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TIP

The Industrial-Organizational Psychologist

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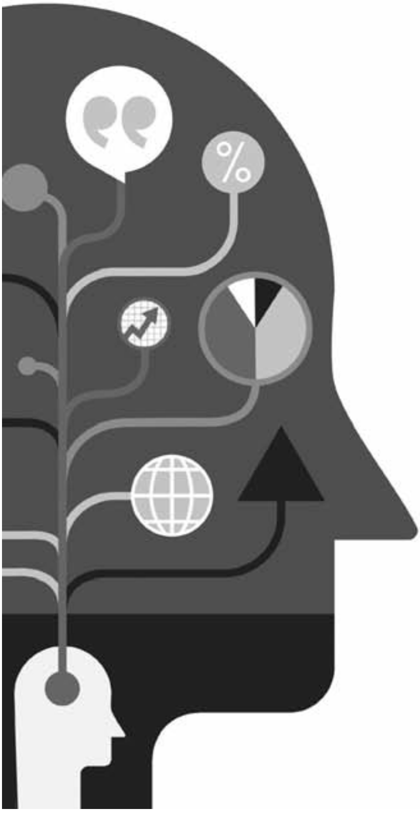

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Wind farm near Bowling Green, Ohio. The city of Bowling Green (which includes the SIOP Administrative Offices) typically receives about 3.6 MW of wind generated power, which is half of the project's total capacity. Bowling Green also has other renewable energy projects besides the wind turbines such as hydroelectric. In all, about 30 to 35% of Bowling Green's energy will come from a renewable resource by 2015. 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 by Milt Hakel, Professor Emeritus, Bowling Green State University

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A MESSAGE FROM YOUR PRESIDENT

Doug Reynolds

In my last column I introduced a series of efforts underway within SIOP designed to advance our strategic goals. The theme across these efforts is about “extending SIOP’s influence.” In this column I’ll say more about this theme and provide an example of how the work of the Society can expand the influence of our science and practice.

Often, the president’s theme will celebrate an important aspect of our profession, to bring visibility to the benefits of our work and our Society. There is much to celebrate about our field, and there were many options to choose from when deciding upon a theme. In the end, I chose a theme with a dual purpose in mind. “Extending our influence” is intended not only to celebrate the good work that has been done to ensure the perspective of I-O psychology is heard beyond our membership, it is also a call to action. I picked the theme as a beacon and as a reminder that, of the many issues that demand the attention of SIOP during my term, my intention was to place an elevated priority on the issues outside of our organization that we can help to shape.

There are many topics that deserve our attention, and there are several organizations that may be good partners as we seek to expand our influence. I’ll mention just one example in this column: the issue of licensure for psychologists. Of course, this is a complex topic with a long history, so a short update in this column will just touch on a few key facets of the issues at hand and our involvement with a few of the organizations that are central to their advancement.

Any discussion of licensure within SIOP seems to quickly bump into the complicated question of whether or not I-O psychologists should be licensed in order to practice. It is an understatement to note that there are diverse views on licensure among SIOP members; I’d guess that attitudes on the topic are normally distributed, a few are strong advocates, a few are strongly opposed, and the majority of our members are probably in the middle or, depending on their circumstances, may not really attend to the issue at all. My view is that this question is a distraction. Seeking common ground within SIOP is not necessary for us to engage productively with the issue.

Consider these facts: There are some SIOP members who live in states that require them to be licensed; other members may desire to be licensed but live in states that do not make accommodations for I-O psychologists. Licensure laws are developed and enforced at the state level; both the APA and the Association of State and Provincial Psychology Boards (ASPPB) serve as resources to the states as they update their regulations. I believe it is also true that the interests of I-O psychologists are often not represented by those who are closest to the issues, not out of unwillingness to do so, but more out of a lack of understanding about how we are trained and how we practice. Likewise, we may lack an understanding of the objectives and perspectives of these organizations as well. This situation provides the context from which we can be more involved and have influence.

Over the past 5 years or so, the APA has developed a new Model Licensure Act (MLA). This is an official APA document that states and provinces may use when formulating their laws. The MLA was assembled with input from SIOP members, and it specifically allows for exemptions for non-healthcare psychologists. This is a positive development because it recognizes that I-O and other nonhealthcare psychologists operate in realms that are far different from those who are the intended targets of the core of the legislation (e.g., vulnerable populations who are contracting the services of psychologists). Note that APA's MLA has not yet been incorporated into any state legislation, but maintaining our involvement with the APA Practice Directorate provides one basis for monitoring and influencing developments that affect licensure.

The ASPPB provides another point of involvement. Last fall, I was invited to attend the ASPPB's Executive Board meeting as a SIOP representative. I found the perspective of I-O psychology to be welcomed at the table. As I described the diversity of views on licensure within our field, and the dilemmas that many I-Os face as they attempt to navigate through various licensure regulations, one of the ASPPB Board members commented that state licensure boards don't seek to impose undue barriers for I-O psychologists, but they don't often understand the issues we face either, so regulations may end up being phrased in ways that don't reflect our interests.

To extend our influence in this arena, SIOP has taken steps to build closer ties to ASPPB so we can better monitor developments on the licensure front. Thanks to the efforts of our State Affairs Committee and our Professional Practice Officer, **Joan Brannick,** we have increased the attention to these issues and created new channels of communication with important partners. The chair of State Affairs, **Mark Nagy**, attends the annual ASPPB meeting and was instrumental in my attendance at their board meeting. Mark is paving the way for our future officers to attend as a regular operating principle within SIOP. Because of the work of Joan, Mark, and many others in SIOP on issues such as the development of the APA MLA, SIOP has been brought closer to the APA's Practice Directorate. Several members of SIOP's Executive Board and I met with representatives from the Practice Directorate at the APA conference this past August, with the intention of identifying areas of mutual interest and better understanding the perspectives of each other's constituents.

Presence does not guarantee influence, but it is certainly a prerequisite. As our involvement grows, we need to continue to track the issues about licensure that are relevant to our membership. One such example is the emerging guidelines on "telepsychology." Have you ever administered an assessment over the Internet? Consulted with a client over e-mail? If so, these draft guidelines may be relevant to your work. It is important that SIOP share a perspective on how the practice of I-O psychology is conducted, where there are real risks, and where the presumed risks are small and should be exempted from regulation. As I write this column, SIOP is organizing a team to collect comments on these guidelines from our membership, and I trust that our comments will be better heard because of the relationships we are building with the organizations sponsoring the work.

This year, the State Affairs Committee is also planning an important project to assemble a description of the issues and barriers that I-O psychologists face when they seek licensure. This effort will result in briefing materials that can be shared directly with state psychology boards as they consider revisions to their licensing regulations.

Each of these initiatives sidesteps the controversial question of whether I-O psychologists should be licensed—a question best addressed by individual members based on a review of their state's laws. They are instead focused on the promotion of an accurate understanding of what I-O psychology is and how it is practiced in organizations. The ultimate goal of reducing unnecessary barriers for the practice of I-O psychology benefits all of us, regardless of your views on licensure.

As I mentioned at the outset of this piece, the example of licensure can be complex, more so than I've reflected here. SIOP can't unilaterally determine the future path for the issue. For this reason it serves as just one example of an area where we need to be deliberate about building our partnerships and extending our influence in a manner that reflects our interests.

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FROM THE EDITOR

Pro-Social I-O—
I-O Leading the Way

Lisa Steelman
Florida Tech

You are reading this right now because you kind of like I-O psychology, or maybe you really like I-O psychology, and you are interested in what's new in the field and in what *TIP* has to offer this quarter. One thing that is not new in the field of I-O psychology is the appreciation of helping behavior at work, and the value of pro-social behavior in all of life's activities. We all know the research suggesting a connection between helping/being helped and well-being, job satisfaction and performance at all levels. This is why I am always gratified to see I-O psychologist who role model helping and pro-social behaviors. In this issue of *TIP*, as in all issues, I-O psychologists come together to share information and help each other, as well as highlight the activities of SIOP members on behalf of I-O psychologists and the society.

Feature Articles

Leading off, **Joel Lefkowitz** eloquently argues that our field needs to be guided by a more concrete and humanitarian system of values, in addition to other well-known guiding principles. Next, **Rob Tett, Cameron Brown,** Benjamin Walser, **Daniel Simonet,** Jonathan Davis, **Scott Tonidandel,** and **Michelle Hebl** provide the first in a series of reports on a recent I-O program benchmarking study conducted by SIOP's Education and Training Committee. This first article provides information about the data collection, sample information, and some initial comparative information for I-O master's and doctoral programs in both psychology and business departments. Keep an eye out for follow up articles in *TIP* covering programmatic aspects such as admissions requirements, curriculum, thesis/dissertation procedures, student funding and performance expectations. **Kristl Davison,** R. H. Hamilton, and **Mark Bing** discuss recent issues with using Facebook and other social networking sites for employment screening. Vanessa Edkins and Lindsey Lee report on a study that examines how subtle forms of racism and meritocratic world view may impact the verdicts reached by jurors in EEO cases. Finally, **Tom Stetz** provides a lighthearted view of the importance of good preparation for the employment interview.

Editorial Departments

As always, editorial columns cover a wide range of topics from diverse columnists. This exemplifies the diversity of the SIOP membership, as well as the range of work I-O psychologists do and the contributions we make. Equifinality still reigns; there is no one right or best way to do much of anything in our field. These columns continue to provide readers with an opportunity to learn different perspectives and approaches. I do want to note, however, that the opinions provided in these columns are the opinions of the author/s alone and do not necessarily reflect the general consensus of the membership.

I am pleased to announce a new series of articles cowritten by **Ashley Walvoord** and **Liu-Qin Yang** called **Yes You Can! I-Os and Funded Research**. This series emerged from a recent Science Advocacy Survey in which SIOP members revealed their interest in having targeted resources and/or education available to make external funding more accessible (see Allen, Oswald, & Cho's report of survey results in the July 2012 *TIP*). The purpose of the column is to inspire increased I-O participation in the pursuit of external research funding by educating readers about strategies and opportunities for I-O funded research. Each column will discuss an issue associated with external funding, interview someone who has successfully navigated this issue, and provide a listing of up-to-date resources relevant to pursuit of funded research. In this inaugural column you can read an informative and motivational interview with **Steve Kozlowski.**

Rob Silzer and **Chad Parson (Practice Perspectives)** examine trends in graduate education over the past 40 years. Looking at cross-sectional member data from 2011 and grouping SIOP members by year of graduation, they report on graduate major, graduate institution, and work focus of SIOP members graduating in different decades. This look at current member data nicely complements Tett et al.'s first report on graduate training programs in I-O psychology.

The **Practitioners' Forum** is now in the able hands of **Tracy Kantrowitz,** chair of the Professional Practice Committee. She presents some thoughts on how the I-O practitioner role has changed, along with an update on some of the goals and initiatives of the Professional Practice Committee enacted to keep pace with changes in practice. Special thanks to **Rich Cober** for his insights and contributions to *TIP* over the past many years.

Alex Alonso and **Mo Wang's International Practice Forum** provides an interesting discussion of common selection procedures currently in use in Chile. **Stu Carr (Pro-Social I-O Quo Vadis?)** interviews Telma Viale, Director of the International Labor Organization (ILO), on the Decent Work Agenda endorsed by the ILO and United Nations. **Lori Foster Thompson, Alexander Gloss,** and **M. K. Ward** shine their **Global I-O Spotlight** on the Philippines in a compelling piece by Gina Hechanova who identifies some of the challenges associated with practicing I-O in developing countries. **Paul Muchinsky (The High Society)** waxes philosophical on a compulsion many of us are familiar with: list making. *TIP* welcomes **Kevin Mahoney**, chair of the History Committee, and John Buckner to **The History Corner.** Their first installment takes us back to Morris Viteles' work with the Yellow Cab Company and considers the age-old question: Why are there so few women cab drivers? A shout-out and thanks to **Paul Levy,** outgoing Chair of the History Committee and contributor to *TIP's* **History Corner**.

Art Gutman and **Eric Dunleavy** discuss a number of cases and settlements in the areas of the EEOC's clamp down on harassment, employer mistakes relating to ADA rules for use of medical exam results after a conditional job offer, alleged misuse of cognitive/ability tests, and the "cat's paw" theory of liability **On the Legal Front**. In the **Academics' Forum, Tori Culbertson** interviews a number of scholars on the costs and benefits of having a targeted research program versus opportunistically conducting research in a number of different areas, aka "dabbling." **Marcus Dickson** discusses his thoughts on the research–practice balance of I-O doctoral programs in **Max. Classroom Capacity.** In this issue **TipTopics** columnists Alison Carr and **Jared Ferrell** pick up the torch and discuss avenues through which graduate students can gain applied experience. **Tom Giberson** and Suzanne Miklos discuss the science and practice associated with cognitive ability testing in **Good Science–Good Practice,** and **Milt Hakel** announces a new graduate student scholarship in honor of **George Thornton** in the Foundation Spotlight.

News & Reports

Once again, there is a lot going on with SIOP and its members. You are indeed active, productive and pro-social! **John Scott** provides an update on SIOP's United Nations agenda and the activities of the new UN team. **Eden King, Robin Cohen, and Liberty Munson** preview SIOP 2013 in Houston, Texas, and **Shonna Waters** shares the APA 2013 call for submissions. SIOP members continue to contribute to news stories on workplace topics. See Clif Boutelle's **SIOP Members in the News.**

Finally, as my term as editor of *TIP* comes to a close, nominations and self-nominations for the next editor are now being solicited. The goal of *TIP* is to provide articles, news, and information relevant to scientists, practitioners, educators, and students of I-O psychology, and be a valued resource for all SIOP members as a source for news about the society, as well as relevant, up-to-the-minute articles of interest. *TIP* strives to build a reader experience based upon accessible, intelligent, and relevant content. Nominations can be sent to **Allen Church** (allanhc@aol.com). See the full call for nominations in this issue of *TIP*.

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The Impact of Practice Values on Our Science

Joel Lefkowitz
Baruch College, and The Graduate Center, CUNY (Emeritus)

In an I-O psychology journal that emphasizes *Perspectives on Science and Practice,* a recent focal article by Scherbaum, Goldstein, Yusko, Ryan, and Hanges (2012) critical of the study and use of the construct *intelligence* in I-O psychology prompted 10 commentaries that were published as well as a reply by the authors.[1] This article is not focused on the nominal issues raised and discussed in those 12 essays. However, I believe that those concerns reflect a very important meta-issue concerning the *professional identity and values of the field of I-O psychology,* especially regarding the role of professional practice.

It is necessary to briefly review the thrust of the issues considered to appreciate the points I wish to raise here. These are the particulars Scherbaum et al. (2012) point out that are especially revealing and pertinent to my perspective: (a) we have focused almost exclusively on the narrow (albeit important) questions of using intelligence to predict performance outcomes or examining racial subgroup differences on intelligence test scores;[2] (b) in contrast to other fields that delve into intelligence research with greater depth, our field needs to reorient itself toward studying intelligence for understanding as well as prediction; (c) the quantity of research on intelligence we publish in our most prestigious journals has decreased over time, and most of the articles focus on the prediction of performance; and correspondingly, (d) for the most part, research centering on underlying issues relating to construct, structure, and measurement is being published in areas of psychology outside of I-O and in journals that the typical I-O psychologist does not read.

I believe it is fair to summarize the commentaries as revealing both considerable agreement and/or elaborations of the essential critique as well as disagreement. For example, much was written in some commentaries about extant conceptions of intelligence other than *g*, whereas other commentaries made the point that such other views were redundant and/or unnecessary. Some of the commentaries were essentially of the sort that "things are not as bad as portrayed." For example, the percentage of intelligence research published in I-O journals is actually almost 6% rather than just over 1%. Hanges, Scherbaum, Goldstein, Ryan, and Yusko (2012) observe that they and the commentaries seem to be in agreement regarding the state of intelligence research in I-O psychology: "We are viewed as the protector of the status quo and not open to change...; not connected to the context of work, which we seek to predict...; and outdated..." (p. 192).

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[1] For the sake of brevity the commentaries are not cited individually.

[2] This seems confirmed by the Special Section of a recent issue of *The Journal of Applied Psychology, 96*(5), 2011, and illustrated recently by the work of Arneson, Sackett, and Beatty (2011).

So, Why?

In response to their own question "Why don't we study intelligence in I-O psychology?" Scherbaum et al. (p. 133) provide five answers: (a) we have embraced the psychometric approach to the exclusion of all others; (b) additional research has been discouraged by our success at psychometric prediction of performance; (c) a "misplaced belief that the major questions have all been answered"; (d) we have been preoccupied and distracted by legal and adverse impact concerns; and (e) the field is marked by uncooperative "debate" between those seen as supporting scientific research versus those concerned with social goals. In their reply, Hanges et al. reiterate that the two greatest obstacles are "the 'mission accomplished mentality' and...an emphasis on prediction and application at the expense of basic research" (pp. 193–194).

My concerns are prompted by the belief that even if those answers are accurate, they do not adequately explain the problem. They cry out for explanations of their own—second-order answers, if you will. Why have we embraced the psychometric approach exclusively? Why are we sanguine about mere predictive efficiency (even though it is far from perfect)? Why would any behavioral scientists believe there's little more to learn about intelligence? And why are legal and social concerns both so distracting and contentious?

I believe that the answer(s) to these questions reflect a pervasive values system in I-O psychology concerning the nature and primacy of professional practice, including its influence on our science. If so, then the constructive suggestions offered by Scherbaum et al. (as well as by the authors of the commentaries) regarding "What should I-O psychology be doing to study intelligence?" (p. 138) are unlikely to suffice because they fail to address the meta-issue. It is undoubtedly true that we should do much of what was suggested to ameliorate this state of affairs: increase content- and theory-oriented research on understanding the construct, especially as it is manifested in work settings, including use of experimental manipulations. But if those proposals run counter to a salient values system that implicitly shapes our professional interests and theoretical research in other directions, they are unlikely to be heeded unless the underlying values issues are also addressed.

Before proceeding, it might be good to ask whether there is any evidence that supports this interpretation, even though such "evidence" could only be inferential and suggestive. If the critical issue is indeed an underlying values perspective (described briefly in the following section), so that the way we [do not] study intelligence can be seen in this context as an indicator of such, then the criticisms raised by Scherbaum et al. are likely to be reflected in other indicators, as well. Accordingly, I submit that the same characterizations can indeed be made (to greater or lesser degrees) of a number of psychological constructs appearing in the I-O psychology literature but about which we understand rather little of substance, and what is known has been produced largely by psychologists in other specialties: for example, burnout, commitment, conscientiousness, creativity, decision making, dominance, honesty, loyalty, self-esteem, skill acquisition, workaholism, as well as any number of interpersonal processes and specific aptitudes.[3]

I-O Psychology From a Values Perspective

As has been noted in the past (Lefkowitz, 1987, 1990, 2003, 2005, 2008, 2009, 2010, 2011a, in press), I-O psychology's value system may be characterized by a ubiquitous managerial bias (cf. also Baritz, 1960; Katzell & Austin, 1992; Kornhauser, 1947; Zickar & Gibby, 2007) marked by the near-exclusive use of business criteria to evaluate our own work, all of which belies the mistaken or naive belief that our work is entirely objective and "neutral," or value-free. This has been reinforced by the relative abandonment of the individual psychological perspective (Weiss & Rupp, 2011), the humanist tradition in psychology (Kimble, 1984), and the professional ideal of social responsibility (Hall, 1975; Kimball, 1992).[4] I have been told by I-O colleagues that although they might accept that values characterization as a dominant influence on the nature of our professional practice, they fail to see its applicability to the conduct of our science, which they still view as entirely "objective." In my opinion, part of the value of the Scherbaum, et al. essay regarding the study of intelligence is the demonstration of such distortion of the scientific enterprise.

