclusion that performance feedback is only effective for poor performance.

### Modern-Day Examples

It is easy to laugh in hindsight about Secrist's folly, but regression to the mean is a complex and subtle phenomenon that has fooled the brightest of scholars. Blunders continued to occur in the literature, despite Secrist's public embarrassment. R.L. Thorndike (1942) and Milton Friedman (1992), for example, exposed prominent researchers as merely repeating Secrist's blunder. A recent example in our own field of neglecting regression to the mean is the debate over Collins' (2001) book *Good to Great*. In a 2008 issue of *The Academy of Management Perspectives*, scholars observed that Collins' "great" companies failed to outperform the S&P 500 in the decade following publication of his book. Although the commentators pointed out several flaws in Collins' methodology, none pointed out the fact that focusing on a small subset of high-performing companies is a recipe for observing declining performance in subsequent years. This was analogous to Secrist focusing on only the top quartile of department stores.

The field of I-O psychology has become increasingly disenchanted with studies using cross-sectional designs, and there is a movement toward examining individual and team performance over time (Highhouse & Schmitt, in press). As scholars increasingly turn their attention toward performance trends, they would do well to guard against falling into the regression trap. In addition, a hot topic among I-O practitioners is to identify "high potentials," or future organizational leaders—even suggesting that the identification of talent become a field of its own (e.g., Silzer & Church, 2009). Anytime people track the performance of a select group, however, they run the risk of drawing erroneous inferences based on a phenomenon observed by Galton over 100 years ago.



Horace Secrist died in 1943, at the age of 61. Although he authored 13 textbooks on economics and statistics, and was named director of Northwestern University's bureau of business research, he will forever remain an unfortunate symbol of the regression fallacy.

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## ON THE LEGAL FRONT



### **Supreme Court to Rule on *Fisher v. University of Texas:* Is *Grutter* In Trouble?**

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

**Art Gutman**  
**Florida Tech**

Earlier this year the Supreme Court agreed to hear *Fisher v. University of Texas at Austin (UTA)*, which is another challenge to affirmative action and the use of race in higher education admissions. The named plaintiff is Abigail Fisher, a White female Texas resident who filed her complaint after she was not admitted to UTA. She contends that the university's consideration of race as a part of its admission system was discrimination and that less qualified minority students were admitted because of their race.

This may be a serious test of precedents set in *Grutter v. Bollinger* and *Gratz v. Bollinger*, where the court upheld the University of Michigan Law School's limited use of race in its admissions policies to increase diversity and struck down the undergraduate "point system" for considering race to increase diversity. Art devoted substantial space in this column back in 2002 and 2003 to those cases, and for good reason; those rulings were complex, have shaped many school admissions programs, and have had consequences for diversity in the workplace. The author of the *Grutter* ruling was Justice Sandra Day O'Connor, who retired and was replaced by Justice Samuel A. Alito. We will return to this and related issues later.

It is interesting to note that in late 2011 the state of Texas argued that the Supreme Court should deny review because Fisher is getting ready to graduate from LSU. In other words, Fisher's admission decision was "moot" because she couldn't become a Texas student anyway because she will have an undergraduate degree from LSU. So far the court has ignored this argument, perhaps because a ruling could have much broader implications beyond Fisher's situation. As of right now it looks like oral arguments may not happen until the fall, perhaps right the middle of the election. A decision may not come until 2013, so we may be reviewing the actual ruling in this column a year from now.

We think that this case has similarities to the *Grutter* scenario. We also know that the Supreme Court has changed substantially since 2003. Could *Grutter* be in jeopardy and be potentially overturned? To consider that question we start with the facts of the Fisher case. We follow that up with a review of what the *Grutter* and *Gratz* rulings have taught us, and what was reaffirmed

in the Supreme Court ruling in *Parents v. Seattle School District* (2007). We conclude with some relevant context, a consideration of the composition of the Supreme Court, and some speculation on where this case may go.

### Facts of the Case

The challenge in this case is to the use of race as a factor in undergraduate admissions at the UTA. The District Court of the Southern District of Texas granted summary judgment for UTA in January of 2010 [2010 U.S. Dist. LEXIS 3478] and a three-judge panel of the 5th Circuit affirmed that ruling in January of 2011 [631 F.3d 213]. Subsequently, a 16-judge panel of the 5th Circuit denied an en banc hearing in a narrow 9 to 7 vote on 6/17/11 [644 F.3d 301] and the Supreme Court granted certiorari on 2/21/12.

In 1997, the Texas Legislature instituted a “Top Ten Percent Law” mandating that Texas high school seniors be automatically admitted to any Texas state university if they are in the top 10% of their class. This is a race-neutral policy, and it increased the percentage of Blacks and Hispanics in the freshman class (as hoped and expected).

However, after the ruling in *Grutter v. Bollinger* (2003), UTA commissioned two studies to determine if they had a “critical mass” of underrepresented minority students, a concept supported in the *Grutter* ruling. The first study examined minority representation in classes of “participatory size”, defined as classes between 5 and 24 students. The data (for 2002) revealed that 90% of these classes had one or zero Black students, 46% had one or zero Asian-American students, and 43% had one or zero Hispanic students. A subsequent analysis that excluded the smallest classes found that 89% had one or zero Black students, 41% had one or zero Asian-American students, and 37% had one or zero Hispanic students. In the second study, which surveyed students on their views of diversity on campus and in the classroom, minority students reported they felt isolated, and a majority of all students believed there was insufficient minority representation in the classrooms for “the full benefits of diversity to occur.” This research was much narrower than looking at representation at the university, school, or department level, where subgroup percentages are traditionally compared to identify potential disparities and the need for more diversity.

Citing these studies as evidence of a failure to achieve a “critical mass” of minority students in accordance with *Grutter*, UTA, in a 2004 proposal, recommended adding race as an additional factor in a larger (somewhat complex) admissions scoring index. This index would be used for all admissions that *were not included in the 10% plan*. That is to say, the vast majority of admission decisions were still race-neutral, but a small portion of admissions decisions would use the scoring index, which included race as a factor. More specifically, applicants are divided into three pools: (1) Texas residents, (2) domestic non-Texas residents, and (3) international students, and students

compete for admission only in their respective pools. Texas residents are allotted 90% of available seats based on a two-tiered system in which the 10% law is applied first, and remaining seats are filled based on academic and personal achievement indexes. Admissions for domestic non-Texas residents and international students are based entirely on the Academic Index (AI) and the Personal Achievement Index (PAI).

The Academic Index (AI) uses standardized test scores and high school class rank. For those *not* in the top 10%, it is possible to be admitted based on the AI score alone. Those with low AI scores are “presumptively declined.” However, a member of the senior admissions staff reviews these files, and on some occasions, the presumptively declined applicant may receive a full review. The Personal Achievement Index (PAI) is based on three scores, one each for two required essays, and a Personal Achievement Score (not to be confused with the PAI) based on evaluation of the applicant’s full file. Each of these three components is rated on a scale of 1 to 6. Critically, the only place where race is considered is as one element of the Personal Achievement Score, and *only* if the AI scores are sufficiently high and the essays are well written. In short, the vast majority of students are admitted based on the 10% rule and the AI score, and only a small percentage of students (with sufficiently high AI scores and well-written essays) may have race treated as a factor for admission.

Interestingly, the appellants never alleged that UTA’s admissions policy is different from or gives greater consideration to race than the policy upheld in *Grutter* but, rather, questioned whether UTA needs a *Grutter*-like policy. More specifically, they raised three challenges: (1) that UTA “has gone beyond a mere interest in diversity for education’s sake and instead pursues a racial composition that mirrors that of the state of Texas as a whole, amounting to an unconstitutional attempt to achieve racial balancing”; (2) that it “has not given adequate consideration to available race-neutral alternatives”; and (3) that “minority enrollment under the Top Ten Percent Law already surpassed critical mass.” Each argument was rejected.

Interestingly, although the three-judge panel ruling was unanimous, two of the three judges had problems with the ruling (written by Judge Higginbotham). For his part, Judge King agreed with Higginbotham on how *Grutter* was applied but bemoaned the fact that the appellants did not challenge the “validity or the wisdom” of 10% law. For his part, Judge Garza opined that the *Grutter* ruling was a “misstep” but nevertheless agreed with Higginbotham’s view that the UTA plan was consistent with the *Grutter* ruling.

The appeals court concluded with the following:

A university may decide to pursue the goal of a diverse student body, and it may do so to the extent it ties that goal to the educational benefits that flow from diversity. The admissions procedures that UT adopted, modeled after the plan approved by the Supreme Court in *Grutter*, are nar-

rowly tailored—procedures in some respects superior to the *Grutter* plan because the University does not keep a running tally of underrepresented minority representation during the admissions process. We are satisfied that the University’s decision to reintroduce race-conscious admissions was adequately supported by the “serious, good faith consideration” required by *Grutter*....

Mindful of the time frame of this case, we cannot say that under the circumstances before us UT breached its obligation to undertake a “serious, good faith consideration” before resorting to race-conscious measures; yet we speak with caution. In this dynamic environment, our conclusions should not be taken to mean that UT is immune from its obligation to recalibrate its dual systems of admissions as needed, and we cannot bless the university’s race-conscious admissions program in perpetuity. Rather, much like judicial approval of a state’s redistricting of voter districts, it is good only until the next census count—it is more a process than a fixed structure that we review.”

### **Looking Back on *Grutter* and *Gratz***

Art previewed these cases in 2002 ([http://www.siop.org/tip/backissues/October02/pdf/402\\_059to068.pdf](http://www.siop.org/tip/backissues/October02/pdf/402_059to068.pdf)) and reviewed the Supreme Court rulings in 2003 ([http://www.siop.org/tip/backissues/Oct03/pdf/412\\_117to127.pdf](http://www.siop.org/tip/backissues/Oct03/pdf/412_117to127.pdf)). It may be useful for readers to review these articles, particularly given the complex chronology of affirmative action rulings that started with *Regents of the University of California v. Bakke* (1977). Art focused on whether *Bakke* was good law via 14th Amendment strict scrutiny rules. That means first deciding if diversity is a compelling government interest and then, presuming it is, deciding further if the admissions plans at issue are narrowly tailored to that interest. Art suggested that a “nay” answer on compelling interest ends all diversity programs in higher education. In *Grutter*, the Supreme Court ruled that diversity was a compelling interest and the law school policy was narrowly tailored, supporting *Bakke* as good law. In *Gratz*, the undergraduate policy was deemed not to be narrowly tailored, and the compelling interest prong was not considered.

Recall that the Michigan law school plan combined objective variables (e.g., GPA & LSAT) with “soft” variables (e.g., recommendation letters, quality of undergraduate school, leadership, work experience, unique talents, and overcoming social or economic disadvantage). The law school wanted to achieve diversity in order to (a) make each class “stronger than the sum of its parts,” (b) prevent minority students from feeling “isolated or like spokespersons for their race,” and (c) prevent minority students from feeling “uncomfortable discussing issues freely based on their personal experiences.” The law school *did not* use a hard and fast objective rule for admissions and *did not* have a fixed percentage goal for the “critical mass.”

The undergraduate admissions plan was more rigid and used a “selection index” of 150 points, with 100 points required for admission. Up to 12 points were awarded for standardized scores; up to 98 points for GPA, quality of school attended, and strength or weakness of the curriculum; and up to 40 points for other factors. These other factors included up to 20 points for geographical location, alumni relations, outstanding essay, personal achievement, or leadership and service activity and up to 20 points for “miscellaneous” categories, including socioeconomic disadvantage, racial and ethnic minorities, athletic scholarship, and discretionary selection by the provost.

As Art described, Justice O’Connor was the swing vote in the 5–4 *Grutter* decision and was the architect of the ruling. Speaking for Breyer, Ginsburg, Souter, and Stevens, O’Connor concluded that “The Law School’s narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body is not prohibited by the Equal Protection Clause” of the 14th Amendment (and other relevant statutes). Quoting routinely from Justice Powell’s ruling in *Bakke*, O’Connor explained in detail why the law school’s admissions program is narrowly tailored. Accordingly:

The Law School’s admissions program bears the hallmarks of a narrowly tailored plan. To be narrowly tailored, a race-conscious admissions program cannot “insulate each category of applicants with certain desired qualifications from competition with all other applicants....” Instead, it may consider race or ethnicity as a “plus” in a particular applicant’s file; i.e., it must be “flexible enough to consider all pertinent elements of diversity in light of the particular qualifications of each applicant, and to place them on the same footing for consideration, although not necessarily according them the same weight....” It follows that universities cannot establish quotas for members of certain racial or ethnic groups or put them on separate admissions tracks.... The Law School’s program, like the Harvard plan approved by Justice Powell, satisfies these requirements. Moreover, the program is flexible enough to ensure that each applicant is evaluated as an individual and not in a way that makes race or ethnicity the defining feature in the application.

O’Connor also spent time on the race-neutrality issue, stating:

Petitioner and the United States argue that the Law School’s plan is not narrowly tailored because race-neutral means exist to obtain the educational benefits of student body diversity that the Law school seeks. We disagree. Narrow tailoring does not require exhaustion of every conceivable race-neutral alternative.... Narrow tailoring does, however, require serious, good faith consideration of workable race-neutral alternatives that will achieve the diversity the university seeks.... We agree with the Court of Appeals that the Law School sufficiently considered workable race-neutral alternatives.

One other point worth noting was in Justice Thomas' dissent, which directly challenged Powell's ruling in *Bakke* that diversity is a compelling interest and questioned the line between affirmative action and racial balancing. Thomas was the only justice who challenged the *Bakke* ruling. In addition, speaking for Scalia, Kennedy, and Thomas, Justice Rehnquist stated:

I agree with the Court that "in the limited circumstance when drawing racial distinctions is permissible," the government must ensure that its means are narrowly tailored to achieve a compelling state interest. Stripped of its "critical mass" veil, the Law School's program is revealed as a naked effort to achieve racial balancing."

The *Gratz* opinion was written by Justice Rehnquist and did not mention diversity as a compelling interest. However, the undergraduate plan was struck down because it was not narrowly tailored. In effect, the vote was 6–2 with one abstention. Speaking for O'Connor, Scalia, Kennedy, and Thomas, Rehnquist stated:

We find that the University's [undergraduate] policy, which automatically distributes 20 points, or one-fifth of the points needed to guarantee admission, to every single "underrepresented minority" applicant solely because of race, is not narrowly tailored to achieve the interest in educational diversity that respondents claim justifies their program.

Rehnquist clearly noted that a "points plan" cannot "offer applicants the individualized selection process described in Harvard's example" (i.e., the "Harvard Plan" cited by Justice Powell in the *Bakke* case). As Art described, Justice O'Connor wrote a separate concurrence to highlight the difference between the two admissions plans:

Unlike the law school admissions policy...the procedures employed by the...Office of Undergraduate admissions do not provide for a meaningful individualized review of applicants.... The Law school considers the various diversity qualifications of each applicant, including race, on a case-by-case basis.... By contrast, the Office of Undergraduate Admissions relies on the selection index to assign every underrepresented minority the same, automatic 20-point bonus without consideration of the particular background, experiences, or qualities of each individual applicant.

Justice Thomas also wrote a separate concurrence to note that the "State's use of racial discrimination in higher education admissions is categorically prohibited by the Equal Protection Clause." Interestingly, Justice Stevens (for Souter) dissented, but he never directly addressed the UGA plan and instead argued that no plaintiffs had standing to sue because "neither petitioner has a personal stake in this suit for prospective relief." This is likely why Texas asked the court to not review the case as it relates to Fisher graduating from another undergraduate institution. Of course, both Justices Souter and Stevens are retired from the court now. We revisit this issue later.

Justice Souter also wrote a separate dissent, and argued that the UGA plan “is closer to what *Grutter* approves than to what *Bakke* condemns.” More specifically:

Subject to one qualification...[in the]...selection index system, all of the characteristics that the college thinks relevant to student diversity for every one of the student places to be filled fits Justice Powell’s description of a constitutionally acceptable program; one that considers “all pertinent elements of diversity in light of the particular qualifications of each applicant” and places each element “on the same footing for consideration, although not necessarily according them the same weight”.... In the Court’s own words, “each characteristic of a particular applicant [is] considered in assessing the applicant’s entire application”.... An unsuccessful nonminority applicant cannot complain that he was rejected “simply because he was not of the right color;” an applicant who is rejected because “his combined qualifications...did not outweigh those of the other applicant” has been given an opportunity to compete with all other applicants.

*Grutter* was later supported in 2007 when the Supreme Court struck down two plans, one for high school enrollment (in Seattle, Washington) and one for elementary school enrollment or transfer between schools (in Jefferson County, Kentucky) in *Parents Involved In Community Schools v. Seattle School District No.1 et al.* This was the first test of *Grutter* and *Gratz* precedents.

### ***Fisher v. Texas* and The Current Supreme Court**

If you read Art’s work in 2002 and 2003, you know that he wasn’t shocked that the Supreme Court affirmed *Bakke*, supported the Michigan law school plan, and struck down the undergraduate plan. Yet in commenting on the *Parents* ruling as support for *Grutter*, we mentioned the following: “Of course the counter argument is that if a dissenting justice retired and a replacement in agreement with the Roberts plurality emerged, it would be possible that Roberts’ view (that diversity as a compelling interest is limited to the “context” of higher education) could prevail. Of course, that is pure speculation....Clearly, and especially with the retirement of Justice O’Connor, Justice Kennedy has staked out a position as decision maker in future cases that could test diversity in education or the workplace. His position in *Parents* is consistent with his position in *Grutter*. He supported Justice Powell’s *Bakke* ruling but argued that the Michigan Law School admissions plan was not faithful to the Harvard Plan.

We know that Justices Thomas and Scalia are generally opposed to affirmative action. Since the *Grutter* ruling, Justice Alito has taken the place of Justice O’Conner, the architect of *Grutter*. Since then Justice John Roberts has also taken the place of Justice William Rehnquist. Justices Alito and Roberts likely have different perspectives on affirmative action as compared to the Justices that they replaced. It is also worth noting that Justice Kagan



has recused herself from the case, (likely because she worked on it when she was Solicitor General), so only eight justices will hear it. Either way, five votes are still needed to reverse the 5th Circuit.

Given past rulings, there is little doubt that four justices will vote to reverse the ruling (Alito, Roberts, Scalia & Thomas) and three will vote to uphold (Breyer, Ginsberg & Sotomayor), leaving Justice Kennedy as the decisive vote. Many have noted that Kennedy was a dissenter in *Grutter*, and voted against the specific school plans in *Parents v. Seattle School District* (2007), implying that now that Justice O'Connor has left the Supreme Court, *Grutter* was a unique ruling that will never again be applied.

We suggest that Justice Kennedy's approach may not be so clear. He is on record as believing that diversity is a compelling government interest. Moreover, in *Grutter*, Kennedy agreed with Justice Powell's ruling in *Regents v. Bakke* (1978), but didn't think the *Grutter* plan met that threshold. He made the same ruling in *Parents*, but he also provided several suggestions on how those plans could be narrowly tailored to meet the compelling interest of diversity.

If the Michigan law school admission system didn't meet the *Bakke* threshold in the eyes of Justice Kennedy, will the UTA plan? Maybe. It may be a less race conscious plan as compared to the Michigan law school system. For example, in *Bakke*, Justice Powell offered the so-called "plus" system (where race is one of many plusses) for 14 out of 100 applicants to medical school. Here, the plus is applicable to a much smaller percentage of the applicants, because the *vast majority* of Texas students are accepted via the 10% rule. The *vast minority* of admission decisions include a consideration of the Personal Achievement Score, where race may play a role.

### Conclusions

We see three possible outcomes to this case. First, there could be a 4–4 stalemate. If so, the implication is a 5–4 victory for diversity plans such as this one based on the likelihood that Justice Kagan would be the fifth vote in a follow-up case. This one depends entirely on whether Justice Kennedy will see the UTA plan as narrowly tailored in accordance with Justice Powell's ruling in *Bakke*.

Second, there could be a 5–3 ruling in which UTA loses on both prongs of the strict scrutiny analysis. We think this is unlikely because it would imply a reversal of both the *Bakke* precedent and the *Grutter* ruling. The fact is that Justice Kennedy supported *Bakke* in *Grutter* (but didn't like the way the plan was done) and not only supported diversity as a compelling interest but also went out of his way to show how the plans in *Parents* could be narrowly tailored.

Third, there could be 5–3 ruling in which diversity as a compelling interest is supported, but the UTA plan is struck down because it is deemed not narrowly tailored. This one also depends entirely on Kennedy and wouldn't change much.

Recall that Art successfully predicted that *Grutter* would win and *Gratz* would lose. Despite that, we are not too keen on making a definitive prediction here. However, we do note that if the third outcome occurs (as in the *Parents* ruling), it could send a signal that although *Bakke* and *Grutter* are good law, the Supreme Court, at least as it is currently composed, will simply *continue to defend diversity as a compelling interest, but never support a plan as being narrowly tailored*. In view of Justice Kennedy's proposal of a narrowly tailored plan in *Parents*, and in view (at least our view) of the UTA plan as more narrowly tailored than the *Grutter* plan, we give the first outcome a fighting chance.

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## GOOD SCIENCE—GOOD PRACTICE



### Developing Women Leaders

**Tom Giberson**  
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**Suzanne Miklos**  
OE Strategies



*Suzanne:* As a practitioner, it is helpful to be able to talk about issues critical to clients with my academic friends who help me monitor new research that links to practitioner work. For example, I am working on a leadership development project and the organization is interested in developing programming specifically for female leaders. The observation in the company is that there are many women in the middle management ranks but relatively few in the senior leadership roles. They are interested in understanding what the current research in our field shows. It seems that more women should be progressing up the ranks.

As we were examining the business case for such work, I remembered an article that I read this summer. Cook and Glass (2011) published an interesting article in *Human Resource Management* in which they found a positive increase in stock price attributed to institutional investor reactions to news of a female leader being promoted into senior management. The research examined fluctuations over a 3-day period associated with an announcement of an appointment of a key c-suite-level leader. The goal was to determine if the market reaction was different based on the gender of the leader.

Women hold many more CEO positions than in the past, yet at single digits, are still not represented in the numbers that might be expected given that one-third of all managers in private industry are women. The article also points out the trend of internal corporate decisions being made with a consideration of the marketplace reactions. The impact of succession decisions on stock price is a factor for boards and CEOs, making it worthwhile to know the differential impact of a male versus a female placement into a top role.

Interestingly, the overall data suggest that the announcement of a top female leader has a positive initial impact on stock price, suggesting that a female leader is seen as positive news by investors (Cooke & Glass, 2011). This was counter to the authors' hypothesis and suggests that there was not an automatic, unconscious negative reaction to the appointment. However, when the nature of the industry was considered, the results varied depending upon whether the industry was considered male or female-dominated. Specifically, a woman promoted to a c-level role had a positive impact on stock price in female-dominated industries, but a small, negative impact on stock price in male-dominated industries.

*Tom:* As an academic and practitioner, I really enjoy working with practitioners like Suzanne who seek out what scholars are learning and apply that to professional practice. Suzanne identified some data that suggests stock prices can be influenced by the appointment of women to leadership roles; however, what about current research regarding how workers think about their male and female leaders?

Elsesser and Lever (2011) recently published the results of a large-scale qualitative and quantitative study on the subject of gender bias in the workplace. Their study consisted of 60,470 direct reports who were asked a variety of questions with regard to the sex of their manager, their competence levels, preference for men or women as leaders, the reasons for their preferences, and a variety of other quantitative and qualitative items.

The results of their study confirm some of the historical findings (and everyday experiences of many women, no doubt) and also provide evidence for declining bias toward female managers. For example, when evaluating their own boss, participants demonstrated very little bias whether their boss was a man or woman. However, when asked more broadly with regard to their “ideal leader,” 54% indicated no preference, 13% preferred women, and 33% preferred men. Together, these results seem to suggest that exposure to a specific person (woman) in a leadership role virtually neutralizes bias against that woman in such a role but does not necessarily translate to reduced bias more globally against women in leadership roles.

The results also replicate previous findings which indicated a cross-sex preference in leadership roles, wherein a small but meaningful segment of the participants preferred opposite-sex leaders (similar to findings by Rose and Stone [1978] and Schieman and McMullen [2008]). The authors point to same-sex competitiveness behavior to explain these results. The results also seem to contradict other findings that suggest competent female leaders are seen as less likable than competent male leaders (cf. Catalyst, 2007), as no relationship quality differences were found based upon the perceived competence of either-sex leader. Finally, and perhaps most interestingly, the results suggest an increasing preference for stereotypical female leadership characteristics (e.g., sensitive, supportive, caring) versus more stereotypical male leadership characteristics (e.g., direct, forceful).

Although the results of this study certainly do not negate the bias and stereotype experiences of many women in the workplace, they do suggest progress toward gender-neutral perceptions of leaders in the workplace. In practical terms, the results suggest that women might be most likely not to experience bias or prejudice against them when others know them. Therefore, hiring managers could benefit from awareness training to ensure they consider male and female candidates free of unintended bias. In the case of career progression within an organization, we can point to this research as positive news for our women that, we hope, is tangible to their own experience. Once women are a known talent in the organization, bias from direct reports may be less of a factor.

*Suzanne and Tom:* As we look at how organizations can support the career progress of female managers, we can turn to a recent Academy of Management article focused on considering gender in designing programs for women (Ely, Insead & Kolb, 2011). The article describes several key principles. The authors start with the premise that leadership development is identity work. Gender-oriented approaches must focus on the matching of a female leader's identity to leadership roles and tasks. They point out that women account for only 2.2% of *Fortune* 500 CEO roles. This scarcity of top-level women implies that the role models for female leadership are not plentiful. Second-generation gender bias is described as subtle bias stemming from cultural beliefs about gender, as well as structure, practices, and patterns of interactions. This subtle bias can interfere with women seeing themselves and being seen by others as leaders. If, as recent research suggests, building and taking on the identity of a leadership role is central to becoming a leader, women do not have the existing models to see and be seen as senior leader women. Leadership identity work involves two core tasks: internalizing a leader identity and developing an elevated sense of purpose. Internalizing a leader identity is done through social processes in which the accumulated interactions and feedback informs and strengthens the sense of self as leader.

The article also provides a set of tools that can be leveraged within the framework of helping women leaders build their identities. For example 360 degree feedback and coaching processes can remove the barrier of insufficient and double bind feedback. The results of a 360 feedback process can educate the managers of women and combat the tendency for women to be rated lower than male counterparts in terms of long-term potential.

Networking can be leveraged to equip women to build and leverage effective networks that take into account their tendency to have less access and less depth to their networks. Negotiation, leading change, and career transitions are also addressed. As an example, women are more likely to get stuck in informal roles and miss out on key opportunities. One example the authors provided is taking on an informal problem-solving or project-management function to support the team, thus missing out on being available for more strategic activities and tasks.


There is an opportunity to inform decision makers and leader development programs with objective data. As I-O professionals we bring research as our lens. We may suggest leadership development programming that provides mentoring to our up and coming female leaders, focusing specifically on gaining feedback and building effective networks. As more people know the high-potential women within their company, any preference based on gender will be neutralized. We should also do more longitudinal tracking of the careers of our women in midlevel leadership to understand our own data on promotions and retention.

We would like to see additional research done on key experiences, such as leading a turnaround or an acquisition, that become informal selection cri-

teria at general management levels. For example, commercial experience is critical in some banking environments, yet many women come up through retail. Researching trends and experience factors that lead to being viewed as promotable would be of great benefit to practitioners.

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## PRACTICE PERSPECTIVES

### **SIOP Members, Graduate Education, and Employment Focus**



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Every year the SIOP membership numbers and conference attendance rates seem to be increasing. At the same time, the need and demand in organizations for our expertise and knowledge also appear to be noticeably growing. Our talent expertise seems to be a great match for the broadening organizational interest in effective talent management (Silzer & Church, 2009; Silzer, Davis & McHenry, 2012; Silzer & Dowell, 2010). There also seems to be expanding global interest in our field, particularly in Asia, Europe, and South America. Many of our members see copycats in the marketplace that masquerade as legitimate competitors but that are typically shallow mimics of what we do. This is all evidence that we are in the middle of a golden era for our profession; one that reaches far beyond the basic selection/validation issues that dominated our field decades ago, to development, behavior change, engagement, retention, organizational development, and talent strategy.

However, at the same time we have been seeing some changes in industrial-organizational psychology graduate education in the United States. Some I-O psychology doctoral programs have disappeared (such as Ohio State University, New York University), and others have transitioned to different majors or programs. Still others in recent decades have become well-established in our field (University of South Florida, George Mason University). At the same time, about 50% of the SIOP members who are in academia now teach in business schools rather than psychology departments (Silzer & Parson, 2011). It seems that some major universities and psychology departments may no longer value the field of I-O psychology in the same way they did decades ago.

It seems odd that in an expanding market for our expertise, graduate education in I-O psychology is significantly changing and perhaps even shrinking. If this was true, we wondered if it might reflect two different views of our field, one by universities and another one by client organizations. We explored this issue by looking closely at the universities, graduate programs, and graduate degrees represented in the SIOP membership in order to examine where members received their degree and in what context they are currently working.



Our analysis is based on 2011 SIOP membership data. For each active full SIOP Member (Fellows were also included) we identified their graduate program and major field of study. We also identified their current employment focus (based on 2011 employment status).

### **Universities Represented in SIOP Membership**

The 2011 membership archival data was reviewed for the 3,206 Members and Fellows. We identified the universities that awarded their graduate degrees. All information was self-report data. In a few cases the reported university name could possibly be associated with more than one campus. Some minor adjustments were made in a few cases (see *Note*) in order to clarify the self-report information and appropriately assign a member to a correct university.

Table 1 shows the top 30 universities represented in the SIOP membership. This is based on all full members and Fellows, almost all with a doctoral degree, across all major fields of study (associate members were not included in this study). Many of these universities also have well known doctoral graduate programs in I-O psychology. Universities in the Midwest and in the South tend to dominate the top rankings. And there are only two universities from the West: Colorado State and Alliant/CSPP.

### **Graduate Programs and Degrees Represented in SIOP Membership**

As most readers should be aware, there has been an extensive discussion in SIOP about what we should call our field: industrial-organizational psychology (I-O) or organizational psychology (OP). So we were interested in looking at the frequency of major fields of graduate study, including I-O and OP, among SIOP members.

*Note:* University/institution name adjustments were made in order to clarify self report information and appropriately assign a member to a correct university (we apologize for any minor errors made in these adjustments).

- One I-O PhD member listed PSU as his/her degree institution and was moved to the Pennsylvania State University category.
- 51 members from the University of Illinois did not list whether their degree was from the Urbana Champaign or Chicago campus. These individuals were placed in the U. of Illinois–Urbana Champaign category because that institution is typically known as the University of Illinois.
- 11 members from the University of Nebraska did not list whether their degree was from the Omaha or Lincoln campus. These individuals were placed in the U. of Nebraska- Omaha category because Lincoln does not have an I-O PhD program listed on their website.
- 2 members from the University of Missouri did not list whether their degree was from the St. Louis or Columbia campus. These members listed majors and degrees that were consistent with other U. of Missouri-Columbia graduates and were placed in that category.
- 5 members from the University of North Carolina did not list whether their degree was from Chapel Hill or Charlotte. These members listed degrees that were consistent with UNC Chapel Hill graduates and were placed in that category.
- 49 members from the University of Tennessee who did not list their campus affiliation and were placed in the University of Tennessee-Knoxville category because Knoxville is the only campus that offers an I-O PhD..

Table 1

*Rank Orders of Universities by Most SIOP Members*

Rank	Institution	N	Rank	Institution	N
1	Univ. of Akron	114	16	New York Univ.	50
2	Univ. of Minnesota	110	17	Alliant Univ./CSPP*	48
3	Univ. of South Florida	97	18	Illinois Inst. of Technology	46
4	Michigan State Univ.	88	19	Columbia Univ.	43
4	Bowling Green State Univ.	88	19	George Mason Univ.	43
6	Univ. of Illinois-Urbana Champaign	86	21	Texas A & M Univ.	38
7	Univ. of Houston	80	22	Central Michigan Univ.	37
8	Univ. of Tennessee-Knoxville	79	23	Georgia Inst of Technology	36
8	Univ. of Georgia	79	23	North Carolina State Univ.	36
10	Ohio State Univ.	76	25	Univ. of Michigan	35
11	Univ. of Maryland	70	25	Virginia Tech Univ.	35
12	Wayne State Univ.	68	27	Tulane Univ.	33
13	Purdue Univ.	66	28	Baruch College, CUNY**	32
14	Pennsylvania State Univ.	58	29	George Washington Univ.	31
15	Colorado State Univ.	52	30	Rice Univ.	29

\* CSPP—California School of Professional Psychology

\*\* Graduate Center, CUNY—City University of New York

Table 2 shows the top-10 graduate-school majors for SIOP members. I-O psychology is listed as the major graduate field by 65% of SIOP members. The next closest major is organizational behavior (OB) at 7% of the membership. This may partly be the result of SIOP's efforts to connect with business school faculty. Other fields of study that were identified by fewer than 30 SIOP members each included management, experimental psychology, applied psychology, measurement-psychometrics, business, industrial/labor relations. Some members might not have expected social psychology to rank third. However, as many of us know, I-O psychology is in many ways "applied" social psychology.

Table 2

*Rank Orders of Major Fields of Graduate Study by Most SIOP members*

Rank	Major field of study	N
1	Industrial-organizational psychology	2,073
2	Organizational behavior	214
3	Social psychology	137
4	Organizational psychology	107
5	Psychology	100
6	Clinical psychology	64
7	Counseling psychology	56
8	Human Resources	55
9	Educational psychology/administration	32
10	Other *	30

\* Major was self-reported as "Other"

### ***Specific Graduate Program Rankings***

We were interested in knowing the graduate programs that were producing SIOP members in each major field of study. First we looked at I-O psychology graduate programs and ranked them by the number of SIOP members (see Table 3).

Table 3

*Rank Orders of I-O Psychology Graduate Programs by Most SIOP Members*

Rank	I-O graduate program	N	Rank	I-O graduate program	N
1	Univ. of Akron	111	14	Illinois Inst of Technology	45
2	Univ. of South Florida	93	17	George Mason Univ.	42
3	Bowling Green State Univ.	84	18	New York Univ.	39
4	Univ. of Houston	73	19	Central Michigan Univ.	36
5	Univ. of Tennessee-Knoxville	71	20	North Carolina State Univ.	35
6	Univ. of Minnesota	67	21	Virginia Tech Univ.	31
7	Wayne State Univ.	61	22	Alliant Univ./CSPP *	30
7	Ohio State Univ.	61	22	Georgia Inst of Technology	30
9	Univ. of Georgia	59	24	Rice Univ.	29
9	Michigan State Univ.	59	25	Univ. of Tulsa	27
11	Pennsylvania State Univ.	51	25	DePaul Univ.	27
11	Colorado State Univ.	51	25	Texas A & M Univ.	27
13	Purdue Univ.	46	25	Old Dominion Univ.	27
14	Univ. of Maryland	45	29	Baruch College, CUNY**	26
14	Univ. of Illinois-Urbana Champaign	45	29	George Washington Univ.	26

\* CSPP—California School of Professional Psychology

\*\* Graduate Center, CUNY—City University of New York

The top ranking I-O doctoral programs in Table 3 (in terms of SIOP membership) are mostly long-standing graduate programs. Again, University of Akron topped the rankings in producing the most I-O psychology doctoral graduates who are also SIOP members. It is worth noting that University of South Florida in just a few decades has become highly productive in terms of I-O PhDs. In addition, other programs that are relatively newer (compared to some of the older Midwest programs) have become very productive: George Mason University and Alliant University/California School of Professional Psychology. It should be mentioned that this analysis only includes doctoral degree graduates who are SIOP members. There may in fact be a number of doctoral-level graduates who have chosen not to join or who have left SIOP over the years.

It is interesting to note the discrepancies between Table 1 rankings (all majors) and Table 3 rankings (only I-O majors). The University of Minnesota, for example, has 110 SIOP members (doctoral level; rank #2) but only 67 of

them are I-O psychology majors (rank # 6). As opposed to other universities that may only produce I-O psychology PhDs who join SIOP, the University of Minnesota produces PhDs in differential psychology, education psychology, counseling, social, and so on who also join SIOP. They represent “applied psychology” in the broader sense. Minnesota also has cross-specialty programs; for example a number of graduates have double majors in I-O psychology and counseling psychology, and the I-O faculty have often held double appointments in counseling psychology or in industrial relations in the business school.

We also looked at other graduate major programs that are well represented among SIOP members. They are identified in Table 4.

Table 4

*Rank Orders of OB, Social Psychology and Organizational Psychology Graduate Programs by Most SIOP Members*

Rank	Organizational behavior graduate programs	N
1	Univ. of Maryland	14
2	Purdue Univ.	12
3	Michigan State Univ.	11
4	Univ. of Illinois-Urbana Champaign	9
5	Univ. of Florida	8
Social psychology graduate programs		
1	Columbia Univ.	11
2	Univ. of Illinois-Urbana Champaign	10
3	Wayne State Univ.	5
Organizational psychology graduate programs		
1	Univ. of Michigan	16
2	Columbia Univ.	14
3	Saint Louis Univ.	9
4	Alliant Univ./CSPP*	7
4	Walden Univ.	7

\* CSPP – California School of Professional Psychology

There are 214 SIOP members who hold OB (organizational behavior) degrees. The top four OB doctoral programs among members (see Table 4) are all at universities that also have major I-O psychology programs. However most SIOP members who hold an OB degree have few OB peers from the same program in the SIOP membership (and often are the only one from their program). The top ranked organizational psychology programs at University of Michigan and Columbia University are long established and well known.