Some Adverse Influences of Professional Practice

To put it bluntly, the state of affairs implied by Scherbaum et al.'s observations is that many of us behave as if all we care about concerning intelligence is that cognitive ability tests predict employee performance and are putatively fair to minorities (by our criteria), hence legal. This dominant emphasis on justifying professional usage has consequences that even go beyond the resulting lack of curiosity and concern for scientific meaning pointed out by the authors. For example, it has led us to largely ignore "clear evidence for bias" in the performance ratings we use as criteria in our validation studies (Stauffer & Buckley, 2005, p. 289), as well as analyses which indicate that the methods we use to assess fairness in such tests are "incorrect and biased against minorities" (Terris, 1997, p. 25). It has also been demonstrated that if a test is shown to be unbiased in the predictive sense, it is biased in the measurement (i.e., construct-meaning) sense (Millsap, 1995, 1997). Moreover, in the absence of predictive bias (hence, with measurement bias present) the accuracy of prediction for the lower scoring (usually minority) group is markedly degraded while accuracy for the higher scoring (usually white majority) group is only marginally affected (Millsap, 2007). Of particular relevance to the current discussion, these inconvenient (scientific) findings have been ignored in the practice of employee selection and in the formulation of testing standards (Borsboom, 2006).

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[3] Of course there are exceptions—goal-setting and organizational socialization (e.g., ASA theory) are two that come to mind immediately. But there appear to be so few as to emphasize the generalization being made.

[4] Any such generalization can usually be criticized accurately as overblown; no profession is monolithic; and many I-O psychologists perform much charitable and/or pro bono work. But that does not speak to the dominant values orientation of the profession qua profession, as reflected in its customary practices.

This is not meant as a wholesale criticism of professional practice, or applied psychology, or of testing in particular. After all, as pointed out correctly in one of the commentaries noted previously, "by definition, the primary focus [of I-O psychology] is application" (Postlethwaite, Giluk & Schmidt, 2012, p.188). And it is abundantly clear that much good results from skillful applications. For example, up to the mid-19th century the field of economics was preoccupied with simply understanding the causes and effects of catastrophic events—famine, crop failure, overpopulation, and so forth. (This is the origin of the appellation "the dismal science.") Things changed dramatically with the development of applied economics aimed at predicting, preventing, and ameliorating such catastrophes.

Moral and values issues arise in the application of disciplines that study humankind, largely the biological, social, behavioral, and economic sciences. The physiologist has an applied counterpart in clinical medical practice; there are neuroscientists as well as neurosurgeons; there are personality theorists in psychology as well as psychotherapists; child-developmental psychologists and school guidance counselors; learning theorists and education experts; and so on. Critically, however, the nature of professional practice in each case is suffused with a humanist tradition in which the interests of the individual (patient, client, student) and betterment of the human condition are the primary and direct concerns. In each case, those aims are intrinsic to the profession and, indeed, have traditionally been a defining attribute of what is meant by a "profession."

I-O psychology is obviously rather different. In none of those fields noted above is the welfare of the organizational setting of the professional practice (e.g., clinic, hospital or school) the primary intended beneficiary. In fact, those organizations themselves exist to benefit the individual patients, clients, and students they serve. In contrast, not only is our science aimed at studying the organization, and our professional practice directed primarily at improving the organization's (economic and financial) effectiveness, but the goals and objectives of the organizations themselves (large business corporations for the most part) often do not include employee betterment to any appreciable degree. (This is not to ignore that much of value does indeed accrue to employees and other corporate stakeholders by virtue of the goods, services, and employment provided by the companies.) Expressing it slightly differently:

> When the meta-objectives of the institutions to be served (e.g., schools and mental health clinics) are entirely commensurate with the humanitarian objectives that comprise the applied portion of psychology's value

> system, no additional ethical issues are raised. However, when those served are business organizations governed largely (albeit sometimes not exclusively) by a value system of profit making for just one stakeholder group, actions on their behalf may sometimes conflict with our objective "to improve the condition of individuals, organizations, and society" [APA, 2002, p. 1062]. (Lefkowitz, 2003, p. 231)

This criticism is reminiscent of Donaldson's (1982) discussion of the relatively new "technocratic professions" created in the context of corporate life (e.g., marketing, public relations, advertising, labor negotiation). He suggests that although they have formal attributes in common with the traditional professions (e.g., medicine, law, teaching), they lack a spirit of service and explicit moral standards. The humanitarian orientation that has been recognized as an intrinsic aspect of a profession is not a salient aspect of the professional practice of I-O psychology.

Science and Practice

This analysis leads inexorably to a consideration of the venerable issue of the relationship between science and practice, and its nature in I-O psychology in particular. The present forum permits only the briefest of summaries (cf. Lefkowitz, 2011b, 2012, for further consideration). In my opinion, I-O psychology has always been rather progressive and flexible in its view regarding the relationship between these two domains. The dominant view in many professions and scientific disciplines has invariably entailed the primacy of science, secondary status for the domain of applications, and "the belief in a one-way relationship between research-tested theory and practice" (Hoshmand & Polkinghorne, 1992, p. 56). Nevertheless, it has probably always also been true that the applied problems encountered by professional practitioners (whether in a surgeon's operating room, psychotherapist's office, factory floor or other venue) have stimulated and contributed to scientific and theoretical advances. In addition, this bidirectional influence may have always been even more characteristic of and certainly more acceptable in I-O psychology, as an avowedly applied discipline. This is, in fact, a positive and constructive aspect of the condition I have otherwise been criticizing: the dominance of professional practice and its values. Nevertheless, the most important point to be recognized in this regard is that the practice of I-O hasn't merely informed our science in a neutral sense but has tended to direct and delimit its focus in the service of economic corporate interests. (Hence, for example, we perseverate over the predictive use of intelligence tests for employee selection but show much less concern for elucidating the construct.)[5] Because a humanitarian orientation is not a dominant or even particularly salient aspect of professional practice in I-O psychology, I have long advocated replacing the scientist–practitioner values model with a scientist–practitioner–humanist model for I-O psychology (e.g., Lefkowitz, 1990, 2011a, in press). But that is a whole additional discussion.

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[5] Sometimes I believe that the development of a good operational measure of a construct is both the best and worst thing that could happen to advance our understanding of it.

Conclusion

Although the putative failings of I-O psychology's approach to the study of intelligence (and, arguably, other constructs) is an important issue, metaphorically it represents only the tip of the iceberg of an even more important and pervasive professional concern. Corporate goals and objectives are not only preeminent in defining the nature, content, and criteria of professional practice in I-O psychology, they also influence greatly our scientific research agenda, partially to the detriment of the field. In addition, those goals and objectives represent a value system largely void of the caring, humanistic, and societal concerns that have traditionally defined what it means to be a profession. However, to end on a positive note, recent work in the field gives cause for optimism: see Carr, MachLachlan, and Furnham (2012) on humanitarian work psychology; and Olson-Buchanan, Koppes Bryan, and Thompson (in press) on using I-O for the common good.

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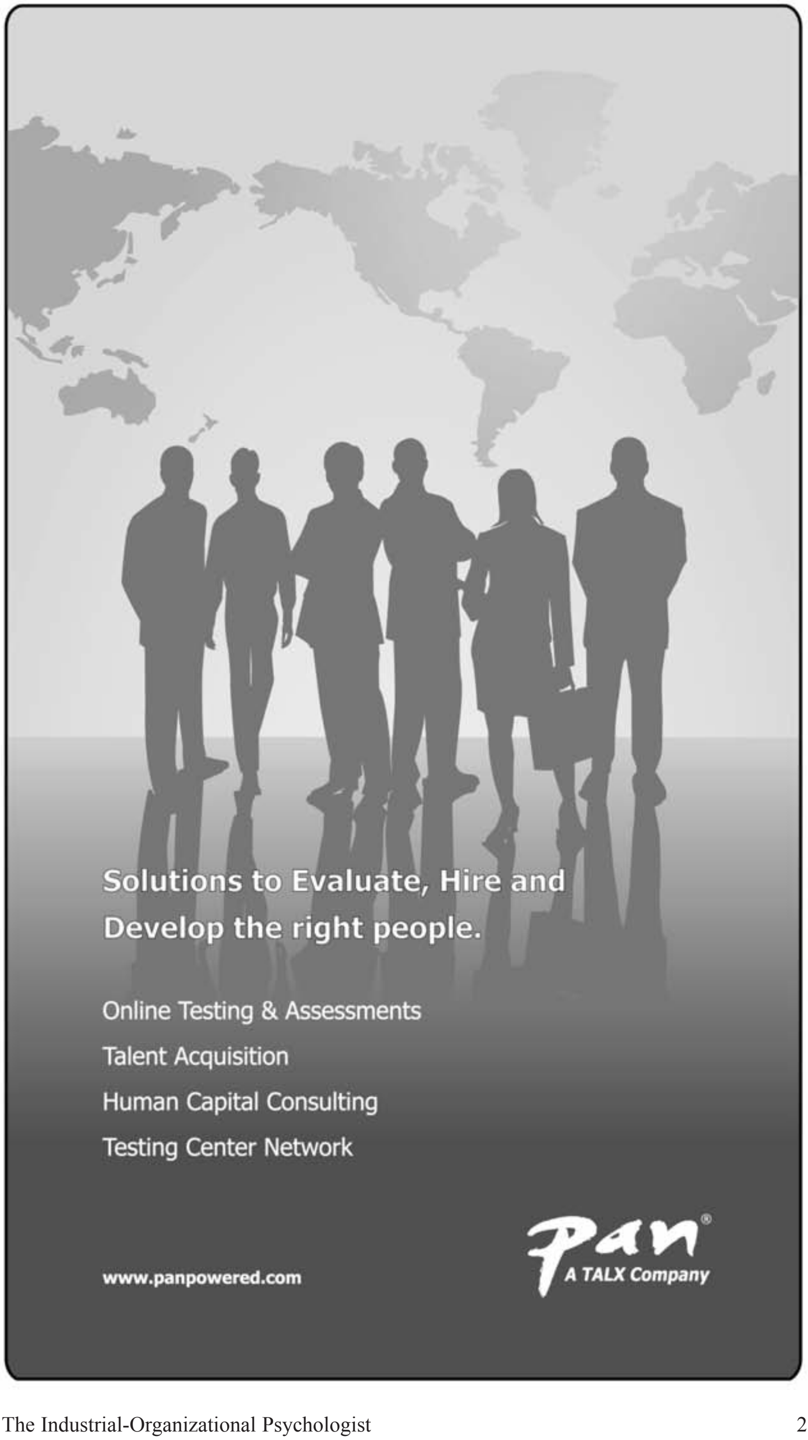

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The 2011 SIOP I-O Psychology Graduate Program Benchmarking Survey: Overview and Selected Norms

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The first doctorate in industrial-organizational (I-O) psychology was awarded by Brown University to Lillian Gilbreth in 1917. Since that time, graduate education in I-O psychology has blossomed to over 200 master's and doctoral programs in the U.S. alone. At the core of all those programs is a joint focus on the science and practice of psychology in the workplace. Beyond that most basic and generic orientation, I-O programs vary substantially on many fronts, including, among other things, admissions standards, course offerings, thesis and dissertation procedures, and resources. For many years, I-O program directors and associated faculty have wondered how their own programs compare to others on such features. They want to know if the way they are selecting and training I-O psychologists is mainstream or somehow unique. Applicants to I-O programs also have a stake in knowing what is typical or unusual about their options for graduate training. Selected program features have been compiled by SIOP since 1986 and offered on the SIOP website since 2000. Many other features, however, are not covered.

Rentsch, Lowenberg, Barnes-Farrell, and Menard (1997) reported results of a program survey conducted by SIOP's Education and Training Committee in 1995. Organized around inputs (e.g., GRE requirements), throughputs (e.g., number of full-time faculty), and outcomes (e.g., job placements), results identified a number of differences between I-O and OB/HR graduate programs and between master's and doctoral programs in entrance requirements, faculty composition, degree requirements, required courses, and other characteristics.

The Education and Training Committee, seeking an update to the 1995 effort, undertook a second survey in 2011. This article is the first in a series describing the project's findings. We begin by considering how a benchmarking survey can be beneficial. We then introduce the current survey's nine main content areas and describe our methods. Following a summary of response rates and main sample characteristics, norms and subgroup comparisons are offered for general program features relating to students and faculty. Norms for the remaining areas will be presented in subsequent articles.

Why Conduct a Benchmarking Survey?

There are several reasons for conducting a benchmarking survey on I-O graduate programs. Practically speaking, individual programs might hope to improve by drawing on what others are doing. In a best-case scenario, a program identifying a comparative shortfall (e.g., in graduate student funding) might seek to leverage survey results to secure better resources from university administration. Applying this strategy across programs has the potential to develop an “arms race” of sorts, each program looking to catch up to or surpass competitor programs with the aim of winning the best applicants. Such competition seems unsavory in some ways (all I-O programs, after all, are on the “same team” when it comes to promoting the discipline). However, if it drives improvements in I-O graduate education as a whole by increasing outside resources, then such competition can be healthy for the discipline.

Second, there is merit in knowing whether one’s own program is uniquely endowed in some way, as a key point to cover in student recruitment and retention. This is most pertinent to programs with a unique specialization (e.g., work stress, human factors): norms should be lower, averaging across all programs, on variables relevant to the specialization (e.g., course offerings on selected topics). Beyond confirming program identity, norms permit more precise estimation of relative standing (e.g., in terms of *z*-scores).

A third reason for conducting a benchmarking survey is that it yields a snapshot of current education practices and standards for use as a baseline in judging changes over time. Current survey results afford the opportunity in the future to identify trends in how I-O students are trained. Knowledge of such trends, in turn, might better inform strategy toward meeting worthwhile educational priorities.

Finally, recurring topics of discussion within SIOP include licensure and program accreditation. These issues are heated because they carry potentially profound implications regarding how I-O psychology is trained and, indeed, the meaning of an I-O degree. This is not the place to consider the pros and cons of all the positions on these matters (go to www.siop.org/Licensure for SIOP’s official stance on licensure; other perspectives on licensure are also available on the SIOP site; see Lee, Siegfried, Hays-Thomas, & Koppes, 2003, for discussion of program accreditation). Survey results can inform discussion so that arguments either way benefit from fact over conjecture.

Main Content Areas

Collective experience led us to identify nine general topic areas on which most programs would allow comparison and about which we felt most readers would be interested in knowing. These are listed in Table 1 with representative subtopics. We added open-ended items at the end of each section to allow programs to be described in ways not covered by the standardized items. As a testament to the thoroughness of coverage, no responses to the open-ended questions offered any pattern suggesting missed content applicable across programs.

Table 1
Main Survey Content Areas and Selected Subtopics

1	General program description	
		Geographical location
		% graduates seeking applied vs. academic jobs
		Number of I-O faculty (e.g., core, non-core)
2	Admissions	
		# applicants per year % applicants accepted
		GRE and GPA requirements
		Review process (e.g., importance of consensus)
3	Curriculum	
		Course offerings
		Courses required vs. elective
		25 SIOP I-O competency emphasis
4	Comprehensive/qualifying exams	
		Components
		Grading methods
		Item content and types
5	Theses and dissertations	
		Length and requirements
		Acceptable topics
		Committee membership
6	Internships/fieldwork	
		Duration (e.g., total working hours)
		Compensation
		Evaluations
7	Assistantships	
		Workload (e.g., hours/week)
		Stipend amounts
		Duration of assistantship
8	Student resources	
		Access to computers & printing
		Travel and research funding
		Summer funding
9	Student performance expectations	
		Minimum GPA
		Research expectations
		# consulting projects

Survey Development

Targeting the nine content areas, the research team developed a list of questions intended to cover each area in reasonable breadth, balancing scope and length. Items and response options were reviewed and edited for relevance, clarity, length, order, and comprehensiveness, and were worded so as not to require perfectly accurate details; for example, to assess how many students are accepted into the given program each year, the survey asked "roughly what percentage" of applicants are accepted. Greater precision was not pursued because (a) the survey was already long and asking for exact numbers requiring detailed review of past records was expected to adversely affect response rates, and (b) responses were to be averaged across programs, such that higher levels of precision would be washed out in aggregate.

At this stage, the entire survey was reviewed by Dave Nershi, **Milt Hakel,** and **Tammy Allen**, who offered further suggestions for clarification and coverage. It was clear early on that two surveys were needed to accommodate graduate programs offering both master's and doctoral degrees, as each degree program could be distinct within a given department (e.g., regarding entrance requirements) and the language used per degree sometimes varies (e.g., "thesis" vs. "dissertation"). The two parallel surveys cover the same sections (e.g., geographical location, course offerings) and are equal in length.

All items were uploaded to an online platform, ZipSurvey, allowing branching around sections not relevant to the given program (e.g., thesis in some MA programs) and with a save-and-finish-later option. The online surveys were beta-tested by the research team and by several conveniently accessible program directors. After a few wrinkles were ironed out, each survey (master's, doctoral) contained a total of 160 items (some requiring multiple responses and/or subitems) and was expected to take 30 to 45 minutes to complete. Programs offering both master's and doctoral degrees could expect to spend about an hour completing both, given instructions to skip over redundant sections.[1]

Administration Procedure

The targeted population was all graduate programs listed with SIOP in summer of 2011. E-mail addresses were required for survey administration. About 10% of the e-mail addresses listed with SIOP were outdated. In some cases, contacted individuals forwarded our invitation to the appropriate person. Other cases required our tracking down the needed contact information. Every effort was made to ensure that all listed programs received the invitation to complete the survey. Of the 239 programs listed with SIOP, we successfully contacted all but two. Both exceptions were outside the U.S., and we suspect those programs may be defunct.

Following the initial invitation, we tracked the names of programs with completed and partially completed surveys. Reminders were sent by e-mail or by phone every few weeks to programs that either had partially completed the survey or had not yet started.

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[1] To avoid requiring that both surveys be completed in their entirety by programs offering both degrees, we asked those respondents to complete either one (master's or doctoral version) first, and then to complete only those sections in the second survey addressing unique content. For example, if the course offerings for the doctoral program were identical to those for the master's program, then completing the course offerings section in whichever survey was completed first (e.g., master's) would permit leaving that section blank in the second (e.g., doctoral) survey. This procedure lightened the burden of survey completion but required our having to track the gaps carefully in preparing the data sets. In such cases where the given section was clearly relevant to both programs (e.g., curriculum), the data from the completed survey section were copied into the blank section on the other survey.

Response Rates and Sample Description

Table 2 presents response rates broken out by program degree type (i.e., master's vs. doctoral). Twenty-six responding departments offer both degrees. The overall response rate of close to 60% is less than ideal (we had hoped to achieve upwards of 90%), but we judge it large enough to warrant meaningful normative comparisons for current aims. The rate is slightly higher for doctoral programs, but the difference is nonsignificant ($X^2 = .29, p = .59$, two-tailed).

Table 2
Response Rates

Degree program*	*N* invited	*N* responded	Response rate
Master's	136	78	57.4%
Doctoral	110	69	62.7%
Total	246	147	59.8%

*26 programs offer both master's and doctoral degrees.

Table 3 offers a breakdown by U.S. versus non-U.S. programs. The split is clearly unbalanced. Three more specific observations bear noting. First, the numbers of non-U.S. programs offering usable data are fairly small (5 master's, 7 doctoral), limiting the credibility of associated norms. Second, the proportion of all non-U.S. I-O programs represented in the dataset is unclear as it is difficult to ascertain the comprehensiveness of the non-U.S. programs listed with SIOP.[2] Third, review of the non-U.S .program norms suggests considerable diversity among those programs and uniquenesses relative to the larger core set of U.S. programs. Given these issues, data from the non-U.S. programs were dropped from the normative summaries.

Table 3
Country

Degree program	USA	Non-USA	Total
Master's	73	5	78
Doctoral	62	7	69
Total	135	12	147

Table 4 presents a cross-tabulation by degree type and department type based on U.S. programs. Relatively few programs in the dataset (12.9%) are housed in business/management departments, and the *N*s for those subsam-

Table 4
Department Type

Degree program	Psychology		Business/Mgmt.		Other	
Master's	60	(76.9%)	7	(9.0%)	6	(7.7%)
Doctoral	44	(63.8%)	12	(17.4%)	6	(8.7%)
Total	104	(70.7%)	19	(12.9%)	12	(8.2%)

Note: Non-USA programs dropped

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[2] It is almost certainly a substantial underrepresentation. Separate efforts are currently underway to survey I-O programs outside the U.S. We are more certain in the rates for American programs as we expect all, or very nearly all, active I-O graduate programs in the U.S. are listed with SIOP and therefore were invited to complete the survey.

ples are smaller than desired. We offer separate norms notwithstanding the limitations, in light of general interest in comparing I-O programs across the two main department types.

A final breakdown of the usable U.S. sample is offered in Table 5 by traditional versus nontraditional program type (i.e., brick-and-mortar, online, mixed). Very few purely online programs are represented ($N = 4$), although a fair number of programs ($N = 15$) offer a mixture of traditional and nontraditional access to graduate training.

Table 5
Program Type

Degree program	Brick & mortar		Online		Mixed	
Master's	59	(75.6%)	3	(3.8%)	12	(15.4%)
Doctoral	58	(84.1%)	1	(1.4%)	3	(4.3%)
Total	117	(79.6%)	4	(2.7%)	15	(10.2%)

Note: Non-USA programs dropped

Norm Preparation

Programs participating in the benchmarking survey were assured that their individual responses would not be revealed. Thus, results are offered in aggregate form only. Five initial sets of norms were prepared, one based on all U.S. programs (including online and "other" department types), and the other four based on (U.S.-only) program classes generated by crossing master's versus doctoral with psychology versus business/management department. This latter 2x2 array excludes online-only programs and programs in departments other than psychology and business/management in order to permit clearer comparisons for the large majority of cases, which fall into one of the four 2x2 cells.

Additional norms were prepared for the "top" programs in the field. No ranking system is immune to criticism. In an attempt to provide a balanced view of top programs, four "top-10" lists were considered for norm derivation. The first is from the *US News & World Report's* 2009 ranking of the top-eight I-O graduate programs, based on judged institutional reputation. The second is Gibby, Reeve, Grauer, Mohr, and Zickar's (2002) ranking of doctoral programs based on objective productivity indices (e.g., number of publications in top I-O journals). We used their overall index to identify the top- 10 programs. The last two top-10 lists, derived separately for master's and doctoral programs, come from Kraiger and Abalos' (2004) study of student ratings on 20 dimensions relating to quality of life and perceived quality of training. Results from both Gibby et al. (2002) and Kraiger and Abalos (2004) are somewhat dated, but we judge it unlikely that the top programs would have changed by so much in the interim to substantially compromise generalizability to the present day. In fact, the *US News'* (2009) top eight are subsumed completely within Gibby et al.'s (2002) top 10. Accordingly, we report norms for Gibby et al.'s top-10 programs and the two top-10s from Kraiger and Abalos (2004).[3]

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[3] In each case, at least one program listed as a "top-10" did not complete the survey. Actual *N*s are specified per variable in the tables to follow.

Many continuous variables have significantly skewed distributions, calling for reporting of not just the mean and standard deviation, but the median, minimum, and maximum values as well. Statistical outliers were retained in favor of more comprehensive representation.[4] Variables with notable (and significant) skewness warrant emphasis on the median as the preferred measure of central tendency. Means and standard deviations, reported for all continuous variables, permit calculation of z-scores based on a given program's particular data. We caution, however, that transformation to percentiles using the normal distribution (e.g., $z = 1.28$ corresponds to the 80th percentile) is limited to the normally distributed variables. Finally, missing data were left blank, as imputation would likely have little impact on central tendency and could lead to underestimation of variability.[5]

Norms for General Program Features

The survey's detail and the need to break the total sample out into subgroups (i.e., the 2x2 array and three "top-10" sets) call for presentation of norms in installments. Here we present norms only for general program features. Later articles will offer results for the remaining eight content areas listed in Table 1.

Table 6 presents overall norms for program features relating to student and faculty composition. Departments housing I-O programs vary considerably in overall size (range = 1 to 55 faculty). Results for average number of graduates per year and number of "core" I-O faculty suggest similar variability in program size. The mean percentage of graduates seeking applied (vs. academic) positions yields a 3:1 ratio (75:25), although the median of 90% suggests an even more predominantly applied focus. I-O programs, overall, average nearly the same number of core I-O faculty as non-I-O contributors, albeit with greater variability and a lower median in the latter (2 vs. 4). Few programs rely on core faculty outside the host department (mean = .3, max = 3), and most programs do not rely on adjunct instructors (median = 0).

Norms for main program features are broken out by program degree type (master's vs. doctoral) in Tables 7 and 8 for psychology and business/management departments, respectively. Table 9 presents corresponding ANOVA results for the 2 x 2 breakout. Programs vary notably by both degree and department type on yearly graduates and percentages of students seeking applied positions. Master's programs, as expected, graduate more students per year than do doctoral programs (weighted means = 12.2 vs. 3.4). Business/management departments average more graduates than psychology departments do (weighted means = 10.9 vs. 7.6), and the master's/doctoral difference is greater in business/management programs as well (i.e. more master's, fewer doctors).

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[4] Following remedy of obvious errors through followups with specific programs, all outliers were judged legitimate contributors to the dataset.

[5] Imputation is more relevant for relational analyses (e.g., correlations among continuous variables), to be considered in a future article.

Table 6
Student and Faculty Composition for All Programs (Excluding Non-USA)

Group/variable	*N*	Mean	*SD*	Skew	Median	Min	Max
Students							
Avg. number of yearly graduates	133	8.4	8.9	3.1*	6.0	.5	65.0
% seeking applied (vs. academic) jobs	122	74.6	29.3	–1.4*	90.0	.0	100.0
Faculty							
N full-time department faculty	131	19.0	12.1	.7*	18.0	1.0	55.0
N “core” I-O contributors in department	131	4.3	2.3	1.8*	4.0	.0	16.0
N non-I-O contributors in department	129	4.1	6.1	2.6*	2.0	.0	30.0
N “core” I-O contributors outside department	131	.6	1.3	2.3*	.0	.0	6.0
N I-O faculty administrators (e.g., deans)	129	.5	.6	.9*	.0	.0	3.0
N courses taught by adjunct faculty/year	130	1.7	3.2	2.7*	.0	.0	18.0

*p < .01, two-tailed

Table 7
Student and Faculty Composition for Master’s amd Doctoral Programs in Psychology Departments[a]

	Master’s programs							Doctoral programs						
Group/variable	*N*	Mean	*SD*	Skew	Median	Min	Max	*N*	Mean	*SD*	Skew	Median	Min	Max
Students														
Avg. number of yearly graduates	57	10.5	6.8	1.9*	10.0	1.0	40.0	44	3.8	2.3	1.4*	3.3	1.0	11.0
% seeking applied (vs. academic) jobs	51	90.9	10.0	–1.5*	90.0	50.0	100.0	43	67.2	19.9	–.5	60.0	10.0	95.0
Faculty														
N full-time dept. faculty	55	18.6	11.6	.6	18.0	2.0	48.0	43	23.5	13.7	.4	23.0	3.0	55.0
N “core” I-O contributors in dept.	56	3.5	1.6	.3	3.0	1.0	7.0	44	4.7	1.5	.2	5.0	2.0	8.0
N non-I-O contributors in dept.	56	2.8	4.4	3.4*	2.0	.0	25.0	42	4.2	6.3	2.3*	2.0	.0	25.0
N “core” I-O contributors outside dept.	56	.3	.9	3.8*	.0	.0	5.0	44	1.1	1.6	1.5*	.0	.0	6.0
N I-O faculty administrators (e.g., deans)	56	.5	.5	.5	.0	.0	2.0	44	.6	.6	.5	.5	.0	2.0
N courses taught by adjunct faculty/year	56	2.5	3.9	2.2*	.5	.0	18.0	43	.7	1.7	3.9*	.0	.0	9.0

[a] Excluding online-only. *$p < .01$, two-tailed

Table 8

Student and Faculty Composition for Master's amd Doctoral Programs in Business/Management Departments[a]

	Master's programs							Doctoral programs						
Group/Variable	*N*	Mean	*SD*	Skew	Median	Min	Max	*N*	Mean	*SD*	Skew	Median	Min	Max
Students														
Avg. number of yearly graduates	7	26.0	21.9	.9	20.0	6.0	65.0	12	2.1	.6	2.8**	2.0	2.0	4.0
% seeking applied (vs. academic) jobs	5	98.6	2.2	– 1.5	100.0	95.0	100.0	10	2.0	4.2	1.8**	.0	.0	10.0
Faculty														
N full-time dept. faculty	7	12.6	5.3	-.3	15.0	6.0	19.0	12	15.7	8.3	.7	14.0	5.0	30.0
N "core" I-O contributors in dept.	5	5.8	2.2	.4	6.0	3.0	9.0	12	6.2	3.1	2.3**	5.0	3.0	15.0
N non-I-O contributors in dept.	6	4.5	5.0	.8	3.0	.0	12.0	12	8.2	8.3	1.6*	5.5	.0	26.0
N "core" I-O contributors outside dept.	6	.0	.0	–	.0	.0	.0	12	.5	1.0	2.0**	.0	.0	3.0
N I-O faculty administrators (e.g., deans)	5	1.2	.8	– .5	1.0	.0	2.0	10	.4	.7	1.7*	.0	.0	2.0
N courses taught by adjunct faculty/year	6	1.0	.6	.0	1.0	.0	2.0	12	.0	.0	–	.0	.0	.0

[a] Excluding online-only. $*p < .05$, $**p < .01$, two-tailed

Table 9

2 x 2 ANOVA F *Values for Degree Program Type by Department Type*

Group/variable	Master's vs. doctoral	Psych. vs. bus/mgmt.	2-way int'n
Students			
Avg. number of yearly graduates	71.4**	14.6**	22.8**
% seeking applied (vs. academic) jobs	203.3**	46.5**	74.7**
Faculty			
N full-time department faculty	1.7	5.0*	.1
N "core" I-O contributors in department	2.2	14.1**	.6
N non-I-O contributors in department	2.7	3.4	.6
N "core" I-O contributors outside department	4.1*	2.0	.2
N I-O faculty administrators (e.g., deans)	4.4*	3.0	6.7*
N courses taught by adjunct faculty/year	3.2	1.9	.3

*$p < .05$, **$p < .01$

A more dramatic pattern is evident in the percentage of graduates seeking applied versus academic positions across the two department types: Master's graduates from both psychology and business/management seek applied jobs at high rates (91% and 99%, respectively), but the rates are strikingly different at the doctoral level: 67% for psychology-based programs versus 2% (i.e., 98% seeking academic) in business/management departments. A possible reason for the differential rates may be that a doctoral degree in psychology means more in applied settings than does a doctoral degree in management. Business students seeking applied work may advance more readily with a master's degree and on-the-job experience than with equal time spent earning a doctorate. Comparisons between department types on other variables in the dataset (e.g., regarding curriculum) may offer more definitive explanations in future articles in the series.

Business/management-based programs average more core I-O faculty (weighted mean = 6.1) than do psychology-based programs (4.0). The raw numbers of I-O faculty are larger in psychology departments than in business/management owing to the greater number of psychology-based programs, but the difference in average size suggests that business schools offer a larger "critical mass" of core faculty in I-O-related graduate programs. Rentsch et al. (1997) reported a similar difference favoring OB/HR programs, suggesting some stability in this finding over the past 16 years. The mean for OB/HR doctoral programs in 1995, however, was 8.1, which compares to 6.2 in the current survey (the means for psychology doctoral programs are similar across the two surveys: 4.8 and 4.7, respectively). This suggests a relative decline in the size of OB/HR doctoral programs. The numbers of non-I-O contributors from the host department vary considerably across programs within the 2 x 2 cells; mean differences between cells are nonsignificant (see Table 9). Doctoral programs average greater reliance on core I-O contributors from outside the department (weighted mean = 1.0) than do master's programs (.3).

Tables 10 to 12 contain norms for general program characteristics based on the three sets of "top-10" I-O programs. Results, overall, are similar to those based on comparable subgroups. The only significant difference (noted to the right of Table 10) shows that the Gibby et al. (2002) "top-10" programs (all of which are doctoral programs in psychology departments) average a lower rate of students seeking applied versus academic jobs (54% vs. 71%). This is understandable, as the Gibby et al. "top-10" is based on research productivity: Academically productive programs tend to attract students seeking academically productive careers. Other unique properties of the three "top-10" subgroups may be more likely to emerge in other areas covered in future articles in this series.

A Look Ahead

This concludes our introduction to the 2011 I-O program benchmarking survey and norms pertaining to general program features. The next two articles will cover norms for variables relating to student admissions and program curriculum, respectively. Later articles will target the remaining six areas. An additional article is planned to present results of relational analyses identifying meaningful patterns of variables and possibly different types of programs (e.g., research- vs. practice-oriented). The survey's detailed dataset promises meaningful insights into the state of training in I-O graduate programs and we look forward to offering the remaining installments as a foundation for productive discussions on this important topic.

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Table 10

Student and Faculty composition for "Top 10" Programs From Gibby et al.

Group/variable	*N*	Mean	*SD*	Skew	Median	Min	Max	Sig.[a]	CGM[b]
Students									
Avg. number of yearly graduates	9	4.6	1.8	1.1	4.0	2.5	8.0	*ns*	–
% seeking applied (vs. academic) jobs	9	54.0	14.5	–.3	51.0	25.0	80.0	*	70.7
Faculty									
N full-time department faculty	9	31.8	19.4	–.3	35.0	4.0	55.0	*ns*	–
N "core" I-O contributors in department	9	5.2	1.9	.2	5.0	3.0	8.0	*ns*	–
N non-I-O contributors in department								*ns*	–
N "core" I-O contributors outside department	9	1.4	2.1	1.6	1.0	.0	6.0	*ns*	–
N I-O faculty administrators (e.g., deans)	9	.7	.5	–.9	1.0	.0	1.0	*ns*	–
N courses taught by adjunct faculty/year	9	.1	.3	3.0	.0	.0	1.0	*ns*	–

[a]Excluding online-only all Gibby et al. "top 10" are doctoral programs in psychology departments. *N*s = 34 to 35 for comparison group. [b]comparison group mean. $*p < .05$, $**p < .01$, two-tailed

Table 11

Student and Faculty Composition for Top 10" Master's Programs From Kraiger & Abalos (2006)

Group/variable	*N*	Mean	*SD*	Skew	Median	Min	Max		
Students									
Avg. number of yearly graduates	9	11.2	4.2	1.0	10.0	6.0	20.0	*ns*	–
% seeking applied (vs. academic) jobs	8	91.3	8.4	–.3	90.0	80.0	100.0	*ns*	–
Faculty									
N full-time department faculty	7	14.3	13.1	2.0	11.0	3.0	42.0	*ns*	–
N "core" I-O contributors in department	9	4.3	2.6	.4	4.0	1.0	9.0	*ns*	–
N non-I-O contributors in department	9	1.6	.7	–1.5	2.0	.0	2.0	*ns*	–
N "core" I-O contributors outside department	9	.1	.3	3.0	.0	.0	1.0	*ns*	–
N I-O faculty administrators (e.g., deans)	9	.3	.5	.9	.0	.0	1.0	*ns*	–
N courses taught by adjunct faculty/year	9	2.2	2.7	1.5	2.0	.0	8.0	*ns*	–

[a]Excluding online-only all Kraiger & Abalos (2006) "top 10" programs are in psychology or "other" departments (*N* = 8, 1, respectively). *N*s = 49 to 54 for comparison group.[b] comparison group mean.

Table 12

Student and Faculty Composition for Top 10" Doctoral Programs From Kraiger & Abalos (2006)

Group/variable	*N*	Mean	*SD*	Skew	Median	Min	Max	Sig.[a]	CGM[b]
Students									
Avg. number of yearly graduates	7	3.4	1.0	.4	3.0	2.0	5.0	*ns*	–
% seeking applied (vs. academic) jobs	7	69.3	23.2	–1.3	80.0	25.0	90.0	*ns*	–
Faculty									
N full-time department faculty	6	21.0	12.4	.5	20.5	7.0	40.0	*ns*	–
N "core" I-O contributors in department	7	5.6	2.5	.8	6.0	3.0	10.0	*ns*	–
N non-I-O contributors in department	7	1.6	1.1	2.2	1.0	1.0	4.0	*ns*	–
N "core" I-O contributors outside department	7	1.0	1.9	2.0	.0	.0	5.0	*ns*	–
N I-O faculty administrators (e.g., deans)	7	.6	.5	–.4	1.0	.0	1.0	*ns*	–
N courses taught by adjunct faculty/year	7	1.0	1.0	.0	1.0	.0	2.0	*ns*	–

[a] Excluding online-only all Kraiger & Abalos (2006) "top 10" programs are in psychology or "other" departments (*N* = 5, 2, respectively). *N*s = 40 to 42 for comparison group. [b] comparison group mean.

Machinist Assessment For New Heavy Equipment Manufacturing Facility

Comments by Tom Ramsay

PROBLEM: A world leader in the manufacturing of construction and mining equipment recently opened a $500 million state-of-the-art facility. They needed to find a way to efficiently staff the facility with well-qualified Machinists to setup, operate and maintain the complex machining equipment.

SOLUTION: We were able to use a test previously developed at the same company as a starting point in our test-validation process. Company job experts were able to revise the test and update it to measure knowledge and skills in current machining technology.

RESULTS: Our client received an updated 100-item multiple-choice test with questions of known reliability and validity to aid in the staffing of their new facility.

IMPLICATIONS: The client can be satisfied that hiring decisions will result in qualified employees with requisite job knowledge related to the new equipment and technology.

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Big Brother Wants to "Friend" You on Facebook

H. Kristl Davison, R. H. Hamilton, and Mark N. Bing
University of Mississippi

About 5 years ago a colleague in the Sociology Department told the following anecdote to one of the authors:

> One of my students applied for a job as a summer camp counselor at a Christian camp. She said the interview went well, and it looked like she was going to get the job. Then after a couple of weeks she got a letter from the camp that she was turned down for the job. She said she called them to find out what had happened, at which point they disclosed that they had looked at her Facebook profile and saw pictures of her binge drinking with her friends. This behavior was inconsistent with the kind of values they promoted at the camp, and they decided that she would not be a good fit with the camp.

This anecdote got us thinking. In essence, the camp's decision was based on a new variety of selection technique, one that we have not really addressed yet as a field. Specifically, the use of the Internet to screen job applicants as a kind of background check was a new approach. Of course, selection experts have been discussing using the Internet for submitting applications and resumés, as well as for selection testing (with its issues of test security, measurement equivalence, etc.), but little or nothing in I-O psychology has been done on the topic of screening job applicants on the basis of what is available on the Internet about them. Some initial work has been done in the measurement of personality from webpages (e.g., Gosling, Ko, Manarelli, & Morris, 2002; Marcus, Machilek, & Schütz, 2006; Vazire & Gosling, 2004), and a number of court cases have appeared in the press on Internet background checks for employment (e.g., *Mullins v. Department of Commerce,* 2007; *Spanierman v. Hughes,* 2008; *Pietrylo v. Hillstone Restaurant Group*, 2009). Practitioner websites and blogs started paying attention to this phenomenon as well (e.g., Fishman & Morris, 2010; Kowske & Southwell, 2006; Rosen, 2010; Juffras, 2010). The Society for Human Resource Management has been keeping track of the use of the Internet for screening candidates since at least 2006 (SHRM, 2008), and the trend has been growing. But 5 years ago in much of the I-O and management academic literature, this intriguing and disturbing new trend was strangely absent.