### **Employment Focus, Graduate Programs and SIOP Membership**

Of particular interest was to identify which graduate programs were preparing graduates for particular careers in the field of I-O psychology. Our analysis leveraged our previous work of sorting all SIOP members into four

primary employment focus groups based on their 2011 employment status (listed below with % of SIOP membership; see Silzer & Parson, 2011, for further definitions).

- Academics/researchers—48.6% of SIOP membership
  - Academics—43.5% (in universities and colleges)
  - Researchers—5.1% (in research consulting firms and government positions with a research focus)
- Consultants/organization based—49.3% of SIOP membership
  - Consultants—30.3% (in consulting firms and positions [nonresearch])
  - Organizational-based professionals—19.0% (in companies and government positions with a practice focus)

Our first analysis in this area looked at the programs that are producing the most members in each of the four employment focus categories (See Table 5).

Table 5

*Rank Orders of Universities Producing the Most Academics, Researchers, Consultants and Organization-Based Members Who Are SIOP Members*

Universities producing most academics			Universities producing researchers		
Rank		N	Rank		N
1	Michigan State Univ.	62	1	Univ. of Minnesota	17
2	Univ. of Illinois-Urbana Champaign	57	2	Univ. of South Florida	9
3	Univ. of Akron	50	3	Univ. of Georgia	8
4	Univ. of Maryland	41	4	Univ. of Oklahoma	7
4	Purdue Univ.	41	5	Univ. of Illinois-Urbana Champaign	6
6	Univ. of Minnesota	39	5	Bowling Green	6
7	Ohio State Univ.	38	5	George Washington Univ.	6
8	Bowling Green	33	5	Virginia Tech	6
8	Univ. of South Florida	33	9	Pennsylvania State Univ.	5
10	Univ. of Tennessee-Knoxville	30			
11	Pennsylvania State Univ.	29			

Universities producing most consultants			Universities producing most organization-based		
Rank		N	Rank		N
1	Univ. of Akron	41	1	Univ. of South Florida	24
2	Univ. of Minnesota	40	1	Univ. of Houston	24
3	Univ. of Georgia	39	3	Alliant/CSPP *	23
4	Bowling Green	31	4	Univ. of Akron	20
4	Univ. of Tennessee-Knoxville	31	5	Wayne State Univ.	19
4	Univ. of South Florida	31	6	Bowling Green	18
7	Univ. of Houston	26	7	Univ. of Georgia	16
7	Illinois Inst. of Technology	26	8	Univ. of Minnesota	14
9	Ohio State Univ.	25	8	Univ. of Tennessee-Knoxville	14
10	Alliant/CSPP *	22	8	Colorado State Univ.	14
10	Wayne State Univ.	22			

\* CSPP—California School of Professional Psychology

Most of the universities listed in Table 5 are well known. The academic producing universities are well established and highly respected. The University of Minnesota has a history of producing researchers for well-known consulting firms historically focused on research work (such as PDRI, etc). The consultant producing universities represent a broader mix of universities (beyond the major Midwestern universities with I-O psychology programs). These rankings suggest that although universities with traditional, long-standing I-O psychology programs are well represented, there are also some programs that have been more recently established.

In addition, we looked at which universities were producing the most SIOP members in the two larger employment focus categories: (a) academics/researchers combined and (b) consultants/organization-based members combined. These rankings are listed in Table 6. It is worth noting that some universities have high rankings on both lists: University of Minnesota, University of Akron, Bowling Green State University, Ohio State University, and University of Tennessee. Other schools however only are ranked in the top 15 on one list or the other.

Table 6  
*Rank Orders of Universities Producing the Most Academics/Researchers and Consultants/Organization-Based Members Who Are SIOP Members*

Universities producing most academics & researchers			Universities producing most consultants & organization-based members		
Rank		N	Rank		N
1	Univ. of Illinois-Urbana Champaign	63	1	Univ. of Akron	61
1	Michigan State Univ.	63	2	Univ. of Georgia	55
3	Univ. of Minnesota	56	2	Univ. of South Florida	55
4	Univ. of Akron	53	4	Univ. of Minnesota	54
5	Purdue Univ.	45	5	Univ. of Houston	50
6	Univ. of Maryland	44	6	Bowling Green	49
7	Univ. of South Florida	42	7	Alliant/CSPP *	45
8	Ohio State Univ.	41	7	Univ. of Tennessee-Knoxville	45
9	Bowling Green State Univ.	39	9	Wayne State Univ.	41
10	Univ. of Tennessee-Knoxville	34	10	Illinois Inst of Technology	35
10	Pennsylvania State Univ.	34	10	Ohio State Univ.	35
12	Univ. of Houston	30	12	Colorado State Univ.	34
13	Univ. of Michigan	27	13	Columbia Univ.	28
13	Wayne State Univ.	27	14	Univ. of Maryland	26
15	George Mason Univ.	25	15	Baruch College	25
15	New York Univ.	25	15	Michigan State Univ.	25
			15	New York Univ.	25
			15	North Carolina State Univ.	25

\* CSPP—California School of Professional Psychology

We were curious about which universities are the most balanced in producing both academics/researchers and practitioners. Table 7 identifies those universities that are the most balanced in producing graduates for both careers. Some universities have been impressively balanced in producing

both academics/researchers and practitioners, such as the University of Minnesota and University of Akron. It should be noted that these two programs are larger and longer established than some other programs. It is tempting to cite these universities as doing a particularly good job in taking a balanced approach to preparing graduates in our field, or at least in producing a range of professional talent. However, a few of the I-O doctoral programs that achieved some balance have disappeared (i.e., New York University, Ohio State University).

Table 7

*Rank Orders of Universities With the Best Balance of Producing Academics/ Researchers and Practitioners Who Are SIOP Members*

		Total % Academics/ N	% researchers	% Practitioners	% Diff
Rank	Universities *				
1	New York Univ.	50	50.00%	50.00%	0.00%
2	Univ. of Minnesota	110	50.91%	49.09%	1.82%
3	George Washington Univ.	31	48.39%	51.61%	3.23%
4	Univ. of Akron	114	46.49%	53.51%	7.02%
5	Ohio State Univ.	76	53.95%	46.05%	7.89%
6	Georgia Inst of Technology	36	44.44%	55.56%	11.11%
7	Bowling Green State Univ.	88	44.32%	55.68%	11.36%
8	Univ. of South Florida	97	43.30%	56.70%	13.40%
9	Univ. of Tennessee- Knoxville	79	43.04%	56.96%	13.92%
10	Virginia Tech	35	57.14%	42.86%	14.29%

\* Universities were included only if there were at least 15 SIOP members in each group

We were also curious if certain major fields of study in graduate school led to different career paths. The later employment focus of SIOP members with specific major fields of study in graduate school are outlined in Table 8. SIOP members with major fields of graduate study in I-O psychology and organizational psychology work in a range of employment positions. It is worth pointing out that 56% of the SIOP members with I-O psychology degrees work as practitioners, but only 44% are academics/researchers. This suggests a continuing expansion of practitioner careers for SIOP members. SIOP members with other graduate majors tend to more likely work in certain employment positions more than others. For example:

- OB majors strongly tend to be academics (88%)
- Social psychology majors tend to be academics (71%)
- Human resource majors strongly tend to be academics (85%)
- Clinical and counseling psychology majors strongly tend to be practitioners (82%)

Table 8  
*The Later Employment Focus of SIOP Members With Specific Major Fields of Study in Graduate School*

Major field of study	Academics	Researchers	Consultants	In organizations	<i>N</i>
Industrial-organizational psychology	780	133	667	493	2,073
Organizational behavior	189	4	14	7	214
Social psychology	97	6	20	14	137
Organizational psychology	58	4	29	16	107
Psychology	49	1	37	13	100
Clinical psychology	9	2	43	10	64
Counseling psychology	10	1	33	12	56
Human resources	47	0	6	2	55
Educational psychology/admin.	7	2	17	6	32
Other	9	0	15	6	30

#### SIOP Fellow Productivity by Universities

We also looked at which universities produced the most SIOP Fellows. This is one indication of program and graduate quality. This is a measure over time because it usually takes 15 years or more for a SIOP member to establish their contributions to the field. As a result, longer established programs may have some advantage here. The results are presented in Table 9. It is not surprising to find that some major Midwest universities—such as University of Illinois, Purdue University, Michigan State University, and Ohio State University—have been quite successful in producing SIOP Fellows who are in academic careers. These are long established programs and until just very recently the Fellow requirements strongly favored academics for their research contributions. However, the University of Minnesota distinguishes itself in this premier group by producing SIOP Fellows who are in all four career tracks (academics, consultants, researchers, and members based in organizations). The number of Fellows that Minnesota has produced who are in practitioner careers (eight) would alone earn it 8th place on this rank order list. It speaks to the high quality of the program, the breadth of the education there, and the diversity of the talented graduates. Both the University of Maryland and the University of Tennessee have also produced a notable number of practitioner Fellows (four each); however, these programs seem to be noticeably changing.



Table 9  
*Rank Order of University Productivity of SIOP Fellows*

Universities	N*	Academics	Researchers	Consultants	In organizations
Univ. of Illinois-Urbana Champaign	21	19	1	1	0
Univ. of Minnesota	19	8	3	6	2
Purdue Univ.	18	16	0	2	0
Michigan State Univ.	16	15	1	0	0
Ohio State Univ.	12	12	0	0	0
Univ. of Maryland	11	7	0	4	0
Univ. of Tennessee-Knoxville	9	5	0	4	0
Univ. of California, Berkeley	8	6	1	1	0
Univ. of Akron	8	8	0	0	0
Univ. of Michigan	7	5	0	2	0
Pennsylvania State Univ.	7	6	0	1	0
New York Univ.	7	6	0	1	0
Cornell Univ.	6	6	0	0	0
Yale Univ.	6	4	0	2	0

\* includes only Fellows who are currently SIOP members

### Conclusions

Our review of 2011 SIOP membership data have revealed some interesting results:

- The traditional I-O psychology programs in midwestern and southern universities continue to have strong representation in SIOP; however, some newer programs are also well represented.
- The graduate major of I-O psychology still dominates the membership (65% of members). But other majors such as OB, social, and OP are also well represented in the membership.
- Many universities and graduate programs tend to produce graduates who primarily go into certain careers (such as academia/research or practice). However some universities, most notably the University of Minnesota and the University of Akron, have been successful in producing graduates who go into a broad range of professional careers. Although they may be among the larger doctoral programs, they may also provide a broader graduate educational experience.
- SIOP members with graduate degrees in I-O and OP tend to pursue a broader range of career tracks, whereas members with graduate degrees in other areas are much more concentrated in either academic or practice careers.

- The overwhelming majority of SIOP Fellows are in academic careers, and a few midwestern universities have been particularly successful in producing these Fellows. However, the University of Minnesota has notably produced SIOP Fellows in all four career tracks, which suggests that it is possible to structure an I-O graduate education that produces high quality graduates for a range of professional careers.

There has been a lot of discussion in SIOP about whether the current I-O psychology graduate programs are adequately preparing graduates for a range of professional careers in academia, research, and practice. Based on this data, it appears that members with an I-O psychology degree (as opposed to degrees in OB, or social psychology) have pursued a broad range of professional careers. However that does not necessarily mean that they were well prepared in graduate school for those careers. Some universities and graduate programs have been notably successful in producing high-quality graduates (based on SIOP Fellow productivity) in a range of career tracks. These schools seemed to have found a graduate school balance that can lead to a range of successful careers. In our next *TIP* column we will explore how the field of I-O psychology has changed over the last 40 years and what are the emerging trends in graduate schools, majors, and employment focus.

These results do suggest that the professional field of I-O psychology is well and very much alive. In fact, we believe that we are in the middle of a golden era for I-O psychology. While some graduate programs are disappearing or transitioning, new programs are being established that seem to be growing and thriving. And the market demands for our expertise and talent seems to be continually growing.

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## PRACTITIONERS' FORUM

### Keeping Practice on the Move

**Rich Cober**  
**Marriott International**

Every year the SIOP conference comes and goes, and in its wake excited attendees go back to normal work with a bit of a fresh lens and reinvigorated perspective on the work we do as I-O professionals. As I transition from Practice Committee Chair and hand over leadership of the Practice Committee to the exceedingly capable hands of **Tracy Kantrowitz**, I thought I might share a few reflections from SIOP and what our committee has accomplished and continues to do to support the well-being of SIOP practitioners (be they completely applied or more research oriented).

#### Work to Help Practitioners Have an Impact on Others

Once again at SIOP, the IGNITE session format attracted big audiences and delivered with thought-provoking, unique commentaries from luminaries in our field. The Saturday IGNITE session focused on the impact of I-O—spanning from societal to individual perspectives on impact. The presentations were all fantastic. One in particular, delivered by **Mark Schmit**, a SIOP Fellow who works for SHRM, spoke about the impact that I-O psychologists can have on the HR profession through coordinated efforts between SIOP and SHRM. During the past 2 years, we have been working on getting the SHRM–SIOP paper series into a regular production schedule. Given the 260,000 SHRM members—some of whom are SIOP members, myself included—the efforts of SIOP to better disseminate information and knowledge through SHRM can have tremendous impact. At a separate session about the SHRM–SIOP series, **Anu Ramesh**, Mark, and I teamed with **Ben Schneider**, **Karen Barbera**, and **Gerry Ledford** to talk about how to contribute papers that support our partnership. Looking ahead, this is a great opportunity for sharing I-O insight to the practitioner community, and I would encourage those with interest to follow up through the Practice Committee with ideas for papers or to simply request information that describes the type of paper we are looking for and topics of particular interest to the SHRM community.

Mentoring is an area where the committee has had continued success with enduring impact, thanks to the leadership of **Sam Ritchie** and **Mark Poteet**. This year, a full room enjoyed time in the speed-mentoring sessions. What has struck me about the sessions is the extent to which both the mentors and mentees get extreme energy from the experience. From a practice perspec-

tive, this is a concept that translates so well to many organizations looking for novel ways to develop talent without breaking the bank. Take one part of structure, and another part of mentor time and willingness to share, and you get a recipe for a fantastic opportunity to facilitate knowledge transfer and create connections that last.

### **Focusing on Continuous Development and Career Planning**

As you renew your membership this year, you will find an option for renewal that allows you to easily add SIOP Research Access to your membership. Featured among those resources is the EBSCO research database that is accessible for SIOP members at a cost that can't be beat. EBSCO representatives attended SIOP this year and provided insight for many about the benefits of this particular access for SIOP members. In our 2007 Practitioner Survey, one of the prominent requests from our membership was for SIOP to provide resources that facilitate continuous development—notably more ready access to research. The EBSCO databases hit the bull's-eye for this need. Not only are prominent academic journals included in the databases, but also some of the most prominent business periodicals such as *Harvard Business Review*. At a cost of \$50—which is less than the subscription rate for many of these resources in print form—this benefit can't be beat. Remember to opt in to this benefit whenever you renew membership.

At the Executive Board meeting after the conference, an exciting project that has been in the cross-hairs of the practice committee for some time received a formal green light. This project involves a study of the career paths of I-O professionals, focusing on understanding how the job of an I-O professional may change with career stage and gaining focused insight into those experiences that contribute to successful transitions from one career stage to the next. The Practice Committee will be leading this work and coordinating with other SIOP committees to target the scope, resources, and ultimately the coordination to complete this work. The results of this study can have broad benefit for SIOP members looking for more guidance on how to build and navigate their careers, and continue to build our foundation for the training and mentorship of future I-O psychologists. As this work progresses, whether it is by raising your hand and volunteering to help with the work (for those who may want to) or simply participating in the data collection efforts, be they interviews or surveys, please do what you can to help the committee deliver an impactful set of findings and recommendations that can guide future planning around the support that SIOP provides for continued professional development.

As I move on from the Practice chair, I look forward to many new contributions that will come from the Practice Committee. As always, enthusiastic volunteers are welcome. Be sure to identify your interest through the SIOP website if you want a more direct connection to the work of this or any other committee.



## FOUNDATION SPOTLIGHT

### Announcing the Jeanneret Award

**Milton D. Hakel**  
**SIOP Foundation President**

I am delighted to tell you that **Dick Jeanneret** has provided the leadership to create a new endowment in the SIOP Foundation. The Jeanneret Award for Excellence in the Study of Individual or Group Assessment is a new award to be given by SIOP for the first time in 2013.

The Jeanneret Award will recognize excellence and innovation in the design and use of individual or group assessment techniques, particularly new assessment techniques that promote a diverse work force. Excellence and innovation should be visible in the overall conceptualization and design of the assessment. There is no restriction on the specific journals or other publication (e.g., technical reports) in which the publication appears, only that the journal be refereed or the other publication be (co)authored by or nominated by at least one SIOP member. Work nominated for the Jeanneret Award must have been reported in the year prior to the nomination, except for the initial award when any prior individual or group assessment reports are eligible for nomination. Nominations may be made by members of SIOP, including Student and International Affiliate members. Authors may nominate their own work, provided that at least one of them is a SIOP member. Awards subcommittee members may nominate work at any time. The award will be given each year and will carry a cash honorarium of \$1,500.

Giving is never easy, and Dick's generosity in establishing the \$50,000 endowment is an outstanding leadership example for each of us. There will never be a better time than now to contribute some of your time and money. The SIOP Foundation would like to be among your beneficiaries. Seize the moment. Help to encourage excellence and innovation for the future of I-O psychology. Contribute at <http://www.siop.org/foundation/donate.aspx>.

Planning is a key. Set your plans, and act on them. Dick Jeanneret did, and you can too. Your calls and questions to the SIOP Foundation are welcome. Join us in building for the future.

The SIOP Foundation, 440 E Poe Rd Ste 101, Bowling Green, OH 43402-1355; 419-353-0032; Fax: 419-352-2645; E-mail: [LLentz@siop.org](mailto:LLentz@siop.org).



## SIOP 2012 “Ah ha!” Moments

Satoris S. Culbertson  
Kansas State University

In this past April issue of *TIP*, just prior to the 2012 SIOP conference, *TIP* Editor **Lisa Steelman** put out a call for members to share their “ah ha!” moments from the conference. As she noted, “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.” She asked that members share their moments with her in an effort to create a 2012 time capsule of insight, clarity, and wisdom gained from the conference. It is with great pleasure that I present some of the defining moments that were shared. (Note that my own “ah ha!” moment is recounted in my discussion of service commitments in the **Academics’ Forum** in this issue of *TIP*.)

One theme that emerged from the responses received was one that could easily be classified as “SIOP and its members rock!” As Mark Healy noted, “I realized that SIOP is my community, not just a so-called ‘intellectual’ or ‘professional’ community, but a community in the general sense, something I’m a part of, and emotionally tied to.” Similarly, **Maura Mills** shared, “I love the continual realization that our I-O community is such a small, interconnected world (I can hear the tune of “it’s a small world after all” playing in my head!). Meeting new people in the field, only to find out that you’re indirectly connected to them (mediated?!) through a close colleague or former advisor, is always a fun ‘aha’ moment for me.” It seems the notion of I-O being a small world is a common one, as **James Tan** commented, “It seems SIOP gets bigger every year in terms of attendance, yet I keep getting reminded that the I-O community is still a small world. Got to meet and hang out with cool new people and ‘old’ friends.”

This feeling of interconnectedness was also shared by members who realized the importance from a networking sense. For example, **Joel Philo** noted, “One of the presenters on succeeding in business said it’s not who you know, it’s who knows you that matters. As I reconnected with my professional colleagues at SIOP, who are all admirable and successful, I felt more successful too.” Similarly, Jamie Winder shared, “There is a lot of power in the networking that takes place at the conference. I came away from the session with several new and renewed connections that I plan on leveraging both for business and to propose some sessions for next year’s SIOP.”

I think the “lovefest” that many have about SIOP and its members is perhaps summarized best by **Amy Sund**, who noted, “I-O psychologists are passionate, creative, funny, and contagiously enthusiastic. My aha in a tweet: life is better when you are (or know) an I-O!” So true!



In addition to the warm, fuzzy feelings about SIOP and I-O psychologists in general, members also reported gaining insights regarding the overall conference experience, including the general theme and format of sessions. For example, **Lisa Finkelstein** shared how **Adrienne Colella's** presidential theme of the impact of I-O psychology made an impression on her. Namely, Finkelstein noted, "One of my a-ha moments had to do with impact. I realized both that we all have impact on others with the work we do (both big and small), but also that we can all be doing just a little bit more to help assure that the work we do is taken that one step further to maximize potential impact. From the perspective of a researcher, we can do a better job of actively keeping the idea of impact in the forefront of our minds as we conceptualize a study, design a study, and communicate the results of a study. Rather than tacking on very general 'practical implications' to our studies, we could go further in specifically suggesting exactly how our ideas could be implemented, or better yet, partner up with our practitioner friends and actually see if we can test out our ideas and evaluate them."

After taking a brief hiatus from attending the SIOP annual conferences, Jamie Winder had some pleasant revelations regarding format changes, noting, "A lot has changed in the 6 years since I had attended SIOP. I really liked the 'new' (not sure how new this is) format of some of the sessions. One in particular stood out for me. I attended a community of interest session led by **Mike Champion** and **John Binning** regarding interviewing. I was pleasantly surprised when I walked into the session to find the chairs arranged in a circle with Mike standing next to a flip chart. The group all introduced themselves and what they were interested in talking about. Mike flip charted the topics with assistance from John. When we had finished going around the room, we all agreed on some topics to run through that seemed to garner the most interest. Mike then facilitated the group as we discussed research and practical application issues. It was a great way to blend both academic and practitioner perspectives in a way that was tailored to the audience. I hope there will be more sessions like this (and alternative formats) in next year's conference in Houston."

Several members also shared that specific sessions created "ah ha!" moments for them, praising the session organizers and presenters. One such member, **Alexander Alonso**, said, "I am responsible for professional competencies research at SHRM. This year I had a real epiphany while attending **Juan Sanchez's** workshop on competency modeling. He focused some of his talk on the organizational context and enablers of effective professional growth in competency domains. It was an angle I had never really heard discussed at SIOP or in the literature. Quickly it crystallized for me all the enablers of effective HR performance and the competencies needed to be successful as an HR professional. I literally sat there with thoughts percolating in my brain thanks to Juan and his brainstorming. It has changed my practice

for the better and will affect the work we do for HR professionals worldwide.” Similarly, **Joel DiGirolamo** shared, “my most significant session was one on organization networks. After hearing the stories how people are using them I can see immediate uses in my work. Very fruitful!”

That said, there was also some insight around content that was not apparently present in the sessions. For example, although he was impressed by the “global feel in terms of attendees and sessions,” Jamie Winder reported being “surprised by the lack of sessions focused on the use/application of social media.” Similarly, **Dale Rose** said, “It amazed me that there was only one 360-degree feedback session. When **Dave Bracken** and I did a session 2 years ago on how to use 360s as an OD process (one of only two sessions on 360 feedback if I recall correctly), we were astounded at some of the questions from our rather large audience because they seemed so basic to us (things like “how should people pick raters?”...and “should the boss be involved in the process?”). Last year’s SIOP conference was equally sparse on the topic. This makes me think that I-O psychologists may be simply letting 360 feedback become a software tool run by programmer intensive companies with diminishing knowledge about how to design a 360 process to achieve specific results. This is good for me, because I know a thing or two about how to do 360s extremely well, but the next generation of I-O psychologists may not be learning about best practices with this invaluable process.”

One final “ah ha!” moment shared, but sounded more like an “aaauugghh!” moment to me, was that of **Deborah Rupp**, who commented, “Albert Bandura told Lisa [Finkelstein], Adrienne [Colella], and me that he works from 9am to midnight 7 days a week, whenever he is not off on holiday somewhere. Wow!” Wow is right. On that note, I must end this piece and get back to work...

## SIOP's Impact Hits San Diego!

**Lisa M. Finkelstein**  
**Conference Chair**  
**Northern Illinois University**

**Deborah Rupp**  
**Program Chair**  
**Purdue University**

It may not have been entirely sunny, but San Diego was buzzing with the impact of the 4,109 SIOPers that attended our conference! Our conference theme was *Impact*, and the conference was alive with sessions and conversations celebrating the impact we have on individuals, groups, organizations, and society. We hope you left the conference as excited as we were to continue and increase the high-impact work that we do. Allow us to summarize just some of the memorable moments of this successful event.

### Wednesday

**Liberty Munson's** Workshop Committee developed and delivered a set of 12 cutting-edge workshops. After the workshops, registrants and presenters were treated to the can't-be-missed workshop reception.

**Mark Frame** chaired a fantastic set of sessions for new faculty members at the 7th Annual Junior Faculty Consortium.

**Linda Shanock** and **Tracey Rizzuto** hosted an outstanding set of sessions for the 40 advanced doctoral students nominated from around the world at the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.

**Alison Cooper** hosted a very stimulating and informative Master's Student Consortium. Now in its sixth year, this consortium continues to provide valuable information and great networking opportunities.

**Mark Ehrhart** organized not one, not two, but three cool tour opportunities! The first tour was to Petco Park stadium, the next was to San Diego Gas and Electric's Energy Innovation Center, and the last was a Q & A from retired Rear Admiral Len Hering Sr. with a corresponding tour of the USS Midway.

Deborah Rupp and **Kim Smith-Jentsch** (Membership chair) hosted a welcome reception for attendees who were new to the SIOP conference. After a lively introduction to the wonderful events planned for the conference, and a few pointers on the nuts and bolts, networking opportunities facilitated meaningful new contacts among new and seasoned members. Many SIOP Ambassadors also attended to meet with their ambassadees.

Although our main welcome reception was moved indoors due to inclement weather, that didn't stop excited conference attendees from enjoying the refreshments and meeting up with friends, old and new.

## Thursday

### *Opening Plenary*

Lisa Finkelstein kicked off the conference by welcoming attendees to the 27th conference. She was quite pleased to be looking out from the stage to a very full house! Incoming Awards Committee Chair **Leaetta Hough** recognized the 57 award, grant, and scholarships winners, and Fellowship Chair **Wally Borman** introduced 23 new SIOP Fellows. Next, our SIOP Foundation president, **Milt Hakel**, provided a report on the SIOP Foundation. President-Elect **Doug Reynolds** delighted the group with a funny and warm introduction of our president, **Adrienne Colella**, who then took the stage to introduce her theme of impact. She shared several insights on the meaning of impact to us all (it's a broad construct!) and provided several important examples of the things that we're doing that make a difference.

After the presidential address, Adrienne Colella announced the winners of this year's elections: **Kathleen Lundquist** is our new Financial Officer/Secretary, **Allan Church** is our new Publications Officer, **Eric Heggstad** is our new Membership Services Officer, and **Tammy Allen** is our new President-Elect. Congratulations to these new SIOP stewards!

Lisa Finkelstein closed the plenary session by touting several special features of this year's conference.

### *Other Features*

Our timely Thursday Theme Track was "Science and Practice Perspectives on Contemporary Workplace Discrimination," chaired by **Eden King**. This well-attended theme track featured an opening keynote by EEOC Chair Jacqueline Berrien, a mock settlement negotiation, and many expert panelists and speakers.

**Robin Cohen** and Lisa Finkelstein hosted a roundtable reflecting on ways that the SIOP conference can stay relevant throughout one's career. Robin will be bringing many shared ideas back to the planning meeting for the Houston conference.

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

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

For the sixth year we highlighted the top-rated posters during the Thursday evening all-conference reception. This year, going with our theme, we also hosted a "Scavenger Hunt for Impact." Willing attendees received a set of nine objectives (e.g., "find a practitioner who has been in the field more than 20 years and ask them about their impact."). The activity facilitated networking and kept the "impact" conversation going throughout the evening.

## Friday

This year, our Frank Landy fun run took place on Friday morning. A beautiful course just steps from the hotel and bay got our SIOP runners out of bed and moving. Thanks to **Kevin Reindl** and **Paul Sackett** for organizing this event.

We were honored to have an invited address by **Alice Eagly**, who spoke about women as leaders.

**Ashley Walvoord** and her Friday Seminar Committee hosted four outstanding and well-received sessions on the topics of quasi-experimentation in organization, followership, internationalizing I-O graduate programs, and formal mentoring.

**Adam Ortiz** hosted the 4th SIOP Master Collaboration series, which highlighted two presentations—one on the design, development, implementation, and validation of a world class coaching solution, and one on the development and marketing of a personality assessment focused on entrepreneurial success.

After holding its annual meeting, the Lesbian, Gay, Bisexual, and Transgender Committee held a fun reception for LGBT members and allies.

The Executive Board sponsored an Alliance session that brought back together the keynote speakers from EAWOP's small group meeting on the aging workforce that took place in Italy in November (organized by **Franco Fraccaroli** and **Donald Truxillo**). **Ruth Kanfer**, Annet de Lange, Lisa Finkelstein, **José M. Peiro**, and **Mo Wang** highlighted their keynotes and provided the audience with ideas for research directions to increase our understanding of the aging workforce around the world.

## Saturday

Did you hear the roar of a crowd coming from Elizabeth C on Saturday morning? That was the lively group enjoying the IGNITE session on impact. This year we heard compact and fast-moving insights from **Steven Ashworth**, **Julian Barling**, **Michael Campion**, **Allan Church**, **Autumn Krauss** (chair), **Jeff McHenry**, **Elaine Pulakos**, **Steven Rogelberg**, **Mark Schmit**, **William Shepherd**, and **Nancy Tippins**. We are already looking forward to the third annual IGNITE session in Houston!

Equally exciting was the invited panel chaired by **Elizabeth Kolmstetter** (Office of Director of National Intelligence), focused on large scale impact in intelligence, national security, and defense, featuring **Stephanie Platz-Vieno** (CIA), **John Mills** (Dept. of Defense), and **Jeffery Neal** (ICF International).

Our program concluded with a thoughtful and provocative invited address by **Howard Weiss** focused on working as human nature.

### ***Closing Plenary and Reception***

If anyone saw the two of us nervously pacing around by the concierge stand at noon on Saturday, it was because we could hardly contain our excitement as we waited to escort Dr. Albert Bandura to lunch! What a career highlight for us both. Dr. Bandura, our distinguished keynote speaker, is the David Starr Jordan Professor of Social Science in Psychology (Emeritus) at Stanford University. He is known for his innovative scholarship and pioneering work in social modeling, self-regulatory mechanisms, and human agency. His talk, "Toward a Psychology of Human Agency," was a perfect way to cap off our Impact theme. For example, the film clips he provided demonstrate the use of serial dramas shown to millions of residents in several countries written and produced to provide relevant social modeling for overcoming serious social challenges.

Immediately following the closing plenary, the crowd shifted gears and headed over to the Manchester Ballroom for the SIOP beach party! We enjoyed some beach-themed treats (hot dog bar, anyone?) and conga-lined to the fun tunes of Joe Rathburn's Island.

### **Throughout the Conference**

**John Donovan** coordinated a timely lineup of 13 Community of Interest sessions this year.

**Adam Hilliard** and **Matt O'Connell** and their committee served 347 job seekers and 53 employers at the Placement Center. Adam also conducted some interview training sessions with new job seekers in the Exhibitor's Showcase.

**Tori Culbertson** coordinated 88 student volunteers! Tori and the student volunteers made sure the conference ran smoothly by helping with many behind-the-scenes tasks including conference bag stuffing, sign deployment, traffic flow, registration, and the like. Some of them even got up at the crack of dawn to assist with the fun run.

Superman (aka Dave Nershi) and the magical Administrative Office staff did, per usual, an outstanding job of keeping the conference on time, on track, and loads of fun. The my.SIOP cutout and photo booth were definite attractions in the wi-fi lounge. A twitter feed in the lounge also kept people buzzing.

We write this article just days after returning from the conference, not nearly recovered from the incredible and exhausting week we spent in San Diego. We are thrilled with how it all came together and so thankful to all of you who worked so hard with us on this event and those of you who shared your excitement about it with us. Believe it or not, by the time you read this, the first 2013 conference planning meeting in Houston will have already taken place and the new team will have the wheels in motion for an exciting 28th Annual Conference! We welcome new conference chair Robin Cohen and new program chair Eden King and wish them the best of luck on this exciting endeavor. We are grateful for the opportunity we had to serve the SIOP community. See you in Houston!

# SIOP 2012 Highlights



Before the attendees arrived, San Diego State student volunteers were hard at work stuffing inserts into the conference bags.



Thursday Theme Track Chairs Edén King (L) and Mikki Hebl (R) chat with Keynote Speaker and EEOC Chair Jacqueline Berrien.

Right: Adrienne Colella is all smiles as she reflects on her year as president, the theme of which was IMPACT.



Bottom right: Canadian SIOP member Sylvia Bonnacio and Sundeep Prakash enjoy the Thursday Networking Reception, which featured a scavenger hunt.

Bottom left: William Macey (C) attends the Foundation dessert reception with Ben Schneider (L) and Irwin Goldstein (R), the the two men whom Macey's scholarship honors.





One of the most talked-about and enjoyed conference activities was the preconference tour of the Midway aircraft carrier.

Conference attendees packed the Elizabeth Ballroom for the Closing Plenary, which featured the legendary Albert Bandura (inset).



Matched through the Ambassador Program, Linda Zucec and her newcomer, Ciara Cerro, share a lighthearted moment in the wifi lounge with the sign announcing SIOP's new online member community.

New Fellow Gilad Chen, Distinguished Service Award Winner Donald Truxillo, and Dirk Steiner, all the way from France, attend the Wednesday night Welcome Reception



*See you in Houston!*



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## 2012 SIOP Award Winners

The SIOP Awards Committee and Executive Board are delighted to present the 2012 SIOP award winners. The following individuals were recognized for their outstanding contributions to I-O psychology at the 2012 annual conference in San Diego. Congratulations to all of the award winners.

### Distinguished Early Career Contributions Award: Practice



***Jennifer L. Geimer, Human Resources Research Organization (HumRRO)***

In only 6 years of postdoctoral experience, Dr. Geimer has earned a growing reputation as an exemplary scientist-practitioner. Her work emphasizes practical solutions that are scientifically and professionally supportable in various domains, including job analysis, personnel selection, and leadership assessment, as well as occupational stress and health. At HumRRO she has worked with a variety of clients, particularly federal government agencies, where her work has resulted in greater efficiencies and effectiveness. One colleague describes her as having “exceptional technical expertise and a strong work ethic, coupled with superior attention to detail and drive...and an outstanding foundation in all aspects of I-O psychology.” She is active in the professional community, publishing her research in peer-refereed publications such as *Journal of Applied Psychology*, presenting at conferences, and serving on committees for SIOP and Personnel Testing Council/Metropolitan Washington. Given her energy and ability to integrate research and practice, it is clear that Dr. Geimer has the capability for a bright and distinguished future.

### Distinguished Early Career Contributions Award: Science



***Mo Wang, University of Florida***

With an impressive record of scholarly publications and prestigious research awards, Dr. Wang is considered a rising figure in industrial and organizational psychology. He has been extremely productive since receiving his doctorate in 2005 from Bowling Green State University, having published 41 peer-reviewed journal articles, including 12 in top-tier journals, and has written or edited five books and produced numerous book chapters. His main stream of research examines the adjustment process for people facing significant work-related changes, using sophisticated statistical methods and research design, thus enabling rigorous and creative investigation. Specifically, he has studied adjustment processes in older worker employment and retirement, expatriate management, and temporal-based, work-related stress coping. His work has generated important implications for

related areas of research and practice in I-O. Dr. Wang has also received numerous awards for his research from the Academy of Management, and his research has been cited and reported in the popular media, including the *Wall Street Journal* and *New York Times*.

#### **Distinguished Professional Contributions Award**



***Eduardo Salas, University of Central Florida***

Dr. Salas has been a prolific contributor to the practice of I-O in applied settings, illustrating how good science can have a significant impact when translated and applied to real organizational needs in meaningful and practical ways. His expertise includes helping organizations to foster teamwork, design and implement team training strategies, facilitate training effectiveness, develop safety cultures, and design learning environments. His work has directly changed practice in the military, medical, and aviation arenas, as well as various corporate sectors such as banking and energy. For example, his team training research and practice guidelines have been an energizing force for changes in both the aviation and medical fields, which have led to widely adopted procedures that have helped save lives. A past president of SIOP and a SIOP Fellow, he has written or coauthored more than 350 journal articles and book chapters, coedited 20 books, and has served on editorial boards of several major journals.