Over the last several years a number of articles have started to appear in the HR literature on the topic (Davison, Maraist, & Bing, 2011; Davison, Maraist, Hamilton, & Bing, 2012; Kluemper & Rosen, 2009; Kluemper, Rosen, & Mossholder, 2011). However, when we first tried to publish a

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review piece on this topic, a couple of reviewers criticized it, saying that no one was really using the Internet to screen people! That comment seems especially naive at this point as we now see weekly articles in the popular press on how Internet screening is being used and misused.

More recently, the use of Internet searches has appeared in the popular press in terms of how some employers are requiring candidates to give them access to their Facebook profiles. We find this practice to be disturbing and troubling, to say the least. In the current manuscript we address this latest development, in terms of its potential problems and benefits. First we briefly review what we mean by Internet searches, then discuss a cost/benefit analysis discussed by Davison et al. (2012), which we will use to analyze employers' requirement that applicants give them access to their Facebook profiles. Finally we address future research in this area.

What Is Internet Screening?

The first question we want to address is exactly what we mean by Internet screening. Although there are various selection techniques that use the Internet, such as accepting applications or resumés or administering traditional selection tests via Internet websites, these are essentially traditional selection approaches simply moved into a new medium. With Internet screening (or e-screening, as Kowske & Southwell, 2006, termed it), the approach has not just been placed in a new medium—the whole of the Internet has become the potential material for job applicant screening. Internet screening could be considered comparable to background checks in a new medium, but in reality they can be much more in-depth and invasive than a traditional background check. Whereas a thorough traditional background check might investigate the applicant's education, employment, credit, criminal records, and driving records (see Gatewood, Feild, & Barrick, 2011), much more can be learned by searching the Internet about an applicant. And importantly, not all of this information will be job relevant. For example, a search for someone on Facebook could easily reveal information about that person's marital status, sexual orientation, number of children, political leanings, and hobbies, as well as their friends' sexual orientation, political leanings, and so on.

Thus, here we consider Internet screening to be a form of background checking that involves searching the Internet (e.g., Google, Facebook, Twitter, etc.) for job relevant as well as irrelevant information about an applicant. It is this latter possibility (i.e., obtaining and then using job-irrelevant information) that is our particular concern.

Risk Levels of Internet Screening

Although there have been a number of other practitioner-oriented articles and blogs on the use of Internet screening, we recently (Davison et al., 2012) published an article that provides recommendations for using Internet screening in organizations. Moreover, we also provide guidelines for conducting a four-level, risk–benefit analysis to determine if the legal risks inherent in Internet screening are worth the benefits from such screening. The levels are as follows:

- Level 1 (*least risk*): Focus on sites referred to in the candidate's application materials (e.g., professional organizations) or to LinkedIn or similar professional networking sites.
- Level 2 (*mild risk*): Examine official blogs from the candidate's prior employment or websites specifically owned by the candidate (e.g., "www.applicantsname.com").

Both Level 1 and 2 also rely on information that the candidate has (presumably) posted intentionally and could serve as check on other information provided by the applicant. However, Level 2 may include more job-irrelevant information than Level 1.

- Level 3 (*moderate risk*): Search social networking websites such as Twitter and Facebook for information posted by the candidate him- or herself.
- Level 4 (*highest risk*): Search for postings by third parties about the candidate.

Whereas Levels 1 and 2 focus on gathering information about an applicant's positive qualities, Levels 3 and 4 target the acquisition of negative information about the candidate. In addition, in Levels 3 and 4, the chance of obtaining job-irrelevant information about the candidate has increased substantially, and the legal defensibility of using such information for selection decisions is in question. In fact, the legality of conducting an Internet search may even be questionable because an active search for socially oriented information implies that the information will be used for selection decisions. Moreover, the search itself could be illegal from a privacy perspective (e.g., European law has very stringent regulations with respect to data privacy).

We believe that consideration of these four risk levels can be useful in understanding the implications of a recent development in which some employers are requiring job applicants to reveal their Facebook passwords to interviewers.

Requiring Applicants to Reveal Their Facebook Passwords: Application of the Risk/Benefit Analysis

A recent article on msnbc.com (Sullivan, 2012) indicated that some government employers are starting to demand that applicants give out their usernames and passwords as part of an interview. For example, Maryland's Department of Corrections asked applicants to log into their Facebook accounts in front of an interviewer so the interviewer could see wall postings, pictures, friends, and other information. An ACLU complaint initially stopped the Department of Corrections' practice of getting the usernames and passwords

(The Atlantic, 2011). The Department of Corrections claimed that this practice is important to ensure that prison guards they hire do not have connections to gangs. Allegedly, submission to such screening is “voluntary” but in an interview, who is really going to tell the interviewer “No”? As a direct response to this Department of Corrections practice, to protect employee privacy, in April 2012 the state of Maryland passed legislation prohibiting the collection of social media passwords of applicants and employees (Breitenbach, 2012).

How should we analyze the risk level of this practice? Clearly, insofar as a social networking site is being accessed, this represents Risk Level 3 or 4. Given that the interviewer will see wall postings, many of which are likely to have been made by the candidate’s friends, this practice would be the highest risk level (not to mention a possible invasion of privacy and a possible violation of state law). In addition, as information obtained about a candidate’s friends is highly unlikely to provide valid, job-relevant information about the candidate him- or herself, searching for and using such information opens up a potential “guilty by association” process. In this case, a friend’s characteristics, opinions, and so on are inaccurately attributed to the job candidate, and thus invalid information could be used for selection decisions. As information about friends is often of a demographic nature, the use of this demographically based invalid information could generate adverse impact against protected classes and thus produce cases of illegal discrimination.

At such a high risk level, we must ask if the benefit is worth it. According to Sullivan’s (2012) msnbc.com article, the Maryland Department of Corrections had reviewed 2,689 applicants using social media and had ultimately turned down seven applicants based on items that were found on the Facebook pages. Seven out of 2,689 is one-fourth of one percent. At this point we might question the utility of such searches given not just the risk of lawsuits but also the sheer cost in time to review these Facebook pages. (The article does not indicate how long it took, but at even 5 minutes per applicant this would result in 224 hours of work, or over 5 person-weeks.)

We should also note that Facebook’s terms of service prohibit such practices (http://www.facebook.com/legal/terms):

> *8. You will not share your password, (or in the case of developers, your secret key), let anyone else access your account, or do anything else that might jeopardize the security of your account.*

On March 23, 2012, Facebook Chief Privacy Officer Erin Egan posted a blog on the Facebook website suggesting that any access employers sought to private information or profiles of employees “undermines the privacy expectations and the security of both the user and the user’s friends. It also potentially exposes the employer who seeks this access to unanticipated legal liability” (Egan, 2012). She further stated that not only did asking for passwords explicitly violate Facebook’s terms of service, but that employers may open themselves to claims of discrimination by members of protected classes, using the same rationale as our earlier article (Davison et al., 2012; Egan, 2012), as well as the previously described "guilty by association" process above.

Thus, for legal and practical reasons, not to mention the negative press organizations like the Maryland Department of Corrections have received, we suggest that this practice is just not worth the risk. We strongly suspect that a traditional background check targeting job-relevant information is much more useful at identifying high risk candidates.

But the practice of searching Internet sites, even to require the surrendering of passwords, seems to be irresistible for many employers and human resources personnel. Notably, the Maryland Chamber of Commerce opposed the Maryland legislation, reportedly citing the need to investigate "harassment claims and other misconduct." Investigation of harassment claims might seem reasonable. What "other misconduct" would imply was a bit more vague and undefined (Breitenbach, 2012).

The Thought Police Cometh

Where does this kind of invasiveness take us in the future? Why don't we just let our employers come in our houses and poke around in our dressers and read our diaries? Talk to our friends and family? Or even open our mail? This kind of scrutiny may very well be completely acceptable in the final stages of a government security clearance, especially those that lead to top secret clearances, but not for private employers, or even most governmental employers. People might think that it is acceptable for certain governmental entities to do this, like a Department of Corrections that needs to make sure they do not have guards with gang affiliations, but what about other employers? Sullivan's (2012) article also notes that some colleges and universities are requiring student athletes to "friend" a coach or compliance officer who can then access the athletes' posts. Is that practice justified?

The legal and ethical issues of such practices are manifold. There may be violations of constitutional rights (both federal and state) such as freedom of speech, freedom of assembly, or protection from unreasonable search and seizure. It is also easy to imagine that Title VII could be violated—under Title VII it is illegal to deny employment on the basis of association with an individual of a particular race, religion, or national origin. What if an employee has friends on Facebook who are Muslim? The invalid "guilty by association" process might lead an employer to consider that friendship to be a security risk in today's (still) post-9/11 climate, even if such discrimination is banned by Title VII.

Consider for example the variety of people one might have as friends on Facebook. One of the authors took a look at the profile and found the year of high school graduation, allowing a decent guess at the author's age. The author's friends also represented a variety of religions, from mainstream Protestants and Catholics, fundamentalist Christians, Jews, and atheists and agnostics. A variety of races, colors, and ethnicities are represented, as are both sexes and a few individuals with disabilities. A biased employer who viewed the page could certainly find plenty of classes they might illegally discriminate against, at least based on association. Moreover, employers might "legally" screen employees in areas that are technically not protected classes under federal law, such as homosexuality.

We can extend this "guilty by association" concept beyond the traditional protected classes. There are also potential sources of discrimination based on friends' views and the implication that the associated job candidate shares those views. For example, one of the authors has liberal, conservative, and moderate friends on Facebook. There are friends who are single, married, and divorced, as well as gay and lesbian couples. And based on their postings, some of the author's friends believe in evolution, while others believe in intelligent design. They support President Obama and Mitt Romney. They like and hate Obamacare. They support gays in the military and believe that homosexuals are going to hell. Does the author share all of their views? No, and even if the author disagrees with those views, he or she is not going to "unfriend" them because of their views.

Does the author post in response to their postings about political or social views? Typically not. The authors don't want a current or future employer to know what they think. It is none of the company's business.

And this is what troubles us about employers' asking for Facebook passwords. Even if a job candidate does not post on Facebook or other websites, is it any business of an employer to know what that job candidate's friends believe? Friends' views are not job relevant, and assumptions of "guilt by association" are not valid. Thus, the views of friends and associates, when accessed by potential employers, open these employers up to charges of discrimination, invasion of privacy, and potentially even violation of constitutional rights.

Some people argue that you do not have to give out your password, or you do not have to apply for the job at that employer. That point is irrelevant. As I-O psychologists we need to speak out against practices that are unfair, unethical, and, of course, not valid.

In the meantime, watch what you post...Big Brother is watching.

And to our Facebook friends, if we suddenly delete our profiles—don't take it personally. You will know we're applying to work for the Department of Corrections.

> There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized.
>
> —George Orwell, 1984

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The New Face of Employment Discrimination: How Do Cases of Subtle Racism Play Out for Mock Jurors?

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When employers labor to protect their workplaces from the insidious effects of racism or discrimination, typical efforts involve enacting formal policies or procedures to combat instances of differential treatment (Sturm, 2001). But what happens when the discrimination is not intentional but is instead based on unconscious biases? Can an employer be liable? These are difficult issues to manage and the courts often vary in their interpretation of the statutes (e.g. see *Dukes v. Wal-Mart Stores,* Inc., 2010 and *Wal-Mart Stores, Inc. v. Betty Dukes et al.,* 2011). However, as explained below, employers can be found liable for discrimination that results from unconscious motives.

Legally, racism is often defined as behavior stemming from hostile intent involving blatant incidents such as using racial slurs to create a hostile environment or refusing to hire minorities (Sturm, 2001). Plaintiffs who cannot prove hostile intent may have a more difficult time prevailing in court, but the law does leave room for unintentional racism (Banks, Eberhardt, & Ross, 2008). In fact, the United States Supreme Court has acknowledged, for both disparate impact (*Griggs v. Duke Power,* 1971) and disparate treatment *(Desert Palace, Inc. v. Costa,* 2003) cases, that discrimination may occur without intent or may be driven by unconscious bias or stereotypical thinking. This mirrors the last 30 years of social science research, demonstrating that today's discrimination is expressed in more subtle ways, and the use of race as a motivating factor in a decision may be unconscious (Dovidio & Gaertner, 2004; McConahay, 1986; Sears, Henry, & Kosterman, 2000). Modern-day claims of employment discrimination are more likely to consist of a culmination of smaller, more subtle behaviors (Sturm, 2001). Although the courts may have allowed room for something subtle (and perhaps unconscious) to be recognized as racism, are the triers of fact in an employment discrimination case willing to make the same leap?

Court rulings aside, the common perception is that cases void of hostile intent are difficult, if not impossible, to win (King et al., 2011; Tolson, 2008). Possibly this is because the average person (read: "juror") may not perceive the actions depicted as discriminatory in nature. Whereas African-Americans are more likely to view racism as institutionalized and systemic, present in many everyday experiences, research indicates that Whites are less likely to view these subtle incidents as racism (Bobo, 2001).

King et al. (2011) further suggest that the difficulty targets experience in prevailing in their claims of racial discrimination may be explained by system justification theory (Jost & Banaji, 1994). System-justifying beliefs (SJBs) are culturally established beliefs that individuals may endorse in order

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to explain why their society is set up in a hierarchical manner. These beliefs differ from culture to culture, but in the U.S., many of the SJBs fall under one umbrella: meritocracy. The *meritocratic worldview (MWV)* is the cultural belief that hard work and industriousness lead to success (Protestant work ethic) and that people are responsible for their own fate (belief in a just world)—they have the ability to succeed, if they are willing to persevere, and they are responsible for their failures (Kaiser & Major, 2006). The internalization of failure that this perspective breeds encourages the perception that inequalities exist not because of systemic discrimination but because individuals (or entire social groups) have not worked hard enough. Thus, one of the reasons that people may be less likely to see racism in ambiguous events is because these underlying meritocracy beliefs may allow fact finders to rationalize discriminatory behaviors as nondiscriminatory, misattributing negative target outcomes to the target's failure to persevere.

The Effects of Discrimination on a Target

If Whites are less likely to acknowledge the presence of systemic racism, might this also mean that they are less likely to see it as harmful at the individual level? Research on target experiences of discrimination is lagging behind research on perpetrators of discrimination, but we are beginning to understand the effects of discrimination. For example, the experience of discrimination has been associated with negative self-reported physical health (Schulz et al., 2000), elevated blood pressure (Guyll, Mathews, & Bromberger, 2001), diagnosis of depression (Clark, Anderson, Clark, & Williams, 1999), and impaired psychological well-being (Williams, Yu, Jackson, & Anderson, 1997). If being a target of discrimination means experiencing such harms, could the display of the harm make an outsider more likely to perceive that discrimination occurred?

Research investigating perceptions of sexist behavior has taken a closer look at this proposition (Swim, Scott, Sechrist, Campbell, & Stangor, 2003). Swim and colleagues investigated how harm and intent influenced perceptions of an act as prejudiced. What they found was that if the intent of an action was obviously discriminatory (i.e., a man excluding women because he believed women were inferior) then whether or not harm occurred had very little impact; overt, blatant discrimination is judged as such, regardless of its effects on the target. On the other hand, if intent is more ambiguous, participants found information on harm to be helpful in judgments of discrimination. Incidents of subtle discrimination are, by their very nature, lacking in intent, suggesting that these types of cases may have jurors seeking out (or putting more emphasis on) information outlining the harm caused by the actions.

We performed a study, hypothesizing that, as prior research suggests, individuals would be more likely to rule in favor of the plaintiff in employment discrimination claims with overt racism and in favor of the defendant in claims featuring covert racism. We further expected that the addition of information highlighting the impact of the actions on the plaintiff will increase verdicts for the plaintiff, especially in cases of covert discrimination in which intent in ambiguous.

Testing the Effect of Harm

The Swim et al. (2003) research investigating harm implications on judgments of discrimination focused on everyday instances of sexism, not cases that would necessarily be relevant in the legal arena. To keep our research relevant to employment discrimination, we created a disparate treatment accusation in a case of failure to promote.

With regard to employment discrimination claims, evidence of employee well-being may be introduced in the form of employee performance evaluations, and in fact, plaintiff attorneys contend that evidence portraying performance-related information is very important for an employee in litigation (Bisom-Rapp, 1999). The performance-related documentation that plaintiff attorneys feel is important includes things like a history of poor evaluations or poor evaluations that began, presumably as retaliation, as soon as an employee complained about discriminatory treatment. The attorneys overwhelmingly agree that such information presented at a trial could be very persuasive: Consistently poor evaluations may bolster the defendant's claim that a firing was not race related, but evaluations that dropped dramatically at the time of complaint-filing may bolster a plaintiff's contention that discrimination was occurring. However, we were unable to find any literature investigating how a fact finder may respond to actual decreases in performance occurring at the time of the discriminatory action in question, not just those recorded by a supervisor in retaliation to a complaint filing. Based on the previous literature discussing the negative effects of discrimination on the target (Clark et al., 2007; Williams et al., 1997), it seems entirely feasible that a discriminatory act may result in impaired performance and in decreased psychological well-being; thus, our study used this type of evidence to demonstrate alleged harm.

One hundred and six undergraduate students (58 men, 46 women, 2 failed to indicate) participating to gain course credit were randomly assigned to read one of four vignettes, differing by type of discrimination (overt vs. covert) and presence of harm (no mention vs. performance impact); two were excluded from analyses for not following directions. Participant age ranged from 18 to 52, with a mean age of 20.24 years old ($SD = 3.02$) and a median of 19. Fifty-eight of our participants identified as White, 14 as Black/African-American, 9 as Latino/Hispanic American, 3 as Asian American, 21 indicated "other;" and 1 participant did not indicate. Thirty-one of the participants responding were not American citizens, but their decisions on verdicts did not differ from the 73 American citizen respondents (χ^2 $(1, N = 102) < .01, p = .99$) and so analyses were collapsed across citizenship. The same was true for gender (χ^2 $(1, N = 103) = 2.89, p = .09$). All participants read a vignette describing an employee's allegation of discriminatory treatment on the basis of his employer's failure to promote; the employee was depicted as having an excellent work history, prior to the events, and as an asset to the company. Participants were asked to act as though they were jurors deciding the case and rendered a verdict for the plaintiff or for the defendant, following instructions that mirrored state law for discrimination claims based on disparate treatment. Using a scale developed by Gilbert and Lownes-Jackson (2005), we also obtained ratings of the plaintiff as an employee (based on the information provided in the given scenario) along six dimensions (competence, $a = .67$; potential, $a = .74$; collegiality, $a = .86$; emotional stability, $a = .92$; seriousness about work, $a = .84$; and demeanor, $a = .86$) to explore how perceptions of the plaintiff influenced verdicts.[1]

Verdict preferences (see Table 1) supported our first hypothesis: 63.4% of those in the overt conditions decided for the plaintiff but only 36.6% of those in the covert conditions decided for the plaintiff (χ^2 (1, $N = 104$) = 4.20, $p = .04$), lending credence to the belief that subtle discrimination cases are less likely than cases of blatant discrimination to result in a verdict favorable to the plaintiff. Although this is unsurprising, the analyses for our second hypothesis take a completely different turn. We predicted that adding performance impact to the covert condition (C-P) would result in significantly higher verdicts than covert racism with no performance impact (C-NP). The difference between these two groups was not significant (χ^2 (1, $N = 52$) = 1.20, $p = .27$) and the trend was in the *opposite* direction than that which we predicted. Individuals in the C-NP condition decided for the plaintiff at a rate of 36.0%, but the addition of performance impact information (C-P) dropped this to a rate of 22.2%. Although again not significant, the same trend was also noted in the overt racism conditions: verdicts for the plaintiff dropped from 59.3% to 40% (χ^2 (1, $N = 33$) = 1.46, $p = .23$) with the addition of information on performance impact. In fact, when we collapsed across type of discrimination, the presence of performance impact acted counter to what we hypothesized, showing a rate of plaintiff verdicts of 30.8% compared to 48.1% without performance impact (χ^2 (1, $N = 104$) = 3.26, $p = .07$). Harm, it seems, is taken into consideration regardless of information on intent, and has a *negative* impact on a plaintiff's case.