#### **Distinguished Service Contributions Award**



***Donald M. Truxillo, Portland State University***

Dr. Truxillo exemplifies a career of dedicated service to SIOP. He began as a program committee member reviewing papers for the annual conference and has played major roles in the success of the conference since serving as Program Chair-in-Training in 2002. A year later as Program Chair, his leadership led to several innovations that included introducing the “interactive posters” concept, further developing an “editorial board” of reviewers, and completing the electronic submissions process. During his years of service he was instrumental in several more innovations, including programs to welcome new members to the conference and special “how-to” sessions. He was conference chair from 2004–2006, and during that time helped introduce the Communities of Interest, the Junior Faculty Consortium, and the Doctoral Consortium Reunion. He works tirelessly behind the scenes on behalf of SIOP, having served on the Executive Board and currently as Chair of the International Affairs Committee. SIOP has truly benefited from Dr. Truxillo’s high standards of service.

### Distinguished Teaching Award



#### ***Talya N. Bauer, Portland State University***

Dr. Bauer is recognized for the value she provides as an educator, innovator, and mentor. She is a popular teacher as shown by the consistently high ratings she receives. Her innovative work also includes coauthoring online textbooks and a graphic novel that is the first of its kind to encompass key concepts and theories from research using an ongoing storyline. These textbooks have been widely acclaimed for the effective way they promote student learning. Dr. Bauer was among the first at Portland State to recognize how service-learning initiatives could be used as effective learning tools by creating student–community partnerships to develop meaningful experiences. She has also been a leader in incorporating online teaching and learning in a meaningful way. But perhaps her most important contribution has been mentoring doctoral and undergraduate students through their research projects and papers. She is generous with her time and has coauthored with students on nearly half of her 46 journal articles.

### Distinguished Scientific Contributions Award



#### ***Robert G. Lord, University of Akron***

Dr. Lord has made important contributions using cognitive science, and more recently neurocognitive science, to understand leadership processes, self-regulation, emotions, and identity as they affect applied work and social processes. His groundbreaking work on “implicit leadership theories” has had an enormous impact on how leadership is perceived. It has given a perspective that has modified and provided depth to the conventional understanding of leadership, the meaning of subjective measures of leadership behavior, and the influence of leaders on the way they are viewed by subordinates. Building on his extensive research on control theory, the framework for self-regulation published in the *2010 Annual Review of Psychology* was widely considered to be influential in shaping future research in that area. He has published three books and more than 120 chapters and articles in refereed journals, served on several editorial boards, and chaired the dissertations of 42 I-O psychology students. Dr. Lord “is one of the most important and influential leadership researchers in the past 35 years,” said one nominator.

### S. Rains Wallace Dissertation Award

**Kristen M. Shockley** (Baruch College, City University of New York) is the winner of the best dissertation award for her work entitled “You Can’t Always Get What You Want, But Does It Matter? The Relationship Between Pre-Child Preferences and Post-Child Actual Labor Division Fit and Well-Being.”





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

The winner of the best paper (and poster presentation) for the IOOB 2011 Conference is **Andrea Marsden** (University of Missouri-St. Louis). Her poster was titled “Personality and E-Mentoring: Unconverging New Relationships.”

### Hogan Award for Personality and Work Performance



**Brian S. Connelly** (University of Toronto) and **Deniz M. Ones** (University of Minnesota) receive the inaugural Hogan award for their article “An Other Perspective on Personality: Meta-Analytic Integration of Observers’ Accuracy and Predictive Validity.” *Psychological Bulletin*, 136(6), 1092–1122.

### Wiley Award for Excellence in Survey Research



Top (L-R): Sarah Choi, Judith Hoban, Kathryn Dekas, Heidi Binder, Prasad Setty. Bottom (L-R): Michelle Donovan, Neal Patel, Brian Welle, Bailey O’Donnell

The 2012 Wiley award is given to The Google Team made up of Bailey O’Donnell, **Brian Welle**, Heidi Binder, Jeffrey Ehrenberg, Jennifer Kurkoski, Judith Hoban, **Kathryn Dekas**, Katie Bentley, Leena Khan, **Michelle Donovan**, Neal Patel, Nicole Nussbaumer, Prasad Setty, and Sarah Choi for their project entitled “Upward Feedback Survey and Project Oxygen Research.”

### M. Scott Myers Award for Applied Research in the Workplace

**Jeff W. Johnson** (Personnel Decisions Research Institutes), **Kenneth T. Bruskiewicz** (Personnel Decisions Research Institutes), **Jeffrey D. Facticeau** (PreVisor), **Amy P. Yost** (Capital One), and Robert Driggers (Capital One) receive the 2012 Myers award for their work entitled “A Synthetic Validation Approach to Developing Unique Test Batteries for Multiple Jobs.”



### Raymond A. Katzell Award in I-O Psychology



This award recognizes a SIOP member whose research and expertise addresses a societal and workplace issue and has been instrumental in demonstrating the importance of I-O related work to the general public. The 2012 recipient is **Piers Steel** (University of Calgary), whose research on procrastination has gained significant public exposure in media outlets throughout the world. His article entitled “The Nature of Procrastination” and subsequent book, *The Procrastination Equation*, continue to receive extensive coverage in a wide range of publications including the *New York Times*, *USA Today*, *Wall Street Journal*, *Toronto Globe and Mail*, and *Chicago Tribune* as well as stories and mentions in other major international newspapers and magazines. His book identifies the major sources of procrastination as low self-confidence, task aversiveness, and impulsiveness. He also reaches the public with blogs that appear in *Psychology Today*. His science-based expertise on the inherent tendency of people to delay decisions is frequently sought by reporters and makes his work exemplary of the diversity of the I-O profession.

### William A. Owens Scholarly Achievement Award



The 2012 Owens Award is given to **Bruce L. Rich** (California State University San Marcos), **Jeffrey A. LePine** (Arizona State University), and **Eean R. Crawford** (University of Iowa)

for their article “Job Engagement: Antecedents and Effects on Job Performance,” *Academy of Management Journal*, 53, 617–635.

### John C. Flanagan Award



The award for best student poster at the SIOP conference goes to **Justin Feeney** (University of Western Ontario) for his poster entitled “Gender Differences in Job Interview Anxiety, Performance, and Coping Styles.” (His coauthors are **Richard Goffin** [University of Western Ontario] and **Julie McCarthy** [University of Toronto].)

### Sidney A. Fine Grant for Research on Job Analysis

Lori Foster Thompson and Alexander Gloss receive the 2012 Fine award for their proposal “The Effects of Culture on Economic Development and Jobs.”



**Best Poster on Lesbian/Gay/ Bisexual/ Transgender (LGBT)  
Issues at the SIOP Conference**



**Soner Dumani, Evgeniya Pavlova, and Zhiqing Zhou** (all of University of South Florida) receive this award for their paper entitled “LGBT-Supportive Organizational Policies and Organizational Attractiveness.”

**Lee Hakel Graduate Student Scholarship**



**Neil A. Morelli** (University of Georgia) is awarded the 2012 Hakel scholarship for his project, “The Delivery of Unproctored, Online Assessments via Mobile and Non-Mobile Devices: A Comparison of Construct Validity, Performance, and Sub-Group Differences in a Cross-Cultural Sample.”

**Mary L. Tenopyr Graduate Student Scholarship**

The 2012 Tenopyr scholarship goes to **Kristin R. Sanderson** (Florida International University) for her research, “Time Orientation in Organizations: Polychronicity and Multitasking.”



**Graduate Student Scholarships**



**Jia (Jasmine) Hu** (University of Illinois at Chicago) is awarded a Foundation scholarship for her work, “A Team-Level Social Exchange Model: The Antecedents and Consequences of Leader–Team Exchange.”

**Kristen P. Jones** (George Mason University) receives her graduate student scholarship for her research, “From Baby Bump to Stressful Slump: An Episodic Model of Identity Management Behaviors in Pregnant Employees.”



**Small Grants**



**Alyssa McGonagle** (Wayne State University), **Joy Beatty** (University of Michigan, Dearborn), and **Rosalind Joffe** (CICoach.com, not pictured) receive their grant for research entitled “Delineating and Evaluating Coaching for Workers With Chronic Illness.”

(Note: The authors would like to acknowledge Dr. Janet Barnes-Farrell [University of Connecticut] for her work in the planning stages of this project.)



**Masakatsu Ono** (Claremont Graduate University), **Cynthia L. Sherman** (Claremont Graduate University), **Emi Makino** (Claremont Graduate University), and Robert Evans (Independent Consultant, not pictured)

are awarded a Foundation grant for their project, “Experience Sampling Method (ESM) and Daily Diary Recollection: A Comparison Study Using Smartphones.”

**Helen Hailin Zhao** (The Hong Kong Polytechnic University), **M. Susan Taylor** (University of Maryland), **Cynthia Lee** (The Hong Kong Polytechnic University & Northeastern University), Jingxin Lin (PEM [Chuangzhuo] Management Consulting Ltd.) are awarded a small grant for their project “Employees’ Attitudes and Behaviors in Leader Transition and Subsequent Organizational Changes.”



**Thomas A. O'Neill** (University of Calgary), **Rhys Lewis** (Sigma Assessment Systems), and **Julie Carswell** (Sigma Assessment Systems, not pictured) are awarded a small grant for research on “Combating Preemployment Personality Test Faking Using the Forced-Choice Format.”



## Announcement of New SIOP Fellows

**Walter C. Borman**  
**PDRI**

We are delighted to announce that 23 SIOP members were honored at the San Diego conference with the distinction of Fellow.

FYI: The 2012 Fellow nominations process goes online on **July 1**. Visit the SIOP Web site for the process. Here are the new Fellows:



***Peter A. Bamberger, Tel Aviv University, Israel***

Dr. Bamberger is well known for increasing understanding of the role of mesolevel contextual factors as moderators of relations between workplace characteristics and individual attitudes, cognitions, and behavior. His work emphasizes the incorporation of contextual factors into organizational models. This is important in showing how these factors may vary depending upon the nature of the social units within which actors are nested. Accordingly, across these various domains of interest, his primary contribution to the I-O literature has been shedding light on how peer norms and support climates moderate the links between organizational structures and processes on the one hand and both negative (i.e., substance misuse/abuse, absenteeism) and positive (helping, help-seeking, voicing) employee behaviors on the other. Dr. Bamberger has published his research extensively in some of the best scientific journals.



***Joan P. Brannick, Brannick Human Resource Connections***

As a practitioner with academic and service contributions, Dr. Brannick is recognized for her significant and unique efforts in increasing the visibility of I-O psychology. Through her consulting, articles, workshops, presentations, and teaching, she has educated thousands of HR professionals and business leaders about the science and practice of our field. She coauthored the highly regarded book, *Finding and Keeping Great Employees*, and her work has been frequently cited in many outlets including *Fortune Magazine*, *HR Magazine* and the *Wall Street Journal*. She has also given unstinting and significant service to SIOP, including chairing three committees: Awards, Professional Practice, and Workshop. She currently serves on the SIOP Executive Board as the Professional Practice Officer. In that role, she has been instrumental in addressing numerous practitioner needs and interests within SIOP, APA, and ASPPB.



**Laura Koppes Bryan, University of West Florida**

Dr. Koppes Bryan, U.S. Fulbright Scholar, is perhaps best known as the primary historian of SIOP and I-O psychology. She wrote the first articles on women in I-O, was SIOP's first historian, wrote the first history of SIOP, was editor of the only scholarly text of I-O history, and served on history committees for SIOP, APA, and Division 26 of APA. She has made significant contributions to SIOP, received the 2007 Distinguished Service Award, and led the creation of the Distinguished Teaching Award. From 2004-2007 she was editor of *TIP*. At the University of West Florida, she has elevated psychology's reputation as an effective ambassador by, among other endeavors, creating a Center for Applied Psychology and serving on special work groups. Her efforts have been funded by the National Science Foundation, the Alfred P. Sloan Foundation, and the Florida State University System Board of Governors.



**Gilad Chen, University of Maryland**

Dr. Chen has made important contributions primarily in the areas of employee and team motivation, employee adaptation, and multilevel research methodology. His research on team motivation has led to better understanding of motivational processes across levels and how team leaders can motivate members to contribute to both individual and collective outcomes. His research has also informed organizational practices directed at enhancing employee adaptation in new jobs and during international work assignments. He has published widely in leading I-O psychology journals and his research has been widely cited. He was the recipient of the Cummings Scholar Award for early-to mid-career scholarly achievement and SIOP's Early Career Contributions Award. Dr. Chen has also served as chair of SIOP's Scientific Affairs Committee and as associate editor of the *Journal of Applied Psychology*.



**Kenneth P. De Meuse, Korn/Ferry Leadership and Talent Consulting**

Dr. De Meuse is an outstanding exemplar of a scientist-practitioner. He has varied research interests, but his predominant contribution is applying rigorous methodology to systematically studying organizational downsizing and learning agility. He has shared his expertise with the field by publishing more than 60 journal articles and book chapters and delivering some 70 conference presentations. He edited a book for the SIOP Professional Practice Series summarizing the science and practice of organizational restructuring and produced a chapter on downsizing, mergers and acquisitions, and

strategic alliances for the *APA Handbook of Industrial and Organizational Psychology*. He is an advocate for research-based practice and has made several career transitions between the academic and business worlds, including his own consulting business as well as leadership roles in large talent management firms. He excels at translating science into practice.



**Richard P. DeShon, Michigan State University**

Dr. DeShon has made significant contributions in two primary areas: regulatory dynamics and measurement theory and practice. In the former, he has developed and evaluated dynamic models of the process of regulating individual and collective behavior to maximize performance on multiple goals over time. In the measurement arena, his work focuses on the conceptualization and modeling of measurement error as well as the use of measurement error information to enhance scientific inference and practical decision making. He has published papers in many of the leading psychological journals, and he is currently associate editor of the *Journal of Applied Psychology*. He is a Fellow of the Association for Psychological Science and winner of the Ernst J. McCormick award for early career contributions to Industrial and Organizational Psychology.



**Michelle K. Duffy, University of Minnesota**

Dr. Duffy's research has focused on understanding the drivers of well-being in organizational settings, often through an examination of the "dark-side" behaviors that damage the well-being of workers. Her research record includes 26 journal publications, many in top-tier I-O and management publications; 5 book chapters; and more than 50 conference presentations. She is regarded as a foremost expert in two of her primary fields of study: envy and social undermining, a topic she pioneered. Her social undermining construct is an important element of workplace deviance, which has become a "hot" topic in organizational behavior. She has also been an important contributor to understanding abusive supervision. She is currently associate editor for the *Journal of Management* and has served on the editorial boards of the *Journal of Applied Psychology* and *Organizational Behavior* and *Human Decision Processes*.



**Ronald S. Landis, Illinois Institute of Technology**

Dr. Landis has made outstanding contributions to methodology in the science and practice of I-O psychology. Within this realm, he and his colleagues' work on the use of item parcels in applications of structural equation modeling has had a major impact on the conduct and testing of causal

models in psychology and the social sciences. This work has provided strong recommendations and guidance for researchers to test causal/path models in the social sciences in situations where such applications were not always clear. Dr. Landis has also had an impressive teaching record and in 2004 was the recipient of Tulane University's President's Award in Graduate and Professional Teaching. Finally, he is currently an associate editor of *Journal of Business and Psychology* and currently serves on the editorial boards of several leading journals in psychology and management.



**Debra A. Major, Old Dominion University**

Dr. Major has distinguished herself by making considerable contributions to understanding career development issues, including organizational newcomer socialization, working effectively in teams, employee self-development, work group inclusion, work-family conflict and coping, and most recently underrepresentation of women and minorities in science, technology, engineering, and mathematics careers. Her research has been impactful in all of these areas, but perhaps strongest in newcomer socialization, teamwork, and work-family issues. Her work focuses on important societal issues, and she has received more than \$3 million to support her research from the National Science Foundation and other agencies. Her research and findings have received prominent media attention, including *USA Today* and *Chicago Tribune*. She presently serves on the editorial boards for five journals. She has also made important service contributions to SIOP and currently is representing SIOP on the APA Council.



**Fred Oswald, Rice University**

Dr. Oswald has been a major contributor in the areas of psychological measurement and the modeling of individual differences in employment and educational contexts. He has focused on personnel selection issues, particularly understanding and predicting multiple dimensions of job performance and improving the conceptualization and application of person-job fit. His statistical work in test development and meta-analysis has also made a significant contribution to organizational research. He is an active practitioner, consulting with organizations such as the US Navy and the College Board, and has advanced I-O psychology through 49 articles in peer-reviewed publications, 14 book chapters, and 17 technical reports. In addition, he has received research funding of more than \$1 million. Dr. Oswald is currently the associate editor of the *Journal of Business and Psychology* and *Journal of Management*, and he serves on seven editorial boards.



***Marian N. Ruderman, Center for Creative Leadership***

In her various leadership roles at the Center for Creative Leadership, Dr. Ruderman has brought the highest degree of methodological rigor and academic integrity to her research projects. Her work has greatly influenced the theoretical understanding of leadership development, inclusion, and gender issues in the workplace. Her books and journal publications have been instrumental in advancing views of the types of developmental experiences nontraditional leaders need to be successful in increasingly diverse workplaces. In addition, her research on job-related opportunities for leader development led to the creation of the Job Challenge Profile, which measures the degree of development offered by a particular assignment. Finally, she and her colleagues produced groundbreaking work about the benefits of multiple roles for female managers, suggesting that roles outside the workplace may facilitate the development of work skills.



***Deborah E. Rupp, Purdue University***

Dr. Rupp's largest contributions have been in two areas. The first is employee justice, behavioral ethics, and corporate social responsibility. Her work has highlighted the complex role justice plays in employees' emotions, attitudes and behaviors. The second is the assessment center method. Her laboratory has conducted systematic investigations of behavioral assessment for developmental purposes, as well as both cross-cultural and technological issues inherent to assessment centers. Her work in this area has been cited in U.S. Supreme Court proceedings. Dr. Rupp is the current editor of the *Journal of Management* and serves on many editorial boards. She has also served SIOP as program chair, APS I-O program chair, and, most recently, SIOP representative to the United Nations. In sum, she is being honored for the quality, quantity, and variety of her work coupled with her involvement with myriad organizations worldwide.



***Christina E. Shalley, Georgia Institute of Technology***

Dr. Shalley is an internationally acclaimed scholar who has concentrated her research in the area of creativity, in particular on the social and contextual factors that shape the creativity of individuals at work. In the past few years, she has extended her research and focused on the processes that enhance the creativity of teams in the workplace. She is widely respected for the careful and methodologically sound approach she employs. For example, her early research was the first to connect goals to creativity. There is little question that Dr. Shalley has had a significant impact on the field. In addition, she has achieved considerable visibility and respect via the editorial responsibilities she has accepted. These include

serving as coeditor of the *Handbook of Organizational Creativity* and serving on the editorial boards of several major journals.



**Kimberly A. Smith-Jentsch, University of Central Florida**

Dr. Smith-Jentsch is the consummate scientist-practitioner. She is a thought leader in the areas of teams, training, and simulation-based performance measurement. Her research has been published and widely cited in top tier journals. Notably, her work on training and measuring team mental models has had a major impact on both science and practice.

She is a past recipient of SIOP's M. Scott Myers Award for Applied Research and has developed, tested, and disseminated numerous practical tools and strategies to scientists and practitioners in the U.S. and Europe. Most prominent among these is a debriefing strategy, Team Dimensional Training (TDT), which has been used by thousands of teams including air-crews, command-and-control, nuclear power, law enforcement, firefighting, and medical teams. Currently, she is working with NASA to develop and test training strategies, including TDT, for astronauts going to Mars.



**Greg L. Stewart, University of Iowa**

Dr. Stewart is best known for his research on self-leadership, personality, and teams with a focus on improving work productivity and employee satisfaction. One of his major research contributions is demonstrating how personality traits affect work behavior and performance. His studies of workplace teams show the importance of properly designing teams by group composition, task design, and leadership to make them effective.

His more than 35 published articles, many of them in top regarded journals, and two widely used textbooks he has coauthored are an indication of the significant impact he has had upon the field. Dr. Stewart's research has been widely cited in the literature. He recently concluded his service as an associate editor of the *Journal of Management* and he continues to help advance the I-O profession by serving on the editorial boards of several leading journals.



**Lori Foster Thompson, North Carolina State University**

Dr. Thompson's research has had an impact both nationally and internationally. Perhaps her most dominant theme is contributing to the understanding of technology's role in the workplace. Her scholarship has focused on the work-related implications of familiar technologies such as web-based surveys as well as emerging innovations including avatars and intelligent agents. She is also helping to expand I-O psychology's boundaries by facilitating the development of a new subdiscipline, humanitarian work psychology, which focuses on how I-O psychology can enhance the quality of life for

those in the world's impoverished regions. Her work has been published in major journals, and she is currently coediting two SIOP Frontiers Series books entitled *The Psychology of Workplace Technology* and *Using I-O Psychology for the Greater Good*. She serves on SIOP's Executive Board and oversees the Visibility, External Relations, and International Affairs committees.



***Suzanne Tsacoumis, Human Resources Research Organization (HumRRO)***

Dr. Tsacoumis has had a major impact on I-O practice through her research, development, and implementation of personnel assessment and human capital systems, particularly for federal law enforcement agencies. Her work has measurably improved new-hire supervisory and managerial quality among thousands of agents that represent some of the country's most critical front-line national security personnel. She has also been a contributor to the Department of Labor's Occupational Information Network (O\*Net) by designing a valid and reliable methodology for collecting occupational data and by leading several critical special studies. One current stream of work involves designing and developing online simulations being used as high-stakes promotional assessments, as well as self-development tools, with an eye toward improving the measurement qualities. She has been extensively involved in the leadership of SIOP including serving as an officer on the Executive Board.



***Chad H. Van Iddekinge, The Florida State University***

Dr. Van Iddekinge is one of the leading scholars in the area of human resources staffing and has developed an impressive record for someone who has been in the field just over 10 years. He has published 25 articles, most in top journals, as well as some 75 conference papers, technical reports, and book chapters. His work has helped advance knowledge in areas such as the construct validity of selection interviews, the consequences of applicant retesting, and effects of staffing procedures on unit-level outcomes. He currently serves as an associate editor of *Personnel Psychology* and he has served on the editorial boards of *Human Performance*, *Journal of Applied Psychology*, and *Journal of Management*. Prior to joining Florida State, Dr. Van Iddekinge spent 4 years at HumRRO where he helped develop and validate staffing systems for the U.S. government and military.



***Jeffrey B. Vancouver, Ohio University***

Dr. Vancouver is well known and regarded as an authority on control theories in applied motivation and cognitive decision processes. His research has been programmatic and integrated using innovative computational models to examine complex psychological phenomena associated with goal-based

motivational processes. His publications provide consistent exemplars of how computational modeling should be done, and they illustrate how this methodology can specify and refine theory as well as generate testable and unique hypotheses. His work also includes the use of longitudinal data generated through creative within-person, empirical studies. He has contributed to I-O scholarship with 41 published articles, many in top journals, and he is sole author of 31 of them. In 2006, Dr. Vancouver was selected to membership in the Society of Organizational Behavior, a specialized group of about 50 scientists considered the top researchers in organizational behavior.



**Ruth Wageman, Harvard University**

Dr. Wageman's scholarly work has fundamentally altered the understanding of team processes, performance, and leadership. She has shown how task design, reward systems, and personal values interactively shape and sustain effective collaboration at work. More recently, she led an ambitious study of 120 international senior leadership teams that resulted in the well-received book, *Senior Leadership Teams: What It Takes to Make Them Great*, as well as numerous presentations at professional meetings. Because her contributions move so seamlessly and informatively between scholarship and practice, she is frequently invited to share her expertise with practitioners who want to do a better job of designing, supporting, and leading teams within organizations. She is serving as director of research for the Rippel Foundation's "ReThink Health" program, an initiative to help communities find ways of providing higher quality health care.



**Jeff A. Weekley, Kenexa Corporation**

Dr. Weekley's work focuses on the development and implementation of employee selection systems, performance management systems, and employee development, but perhaps he is best known for his pioneering research in developing situational judgment tests. His paper "Video-Based Situational Testing" was the first high-tech implementation of situational judgment testing. He has also made substantial contributions in strategic human capital, which have enhanced the visibility and strategic value of selection and assessment to organizational decision makers. Though his work is in the practitioner domain, he has contributed much to the science of I-O as evidenced by his 23 publications in scholarly peer-reviewed journals, a major book in the Frontiers Series, and 41 papers or other presentations. He is an influential practitioner who has significantly helped build Kenexa's assessment business.






***Mina Westman, Tel Aviv University, Israel***

Dr. Westman's research has been on stress, specifically, work-family issues and a particular focus that has brought her growing attention in recent years is her work on crossover. She has taken the lead in developing and refining theory and empirical research on the effects that stress and strain endured in the workplace emanate to the home and family sphere and how family relations and stress affect work experience. She was one of the first researchers to investigate how the work experiences of one partner affect the other. She has also demonstrated that positive experiences cross over as well. Another stream of research is centered on preventive stress management and how people recover from stress. Her work includes about 50 published papers, and she has been invited to make presentations at professional meetings throughout the world.



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

Dr. Zickar has made major accomplishments in two primary areas. First, he has contributed significantly to the development and evaluation of methods to detect faking in personality measures. Secondly, his work on personality measurement was among the first that extended the use of appropriateness measurement to items scored in a continuous fashion. This work, published in several respected outlets, has been cited frequently and has had tremendous influence on the work of others interested in personality assessment in general and the issue of faking in particular. His work on mixed-model IRT is especially important because it addresses the longstanding belief that there are subgroups that interpret personality items differently. A more recent interest is represented by a series of historical papers that have relevance for the science and practice today.



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## 2012 Frank Landy SIOP 5K Fun Run

Paul Sackett

It was a beautiful morning for the 20th Frank Landy SIOP 5K Fun Run along the San Diego harbor on Friday, April 26. We had record turnout of 158 runners, and a good time was had by all. Perennial winner **Stephen Murphy** held off **Nicholas Budzyn** by one second to take the men's division, with **Deborah Powell** winning the women's division. We also had a record number of entrants in the four-person team competition, with the University of Minnesota (**Nathan Kuncel, Chelsea Jenson, Adam Beatty, and Phil Walmsley**) narrowly edging Hogan Assessment Systems (**Kevin Meyer, Jarrett Shalhoop, Jackie VanBroekhoven, and Christopher Duffy**). Special thanks go to **Kevin Reindl** (3rd place overall) for finding us a great course and other local arrangements in San Diego. Join us next April for the 21st running in Houston.

### Top 10 Men

Name	Place	Time
Stephen Murphy	1	15:28
Nicholas Budzyn	2	15:29
Kevin Reindl	3	17:09
Eric Day	4	17:22
Patrick McCarthy	5	18:03
Michael Vinci	6	18:51
Michael Cullen	7	19:28
Jason Randall	8	19:30
Michael Callans	9	19:34
Jarrett Shalhoop	10	19:41

### Top 10 Women

Name	Place	Time
Deborah Powell	1	17:32
Chelsea Jenson	2	19:56
Amy Sund	3	20:55
Jackie VanBroekhoven	4	21:18
Ashley Thomalla	5	21:30
Jacqueline Spencer	6	21:33
Annette Towler	7	21:50
Eden King	8	21:55
Erica Barto	9	22:00
Mikki Hebl	10	22:00

### Age Group Winners

#### Women Under 40

Deborah Powell	17:32
Chelsea Jenson	19:56
Amy Sund	20:55

#### Men Under 40

Stephen Murphy	15:28
Nicholas Budzyn	15:29
Michael Vinci	18:51

#### Women 40-49

Mikki Hebl	22:00
Naomi Rodolitz	23:47
Alicia Grandey	23:58

#### Men 40-49

Kevin Reindl	17:09
Eric Day	17:22
Patrick McCarthy	18:03

#### Women 50-59

Annette Towler	21:50
Pat Sackett	35:19

#### Men 50-59

Jurgen Bank	19:45
Michael Russiello	20:36
Martin Kleinmann	23:02

**Age Group Winners (continued)**

**Men 60-69**

R. Gene Hoffman	24:50
M. Peter Scontrino	27:18

**Four-Person Teams**

University of Minnesota	86:33
Hogan Assessment Systems	87:09
HumRRO	89:19
University of Calgary	94:05
University of Zurich	94:28
Southern Illinois University	99:17
St. Mary's University	100:19
Middle Tennessee University	110:14
Rice University	113:26
Hofstra University	122:46

**Mixed Doubles**

Erica Barto/Miguel Gonzalez	41:56
Paul Sackett/Pat Sackett	59:30

**Advisor/Advisee**

Mikki Hebl/Larry Martinez	42:51
Alyssa Gibbons/Adam VanHove	54:40

**Scientist/Practitioner**

Matthew Monnot/George Montgomery	40:28
Liuqin Yang/Dan Putka	47:37

## **Are You on my.SIOP? What Members Are Saying About SIOP's New Online Network**

**Zachary Horn**

**Chair, SIOP Electronic Communications Committee  
Aptima, Inc.**

What a way to kick off SIOP's newest member benefit! We had a hunch that my.SIOP—SIOP's new social collaborative network for I-O—would fill a gap in the SIOP member experience, but the level of hands-on member engagement at the annual SIOP conference in San Diego was incredible!

Before the weekend was over, close to 1,000 SIOP members had already added content to their profiles, uploaded profile photos, added themselves to the community map, and began meeting other SIOP members in content groups. In case you missed it, the line for a “free professional photo” at the PDRI-sponsored photo booth routinely held 10 to 20 people. In total, over 400 members got their free photos taken—perfect for use on my.SIOP and elsewhere on the web.

Why all the commotion? It appears that the need for my.SIOP was greater and more immediate than we thought! The my.SIOP community serves as a central hub for everything SIOP—a single link ([my.siop.org](http://my.siop.org)) that gets you access to Exchange posts, public SIOP wiki, SIOP events calendar, community map, member profiles, and the latest from your groups. It does not replace LinkedIn or Facebook but instead provides you space and new tools for sharing and collaborating specifically with other I-O psychologists around the world.

Members each have their own “most useful” features. How will YOU use my.SIOP? Share your ideas with the community here: <http://my.siop.org/vb/forumdisplay.php?f=41>.

### **What Members Said: Features They Plan to Use Immediately**

During the conference, speakers mentioned how they intend to post their presentations in the my.SIOP community library (see the “SIOP 2012 Conference Presentations” folder), while many other attendees honed in on the utility of groups for introductions and collaboration. Here are just a few popular features and how SIOP members said they could be useful:

- *Profile tags*: Find symposium or poster collaborators for next year's conference; find others with common expertise and invite them to a new group.
- *Notifications*: Get individual e-mails for some content, daily digest e-mails for other content, and leave the rest on the site; send e-mails from some groups to your work account, others to your home account.
- *Groups*: Collaborate with others using the group wiki for shared note-taking (like Google Docs); use the blog for group announcements; post documents for download to the group library; send quick questions to the customizable group e-mail address.

- *Google map*: Find other I-O psychologists nearby for social hours; locate long-lost colleagues in cities you visit; discover new job opportunities.
- *Mobile view*: Update your profile; view news posted on My Page; search the Member Directory on the go; view a list of upcoming events from your groups. *Note*: Some features are still in progress and will be enhanced very soon.

### **What Members Said: Questions About Privacy and E-Mail Spam**

Members also asked some questions about whether my.SIOP is prone to issues such as privacy or getting flooded with e-mail. If these issues are preventing you from exploring my.SIOP, here are some answers that should put your mind at ease (please ask other questions in the Forum):

- “I’m hesitant to join groups because I don’t want to get slammed with e-mail.” Fear not! The default setting is for you not to receive any e-mail whatsoever. You can activate e-mail notifications and specify which types of content (blog posts, forum posts, etc.) to receive via e-mail. Content types and preferred e-mail addresses can be specified separately for each group.
- “I don’t like Facebook because of all the personal content. What about my.SIOP?” The my.SIOP community is intended for sharing knowledge and collaborating on I-O topics. There is embedded capability to link to your LinkedIn, Facebook, and Twitter pages, but that content should stay on those sites.
- “I don’t want the public to see my information.” Your profile is visible only to other SIOP members. Your profile automatically contains your Member Directory information. Whether you add a photo, tags, and more information is up to you!
- “I want to be on the community map, but without showing my street address.” When you add yourself to the community map, you can also hide your street address. The map will simply plot you in the center of your zip code.

### **The my.SIOP Plan Moving Forward**

Many members have already started brainstorming how to expand my.SIOP to include more content, more functionality, and greater public access to the materials and products that I-O psychologists have to offer. Over at the ECC, we love it. We are already making progress toward integrating the Consultant Locator and SIOP Exchange, in addition to other features.

To achieve all that’s possible with my.SIOP, the Electronic Communications Committee is now looking to expand greatly—effective immediately. If you are interested in helping shape the evolution of my.SIOP, please volunteer today to serve on the ECC using this link: <http://www.siop.org/cvs/>. Until next time, see you on my.SIOP!

## **You Can Now Customize Books in the Practice Series to Suit Your Needs**

**Allen I. Kraut**

**Series Editor, SIOP Professional Practice Series**

Imagine putting together your own collection of the best chapters from different I-O books to use in your course or workshop! Well, a customized package of chapters from the best recent I-O psychology books can now be served up just “the way you like it.”

This new way to pick exactly what you want for your students or clients, and create your own book with its unique title and cover, is now possible for all I-O books published by Jossey-Bass and Wiley. The publishers were encouraged by SIOP’s Executive Officer, David Nershi, and the SIOP Professional Practice Series Editorial Board to do this as a benefit to SIOP members.

The result is found at <http://customselect.wiley.com/collection/iopsych>. Going to this website gives you direct access to a few dozen recent books of high interest to the I-O and HRM communities. From there it is your own choice of what you want in your collection. (As part of the changes, these books are now available as e-books too.)

Let’s say you are one of the thousands who bought two recent books on talent management from the Practice Series and love having them as a resource in your personal library. So now you want to use parts of them for a seminar or workshop. Suppose these books are *Strategic Talent Management*, edited by **Rob Silzer** and **Ben Dowell** and *Handbook of Workplace Assessment*, edited by **John Scott** and **Doug Reynolds**. At 800+ pages and 24 chapters each, they are a “bargain of the century” and are invaluable references.

### **Three Steps to Success**

Faced with a course or workshop on these topics, you can pick just the chapters you really want for your particular audience. If you have a special view of talent management or want to focus on one aspect of it, you might even add chapters from other books in the series, like *Technology-Enhanced Assessment*, edited by **Nancy Tippins** and **Seymour Adler**, or *Advancing Executive Coaching*, edited by **Gina Hernez-Broome** and **Lisa Boyce**.

Before choosing the format you want, you can personalize your collection by adding any personal or institutional content or any other content for which you have copyright permission. You can also put these materials in any order you want, to follow your syllabus or workshop plan.

Finally, you can select or compose your own cover and title for the collection, listing your name and/or organization. And then choose if you want it printed on paper or in e-book format.

The available books cover a wide range of topics that I-O and HRM faculty and practitioners work in, including performance management, e-HR,

training and development, safety and health, and employee surveys. Case studies in these areas supplement the chapters describing current best practices. The books one can choose from also include volumes in the SIOP Organizational Frontiers Series.

At the last Editorial Board meeting at the San Diego SIOP conference, Jossey-Bass representatives presented these concepts to an enthusiastic reception. Lots of questions were raised, as with any innovation, but with great hopes for these new forms of sharing our knowledge and practice. Both electronic dissemination and the chance to customize our publications for a particular audience or a focused viewpoint holds out much promise for SIOP members.

Trying out the website is fairly easy. Only by using it will you know how much it can do and how to best use it. Again, the website to go to is: <http://customselect.wiley.com/collection/iopsych>.

This will show you the titles available for customizing and will display the chapters to choose from. The Professional Practices Editorial Board is eager to hear about your feelings and experiences with this new approach. Please send your comments to me at [Allen.Kraut@baruch.cuny.edu](mailto:Allen.Kraut@baruch.cuny.edu).

## **Come to New Orleans!**

**October 19-20, 2012 ✦ Hotel Monteleone**

**SIOP's 2012 Leading Edge Consortium, devoted to advancing research and enhancing the practice of environmental sustainability in work settings through employees, is being held in New Orleans. Come see how this vibrant city is making a comeback after Katrina and the oil spill, using sustainable processes and products. If you are interested in sustainability, the 2012 LEC is the place to be!**



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



## **Moving Forward: The Strategic Planning and Policy Ad Hoc Committee**

**Adrienne Colella**  
**Tulane University**

SIOP's current strategic plan was formalized in 2006-2007. It's important that we keep the plan current and make sure our activities stay in line with it. Furthermore, there is a need to look broadly across portfolios to examine strategic priorities, considering resource allocation, revenue sources, and competing opportunities for use of scarce resources. At its September 2011 meeting, the Executive Board decided that an ad hoc committee should be created to help inform SIOP's strategic planning, the priority of projects, and ways to fund these projects. In early December, I, as the then president, appointed the potential committee in consultation with the EB. We met in New Orleans for 2 days to develop the charge, staffing, and structure of this ad hoc committee. The group was composed of Cochairs **Deirdre Knapp** and **Ed Salas**, then Financial Officer **Mort McPhail**, Executive Director Dave Nershi, then President-Elect **Doug Reynolds**, and me.