Table 1
Rates of Verdicts by Discrimination Type and Presence or Absence of Performance Impact

Type of discrimination	Performance impact	Verdict	Observed	
			Count	%
Covert	No	Defendant	16	64.0
		Plaintiff	9	36.0
	Yes	Defendant	21	77.8
		Plaintiff	6	22.2
Overt	No	Defendant	11	40.7
		Plaintiff	16	59.3
	Yes	Defendant	15	60.0
		Plaintiff	10	40.0

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[1] Materials are available from the authors upon request.

Determining Verdict Influences

Using a logistic regression to predict verdict, our independent variables (and their interaction) were entered on the first step and the ratings of the plaintiff as an employee were entered on the second step (forward selection was used in Step 2 because we were taking an exploratory approach). Although individuals in the overt conditions had decided for the plaintiff at a higher rate than those in the covert conditions, when performance impact and the interaction between condition and performance were included as predictors, the difference between the overall model and the constant only approached significance (χ^2 (3, N = 99) = 7.19, p = .07). The addition of the ratings of the plaintiff as an employee resulted in much better model fit: χ^2 (5, N = 99) = 56.80, p < .001 and explained between 43.7% (Cox and Snell R square) and 59.3% (Nagelkerke R squared) of verdict decisions. Overall classification significantly increased (χ^2 (2, N =99) = 49.61, p < .001) from 64.6% in Step 1 to 87.9%; verdicts for the defendant were classified correctly approximately 92% of the time and for the plaintiff 82% of the time. Our exploratory model increased the prediction of plaintiff verdicts by 42.5%, and perhaps what was most interesting is that this significant increase was due solely to the addition of two variables: perceptions of the plaintiff's emotional stability and perceptions regarding how serious the plaintiff is about his work. Table 2 shows the contribution of the individual predictors to the overall model. In the final model, emotional stability and work seriousness were the only variables to reliably enhance model prediction at p < .05. According to the results, perceiving the plaintiff as emotionally stable made an individual about 2.4 times more likely to decide in his favor, and perceiving him as serious about his work, 1.9 times more likely to decide in his favor. Rather than evaluating whether or not the behavior of the defendant was discriminatory, the focus was on how well the plaintiff could withstand the alleged discrimination.

Table 2
Summary of Stepwise Regression Analysis for Variables Predicting Verdicts (N = 99)

	B	*SE*	*OR*	95% CI
Step 1 (entry method)				
Discrimination type	.67	.58	1.94	[.63, 6.02]
Performance impact	–.94	.66	.39	[.11, 1.41]
Discrimination type x Performance impact	.21	.87	1.23	[.22, 6.82]
Step 2 (forward selection)				
Discrimination type	1.08	.80	2.95	[.61, 14.16]
Performance impact	–.14	.88	.87	[.16, 4.89]
Discrimination type x Performance impact	–.74	1.20	.46	[.04, 4.83]
Emotional stability	.89**	.25	2.44	[1.49, 4.00]
Work seriousness	.66*	.30	1.93	[1.07, 3.51]

Note. All regression coefficients are unstandardized. OR = odds ratio; CI = confidence interval; Cox and Snell R^2 = 0.07 for Step 1 and R^2 = 0.44 for Step 2. *p <.05; **p < .01

Theoretical Implications and Future Directions

Why are our mock jurors so focused on the attributes of the plaintiff and not of the actions of the defendant? Kaiser and Major (2006) have suggested that fact finders charged with deciding a case of employment discrimination may make their determination based not on the actions of the defendant but instead on characteristics of the plaintiff that may justify the actions. In our study, we handed the characteristics right to the mock jurors: emotional stability and seriousness about work. What we depicted in our scenario to demonstrate the psychological effects of discrimination (i.e., increased sick leave, seeking out stress-management classes) may have been interpreted as signs of emotional instability and a lack of seriousness about work, giving those deciding the case a reason for the promotion denial that was internal to the plaintiff. If you are unsure about the emotional stability of your employee, why would you promote him or her to a higher position? Even though our employee was depicted as a model worker up until the failure to promote, and the manifestations of psychological distress occurred only after this incident, internal attributions made about the *employee* guided decisions of whether or not the *employer* acted in a discriminatory manner when the company denied the promotion.

This focus on the target may also be why our results differed from the Swim et al. (2003) research. In their vignette that most closely resembled an employment discrimination situation, the researchers demonstrated harm in terms of outcomes that were more objective in nature (e.g., women not invited to computer training were later fired for lacking those skills) and that occurred to multiple women—it is presumably much more difficult to attribute blame to the target when multiple targets are involved. As mentioned previously, current research suggests that what may be driving the tendency to look toward the alleged victim in discrimination cases may have something to do with system-justifying beliefs (Kaiser, Dyrenforth, & Hagiwara, 2006). In our case, individuals may be using the reliance on a meritocratic worldview as a mask for discrimination (Kaiser et al., 2006). This idea echoes theories of aversive racism (Dovidio & Gaernter, 2004), which hold that individuals may behave in an outwardly egalitarian manner *unless* behaving in a discriminatory manner can be attributed to a valid reason that has nothing to do with race. Theoretically, a meritocratic worldview may make this rationalization of discriminatory behavior easy: If we believe that an individual was not trying his or her hardest, then deciding against him or her has nothing to do with our views and everything to do with his or her ability (not race).

Although the research on SJBs is still in its burgeoning stages, at least one study has found that endorsement of a meritocratic worldview predicted the derogation of minority race members (Kaiser et al., 2006), and it seems possible that in our study we have an example of meritocratic worldview in action. Individuals are turning *away* from the actions of the defendant and *toward* the attributes of the plaintiff to explain the incident in question. Our participants placed greater importance on the emotional stability and seriousness toward work measures—measures that directly reflect a person's ability to get ahead on the basis of merit—than on the alleged discriminatory behavior. Although factors like competence and potential (two other measures collected) seem to make more sense as verdict influences from a meritocracy perspective, participants were unable to explain defendant verdict preferences in these terms because the information provided to the participants emphasized a hard-working and skilled employee. In order to justify deciding for the defendant more, our mock jurors decided that the most important information was not the objective measures of competence or potential but the subjective, personal attributes encompassed by emotional stability and seriousness about work. Our future research will seek to first replicate the results found here (with a larger sample in order to increase power) and also determine the role that meritocratic worldview may play in explaining these unexpected findings.

In the end, this paper seems to have raised more questions than it answered. One thing that is apparent is that more research is needed on this new face of employment discrimination. The topic is both pertinent and complicated, with no easy answers for either side. Businesses will need to be more vigilant with their policies and possibly educate managers and supervisors on the many forms that discrimination may take. If our meritocratic beliefs impede us from seeing discrimination in a court of law where the issues are salient, then it seems unlikely to be acknowledged in the everyday working lives of employees. Therefore, employers must be more proactive in educating their workforce on modern expressions of employment discrimination. On the flip side, employees, who already have less than a 25% success rate in employment discrimination claims that reach the level of litigation (Zink & Gutman, 2004), are likely to find themselves with an even more difficult battle: Not only are triers of fact less likely to see the acts as discriminatory, but they may seek out information about the plaintiff to explain the incident. It seems that this new face is not so pretty.

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Kid Validated Interview Questions

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Recently I was interviewing for a new job. When I mentioned this to my three officemates, they took it upon themselves to help get me ready for the pending interview. For several days they peppered me with interview questions, occasionally yelling them out at random intervals and heckling me while I answered. Not being I-O psychologists, they turned to the Internet for questions to assault me with. (Actually I don't really know what they do—something with computers I think—which reminded me to avoid all discussion of my interpersonal work skills during the actual interview.)

Any one who has searched the Internet for practice interview questions knows how many sites come up—a lot. And, the sites all seem to have similar questions and provide similar *ideal* answers. I am sure you're familiar with the types of questions.

What's your greatest strength?

What's your greatest weakness?

Do you prefer to work individually or in a group?

Do you have any questions for me?

To me all of these questions seemed so simple that even a kid could answer them well. Luckily I have a seven-year-old daughter and put this to the test. I decided to do a mock interview with her. The interview started something like this.

Before people get hired for a job they often have to talk to the person who will be their boss and answer some questions. He or she will then decide if they want to hire them.

Think about a job that you would like to have. What's the job?

OK. Let's pretend that I'm the boss talking to you about a job to see if I should hire you. I am going to ask you some questions.

The job my daughter identified was a preschool teacher. Below are some excerpts from my interview.

Interviewer: Why would you be a good preschool teacher?

7-year-old: I like kids and it has always been my dream to be a teacher.

That sounded pretty good, and she didn't even need to look on the Internet see how to answer (although she is already scary good at that kind of research).

Interviewer: What would be your greatest weakness as a preschool teacher?

7-year-old: Sometimes I don't stay in the lines when I color.

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That too sounded like a good answer. Maybe was not as good as the classic "I work too hard," but still good in that it was honest, came off as sincere, and touches on a relatively minor teaching skill: coloring between the lines.

Interviewer: Do you prefer to work in a group or by yourself?
7-year-old: I like to work in a group, but sometimes I like working alone.

Good answer once again, and one that nearly all interview sites would suggest. Finally I wrapped up the interview with this.

Interviewer: Do you have any questions for me?
7-year-old: How many kids will be in my class?
Interviewer: 15.
7-year-old: How much money will I make?
Interviewer: How much money do you want to make?
7-year-old: Like $20 a day.
Interviewer: You're hired.

It seems that even a seven-year-old can ask appropriate questions at the end of an interview. How many kids will be in the class is actually a very good follow-up question. However, I felt it was too early in the interview process to begin negotiating salary. I'm going to have to work with her on her negotiating skills. After all she may be taking care of me in my old age. I strongly recommend that everyone continue to use this question because, who knows, maybe you can hire someone for $20 a day.

What's the lesson from all of this? HR professionals and managers often turn to Internet sites when preparing to make a hiring decision. As I-O psychologists, we need to caution them about doing this. We should let them know that when a question is so easy that a seven-year-old can answer it appropriately its usefulness in personnel selection is quite questionable. HR professionals and managers fear the word *discrimination*. However, we know that discrimination is what personnel selection is all about. Questions should discriminate, in a good way. They should discriminate the excellent performers from the good performers and the good performers from the poor performers. The questions need to do this while avoiding discrimination against protected classes of individuals and avoiding the creation of negative applicant reactions.

Questions that everyone can answer well (even a seven-year-old) do not discriminate. We need to teach them that a useful question must have variation in how people answer it. If everyone answers a question well there is little variation. With little variation in the quality of answers, the hiring manager has to make very fine distinctions, and fine distinctions are notoriously hard to make. Although nearly every manager believes that he or she is above average at interviewing, reading people during the interview, and making such fine distinctions, the evidence is actually quite to the contrary—and not everyone can be above average.

We also need to tell them that a large body of research shows two types of particularly effective interview questions exist, situational questions and patterned behavioral questions. Then explain why these question types are effective—because they are highly content-valid drawing upon real-life work situations that applicants are likely to face on the job. They both also focus on behaviors ignoring more subjective traits, motivations, and the like, which are easy to fake and hard to assess.

Finally we need to be upfront about advantages and disadvantages. For example, these types of questions do take more time and money to develop, but the likely payoff is better selection decisions. Situational interview questions are a little more flexible as the interviewee might not have experienced certain work situations, preventing a past behavior question. Of course there is always the issue of *can do* versus *will do*. In a situational interview, just because an interviewee knows what to do doesn't mean the he or she will actually do it. One the other hand, if he or she doesn't even know to what do it is pretty clear that they won't do the right thing on the job. Behavioral questions may be prone to inflation or outright fabrication on the interviewee's part. Research, however, shows that simply asking the interviewee to provide a contact person who can verify the story prevents inflation (regardless if you plan on following up or not).

I know all of this stuff is pretty basic for an I-O psychologist, but next time you are brought in to help a hiring manager or develop a selection system ask the manager, "Is this question so easy even a kid could answer it?" This seemingly silly question and a silly story such as mine may help make the case for a more rigorous selection interview. Making sure that all interview questions are kid validated will go a long way in helping them make right selection decision.

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YES YOU CAN!

I-Os and Funded Research

Ashley Walvoord
Verizon Wireless

Liu-Qin Yang
Portland State University

Introduction and Inspiration!

"I would love to have more resources to do my research. Why aren't there more research funding announcements related to I-O topics?"

"I'm not really confident about how to pursue funding for I-O studies. I wish I could learn about the success stories of other I-Os"

"Isn't research funding less applicable to the corporate and consulting domains?"

"I-O is an applied science. How can I successfully articulate the basic concepts underlying my research to a funding agency?"

"What types of funding agencies (besides SIOP and SHRM) have priorities that align with I-O?"

Sound familiar?

In a recent SIOP survey, members (academic and practitioner alike) revealed significant interest in obtaining more resources to support their research, but few had attempted to apply for research grants, contracts, small business innovation funds, or other opportunities (Allen, Oswald, & Cho, 2012). Despite being well-qualified and interested, many I-Os may wonder, "Is research funding really relevant to my work? Can I realistically find success in pursuing substantial funding?" Yes you can!

Over the upcoming year, we are here to partner with you to provide strategies, peer examples, process familiarity, and example funding opportunities at your fingertips (or at your mouse). If you have minimal or no funding experience, this column will help to build your understanding of funding basics. For readers with moderate exposure to the funding world, the content will provide a plug-and-play experience with new approaches and perspectives. In each issue, we will bring you stories and interviews from experts in I-O research funding, who are dedicated to inspiring you and helping you succeed! We look forward to meeting you here each quarter!

To kick off the series, this month we had the opportunity catch up with **Dr. Steve Kozlowski** (Michigan State University) to share his perspective on the role of I-O in funded research. Dr. Kozlowski is the editor of *Journal of Applied Psychology*, an awardee of many competitive research grants, a former chair of the SIOP Scientific Affairs Committee, and chaired the SIOP Task Force on Science Advocacy.

Steve, you have a great deal of experience and success in the funded research space; what are your observations regarding the opportunity for I-Os to get more involved?

From my experience, resources from grants are typically directed at big societal problems or issues that are important to everyone to solve. These issues cut across academic and practitioner lines, and there are several reasons why I-Os from either specialization would want to get involved. First, the obvious benefit is having resources to support your research interests. "Resources" could include materials, equipment, facilities, participant remuneration, supplemental salary, and graduate student support, for example. Sure, you can do some research and science without money, but you can make greater progress and impact if you have resources. Second, with funding you can tackle much larger problems than you could otherwise. We [I-Os] need to be out there working with big topics because we have a lot to offer; we are qualified to provide the scientific foundation for effective solutions to problems. The most important reason why we need to engage in this sphere is because it is the future of our field. Participating in funded research promotes the development of the science of industrial and organizational psychology. By contributing to big societal solutions, our field develops tools, techniques, and solutions, and when resources enable graduate assistant involvement, future generations of I-Os are trained, which enhances science and practice.

You mentioned that I-Os are qualified and have a lot to offer. What unique advantages do I-Os bring to the world of funded research?

When you consider the nature of many societal concerns, the topics often include a range of organizational effectiveness issues, and this is where we [I-Os] bring a unique perspective. I-Os also have an advantage in skills for research design, methodology, and analysis. If you find that your specific areas of research seem less aligned with a funding topic, you can almost always be a valued addition to a multidisciplinary team. If you shift your lens from looking for funding announcements about your specific topic to looking for how your research area supports other topics, then I-O opportunities are easier to find.

In your career, how did you begin to hone your skills for conceptualizing and submitting funding applications?

Given my interests in learning, development, and multilevel theory, post-tenure I began to shift my research (from socialization and climate) to these new topics with a particular focus on teams because they are at the micro–macro juncture. That meant doing work on learning/training systems, team development, and team effectiveness. Who funds research on those topics? The military does almost everything with team-based structures, and they fund basic and applied research. That’s where I started. There are summer fellowships for junior faculty available through different agencies or organizations; for example, there is funding for you to spend 10 weeks at a laboratory, make initial contacts, and learn about what their needs and problems are while they learn what your abilities and areas of interest are. You need to make a sponsor contact and then you have to be able to craft a realistic mutual fit between their interests and yours.

Based on the SIOP survey results, many readers here are wondering where to start. What advice could you offer?

I would compare learning how to write funding applications to the way you learn to ride a bike—you get on the bike! The first thing I recommend is to start building a network and get connected. Most colleagues I know who pursue research funding either got started by pairing up with someone else who was already doing it or they pursued a fellowship. In the beginning, it may feel daunting, but you can easily start with colleagues within SIOP and then branch out to other areas of psychology and beyond.

When it comes to understanding how to put applications together and move through the funding process, I would recommend that readers follow this column and leverage the Internet; the web makes everything much more accessible because you can find an agency, browse the programs in the agency, find the program managers’ names, and reach out to them (typically agencies employ program managers to give you feedback so you can submit a good application). For example, if you have an idea, write up a white paper or a brief explanation and send it them (e.g., here’s the problem, here’s what I’m interested in solving)—don’t be shy!

My last recommendation is to fit research funding efforts into your career plan. Depending on the resources available to you in your company or in your university, some readers may wish to get involved in applying for funding sooner rather than later. Others may desire to start building their networks now, as a first step of a longer term plan to begin submitting applications for substantial funding. Remember that the biggest obstacle is not even trying to apply!

A Look Ahead to Next Quarter’s Yes You Can! I-Os and Funded Research

We thank Steve for this great introduction to the I-O opportunities in funded research! In the next column, we will bring you a brief overview of different funding mechanisms out there (there are many alternatives beyond the SIOP Foundation and NIH) and strategies to tailor your research ideas to fit different types of funding agencies. We’ll get the inside scoop from an experienced program manager, and uncover helpful strategies to support successful funding submissions from colleague **Lillian Eby**. Please check out the following funding resources, and until next time, remember: **Yes You Can!**

Funding Resources

Federal Funding Agencies

http://www.grants.gov/search/subscribeAdvanced.do
http://www.cdc.gov/niosh/enews/subnioshenews.html
http://www.nsf.gov/funding/pgm_list.jsp?org=NSF&ord=date
http://grants.nih.gov/grants/funding/submissionschedule.htm
http://www.nsf.gov/funding/pgm_list.jsp?org=NSF&ord=rcnt
http://www.hqda.army.mil/ari/
http://www.wpafb.af.mil/afrl/afosr/
http://www.onr.navy.mil/en/Contracts-Grants.aspx
http://ies.ed.gov/funding/futureComp.asp
Non-Federal Foundations
http://fconline.foundationcenter.org/

Educational Resources

http://www.siop.org/grants.aspx
https://www.signup4.net/Public/ap.aspx?EID=NATI416E (NSF Grants Conference)
http://grants.nih.gov/grants/seminars.htm (NIH annual regional seminar)
http://www.ahrq.gov/fund/grbasicix.htm

"Finale": An Intro to the Scientific Affairs Committee

Fred Oswald, Chair
(Column sponsors)

The SIOP Scientific Affairs Committee (SAC) is concerned with all aspects of I-O psychology as a science. Its members encourage, promote, and facilitate greater contributions of a scientific and technical nature. We are fortunate to have two insightful and hard-working SAC members serving as editors of this new *TIP* series. Ashley Walvoord and Liu-Qin Yang will be providing SIOP readers with general strategies, specific information, and interview materials related to obtaining research funding that is relevant for I-O psychologists. Increased funding not only improves the quality and quantity of our science; it extends the visibility of SIOP members' work in the I-O research and practice communities, in government and policymaking circles, and in society at large. The SAC hopes that you will learn from and benefit from this series of articles, as mighty oaks from little acorns grow!