### **Composition of the Strategic Planning and Policy (SPP) Ad Hoc Committee**

Based on the discussions in December, I, with agreement from the EB, appointed **Debra Major**, **Jeff McHenry**, Deirdre Knapp (convener), Mort McPhail, and Eduardo Salas to the committee. In the future, one member will rotate off the committee each year, and the current president will appoint a replacement. Eventually, all members will serve on the committee for 5 year terms. Care will be taken to ensure that membership of the SPP Ad Hoc Committee will consist of members representing diversity in terms of work setting and interests. So that all members of the ad hoc committee have sufficient knowledge about SIOP, members will be chosen from people who have held an elected position in SIOP or chaired a committee but are not current Executive Board members. Dave Nershi will serve as staff to the ad hoc committee.

### **Charge of the SPP Ad Hoc Committee**

The purpose of the SPP Ad Hoc Committee is to assist the Executive Board (EB) by delving into long-range issues to support the executive board's decision making. The SPP Ad Hoc Committee will perform a staff function for the president and the EB by providing an opportunity to gather and consider information (primarily from committees, but possibly from other sources), identify related initiatives and decisions to allow for more efficient and timely consideration by the EB, and review them in light of our strategic plan. However, the committee will not play a decision-making role in SIOP's governance.

The first issue to be addressed by the ad hoc committee is to better operationalize the objectives listed for SIOP's four strategic goals and to recommend metrics for assessment. Another role of the Strategic Planning and Policy Ad Hoc Committee will be to examine and consider the implications of emerging issues, which cut across EB portfolio areas. The SPP Ad Hoc Committee will "dig deeply" into important issues, in communication with portfolio officers and committee chairs, proposing strategies and objectives for Board consideration and action.

Finally, the SPP Ad Hoc Committee will consider priorities for the funding of projects in line with our strategic plan and financial goals. The SPP Ad Hoc Committee will look closely at SIOP's revenue models and develop options for the Board's consideration that keep in mind our mission and our existing financial principles.

#### **Reporting:**

The SPP Ad Hoc Committee will serve as an agent of and be responsible to the EB with expectation of significant exchange of ideas and questions. The EB will present issues to the SPP Ad Hoc Committee for consideration. The SPP Ad Hoc Committee will then report back to the EB, which will vote on any recommendations. The Board will then rely on the portfolio officers, committees, Administrative Office, alliances, or other means to put strategies and policies into action.

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STEVE W. J. KOZLOWSKI is Professor of Organizational Psychology at Michigan State University. He serves as the editor for the *Journal of Applied Psychology*.

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## Announcement of New SIOP Editors

**Scott Highhouse**  
**Past Publications Officer**

A call for nominations for SIOP's book Professional Practice and Organizational Frontiers book series editors went out in the October 2011 issue of *TIP* and appeared on the SIOP website and in the electronic newsletter. The selection process took place over a period of months and involved considerable time and effort from the Publications Board members: **Fritz Drasgow, Chuck Lance, Cindy McCauley, Paul Sackett, Lynn Shore, Lois Tetrick,** and Scott Highhouse (chair).



The Publications Board unanimously recommended that **Nancy Tippins** be approved by the executive board as new editor of the Professional Practice Series.

Nancy is a senior vice president and managing principal of Valtera Corporation where she is responsible for the development and execution of firm strategies related to employee selection and assessment. Prior to joining Valtera, Nancy worked as an internal consultant in large *Fortune* 100 companies, developing and validating selection and assessment tools. She participated in the revision of the *Principles for the Use and Validation of Personnel Selection Procedures* and sits on the current committees to revise the *Standards for Educational and Psychological Testing* and the new ISO 9000 standards for assessment. Nancy is active in professional affairs and is a past president of SIOP. She is a Fellow of SIOP, the APA, and the Association for Psychological Science (APS).



The Publications Board then unanimously agreed to recommend **Rich Klimoski** as the new Organizational Frontiers Series editor.

Richard holds a dual appointment as both professor of Psychology and professor of Management in the School of Management at George Mason University. He is a past editor of the *Academy of Management Review* and served as an associate editor of the *Academy of Management Learning and Education* journal from 2006-2009. Klimoski is a Fellow of the Academy of Management, APA, APS, and SIOP. Klimoski has received numerous awards and honors and has held many leadership and service positions in scientific/professional societies.

These selections were approved by the Board at this year's SIOP conference. Congratulations to Nancy and Rich!

## Change in Submission and Closing Dates for Applications for SIOP Foundation Funding Opportunities

Leaetta Hough  
Chair, Awards Committee

Applications for SIOP Foundation research and scholarship funding programs will be accepted beginning in late July 2012 and end October 15, 2012.

Active SIOP members will receive an e-mail announcing the online acceptance of applications. The following opportunities will be available:

*Small Grant Program.* This program, supported by earnings from gifts to the Advancement Fund, provides funding for SIOP members in support of research-related activities that are of interest to both academicians and practitioners. The maximum size for any one grant is \$7,500.

*Douglas W. Bray and Ann Howard Research Grant.* This research grant provides biennial funding, of up to \$10,000, designed to support research on assessment center methods as well as research into the development of managers and leaders. The grant may focus on the assessment method, the content area of interest, or preferably both.

*Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology.* The Joyce and Thayer Fellowship is designed to provide financial support to a doctoral student in I-O psychology who is specializing in training and development and/or selection and placement. The fellowship provides an annual award of \$10,000. Eligible recipients may reapply for a second year of funding.

*Graduate Student Scholarships (GSS).* This fund provides scholarships to graduate students in I-O or related field to assist students with the costs of carrying out their dissertation work. The top rated application will receive the Lee Hakel Scholarship designation which comes with a \$3,500 award. Two additional scholarships will each be awarded \$3,000.

**NEW THIS YEAR:** *George C. Thornton III Graduate Scholarship.* The Thornton Scholarship was created by friends and colleagues in his honor to acknowledge doctoral students in I-O psychology who epitomize the scientist-practitioner model in his or her training, research, and practicum experiences. This scholarship comes with a \$3,000 award.

Look for these funding opportunities next year:

*Sidney A. Fine Grant for Research on Job Analysis.* Supports research that will further the usefulness of analytic strategies to study jobs, especially as to the nature of job content and organizational structures in which work is performed.

*Mary L. Tenopyr Graduate Student Scholarship.* In honor of a SIOP legend, a biennial scholarship is awarded that promotes education in industrial and organizational psychology.

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found at [www.siop.org/foundation/information.aspx](http://www.siop.org/foundation/information.aspx). Fund recipients will be announced at the 28th SIOP Annual Conference in 2013 in Houston.

## **Report From the APA Council of Representatives, February 2012 Meeting**

**Debra A. Major**  
**Old Dominion University**

The next American Psychological Association Council of Representatives meeting will be held August 2012 in Orlando, FL in conjunction with the APA Convention. During the convention, Debra Major and **John Scott** will host a session on the ways in which SIOP and APA work together, especially for those who would like to become more involved in either or both organizations.

In February 2012, SIOP representatives Debra Major, **David Peterson**, **Paul Thayer**, and John Scott attended the winter APA Council meeting in Washington, D.C. The Council devoted over a half-day of its 2½ day meeting to a “mega issues” discussion as part of APA’s Good Governance Project (GGP). The GGP recently concluded an assessment of the APA governance system and brought forward recommendations designed to more fully align the system with what is needed for a 21st century organization. The data indicated that Council members wanted to be engaged in discussing strategic issues that have significant impact on the discipline. Toward that end, Council was provided with a background document for its discussion of how technology will impact psychology and APA over the next decade. The discussion centered on such ideas as using social media in public education, how to train psychology faculty in new technologies, delivering research findings through technology, the role of new technologies in data sharing, and the creation of psychology apps. More information regarding the GGP and the technology background materials can be found at <http://www.apa.org/about/governance/good-governance/index.aspx>.

APA president Suzanne Bennett Johnson updated the Council on her three presidential initiatives, which focus on the nation’s obesity crisis, how to attract more early career psychologists to APA, and interdisciplinary practice and science. For more information about these presidential initiatives, including a link to Johnson’s Presidential Report to Council, go to <http://www.apa.org/about/governance/president/index.aspx>.

Concerning education in psychology, the Council adopted two new guidelines: a taxonomy for education and training in professional psychology (<http://www.apa.org/ed/graduate/specialize/crsppp.aspx>) and a framework for the preparation of high school psychology teachers (<http://www.apa.org/ed/precollege/topss/index.aspx>). Council also approved funding to support a meeting of a Board of Educational Affairs task force charged with revising the *APA Guidelines for the Undergraduate Major in Psychology*.

Additionally, the Council:

- Rejected a proposal to eliminate the dues discount for APA members who are also members of the Canadian Psychological Association.

- Approved a proposal to eliminate the practice of invoicing APA members for unpaid back-year dues.
- Approved two journals: a Div. 54 journal: *Practices and Services Delivery in Pediatric Psychology*, and an American Psychological Association of Graduate Students journal: *Translational Issues in Psychological Science*.
- Received the reports of the 2011 Presidential Task Force on Immigration and the 2011 Presidential Task Force on Diversity and Discrimination.
- Approved the 2012 APA budget of \$105.2 million in revenues and \$104.9 in expenses. APA publications and databases generate \$80 million in revenue annually.



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## **SIOP 2013 Annual Conference Program: Houston**

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

The 2013 Program Committee is already in full conference-planning mode for Houston! The 3-day program format will include master tutorials, Friday seminars, communities of interest, interactive posters, keynote speakers, a Thursday theme track, and the heart of our conference, the peer-reviewed programming. Next year's theme track, which is a full-day conference within a conference, will provide in-depth programming around cutting edge topics appealing to both academics and practitioners on the topic of "Bringing I-O Innovations to Life: Making Our Work Stick in Organizations."

Below is a high-level timeline to help you plan for the 2013 conference:

**Early July 2012: Call for Proposals (electronic only).** Members will receive an e-mail message with a web link to the Call for Proposals.

**Early-mid July 2012: Reviewer recruitment.** Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP professional members (Fellows, Members, Associates, International Affiliates, and Retired statuses) are eligible. SIOP Student Affiliates who have successfully defended their dissertation proposal and presented at a SIOP conference as a first author are eligible. The review process is essential to the success of the program and we encourage everyone to sign up. WE NEED REVIEWERS! PLEASE SIGN-UP!

**September 12, 2012: Submission deadline.** The submission process will be entirely electronic. The Call for Proposals will have details. (This deadline always arrives faster than we think it will, so do get started thinking about your submissions!)

**Early October 2012: Submissions sent out for review.**

**Early November 2012: Reviews due back.**

**Early December 2012: Decision e-mails.** Submitters will be sent information on how to access the decision portal.

**Early March 2013: Program published.** The conference program will continue to be published both in a hardcopy booklet and on the web. Remember that only those who register by the early registration deadline will receive their programs in the mail.



**SIOP Proudly Presents the 8th Annual  
Leading Edge Consortium**

**Environmental Sustainability at Work: Advancing  
Research, Enhancing Practice**

**October 19–20, 2012  
Hotel Monteleone, New Orleans, Louisiana**

SIOP's 2012 Leading Edge Consortium is devoted to advancing research and enhancing the practice of environmental sustainability in work settings through employees. Organizations are increasingly concluding that environmental sustainability is central to their missions. As organizations transform to minimize, mitigate, and neutralize their environmental impact, I-O psychology is uniquely positioned to aid in these efforts.

This meeting will bring together an interdisciplinary team of experts and keynote speakers from industry, psychological research, the environmental sciences, and consulting. Sessions will address interdisciplinary aspects and how I-O science and practice can contribute, the business case for environmental sustainability, and how sustainability can become a competitive advantage, as well as specific issues relevant to I-O practitioners. Organizations at the cutting edge of environmental sustainability practices will report on their experiences with interventions to make their operations more sustainable through human resources. For more information, visit the LEC page at [www.siop.org/lec](http://www.siop.org/lec).

The LEC chairs have been working hard to line up an impressive group of speakers and presentations for this event. Some of this year's highlighted speakers include:

- **Trent Burner**, Senior Director, Job Design/Analysis and Employee Selection, Wal-Mart
- John Elstrott, Chairman of the Board, Whole Foods
- **Edward Lawler**, Director of the Center for Effective Organizations, University of Southern California
- **Deniz S. Ones**, Distinguished McKnight Professor, University of Minnesota
- **Karen Paul**, Head of Global HR Measurement, 3M
- David Rivkin, Technical Officer, National Center for O\*Net Development
- **Chris Rotolo**, Senior Director, Senior Director, Organization Assessment & Measurement, PepsiCo
- **Mark Schmit**, Vice President of Research, Society for Human Resource Management

These are just a few of the impressive speakers who will be presenting at this year's Consortium. Check the SIOP LEC page at <http://www.siop.org/lec> for more information, including a complete list of speakers and presentations, speaker bios, hotel information, a list of related publications and articles, and much more.

This is an opportunity for professional development you won't want to miss. Attendees will get the chance to interact with some of the leaders in the field of environmental sustainability in an intimate setting conducive to discussion. The consortium includes lunch on Friday and Saturday, breaks, and receptions on Thursday and Friday evening, the perfect events for continuing the discussion and meeting new contacts in the field. Registration is \$425 on or before August 29, 2012. After the early registration deadline the fee is \$495, so register today.

We hope you will make plans to join us for this important and innovative event!

#### **2012 LEC Chairs**

**Sara P. Weiner-Kenexa**, Chair

**Stephan Dilchert**-Baruch College, Science Co-Chair

Deniz S. Ones-University of Minnesota, Science Co-Chair

Mark J. Schmit-SHRM, Practice Chair

	<p><b>Environmental Sustainability at Work: Advancing Research, Enhancing Practice</b></p> <p><b>October 19–20, 2012</b> <b>Hotel Monteleone</b> <b>New Orleans, Louisiana</b> <b><a href="http://www.siop.org/lec">www.siop.org/lec</a></b></p>
<p><b><i>Register today for the best rate at <a href="http://www.siop.org/fallconsortium/">www.siop.org/fallconsortium/</a></i></b></p>	

## OBITUARIES

### Sidney Gael

Dr. Sidney Gael passed away February 25, 2012. Dr. Gael received his PhD in 1966 from the Ohio State University. He had a long career in I-O psychology. He spent 25 years working for AT&T in the Management and Non-Management Selection and Development Groups, working for Don Grant and Mary Tenopir, where he specialized in job analysis and test development. He developed several innovative assessment procedures for service representatives. Recognized as an expert in both job analysis and test litigation, he provided many rich insights that supported the success of thousands of AT&T employees. After the breakup of the Bell System in 1984, he continued these efforts while working for Bellcorp and also continued, following his retirement, to provide consulting services to them. Dr. Gael authored several books and publications in the area of job analysis including *Development of Job Task Inventories and Their Use in Job Analysis Research* and *The Job Analysis Handbook for Business, Industry, and Government*. He is survived by his wife Evelyn, and sons William, Michael, and Jonathan.

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### William C. Howell (1932-2012)

Written by Wayne Camara

Bill Howell passed away at his home near Phoenix, Arizona on April 14, 2012 after a prolonged illness. Bill had several careers in psychology. Many colleagues may best remember him through his academic and research contributions while at The Ohio State University (1957–68) and Rice University (1968–1989), while others may know him best through either his role as chief research scientist at the U.S. Air Force Human Resources Laboratory (1989–1992) or as executive director of science at the American Psychological Association (APA, 1992–1998). In all roles and all organizations, Bill made a tremendous and lasting connection with people and sought to always leave things better than when he arrived.

Bill made many contributions through scholarship, academics, science policy, and service to professional psychology during his over 40 year professional career. His research in decision science and cognition stands out as having both sustained and significant impact on our understanding of the complexity of processes involved in human decision making. He published well over 50 papers in peer-reviewed journals and an equal number of technical reports for the Office of Naval Research and related outlets on topics such as human performance, engineering psychology, and memory. He coauthored or coedited a half dozen books, including three editions of *Essentials in Industrial and Organizational Psychology* with Robert Dipboye. Equally important

were Bill's contributions to building and sustaining the graduate programs at Rice University, where he served as chair of the department for 17 years, and his contributions to professional associations and science policy.

Prior to joining APA in 1992 as the executive director of science, he had served many leadership roles in APA including president of Division 21 (Applied Experimental and Engineering Psychology), APA Finance Committee, APA Investment Committee, Council of Representatives, Board of Professional Affairs and Committee on Research Support. Clearly, I knew Bill best from my 8-year tenure at APA's Science director and had been fortunate to have more than occasional professional and personal contact with him each year since then.

Today it is easy to forget the divisive climate that existed between some elements of academic and clinical psychology within APA in the early 1990s. Academic and research members had just failed in an attempt to restructure APA, and many of these leaders appeared to give up on APA and instead formed the American Psychological Society. Bill's two immediate predecessors had left under extremely controversial and unpleasant situations. The level of animosity and open hostility between leadership representing practice and academic interests in APA increased. As these events unfolded, morale among staff in the science directorate and APA members who cared deeply about science continued to worsen. It was not an easy situation to enter at that time.

Many of us believe Bill deserves the lion's share of credit for building consensus and compromise among these and other diverse groups and constituencies. He was brilliant and tireless in finding ways to advance science and retain academic and research members. He sought out win-win situations and was responsible for convincing APA to adopt policies and programs that supported research interests even though governance was overwhelmingly represented by practice members. He conceived, developed, and sold a dual dues program and journals discount program to help retain scientists. He worked closely with other educational and scientific leaders in the behavioral science such as the chairs of graduate departments of psychology to retain membership and represent their interests and perspectives within APA. He traveled to countless universities to address faculty and graduate students about the unique and important role APA plays in science policy and scholarly publication. He was a brilliant scholar, skillful diplomat, exceptional manager, and underappreciated marketer for scientific psychology.

In the weeks after Bill's passing I have spoken with a few former colleagues we worked with at APA. Much of what we remember about Bill is his self-deprecation, his dry sense of humor (who could forget how he said "dumb as dirt"?), his deep affection for those around him, and his absolute brilliance. My personal memories are of more casual times we spent together with staff and a handful of exceptional and loyal APA members at conventions, at his home, or late in the day in the halls of APA. In writing this statement I reviewed the letters of support that resulted in his receipt of the

2012 Raymond Fowler Award for Outstanding Contributions to APA. This award will be given posthumously at the APA Convention this summer. I am sure he would have been truly honored and grateful, but even more embarrassed by this recognition. Several nominators described Bill's deep integrity, and one noted how he refused to list grants or projects on his resumé unless he had a major role in their development. A former colleague at APA wrote in their nomination letter that "Bill is just a wonderful person in every way; he is deeply dedicated to the advancement and preservation of APA and psychology and is one of the best managers that I have ever had the pleasure of working with...he is kind, thoughtful, and did whatever it took to get the mission accomplished even if it was at his own personal expense."