Reference

Allen, T.D., Oswald, F., & Cho, E. (2012). Science advocacy survey results: A brief report. *The Industrial-Organizational Psychologist, 50*(1), 62–69.

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PRACTICE PERSPECTIVES

Changes Over Time in Members' Graduate Education, Employment Focus, and Recognition by SIOP

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SIOP members have regularly discussed how graduate education and employment opportunities have changed in our field over the years. With each new wave of SIOP members and changes in doctoral graduate programs there have been questions raised about how things are different now from 20 or 30 years ago. Many of the questions concern how the field, SIOP members, and the employment opportunities have changed over time. For example the questions have included:

- Is the field of I-O psychology continuing to grow or has it plateaued?
- How has graduate education in I-O psychology changed over the years, and has there been any shift in the graduate programs producing the most graduates?
- How many SIOP members have degrees in I-O psychology versus other graduate degrees, and has the mix changed over years?
- Are the employment opportunities for SIOP members changing over time?
- To what extent have SIOP members taken academic positions in business schools versus in psychology departments?

We wanted to address some of these questions in order to better understand the current state of our field and how it is changing. Many of us have an intuitive sense of those changes, but there have been limited efforts to document them.

In order to address some of these questions, we analyzed SIOP membership data. Because we do not have access to longitudinal career data of SIOP members, we focused on relevant available data for 2011 SIOP full members. We have been reporting on this data base in several previous *TIP* articles (Silzer & Parson 2011; 2012a; 2012b; 2012c).

In particular we focused on the graduate major, graduate institution, and current employment focus of the 2011 SIOP full members (including Fellows). We looked at how these variables change over time depending on which decade the members received their graduate degree. Although it does not fully substitute for longitudinal career data, we think it provides some useful insights about our field.

Changes in Graduate Programs Over Time

In our last article we reported on the graduate programs that have produced the most SIOP members (Silzer & Parson, 2012c). We were interested in finding out if the most productive I-O psychology graduate programs have changed over time. We grouped members based on the decade that they received their graduate degree (pre-1970, 1970–1979, 1980–1989, 1990–1999, and 2000–2009).[1] The results are presented in Tables 1 and 2.

Table 1

I-O Graduate Programs Ranked by Number of Graduates (pre-1970, 1970–1979, 1980–1989)

Program Rank Order, Graduate Program, Number of PhD Graduates (Who Are SIOP Members)

Pre-1970		1970–1979		1980–1989	
1 Univ of Minnesota	6	1 Ohio State Univ	15	1 Bowling Green State Univ	26
1 Purdue Univ	6	2 Purdue Univ	14	2 Univ of Akron	22
3 Ohio State Univ	5	3 Univ of Minnesota	11	3 Univ of Tennessee-Knoxville	20
3 Case Western Reserve Univ	5	4 New York Univ	10	4 Ohio State Univ	16
5 Univ of Maryland	2	4 Univ of Houston	10	5 Univ of Houston	15
5 Univ of Tennessee-Knoxville	2	4 Michigan State Univ	10	6 Illinois Inst of Technology	14
5 Univ of California, Berkeley	2	7 Univ of Tennessee-Knoxville	9	6 Univ of South Florida	14
		7 Univ of Maryland	8	8 Wayne State Univ	12
		9 Univ of South Florida	6	9 Univ of Georgia	11
		10 Univ of Illinois-Urbana Champaign	5	10 Univ of Minnesota	10
		10 Univ of Akron	5	10 New York Univ	10
		10 Wayne State Univ	5		

Top-10 graduate programs ranked by number of graduates during the decade (who are SIOP members); I-O psychology graduate program; Number of PhD graduates during the decade

Table 2

I-O Graduate Programs Ranked by Number of Graduates (1990–1999, 2000–2009)

Program Rank Order, Graduate Program, Number of PhD Graduates (Who Are SIOP members)

1990–1999		2000–2009	
1 Univ of Akron	38	1 Univ of Akron	45
2 Univ of South Florida	31	2 Univ of South Florida	40
3 Pennsylvania State Univ	25	3 Bowling Green	31
4 Bowling Green	21	4 George Mason Univ	28
5 Michigan State Univ	20	5 Wayne State Univ	28
6 Univ of Georgia	19	6 Univ of Tennessee-Knoxville	25
7 Univ of Houston	19	7 Univ of Houston	25
8 Georgia Inst of Technology	17	8 Univ of Georgia	25
9 Univ of Minnesota	16	9 Colorado State Univ	24
9 Ohio State Univ	16	10 Univ of Minnesota	23

Top-10 graduate programs ranked by number of graduates during the decade (who are SIOP members); I-O psychology graduate program; Number of PhD graduates during the decade

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[1] These data do not include SIOP members who did not self-report the date of the graduate degree and members who graduated in 2010, 2011, and 2012.

There has been both stability and notable changes among the I-O psychology graduate programs that are the top-10 programs producing I-O psychologists (who are SIOP members)[2]. Some notable observations:

- The University of Minnesota is the only program that has remained among the top-10 programs across all 5 decades.
- Five programs have been in the top-10 for at least 4 of the 5 decades: University of Houston, University of Akron, University of South Florida, University of Tennessee-Knoxville, and The Ohio State University.
- Some programs are rising among the top-10: University of Akron, University of South Florida, Bowling Green State University, University of Georgia, George Mason University, and Colorado State University.
- The number of graduates produced by the top schools has been greatly increasing each decade from 28 (in pre-1970), 109 (in 1970–1979), 170 (in 1980–1989), 222 (in 1990–1999) to 294 (in 2000–2009). Some programs have regularly increased the number of graduates each decade, such as University of Akron, University of South Florida, University of Houston, and University of Georgia
- Based on information provided to us, some programs are no longer producing I-O psychologists: The Ohio State University, New York University, and University of Tennessee-Knoxville
- Only seven programs had more than one graduate in the pre-1970 period who were SIOP members in 2011 (so only seven programs are listed).

Some of these programs are quite large and produce on average three or four graduates each year who become SIOP members. It would be interesting to find out how many students they admit into the program each year and their graduation rates in order to regularly produce so many graduates. A few programs have been steady producers of graduates over the last 4 decades with only slight increases in the number of graduates.

Given the increasing number of graduate students that attend the annual SIOP conference, it seemed likely that the total number of graduates was also increasing each decade. Based on member data, we identified the members with I-O psychology degrees (versus all degrees) and the number of active contributing programs for each decade (see Table 3).

Table 3

SIOP Members' Graduate Major, School, and Date of Graduate Degree

	I-O psychology graduate programs		All graduate programs	
Decade	Members with I-O degrees	# of contributing universities	Members with all degrees	# of contributing universities
Pre-1970	48	27	89	54
1970–1979	160	42	362	115
1980–1989	342	74	573	141
1990–1999	596	78	842	163
2000–2009	877	102	1,189	188

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[2] When graduates from all programs (I-O and non-I-O) were considered, the top producing schools were similar across the decades with a few changes; University of Minnesota was ranked third in both the 1990 and the 2000 rankings; Michigan State University was ranked sixth in the 2000s, and Alliant-California School of Professional Psychology was ranked tenth in the 2000s.

It is striking how much the number of I-O psychology graduates has increased for each decade. The increases in number of I-O graduates from one decade to the next have been 233%, 114%, 74%, and 47% respectively across the 5 decades. For each decade the number of graduates has been significantly increasing; however, the percentage increase to the next decade is declining. This is most likely because the number of graduates each decade is getting fairly large and becoming more challenging to exceed. In the most recent decade (2000–2009) our field averaged 88 new I-O PhD graduates each year, up from 16 graduates per year on average in the 1970s.

The number of graduate programs that have been producing those graduates has also been noticeably expanding. In the 2000–2009 decade there were 102 programs that were graduating I-O psychologists (up from 42 programs in the 1970s); some of these graduate programs are in other countries. When looking at members from all graduate programs (I-O and non-I-O majors) the number of graduate programs for the most recent decade has increased to 188 (up from 115 programs in the 1970s). This is a rather remarkable change and attests to the diversity in SIOP.

Changes in Graduate Majors and Employment Focus Over Time

Some members, who have been in their careers for several decades, have noticed changes in the graduate degrees of professionals who work in our field, as well as changes in the professional employment opportunities over time. We tried to document these changes based on membership data.

Changes in Graduate Majors

There have been long discussions, and disagreements, in SIOP about the name of our field. The choice has been mostly between industria-organizational psychology and organizational psychology. We were curious how common a graduate major in organizational psychology was among SIOP members and whether other graduate majors were becoming more or less common among members. The results of our analysis are presented in Table 4.

Table 4

Prevalence of Graduate Majors for SIOP Members by Decade

Graduate major*	Pre-1970	1970–1979	1980–1989	1990–1999	2000–2009	Total
I-O psychology	48	160	342	596	877	2,023
Organizational behavior	2	13	29	53	109	206
Social psychology	14	29	42	32	17	134
Organizational psychology	2	10	14	25	50	101
Psychology	12	36	23	18	11	100
Clinical psychology	3	16	21	12	12	64
Total	81	264	471	736	1,076	

* Based on 2011 full SIOP members. Does not include members with degrees in other fields, members who did not list their majors or their graduation date or members who graduated in 2010 or 2011.

SIOP members with graduate majors in organizational psychology have been increasing each decade and doubled from the 1990s to the 2000s. However the total number of members with an OP degree is still modest (*n* = 101).

Similarly, the number of SIOP members with graduate degrees in OB has been regularly doubling from one decade to the next, reaching 109 graduates in the 2000s. This may reflect the increasing number of I-O academics who have joined business schools and are producing OB graduates. The total number of members with OB degrees is 206 (about 7% of the SIOP membership).

Members who have graduate degrees in other majors, such as clinical psychology and social psychology, show a more curvilinear trend. More of the members with clinical psychology and social psychology degrees received their degrees in the 1980s than in other decades. One possible explanation for this trend is that graduates in these disciplines are most likely to first explore career options in their own field and only later consider moving to I-O psychology interests and careers. In general these are relatively modest-sized member groups in SIOP. So although some members suggest that psychologists from other disciplines are flooding into our field, the membership data suggest that might not be true, or at least they are not joining SIOP in large numbers.

Changes in Employment Focus

In previous articles we have discussed the four primary employment focus groups of SIOP members (Silzer & Parson, 2011). The actual SIOP membership in each of these groups is:

- Academics/researchers: 48.6% of SIOP membership (44% of members with I-O degrees)
- Academics: 43.5% (universities and colleges)
- Researchers: 5.1% (research consulting firms & government research positions)
- Consultants/organization based: 49.3% of SIOP membership (56% of members with I-O degrees)
- Consultants: 30.3% (consulting firms & nonresearch consulting positions)
- Organizational-based professionals:19.0% (organizations & government positions with a practice focus)

We were interested in determining if this mix has changed over the decades based on when members received their graduate degrees. We do not have longitudinal data for SIOP members, but we looked at members by the date of their graduation to give us some insights into this issue. We expect that the upcoming SIOP Practitioner Career Study will more directly address this question.

Table 5 presents the employment focus for members with I-O degrees based on the decade of their graduation. The actual number of members in each employment focus area has increased for every decade. This suggests broadly based and expanding employment opportunities. The changes in number of members in each employment area, based on decade of their graduation, are different for each employment focus.

Table 5
Employment Focus of 2011 SIOP Full Members by Decade of their I-O Psychology Graduate Degree

Employment focus	Pre-1970	1970–1979	1980–1989	1990–1999	2000–2009	Total
Academics	23* (48%)	68 43%)	144 (42%)	204 (34%)	324 37%)	763 (38%)
Researchers	2 (4%)	7 (4%)	13 (4%)	34 (6%)	71 (8%)	127 (6%)
Consultants	22 (46%)	73 (46%)	128 (37%)	189 (32%)	246 (28%)	658 (33%)
In organizations	1 (2%)	12 (7%)	57 (17%)	169 (28%)	236 (27%)	475 (23%)
Total	48 (100%)	160 (100%)	342 (100%)	596 (100%)	877 (100%)	2,023

* Number of 2011 SIOP full members who are in each current employment focus and who received their I-O psychology degree in each decade

The number of SIOP members going into organizational positions seems to be growing the fastest and changed from 2% of the members with I-O degrees in pre-1970s to 27% in the 2000s. Organizations now seem to appreciate the value of having an in-house I-O psychologist.

The actual number of members in consulting positions is growing as well, but the percentage of the SIOP members with I-O degrees who are in consulting positions is falling relative to other employment areas. One possible explanation is that consultants are often hired into their client organizations. So some members may see consulting positions as a step toward an organizational position.

Academics and researchers are both increasing in number across the decades. However the percentage of SIOP members with I-O degrees who are in these employment areas is falling. Although the number of graduate programs offering I-O degrees is expanding, there still is a limit on the number of academic positions that open each year. This may be influenced by shrinking state budgets for education.

Changes in Employment Focus Based on Degree

Because the above analysis was based only on members with I-O degrees, we wondered whether the distribution would be different across the employment areas for members with other degrees. Analysis results are presented in Table 6.

Table 6
Current Employment Focus of SIOP Members Who Have Graduate Degrees in I-O Psychology or OP and Other Major Fields

Current employment focus	Members with I-O & OP majors	Members with other graduate majors*	All
Academics	820 (60%)	537 (40%)	1,357 (100%)
Researchers	131 (84%)	25 (16%)	156 (100%)
Consultants	685 (72%)	273 (28%)	958 (100%)
In organizations	488 (84%)	96 (16%)	584 (100%)
Total	2124	931	3055

* Includes all 2011 full members who have graduate degrees in fields other than I-O psychology and OP (such as organizational behavior, psychology, social psychology, etc.)

Table 6 shows a comparison of members with I-O and OP (organizational psychology) degrees and members with other graduate majors across the four employment focus areas. About 70% (*n* = 2124) of the SIOP membership holds graduate degrees in I-O or OP, whereas 30% have other graduate majors. The percentage of members with other majors may be increasing. For example, for the 2000–2009 decade 10% of the new graduates who are SIOP members hold OB degrees (up from 6% in the 1980s).

Academics make up only 39% (*n* = 820) of the SIOP members with I-O or OP degrees, but they make up 58% (*n* = 537) of members with other graduate majors. For the three other employment areas, the trend is the opposite direction. For example 23% (*n* = 488) of members with I-O or OP degrees are in organizations, but only 10% (*n* = 96) of members with other degrees are in organizations.

An interesting finding is that of all the SIOP members in academic positions (*n* = 1357) 40% of them hold non-I-O or non-OP degrees (and 20% hold OB or HR degrees). It is surprising that so many of the academics in SIOP are not I-O or OP psychologists. This may have implications for our graduate programs that are producing I-O and OP psychologists. It also calls into question the degree of influence that the group of OB and HR academics should have on professional psychology matters, such as licensing. For example when academics voice their views about licensing, perhaps the views of this group should not be included because they have no professional stake in that issue.

For the other three employment areas, 72%–84% of the members in each area hold either OP or I-O psychology degrees. It reinforces the conclusion that SIOP members who work in these employment areas are highly likely to be I-O or organizational psychologists.

Psychology Departments or Business Schools?

Another hot issue in our field has been the concerns about academics moving to business schools and away from psychology departments, allegedly because of the higher compensation offered in the business schools. We categorized SIOP members in academic positions in either psychology departments or business schools by their major and date of their graduate degree (see Table 7).

Table 7

Current Department Affiliation and Graduate Degree by Date of Degree for SIOP Members in Academic Positions

	Year of graduate degree					
Academic members who work in:	Pre-1970	1970–1979	1980–1989	1990–1999	2000–2009	Total
Psychology dept.						
I-O & OP degree*	12	20	78	132	185	427 (74%)
Other graduate majors	16	45	32	37	19	149 (26%)
Total	28	65	110	169	204	576
Business school/dept.						
I-O & OP degree*	13	50	64	65	126	318 (49%)
Other graduate majors	7	39	65	80	138	329 (51%)
Total	20	89	129	145	264	647

* Graduate degree in either I-O or organizational psychology (OP)

The results in Table 7 show that 74% (*n* = 427) of academics in psychology departments who are SIOP members hold either I-O psychology or organizational psychology degrees, and only 26% hold degrees with other majors. However for SIOP members in business schools, 49% hold I-O or OP degrees and 51% hold other degrees. There are still more academics with I-O psychology degrees in psychology departments than in business schools (427 vs. 318). However, more SIOP academic members are in business schools (647) than in psychology departments (576). This has implications for graduate education in our field; it also underscores the basic question in our field of whether we will continue to see ourselves as psychologists.

Across the decades an increasing number of I-O and OP graduates are going into academic positions. And in the 2000s they were still more likely to find academic employment in psychology departments (*n* = 185) than in business schools (*n* = 126). However we all have heard how active business schools have been in recruiting more senior academics in our field. For example, academic members who received an I-O or OP degree in the 1970s are more than twice as likely to be working in business schools (*n* = 50) as in psychology departments (*n* = 20). It will be interesting to see if this movement to business schools is only a temporary trend or if it continues into the future. We have heard both views from our colleagues so we will have to wait to see which is correct.

Follow-Up on SIOP Awards and Appointments

In previous articles we have discussed SIOP's performance record in giving SIOP awards, making key appointments, and electing Executive Board members, and the extent they are inclusive of the diversity of the SIOP membership (Silzer & Parson, 2012a). We reported that a bias exists in favor of academic/researcher members (48.69% of the membership) when compared to members who are consultants or working in organizations (49.3% of the membership). This bias occurs when electing SIOP officers, electing SIOP Fellows, choosing SIOP award winners, making key SIOP appointments, and selecting Editorial Board membership for professional journals.

We wanted to follow up and provide an update on whether SIOP has made any progress in these areas in the most recent Executive Board term (May, 2011–April, 2012). Our analysis can be found in Table 8.

We looked at the key appointments, SIOP awards, Fellow designations, and Executive Board membership for the 2011–2012 SIOP term. The results suggest that no progress has been made in being more inclusive to practitioners (consultants and members in organizations). In fact the inclusiveness record for this period is very poor.

There are more consultants (nonresearch) and members in organizations in the SIOP membership than academics/researchers, and they hold an even larger share (55%) of the members with I-O or OP psychology degrees. However as Table 8 results suggest, SIOP continues to exhibit a lack of inclusiveness in awards, Fellow designations, appointments and Executive officers. In almost all cases the bias in the 2011–2012 term remains the same as the long standing historical bias in these areas, often reaching an 80% preference in favor of academics/researchers.

Table 8

Representation of SIOP Members in 2011–2012 Fellows, Awards, Appointments, and Executive Board

	Academics/ researchers*	Consultants/ in organizations*
2011 membership	48.6%**	49.3%
2011 members with I-O degrees	44%	56%
Fellows		
Past	83%	17%
2011-2012	83%	17%
Awards		
Past	84%	16%
2011-2012***	10 awards	1 shared award
	1 award	1 shared award
Key Appointments		
2011-2012****	79%	21%
SIOP Officers		
Past Presidents 2002-2012	80%	20%
2011-2012 Executive Board	75%	25%

* Inclusion in an employment group was determined by 2011 member self report data

** % may not add up 100%, employment focus of some members is unknown

*** Of the 12 major awards, 10 were given to academics/ researchers, 1 was given to organizational members and 1 was shared between researchers and members in organizations

**** Appointments were for the 4/2011–4/2012 time period and include SIOP Foundation (*n* = 6), SIOP Representatives to AOP (*n* = 4), LEC Chairs (*n* = 4), Publication Board (*n* = 7), Book Series Editors (*n* = 4), Professional Practice Books Editorial Board (*n* = 12), Organizational Frontiers Books Editorial Board (*n* = 9), Fellowship Committee (*n* = 10), Strategic Planning Committee (*n* = 5)

Our hypothesis is that these decisions are driven by, or at least approved, by the Executive Board. In 2011–2012, the Executive Board was dominated by academics (75%) and the president was an academic. It would seem that the dominance of academics in these positions may have a direct bearing on the continuing lack of inclusiveness in SIOP. There also is a trend for the executive board to now require that all members appointed to these positions have previous experience as a SIOP officer or committee chair. This is an additional exclusionary hurdle that seems to insure that the status quo gets preserved by these appointments and that the control of decisions in SIOP remains in the hands of academics/researchers. In the area of awards, the evaluation of "professional contributions" continues to be heavily influenced by peer-reviewed journal articles, while other types of professional contributions, such as those by practitioners, do not seem to be fairly considered or valued.

We realize that our employment categories are based on primary work focus and that some members also get involved in a secondary work area, such as an academic doing some consulting work for an organization or a consultant who also teaches in a graduate program. However, we contend that the primary work focus is almost always the dominant work activity and takes precedent over all other activities. We would suggest that even this consideration does not justify or explain why SIOP undervalues members whose primary employment focus is in consulting or working in an organization.

It would seem that electing more practitioners (consultants and members in organizations) as SIOP officers should lead to more inclusiveness in these organizational decisions. Our interest is in encouraging more inclusiveness in SIOP. Some have suggested these data are divisive; however, in our view the status quo in SIOP has been divisive and is still exclusionary of large segments of the SIOP membership. It is long past due that SIOP be more inclusive when making these decisions so they include the full membership and not continue to give systematic preference to only one segment of the membership.

Summary

Many of our members are regularly involved in managing organizational change projects for our internal and external clients. We know that organizations can change if the outcome and process goals are clear and the organization supports the changes. What has been going on in SIOP and our field is essentially an organizational change process.

In this article we have tried to document some of the changes that have been occurring in our field. Some of the key findings are:

- The graduate programs that produce graduates (who join SIOP) have been fairly stable over the last 40 years. A number of programs have consistently been productive sources of graduates. A few programs have folded while others have emerged.
- The number of graduate programs contributing graduates to our field and membership is definitely expanding. And the number of I-O psychology graduates has been noticeably increasing.
- The number of members who hold degrees in OB and OP has been doubling every decade, but they still represent modest groups in the whole SIOP membership.
- The number of members in each of the four employment focus areas has been increasing in each decade. However only the employment area of organizational positions has been increasing in the percentage of SIOP members who are in that area. The other three areas are not growing as fast proportionately.
- 66% of SIOP members hold I-O degrees. For those members that hold I-O degrees, 38% are academics, 6% are researchers, 33% are in consulting (nonresearch), and 23% are in organizations.
- Of the 1,357 members who are academics, only 60% hold I-O or OP degrees and 40% hold other degrees.
- 74% of the academics members in psychology departments have either an I-O or OP degree. For academic members in business schools, only 49% have an I-O or OP degree.

- New I-O or OP graduates (in the 2000s) are more likely to be employed in psychology departments (60%) than in business schools (40%).
- During the 2011–2012 term, SIOP made no progress in being more inclusive of practitioners. Despite consultants and members in organizations representing 50% of the SIOP membership (and 56% of the members who have I-O degrees), they were hardly included in SIOP awards and recognitions in 2011–2012. They were only 17% of the new Fellows that were named, only 20% of the key SIOP appointments that were made, only 25% of the Executive Board, and were only given 1 out of 12 major awards that were presented. The rest were all given to academics/ researchers.

Change in our field is slow in some areas but faster in other areas. There have been changes in the:

- Increasing number of I-O graduates
- Expanding number of programs producing I-O graduates
- Increasing number of members who hold non-I-O graduate degrees (i.e., organizational psychology, organization behavior, social psychology)
- Expanding employment opportunities, particularly in consulting, in organizations and in business schools
- Increasing number of academic members in SIOP who hold degrees in fields other than in I-O psychology or organizational psychology

At the same time some things are slow to change:

- The top graduate programs that are producing I-O graduates (who are SIOP members) have been fairly consistent over the decades.
- SIOP continues to heavily favor academics/researchers for awards, recognitions, Fellows, key appointments and officer positions. Practitioners (consultants and members who work in organizations) are significantly underrepresented in all these areas in 2011–2012.

Unfortunately change comes slowly to SIOP. The data suggest an ongoing lack of inclusiveness regarding the executive board, the awards, the appointments and the Fellows in SIOP. This will continue to be discouraging to practitioner members who are underrepresented and feel underserved by SIOP.

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Change Is Constant in I-O Psychology Practice

Tracy Kantrowitz
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It's often said that the only constant in life is change. Work life is no different, as change goes hand in hand with innovation and technology, but also organizational restructuring and downsizing. Similarly, change is ever present in the practice of I-O psychology. While core foundations, practices, and methods have held steady over time, the role of I-O practitioners has evolved. I-O psychologists in external and internal roles are increasingly expected to wear multiple hats, possess a high degree of business acumen, and demonstrate the value of I-O processes and interventions in bottom line terms, in addition to demonstrating technical expertise on topics like job analysis, validation, training, and performance evaluation.

In the last **Practitioners' Forum, Rich Cober** reflected on changes brought about in the Professional Practice Committee under his auspicious leadership (Cober, 2012). As I assume the role of chair of the committee, I wanted to take the opportunity to consider how I-O practitioner roles have changed and how the work planned by the Professional Practice Committee is designed to bring about change on a variety of levels.

A Look in the Rear View Mirror

To start, I gathered reflections from a variety of seasoned I-O practitioners in internal, external, and independent consultant roles on how I-O practitioner roles have changed during their careers. Thanks to Rich Cober, **Jeff Facteau,** and **Rob Silzer** for their collective experience and insights.

I posed this question: Reflecting on your early days as an I-O practitioner, how has the role of I-O practitioner changed? That is, if you were in the same role now that you were in then, what are the top differences in terms of roles, responsibilities, and expectations of I-O practitioners? Responses included the increasing diversity of roles, titles, and areas of content expertise held by I-O practitioners; the ubiquity of technology; and changes in stakeholder groups that influence I-O processes.

The roles for which individuals with advanced degrees in I-O psychology are hired are increasingly diverse. Decades ago, practitioners were hired to develop and shepherd discrete personnel programs within organizations. In the 1970s, it was not uncommon for most I-O practitioners to have a title of “personnel research psychologist” or some variation. And, more often than not their chief responsibilities focused on employee selection and test validation. As business leaders started to realize the additional skills and general know-how I-O psychologists brought to their roles, I-Os were given increased responsibility for programs such as employee surveys and performance management. Concurrently, the rise of dominant consulting firms dedicated to I-O practice also brought about a change in the landscape of I-O practice jobs as people now had a multitude of choices for employment. As consulting firms demonstrated the value of an expanded set of services, such as employee development, engagement, retention, and recruiting, and internal practitioners were now viewed as critical to HR strategy, I-O psychologists started to occupy an increasingly strategic set of roles and titles. Job choices weren’t restricted to consulting firms or organizations; those looking to work for themselves also branched out into independent practice as a viable employment option. The evolution of roles from personnel research psychologist in an organization, to director of Consulting, senior VP of HR, or LLC illustrates divergent career paths I-O practitioners have created as a result of the increasing value I-Os have demonstrated to organizations.

Accounting for technology in the design of I-O processes and interventions has become critical to practitioners. Technology has brought about a renewed focus on the concepts underlying selection, training, and performance evaluation rather than the mechanics of data collection, enabled on-demand test and survey delivery, and facilitated integration of employee and organizational data across systems. The increased emphasis on technology systems has also required practitioners to step outside their area of expertise to understand how the systems operate and interact, set business requirements for what systems need to do, overcome technology limitations, and account for system-related work in project plans. In a previous **Practitioners’ Forum** column from earlier this year, **Craig Dawson** and I provided some reflections on how I-O practitioners can effectively work with technology to design meaningful and efficient systems that meet organizations’ needs (Kantrowitz & Dawson, 2012).

It also noted how stakeholders involved with implementing I-O practices have changed over the years. External and internal practitioners often work together to accomplish organizational objectives, but business line leaders play an increasingly critical role in accepting or rejecting proposals and recommendations. Internal and external consultants may talk the same language, be interested in applying the most rigorous methodology to study the organizational phenomenon of interest, and report outcomes in terms of statistical findings, but the communication and expectations are much different with business line leaders. Information must be tailored to both technical and nontechnical audiences; the broader business context including field operations, budgets, and competing initiatives must be understood to understand the potential successes and pitfalls of I-O initiatives; and the value of I-O practice must be demonstrated in terms of bottom-line results.

SIOP Professional Practice Committee: Advocating for I-O Practice

In line with the theme on "change," I wanted to highlight selected goals of the 2012–2013 Professional Practice Committee and how we envision keeping pace with changes in our practice. The committee's work will build on the fantastic momentum of previous committee activities, expand on ongoing initiatives in novel ways, and advance newly identified areas important for SIOP and I-O practice. Activities are designed to impact the education and development of I-O professionals and extend the influence of I-O psychology in the broader community.

A large-scale study of professional careers of I-O psychologists will be conducted this year, led by Practice Committee members **Mike Trusty** and **Gary Carter,** along with input from the SIOP Education and Training and Scientific Affairs committees. The study is driven to fulfill several needs, including: (a) provide valuable input to academic program administrative personnel responsible for undergraduate and graduate curricula, (b) create a body of knowledge with direct implications for the *Guidelines for Education and Training at the Doctoral/Master's Level in Industrial-Organizational Psychology,* (c) advise efforts for lobbying for licensure and/or certification criteria, (d) provide a standard base of information for SIOP mentors when working with mentees, (e) provide a standard and informed framework from which people with advanced degrees in I-O psychology can consider how to manage their individual careers, and (f) link with the SIOP Salary Survey process to provide additional benchmarks and inform the way future salary surveys are structured. The study will document work activities of people with advanced degrees in industrial-organizational psychology in order to document the career paths and experiences that contribute to their success in both applied and academic settings. The outcomes of this study will provide fantastic career advice to I-O psychologists and graduate students.

The committee will also undertake a study of the nontechnical competencies often needed for success in practitioner roles. Led by **Alex Alonso,** Jamie Lopez, and **Samantha Morris,** this study and resultant learning modules seek to address gaps early career practitioners might experience when taking a first professional role. Models of business acumen (e.g., sales, marketing, financial concepts) will be reviewed and information will be provided in a variety of educational formats.

The committee will build upon previous successes with the speed mentoring session at the annual conference in which seasoned practitioners provide career advice to early career practitioners in a "speed dating" format. **Samantha Ritchie, Maya Yankelevich,** and **Karina Hui-Walowitz** will lead the charge to take this program to new heights and consider new options for year-round mentoring activities.

We will expand our relationship with SHRM to build out a SIOP–SHRM educational series on evidence-based HR practices. We previously kicked off a cobranded white paper series to disseminate research-based practical advice to the SHRM members. **David Morgan,** Alex Alonso, and Anu Ramesh will expand on this to include other educational formats that will allow I-O psychology to be at the forefront of evidence-based HR practice, including webinars and "top-10" lists of distilled research and practice findings to share with the broader HR community.

We'll take a closer look at the legal-I-O intersection and work with the EEOC to identify areas in which science and research have extended knowledge of practices related to employment assessments beyond the *Uniform Guidelines on Employee Selection Procedures*. The committee, led by **Eric Dunleavy** and **Rich Tonowski**, will facilitate the creation of a set of fact sheets that describes the state of the research and collaborate with the EEOC to make them available to organizations.

Led by Rob Silzer, the committee will forge a closer relationship with Division 13 (Society of Consulting Psychology), particularly related to the topic of coaching psychology. Members in Divisions 13 and 14 are active in the practice of coaching, and we will support Division 13's efforts to create a model of coaching competencies and use it as the basis for potential certification models.

These are a few initiatives underway within the Professional Practice Committee that will help us continue to advocate for the practice of I-O psychology and keep pace with changes in the organizations in which we practice. In addition to those above, we will also remain nimble to act on information that has the potential to impact our practice. Given the ongoing changes in our work, roles, and environment, it's an exciting time to be practicing I-O psychology.

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Offering reliable and valid methods for selecting employees remains a principle contribution made by the I-O profession. The historical thread of our profession has rested squarely on the use of selection instruments to ensure the best person is filling a job (Hunter & Schmidt, 1998). Despite I-O's myriad contributions in this area, selection-system preferences vary widely from setting to setting. No better example of this exists than when one of the current columnists, Alex Alonso, began working as an organizational development specialist at a large insurance company in North America. While supporting numerous line managers in countless districts across Florida, he came to the realization that, if left to their own devices, managers would use everything from eye color to cognitive ability testing to pick the best candidate for the job. No one made this clearer for him than an agent trying to find the salesperson with the best personality for his opening. This agent's strategy included using a mood test available on the Internet as part of a marketing poll. Although this type of preference is not common in the domestic setting, it is potentially far more pervasive in other cultures where our profession does not have a standing tradition.

For I-O psychologists working in the North America, personnel selection is a commonly practiced area. However, in other parts of the world, this practice may have just begun to gain popularity among organizations. As such, we are interested in finding out how personnel selection is practiced in countries where traditionally I-O psychology has not had strong presence. Specifically, we are interested in tackling three critical questions:

- What are the most common methods for personnel selection in other nations?
- What are the reasons for these preferred methods?
- What are some strategies I-O practitioners use to further the evidence base in their nations?

Addressing the Questions

We are lucky enough that Eduardo Barros, Felipe Cuadra, and Marcial Ubilla are willing to share with us the current state of personnel selection in Chile. The gap identified by them between evidence-based practices and the dominating personnel selection methods used in Chile seems to apply to a lot of new markets where personnel selection is becoming a popular HR practice, although research evidence from I-O psychology has not been closely tied to such practice. We sincerely hope the content of this column can inspire our international colleagues in terms of dealing with such gaps. In addition, we hope SIOP members who have had experiences in dealing with similar issues join the conversation and contribute to the solution to these issues.

Eduardo Barros is a faculty member of the HR and OB areas at the Business School at Pontificia Universidad Católica de Chile. He is a managing partner of EBM Consulting, based in Santiago, Chile. Eduardo obtained his PhD in I-O psychology from Purdue University and received a bachelor's degree with a major in organizational psychology from P. Universidad Católica de Chile (Santiago). Eduardo has been teaching, doing research, and consulting in the field of HR and organizational psychology for 16 years. In his consultancy work with EBM, he has worked with some of the major organizations in Chile. He has focused on organizational evaluation processes, including competence management, organizational studies (such as climate), and organizational development. His research interests in HR topics focus on personnel selection and training. In addition, from the organizational behavior side, he has studied the affective processes that influence job performance and, more recently, the individual differences involved in entrepreneurship.

Felipe Cuadra is an organizational psychologist working as a consultant in Santiago, Chile. In the last 5 years he has worked with a number of Chilean organizations, mainly on projects aimed at the improvement of their HR systems.

Marcial Ubilla G. is a managing partner of EBM Consulting. He received his master's degree in business economics, University of Asia and the Pacific, Philippines. With 20 years of professional experience, he has worked as an organizational consultant in HR management, strategic planning, commercial strategy design, and program evaluation. From 1994 to 2000, mainly due to his international experience, he served as the director of the Department of Economics at PROCHILE in London and in Manila. In this position, he was responsible for promoting Chilean exports and investments in both markets. He was part of the British Chilean Commerce Board, and he was responsible for the image of Chile in the UK. He also led important technical cooperation projects for the Inter-American Development Bank (IADB).

Common Methods for Selection and Reasons for Their Use

Over the last 3 decades, personnel selection in Chile has had a tremendous expansion, and has become a popular destination for many Chilean psychologists. Most medium to large organizations have dedicated teams that deal with recruitment and selection or get support from the many providers that offer these services within the country. The Chilean economy has passed through the recent economic crisis relatively unharmed and has showed sustained growth during the last several years. This context has created a strong demand for qualified employees and for better selection procedures. This pressure, however, has made underlying problems come to the surface. Most of these problems are rooted in the gap between what I-O psychology considers to be evidence-based practices and the dominating methods used in Chile. We will describe data supporting these claims and discuss their implications.

I-O psychology in Chile is a relatively new field, with the first practitioners starting their work the 1970s. However, for at least 3 or 4 decades, most psychologists working in organizations had only clinical training. Only recently, about 15 years ago, some of the major universities in the country started offering master's programs in I-O. In order to get a job in an HR position or in a consulting firm even today, it is usually enough to have an undergraduate psychology degree. These contexts are central factors in understanding the way personnel selection works Chile.

Barros (2011) conducted a preliminary study that surveyed around 100 Chilean organizations regarding their selection practices and general conceptual approach to personnel selection. The sample was composed of a majority of companies with more than 1,000 employees. The data showed, in congruence with international research, that every organization in the sample used some form of interview. The results also showed a marked emphasis in personality measurement. Figure 1 shows the results for the most frequently used tests in the study.

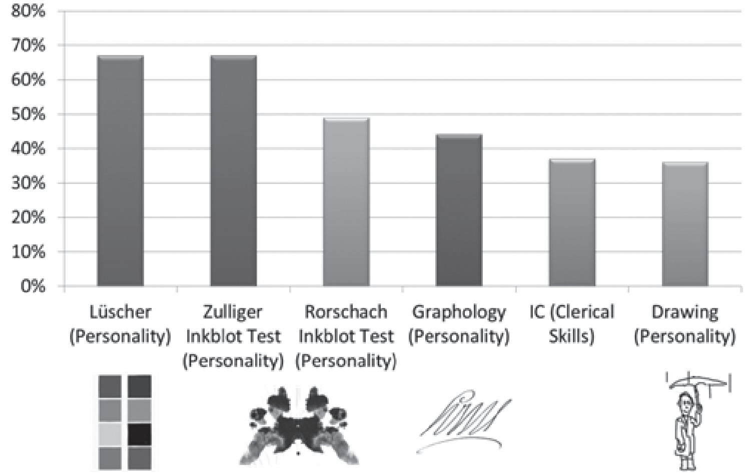

Figure 1. More Frequently Used Selection Tests in Large Chilean Organizations

Regarding the prevalent approach to selection used by the organizations, 65% reported that they use competency models "to a high degree" or more. In fact, most organizations indicated that they assess competencies through interviews; however, they do not structure them systematically. Hough and Dilchert (2010) in a recent review chapter stated, "Personality measurement is almost synonymous with standardized self-report questionnaires" (p. 301); in the Chilean case the last part should be replaced by "projective tests." None of the personality tests (or technique in the case of graphology) showed in Figure 1 have enough evidence to support their use. This particular scenario is spiced up by the interesting case of the most popular instrument: the Lüscher Color Test. In this test, the respondents must pick their favorite color between a series of paired cards. The pattern of color choice is supposed to predict personality traits. The scarce research, mostly done within the field of clinical psychology, on this test shows that it does not meet any of its promises (Holmes, Buchannan, Dungan, & Reed, 1986; Holmes, Wurtz, Waln, Dungan, & Joseph, 1984). Needless to say, to our knowledge, there is no research showing any sort of validity in work settings. In addition, anecdotal evidence collected by us (e.g., try Google Trends and search "Lüscher") suggests that this test, along with other popular personality tests in the country (like the Zulliger) are used virtually only in Chile. Interestingly enough, Chilean I-O practitioners seem not to care much!