Bill truly cared about the personal and professional lives of others. He provided mentorship and advice to me on numerous occasions both while at APA and after I departed. I recall one afternoon he dropped by my office to discuss what I wanted to be doing in 5 years from now. Hearing my answer, he counseled me to consider leaving APA and return to more applied research work. That resulted in my current position at the College Board. He appointed me to editorial roles, he nominated me for scientific committees and honors (e.g., awards, fellowship), and I recall him calling to ask if my career would be enhanced by an appointment as an associate editor to a top-tier journal with the idea that I might take on editorship when he stepped down. Bill was generally calm and steady in dealing with very heated and controversial issues, but at times he would just "lose it." He told me once that to be successful in a senior management role in an organization such as APA you had to be willing to lose your job for principle. At that time I had two very young children and a large mortgage. But on at least two occasions he offered to resign if the senior leadership was unwilling to support key scientific positions that were central to our goals of retaining and representing scientific psychology. He ensured that I didn't have to lead those fights but also was quick to remind me that you don't play that card too often.

I was surprised when Bill told me he was retiring and moving to Gold Canyon, Arizona in 1998. Bill loved running, hiking, and especially golf. I have recently learned he was also a pretty good gardener. He explained that in Arizona he could pursue these hobbies year round and still be located next to a large airport so he could frequently see his four children and eight grandchildren. He was free to share opinions about politics, books, what car I should purchase, and how to maintain outdoor furniture (I still own the same patio furniture he recommended I purchase back in 1994, and it looks brand new). He was active professionally after 1998. He continued to serve as editor of *Human Factors* and was associate editor of the *American Psychologist*. He served on the Board of Trustees for the American Psychological Foundation and was chair of APA's Board of Convention Affairs, leading a controversial and difficult fight to gain major changes in the APA Convention. The reduced length, compressed program, and common themes are initiatives he

felt were required to sustain the convention for another decade, and those changes are still in effect today.

Often highly accomplished scientists and leaders are remembered for their professional accomplishments, contributions to the literature, or distinguished positions they held. Anyone who worked closely with Bill will remember his warmth, caring, wit, and integrity. He made a personal connection with students, colleagues, and fellow psychologists—he was a very special individual.

Bill Howell is survived by his wife, Patricia Lilley Howell; two daughters and their husbands, Karen and Ray Toomey (Colorado Springs), and Carol and Bill Sevier (Belgium); elder son and wife, Stephen and Toni Howell (Arlington, VA); and his younger son, Stuart Howell (Montana). He also leaves behind eight grandchildren and one sister, Elizabeth Chapman (Norway). Two memorial funds have been established in Dr. Howell's name:

Rice University—Professor William C. Howell Endowed Fund in Psychology; Giving.Rice.edu. Contact: Julie Platek, [jplatek@rice.edu](mailto:jplatek@rice.edu); <http://psychology.rice.edu/Content.aspx?id=243>.

American Psychological Foundation—The William C. Howell Scholarship; [www.APA.org/APF](http://www.APA.org/APF). Contact: Kimberly Rowsome, APF Sr. Development Officer (202) 336-5622.

## SIOP MEMBERS IN THE NEWS

### Clif Boutelle

SIOP members continue to be credible and reliable sources for reporters writing stories about the workplace. It is not always the mainstream press—large metropolitan newspapers and magazines—contacting SIOP members. There are hundreds of specialty publications and websites looking for knowledgeable people to assist with their stories. These publications have a surprisingly large readership and offer significant exposure opportunities for I-O psychology and SIOP members. Often these stories are picked up by the mainstream news media.

And, as always, presentations at the annual conference are a rich source of story ideas for media. The Administrative Office is now sending brief recaps of selected conference presentations, entitled *Research Digest*, to reporters. Given credible and interesting story ideas, reporters will develop their own stories by contacting SIOP members. As a result, several stories have been written about SIOP members' research.

Every media mention of a SIOP member and his or her work or comment in the media is helpful to our mission to gain greater visibility for I-O psychology.

Following are just some of the media mentions from the past several months:

In a May 2 *Business Week* article about whether employees should be disciplined for emotional outbursts, **Ben Dattner** of Dattner Consulting in New York City said companies should not be so quick in laying off people who demonstrate certain types of aggressive behavior. It depends on whether the behavior was directed at another worker or at company property, like a computer or water cooler. "Open-minded organizations try to think in larger terms: Is this an individual issue, or are we all feeling frustrated?" he said.

Dattner also contributed to an April 5 *CNN Money* story about workplace stress. He said managers should look for signs, such as errors and missed deadlines or even little things like no longer greeting coworkers. "Small things can be a harbinger of big problems later," he said.

**Madeline Heilman** of New York University was quoted in an April 2 *New York Times* story about the lack of women in computer science professions. According to the Bureau of Labor Statistics, women comprise only 19% of software developers, and the statistics are similar in other computer science-related areas. Part of the problem is the recruiting of employees. "There's a bias in the system," said Heilman, "There's the perception that women somehow don't have the right stuff to fulfill these roles. It's very hard to crack and has consequences for selection, promotion and task assignment."

In a story about organizations using a co-CEO structure in the April 2 issue of *Chief Executive* magazine, **Paul Winum** of RHR International (Atlanta) said there were plenty of examples where two heads are indeed bet-

ter than one. “It seems counterintuitive but the single CEO, ‘buck stops here model’ is not the only model that works,” he said, citing several examples of successful co-CEO arrangements.

He also commented in a February 28 story in the *Sarasota Herald Tribune* about a private company having its third CEO in 15 months. “At private companies, and particularly family-owned businesses, which constitute tens of thousands of businesses, there’s no outside pressure other than the dynamics of families,” Winum said. He also noted that research on the issue of succession indicates that companies perform a lot better when an insider is chosen over an outsider.”

There are several important characteristics to consider when assessing a job: pay and career opportunities to name a few, but the company’s culture is often overlooked said **Brad Brummel** of the University of Tulsa in an April 3 *U.S. News and World Report* story. Culture is hard to define and measure, and organizations tend to hide the worst parts of their culture during interviews. When researching a company it is best to go beyond the company website and do some research on a wider scale, including Twitter, Facebook, and third party review sites, although it is important to recognize that disgruntled employees may use the sites to vent their dissatisfaction.

The April 4 *Wall Street Journal* carried a story describing how some executives are asking employees to help identify and reward coworkers’ performance. **Denise Rousseau** of Carnegie Mellon University said rank and file workers often have the best information as to how others really perform. **Ed Lawler** of the University of Southern California said for that model to work “you need management that is comfortable giving up some say, and let’s face it, human nature isn’t all programmed that well.” He added that a growing body of research suggests that giving employees a voice in decision making, from performance assessment to idea generation, tends to result in higher employee satisfaction and, in some cases, greater profitability and productivity.”

Narcissists tend to do well in job interviews, according to a study co-authored by **Peter Harms** of the University of Nebraska-Lincoln. In the narrow context of job interviews, people with varying levels of narcissism (i.e., chronic self-promoters who spoke quickly and at length and who used ingratiation tactics such as smiling, gesturing, and complimenting others) received more positive evaluations from raters. “This shows that what is getting narcissists the win is the delivery,” said Harms. “On the whole we find very little evidence that narcissists are more or less effective workers. But what we do know is that they can be very disruptive and destructive when dealing with other people on a regular basis. If everything else is equal, it is probably best to avoid hiring them,” he concluded. The research was published in numerous outlets including the April 4 *Toronto Globe and Mail*, *Lincoln Journal Star*, *Forbes*, and *Business Insider*.



Faced with cutting nearly 600 civilian jobs, Wright Patterson Air Force Base in Dayton, OH, must deal with the departure of many highly experienced employees. **Brian Lyons** of Wright State University noted in an April 20 *Dayton Daily News* story that the loss of so many valuable workers can erode institutional knowledge. "That leaves a shortage of knowledge and skills across the board," he said. The impact, though, can be lessened with a mentoring program.

The March *Federal Register* included a final ruling by the Equal Employment Opportunity Commission on "Disparate Impact and Reasonable Factors Other Than Age Under the Age Discrimination in Employment Act." The ruling cited a study on age stereotypes in the workplace by **Michael Campion** of Purdue University and **Richard Posthuma** of the University of Texas-El Paso.

**Joanne Silvester** of the University of London was quoted in a March *BBC News Magazine* story claiming that a bias toward extroverts puts them at an advantage in the workplace but that introverts are high achievers as well. Silvester said most organizations looking to recruit would steer toward extroverts on the assumption they make better leaders. Though extroverts may be better suited for some professions, like sales, introverts, because they are more willing to stand back and listen and take extra time to come up with a conclusion, may perform better in some organizations.

**Lynda Zugec** of Workforce Consultants based in Stoney Creek, ON, contributed to a March 22 *CBS News* story about mistakes to avoid in online job interviews. She said it was important to be sure the interviewer can hear and see (if using Skype) clearly. "It is in your best interests not to proceed if technical difficulties present themselves as the interviewer will be challenged in focusing on your responses, and it has the potential to reflect poorly on you," she said.

When an ex-employee wrote a stinging commentary about his former employer, Goldman Sachs, it prompted a lot of reactions in the business press. In a March 15 *Chicago Tribune* story, two SIOP members were asked for their thoughts. **Robert Rubin** of DePaul University said the former employee's complaints resonated with many employees because they feel their company's practices violate its promise to customers and employees. **Stephen Laser** of Chicago-based consulting firm Stephen A. Laser Associates said such criticism, especially when well thought out, can spur positive change within an organization, that is, if the organization is willing to take a deep introspective look at what was being said instead of being overly defensive.

The less people sleep the more likely they are to cyberloaf was the finding of research conducted by **David T. Wagner** of Singapore Management University, **Christopher M. Barnes** of Virginia Tech, **D. Lance Ferris** of Pennsylvania State University, and Vivien K. G. Lin. Their findings were reported in a March 11 *Wall Street Journal* article. The study focused on the Monday after the time change in the spring, a time when people, on average, sleep 40 minutes less than normal. Entertainment-related and other Internet searches were 3.1% higher on the posttime shift Monday.

Many workers at one time or another have dreaded attending meetings because they are too long, irrelevant, and unproductive. A March 4 *Daily Oklahoman* story cited research by **Joseph Allen** of Creighton University that found that managers who make meetings relevant, encourage employees to speak about the topics being discussed, and who are cognizant of the length of meetings created an engaged and motivated workforce. "Meetings must have a purpose and that purpose must be meaningful to those required to attend," he said.

**Paul Baard** of Fordham University contributed to a January 15 *Wall Street Journal/MarketWatch* story about handling anxiety in a stressful work environment. Try to help others rather than overburdening yourself with self-doubt and resentment, he advised. "In order to remain self-motivated, research has found that the innate psychological need for competence must be satisfied. This drive pertains not only to the ability to do a job but to achieve something through it—to have impact, to contribute. A way an employee can expand opportunities to satisfy this need is to help the team succeed by encouraging others," he said.

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

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

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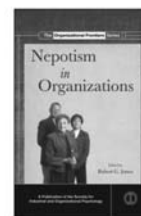
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IOTAS

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

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

The I-O program at Purdue University is pleased to welcome two new faculty members, **Deborah Rupp** and **Louis Tay**. Deborah Rupp's appointment began in August 2011 when she assumed the William C. Byham Chair in Industrial and Organizational Psychology. Louis Tay's appointment will begin in August 2012 when he joins the faculty as a new assistant professor. They will join the current faculty members **Carolyn Jagacinski**, **James LeBreton**, and **Sang Woo**. In addition, **Howard Weiss** was appointed professor emeritus in January 2012. The I-O program also maintains close connections to faculty in the Krannert Graduate School of Management, many of whom also hold appointments in psychology including **Michael Campion**, **Deidra Schleicher**, **Christine Jackson**, and **Kelly Schwind-Wilson**.

Roosevelt University (RU) would like to welcome **Dr. Joe Mazzola** to the I-O psychology faculty. Dr. Mazzola's PhD was completed at the University of South Florida. He specializes in occupational health psychology. Dr. Mazzola will help welcome the first PhD students in the history of RU in Fall 2012. We look forward to his help in shaping the recently approved PhD program in I-O psychology.

**Russell Matthews**, who is currently at Louisiana State University, will be joining the faculty at the Department of Psychology at Bowling Green State University. He will be joining **Scott Highhouse**, **Christopher Nye**, **Steve, Jex**, **Mike Zickar**, and **Bill Balzer** in the Industrial-Organizational Psychology doctoral program.

### **Honors and Awards**

**Gary Johns** will receive the Award for Distinguished Contributions to Industrial and Organizational Psychology from the Canadian Society for Industrial and Organizational Psychology. The award, which is given every 4 or 5 years, will be presented at the annual convention of the Canadian Psychological Association in Halifax, Nova Scotia in June.

**Dianna Stone**, University of Texas at San Antonio, received the 2012 Leading Editor Award from Emerald Publishing Company. The award was given in recognition of her accomplishments as editor of the *Journal of Managerial Psychology (JMP)*. In the last 4 years she has moved the journal from a bottom 50% journal to a top 21% journal in applied and social psychology.

*JMP* now has a 2.15 impact factor, and a 15% acceptance rate. The journal focuses on industrial and organizational psychology, organizational behavior, human resource management, and social issues. Dianna notes that her editorial team really deserves the award including Kay Wilkinson, Nancy Rolph, the associate editors, editorial review board members, editorial advisory board members, authors, and reviewers.

Congratulations to all!

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

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*Adopted May 25, 2011*

## **Announcing New SIOP Members**

**Mo Wang**  
**University of Florida**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 15, 2012.

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***WELCOME!***





## CONFERENCES & MEETINGS

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

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

### 2012

- July 22–25      Annual Conference of the International Personnel Assessment Council. Las Vegas, NV. Contact: IPAC, [www.ipacweb.org](http://www.ipacweb.org).
- July 28–Aug. 2      Annual Convention of the American Statistical Association. San Diego, CA. Contact: ASA, [www.amstat.org](http://www.amstat.org). (CE credit offered.)
- Aug. 2–5      Annual Convention of the American Psychological Association. Orlando, FL. Contact: APA, [www.apa.org](http://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](http://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](http://www.siop.org/lec). (CE credit offered.)
- Oct. 22–26      Annual Conference of the Human Factors and Ergonomics Society. Boston, MA. Contact: The Human Factors and Ergonomics Society, [www.hfes.org](http://www.hfes.org). (CE credit offered.)
- Oct. 22–27      Annual Conference of the American Evaluation Association. Minneapolis, MN. Contact: AEA, [www.eval.org](http://www.eval.org).
- Oct. 26–27      River Cities I-O Psychology Conference. Chattanooga, TN. Contact: <http://www.utc.edu/Academic/Industrial-OrganizationalPsychology/RCIO2012.htm>
- Nov. 6–8      Annual Conference of the International Military Testing Association. Dubrovnik, Croatia. Contact: [www.internationalmta.org](http://www.internationalmta.org).

## 2013

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|----------------|---|
| Feb. 3–6       | Annual Innovations in Testing Conference, Association of Test Publishers. Ft. Lauderdale, FL.<br>Contact: <a href="http://www.innovationsintesting.org">www.innovationsintesting.org</a> .              |
| Feb. 21–24     | Annual Conference of the Society of Psychologists in Management (SPIM). Scottsdale, AZ.<br>Contact: <a href="http://www.spim.org">www.spim.org</a> . (CE credit offered.)                               |
| March 13–16    | Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA,<br><a href="http://www.sepaonline.com">www.sepaonline.com</a> . (CE credit offered.)                       |
| March 14–16    | International Congress on Assessment Center Methods. Stellenbosch, South Africa.<br>Contact: <a href="http://www.assessmentcenters.org">www.assessmentcenters.org</a> .                                 |
| March 15–19    | Annual Conference of the American Society for Public Administration. New Orleans, LA.<br>Contact: ASPA, <a href="http://www.aspanet.org">www.aspanet.org</a>  |
| April 11–13    | Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX.<br>Contact: SIOP, <a href="http://www.siop.org">www.siop.org</a> . (CE credit offered.)                     |
| April 27–May 1 | Annual Convention, National Council on Measurement in Education. San Francisco, CA. Contact: NCME,<br><a href="http://www.ncme.org">www.ncme.org</a> .  |
| April 27–May 1 | Annual Convention, American Educational Research Association. San Francisco, CA. Contact: AERA,<br><a href="http://www.aera.net">www.aera.net</a> .   |
| May 16–19      | Work, Stress, and Health 2011. Los Angeles, CA.<br>Contact: <a href="http://www.apa.org/wsh">www.apa.org/wsh</a> .  |
| May 19–22      | Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, <a href="http://www.astd.org">www.astd.org</a> .   |
| May 23–26      | Annual Convention of the Association for Psychological Science. Washington, DC. Contact: APS,<br><a href="http://www.psychologicalscience.org">www.psychologicalscience.org</a> . (CE credit offered.)  |
| June 13–15     | Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Quebec City, Quebec.<br>Contact: <a href="http://www.psychology.uwo.ca/csiop">www.psychology.uwo.ca/csiop</a> . |
| June 16–19     | Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM,<br><a href="http://www.shrm.org">www.shrm.org</a> . (CE credit offered.)                                    |

## **Information for Contributors**

***Please read carefully before sending a submission.***

*TIP* encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

### ***Preparation and Submission of Manuscripts, Articles, and News Items***

Authors may correspond with the editor via e-mail, at [lsteelma@fit.edu](mailto:lsteelma@fit.edu). All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 6th edition.

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

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

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

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

### ***Review and Selection***

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

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*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](mailto:graphics@siop.org), (419) 353-0032.

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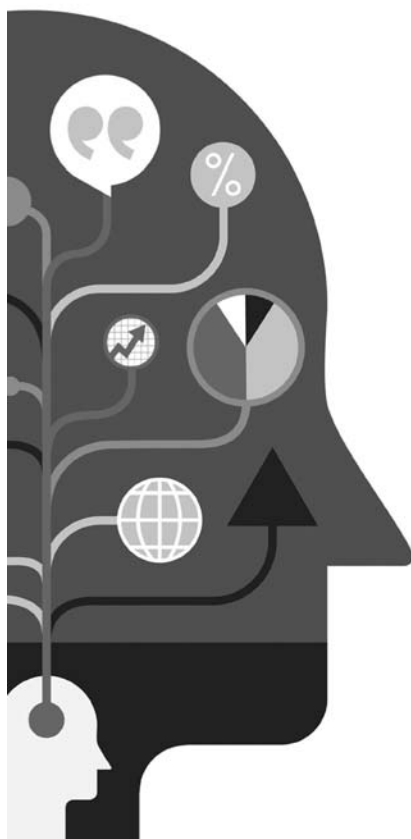
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