These strong preferences for personality measures that lack validity evidence and the unawareness of predictors with demonstrated validity, such as cognitive ability tests, are probably just examples of a phenomenon that is already familiar to *TIP* readers. Ryan and Tippins (2004) did a great job describing the large gap between the evidence available on recruitment and selection and the knowledge actually applied by practitioners. More recently, Highhouse (2008) wrote about the roots of intuition-based decisions in the selection arena. According to these authors, the situation in Chile might reflect a shortage of expertise in the field (i.e., few I-O masters or PhDs) and serious lack of standards for the practice of personnel selection.

Strategies for Change

The popularity of competency models might indicate a change towards the search for the most qualified applicants instead of searching mental pathology that is implied in the type of tests preferred in Chile today. However, so far the application of competency modeling is plagued by subjective measurement and conceptual disagreement. Beyond these technical issues, we are concerned about their undesired consequences; assessment tools seriously lacking validity expose the hiring process to unfair discrimination.

The situation depicted above is not completely gloomy, though. In consulting, we have observed that some organizations are becoming aware of these issues and are demanding higher quality selection practices. We had the opportunity to help many Chilean organizations develop and evaluate evidence-based selection methods, facing initial resistance from both managers and practitioners. However, in the long run, the better results of these methods have been perceived as improvements. The academic experience of one of the authors also indicates that the practitioners pursuing formal training in the area are uncomfortable with the status quo and are open to an evidence-based approach to selection.

The solutions to these issues involve many stakeholders and potentially a different legislation. We believe that our academic and applied work, and that of a few others with a similar perspective, can make meaningful contributions. We are excited to be a part of this movement in Chile and would love to hear from the SIOP members who had experiences in dealing with similar scenarios in the past.

Table 1 provides a summary of best practices highlighted by Eduardo, Felipe, and Marcial. Please use this as a cheat sheet for your own work.

Table 1

Overcoming Reckless Selection Practices From a Chilean Perspective

Build awareness in your potential client and organizational operations base.
Explore the concept of meaningful contributions. The key to adoption is demonstrating utility and return on investment from using evidence-based selection (ROI).
Counteract intuition-based decisions with evidence-based decisions.
Augment rather than dismiss. Building buy-in for validated selection measures should go hand-in-hand with the use of clinically-based assessments.
Evoke multiple perspectives by incorporating numerous stakeholders in any selection system development effort.

See you next time!

We leave you with this parting thought: "When hiring key employees, there are only two qualities to look for: judgment and taste. Almost everything else can be bought by the yard." These words from John W. Gardner underscore the importance of selecting the right employees, while mocking the potentially arbitrary reasons for selecting employees. Sharing lessons learned from all cultures is the key to improving best practices. Until next time, chau, zaijian, and adios!

WE NEEDYOUR 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. Tell us (a) how engagement is conceptualized in your country and (b) what organizations do in your country to increase employee engagement. Give us your insights from lessons learned in your practice. Please keep your summary under 500 words. Our goal is to compare organizational engagement practices around the world. Please send your contributions to us at mo.wang@warrington.ufl.edu or alexander.alonso@shrm.org. We are always looking for insights from contributors.

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PRO-SOCIAL I-O – QUO VADIS?

Promoting Decent Work and Decent Lives

Stuart C. Carr
Massey University

What do domestic worker rights, getting youth into jobs, and counteracting climate change have in common? They all entail decent work, which helps make decent lives and qualities of life. In this issue's column, we learn how the goal of decent work has become a central plank in the policies of the International Labor Organization (or "ILO"). The ILO is a United Nations chapter that has taken a strong stance on the provision of decent work, and a decent life, in the domestic employment setting, for youth during economic crisis, and for creating a more sustainable environment. The ILO also has a policy of fostering decent work as a key means of poverty reduction, which is the core focus in the UN's Millennium Development Goals. Decent work is defined as productive work that is freely chosen and provides a fair income, security in the workplace, a voice at work, equality of opportunity for women and men, and social and environmental protection for them and their families. In this interview we have a unique opportunity to learn more about the Decent Work Policy Agenda at the ILO from one of its leading advocates, who happens to be an I-O psychologist. We are very privileged to learn more about Telma Viale's valuable work and the important role that I-O psychology could fill at the ILO and in a wider development agenda.

Telma Viale

Telma Viale is the special representative to the United Nations (UN) and director for the ILO in New York. I met Telma during The APA Psychology Day at the UN Headquarters in New York, held in April this year. We shared a panel that addressed "Poverty Eradication in the Lives of Women and Children." She spoke powerfully about the plight of domestic workers and the need for increased regulation and improved conditions for this vulnerable group; namely, she raised the question of decent work and labor rights in the domestic employment setting in all countries, regardless of their income levels (Viale, 2012a). She also familiarized the audience with ILO Convention 189 on domestic workers, which aims to bring dignity and value to the work that is essential to the thread of all societies and long kept in the proverbial shadow. A few days after our meeting, Telma led the ILO delegation at the Summit of Nobel Peace Laureates, entitled "Speak Up, Speak Out for Freedom & Rights," held on April 23–25 in Chicago, where she participated in a panel discussion on "Investing in Peace" recalling the motto of ILO's Nobel prize: "If you desire peace, cultivate justice" and making the links between human rights and decent work (Viale, 2012b; http://www.nobelsummitchicago.org/resources/video/).

Telma, Please tell us a bit more about your work

The wide endorsement of the Decent Work Agenda by the UN System; the increasing inclusion of ILO related matters in the agenda of the international and multilateral UN conferences, G-20, and other international and regional organizations; as well as the recurrent calls for international policy coherence have required greater efforts in terms of interagency coordination (Saner & Yiu, 2012) and for continued evidence-based advocacy (see also, Lefkowitz, 2012). Against that context, the work done by the ILO New York Office aims to ensure impact and presence in the New York-based activity of the multilateral system and is done under the direct guidance of the Director-General, Juan Somavia. Our objectives are in line with established organizational priorities such as strengthening partnerships and improving the coordination, delivery, and effectiveness of ILO programs.

A good example of what the ILO advocates at a ground level is decent work in domestic workplaces. A recent ILO estimate based on surveys and censuses from 117 countries place the number of domestic workers around the world at 53 million. Yet, because this kind of work is often hidden and unregistered, that number could be as high as 100 million. Of this 100 million, 83% are women, and many are migrant workers. In half of the world's countries, domestic work is not actually recognized as work and is therefore outside the scope of the country's own labor law and social security regimes: The home is not a conventional workplace and so national laws and policies tend to preserve the right to families' privacy. Even when the work is nationally regulated, it is often undeclared, informal work, and so actual working conditions and well-being are highly dependent on the goodwill of the employer and the bargaining power of domestic workers themselves. Their efforts and skills required to do the work are often undervalued. There is an employer expectation that domestic workers be available 24 hours a day, 7 days a week. Perhaps worse of all is the issue of domestic violence. The risk of being insulted, beaten, or sexually assaulted is high.

The International Trade Union Confederation (ITUC), which represents 175 million workers (through its 311 affiliated organizations around the world), made great efforts to ensure participation of domestic workers in their delegations during the International Labour Conference in 2010 and 2011. After decades of struggles by domestic workers' organizations, in June 2011 the International Labour Organization (whose conferences are attended by management, government and unions) adopted ILO Convention 189, a new convention that lays down global, minimum labor protection to these workers. The new international standard gives them social security and minimum wage protection, fair terms of employment, and protection against all forms of abuse, harassment, and violence. Convention 189 brings them international recognition and dignity, where previously they were unrecognized and undervalued, acknowledging the value of their work for economies, societies, and families.

Another pressing global issue is youth unemployment. In the current global crisis, 75 million are unemployed and 150 million of the working youth earn less than US$1 a day. We are involved in policy discussions about what the development agenda will look like post Millennium Development Goals, due for expiry in 2015. The ILO's proposed plan to address the social, economic, and environmental crisis emphasizes an essential role for employment and decent work in sustainable development and poverty reduction. Jobs and social and environmental protection are at the core of an integrated approach to these three dimensions of development. At the recent Rio+20 Conference held in June 2012, one of ILO's practical deliverables was a multisector analysis for greening the economy by identifying new job opportunities, in particular for youth. Youth have a vested interest in having a clean environment for the future. The ILO plan for increasing youth employment and engagement with that end is focused on those sectors of the economy that are directly resource dependent and climate dependent, or are large consumers of resources or significant polluters, and that have a considerable potential to reduce environmental impacts. Sectors such as agriculture, fisheries, forestry, energy, resource-intensive industries, recycling, building, and transports are among the ones being studied as future employers of currently disenfranchised youth.

Can you highlight where I-O can help?

There is so much to do in the areas of cultural context within the world of work. For instance, in the case of domestic workers, the interaction between a workplace that is also a live-in home has not been much explored, nor have its implications for theories like work–family life balance. Issues around compensation beyond those in money or in kind, when links of affection with the employer take similar grounds as those with own family members, and at times more than with their own family, also need further attention, for example, with respect to occupational well-being. I would suggest that systematic reviews of existing case studies and research on the experiences of migrant workers in general can enable us to design psychological interventions that can help this vulnerable group to cope with stress, isolation, separation and depression; and shed light on how employers could help. Cultural diversity in the meaning of work, including historical beliefs about the value of domestic work itself, will play an important role in the standard setting of the professions and occupations involved in domestic employment. To date, not much research, practice, or theory-development has been done in those areas, and on the meaning of, and psychological contracts in, decent work in general.

How prominent is I-O in fields like decent work, at present?

Decent work can be applied to all economic sectors in the world of work and so can industrial and organizational psychology. Although the decent work agenda is advancing as a key instrument for social justice and a fair globalization, the simultaneous advances of the I-O field to date are not perceived as direct contributions to the comprehensive decent work agenda. But this does not mean that the work of I-O psychologists is not relevant or not present. On the contrary, its prominence within the objectives of decent work could be better highlighted. Research on the importance of the voice of workers in the buy-in of organizational change, on the benefits of a decent work–life balance, of social protection, of job security, of fairness and nondiscrimination—to name just a few key topics—are areas where I-O research has made great contributions. Hence, the links from I-O psychology, research, and practice to the objectives framed by the Decent Work Agenda could be better articulated. Through sound research, the I-O community can make stronger statements about the benefits of the psychosocial wellness brought about by decent work and its agenda, so that buy in from key stakeholders increases and can be used as means to build fairer, more inclusive, greener, and more prosperous societies.

Where and how could we make more of a difference/input more?

In the example that I just mentioned earlier related to the greening of the economy, the analysis has permitted us to identify key technical and economic drivers of greening production, such as employment gains or losses, transformation of jobs with new skill requirements, lowering carbon emission of existing enterprises, productivity and income levels, and formal versus informal work. In the area of transformation of jobs with new skills requirements, there is a huge space for the contribution of industrial psychology. New tasks are being identified in pioneering areas, and an accurate match of the right skills set for those emerging tasks are likely to need further research. Just as important will be the transformation and integration of other skills sets, those in professions that will be less needed. For this, the role of industrial psychology will be essential in leading research to ascertain what strengths can be found in previous technical fields that can be of service to the emerging ones. There is plenty of material to unfold the mysteries of the mind while addressing the new cultural mindsets brought in by globalization.

Telma, we are extremely grateful for these insights and reflections on the concept, practice, and ethics of decent work, decent lives. I am sure that *TIP* **QV** readers will be following and contributing more towards the ILO's Decent Work Agenda in the future. Kia Kaha!

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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson, Alexander E. Gloss, and M.K. Ward[1]
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Greetings *TIP* readers and welcome to the October edition of the **Spotlight on Global I-O** column. In this issue, we continue our exploration of I-O psychology in the "majority" world.[2] We began that exploration last July by looking at I-O psychology in Croatia, a country that recently experienced an important upward shift in its level of human development. In this edition of the **Spotlight** column, we look at the political, social, and economic change that constitutes "development" by focusing on the Republic of the Philippines. We are very fortunate to have a distinguished guest author, Regina Hechanova, assist with this endeavor. On the following pages, Regina describes I-O psychology in the Philippines today, offering insights on how it has changed over the course of the past decade, and how it compares with I-O psychology in the U.S. We hope you enjoy this unique longitudinal and cross-cultural perspective on I-O psychology in the Philippines!

Developing I-O in a Developing Country: The Philippine Experience

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More than a decade ago, I coauthored an article in *TIP* about I-O psychology in the Philippines and its evolution in a developing nation with a colonial past (Hechanova-Alampay & Samonte, 1999). Then, the country was still reeling from the 1997 Asian crisis; and issues of organizational competitiveness, poverty, and the exodus of migrant workers were very much top-of-mind. The article described the fledgling status of I-O psychology in the country. At that time, only 5% of local research in psychology was done in I-O, and there was not a critical mass of I-O psychologists and researchers (Bernardo, 1997).

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

[2] The "majority world" consists of countries that have traditionally been characterized as "developing" and that house the vast majority of the world's population.

[3] Regina (Gina) Hechanova is a graduate of the Central Michigan University and is now an associate professor at the Ateneo de Manila University. She is currently the executive director of the Ateneo Center for Organization Research and Development and the vice president of Psychological Association of the Philippines. She was named one of the Outstanding Young Scientists by the National Academy of Science and Technology in 2005 and in 2010 received The Outstanding Women in Nation's Service (TOWNS) award for her work as an I-O psychologist. She can be reached at rhechanova@ateneo.edu.

More than a decade hence, much has happened. Politically, the impact of the years under the Marcos dictatorship is still evident in the country's fledgling democracy. The Philippine's current president, Benigno Aquino III, is the son of Ninoy Aquino (whose assassination sparked the People Power revolution that ousted Marcos) and Corazon Aquino, Ninoy's widow, who became the country's first president after the ouster of Marcos.

The Asian crisis has now been eclipsed by the current economic crisis in the U.S. and Europe. Paradoxically, Asia's economies have proved robust, and China and India have become emerging economic powers. With everyone wanting a piece of the Asian economic pie, competition in the region is even fiercer than before.

As in 1999, an exodus of Filipino workers continues. Today, this exodus is increasingly towards Asia rather than the Middle East and includes a large number of women and young workers (Olchondra, 2012). On the other hand, another type of migration has emerged because of the boom in the business process outsourcing (BPO) industry. America's influence on the educational system, the use of the English language, and a culture of hospitality and service orientation has allowed the Philippines to overtake India as the world's leader in BPO (Bajaj, 2011). However, the difference in time zones means that there are almost half a million Filipino workers whose hours, holidays, language, and even accents are adapted to that of the West—in many ways a form of virtual migration.

The Growth of I-O Psychology

The Psychological Association of the Philippines (PAP; http://www.pap.org.ph) is the country's national organization for psychologists. It has grown tremendously from when it was founded 50 years ago. From an attendance of about 200 in 2000, conference attendance is now at almost a thousand. Its student convention is now attended by almost 5,000 students from all over the country. The PAP now has eight divisions, one of which is the I-O division. Under its current leadership, the I-O division is one of the more active divisions, organizing continuing education workshops and outreach activities such as the facilitation of strategic planning for public schools.

The rise in the number of I-O psychologists has been made possible by the increasing number of institutions offering I-O psychology at the graduate level. Today, there are eight universities that offer a master's degree in I-O psychology. In addition, the University of Santo Tomas has a PhD in industrial psychology and a PhD in human resource management. Ateneo de Manila University also offers two PhD programs: a PhD in social organizational psychology and a PhD in leadership studies with a major in organization development.

A review of I-O psychology research in the Philippines noted that 80% could be classified as unpublished student work (Hechanova, 2005). There has since been an increase in published work marked by a landmark 2005 *Philippine Journal of Psychology (PJP)* issue that was specifically dedicated to I-O psychology. Since then, there have been more I-O articles (which tend to be more “O” than “I”) that focus on areas such as: leadership, conflict management, work–life balance, organizational commitment, work attitudes, team development, organization culture, change management, and organization transformation. I-O research has also become more sophisticated. From mere descriptive studies, articles have begun to evolve to build and test theory.

In terms of practice, a 2005 study by the People Management Association of the Philippines (PMAP) and the Ateneo Center for Organization Research and Development (Ateneo CORD) showed that only about half of HR practitioners in the country have psychology or behavioral science backgrounds (Lanuza & Hechanova, 2005). In terms of those practitioners’ roles in their organizations, a recent study by Ateneo CORD demonstrated that Filipino HR practitioners defined themselves more as administrative experts and employee champions rather than strategic partners and change agents (Villaluz, Fernandez, Salvosa, & Ilac, 2011).

The Ateneo CORD study revealed the issues that had the greatest impact on Philippine organizations were economic concerns; increasing employee expectations and demands; technological innovations; globalization, mergers and acquisitions; changing business directions; and environmental concerns. Although the issues mentioned in the study may not necessarily be unique to the Philippines, there are two additional issues that appear to be particularly relevant to developing economies: poverty and brain drain (Villaluz et al., 2011).

In response to all of these issues, Philippine organizations are responding in various ways with more organizations devolving HR to the line, outsourcing, sharing services, and self-servicing their HR functions. In terms of organizational development (OD), current initiatives tend to focus on performance management systems, strategic planning, organization restructuring, team building, leadership development, culture change, organization diagnosis, employee wellness, rewards management, training and development, and coaching. In addition, Filipino HR and OD practitioners recognize the need to play a more strategic role in shaping their organization’s capability and future (Villaluz et al., 2011).

The Ateneo CORD study notes that the competencies of I-O practitioners in the future need to change. The authors suggest that in addition to the more traditional competencies of personal clarity, interpersonal competence, organizational behavior, and HR technical expertise, there is a need for new competencies in partnering, business and organization sense, technological literacy, and a global perspective (Villaluz et al., 2011).

Current Issues and Challenges

As the fledgling field continues to develop, there are still a number of issues that I-O psychologists in the Philippines grapple with. As in other countries, there is still a divide between academe and industry. Those in academe tend to be part of PAP whereas practitioners tend to be part of PMAP. Trying to bridge such a divide, Ateneo CORD (which is the extension arm of the Department of Psychology of the Ateneo de Manila University) has forged partnerships with PMAP, PAP, and other professional associations for joint research projects and training programs.

Licensure is another issue under debate. In 2011, the Philippine Psychology Bill was passed requiring the licensure of clinical, counseling, and assessment psychologists. Although the bill does not cover I-O psychologists, it covers some parts of I-O practice such as psychological testing and industrial counseling. Thus, parallel to its efforts towards licensure, PAP began the process of certifying specialists with at least a master's degree and work experience related to I-O psychology in 2010. Currently, there are 37 certified I-O psychologists. Unfortunately, the move to professionalize I-O psychology and to assure professional quality is not always supported by Philippine organizations. There is also still a lack of appreciation for basic research on the part of organizations that often prefer quick solutions and following best practices rather than investing in diagnosis and program evaluation.

Reflections of an I-O Psychologist: From East to West to East

When I cowrote the first article in 1999, I was ending my PhD studies and was employed in a global organization in the U.S. By then, I had already adjusted to differences between East and West. For example, I learned not to talk about religion in the U.S.—a sharp contrast to the Philippines where 8 out of 10 people are Catholic and religion's imprint is visible in psychology and organization management (Central Intelligence Agency, 2012).

I had also learned to keep professional relationships impersonal whereas in a relational culture such as the Philippines, a personal relationship with one's colleagues and subordinates is a requisite to facilitate performance.

In 2001, I moved back to the Philippines to give back and help grow the field. I had to reorient myself because some of the issues that were salient in the West were less relevant (such as questions of racial equality). Rather, the country was grappling with issues of poverty, unemployment, corruption, exploitation, human rights, peace and order, and governance.

I discovered the need to rethink Western theories and practices in the context of the Filipino culture. For example, employee participation is a fundamental principle in change management. Yet our research revealed a negative relationship between participation and workers' attitudes towards change. In addition, our experience in doing OD in the Philippines was that leaders who are too participatory are viewed as weak (Hechanova & Franco, in press). This makes sense because the Philippine culture has been characterized as having a high power distance, and subordinates expect their leaders to provide direction (Hofstede, 2003). Yet, at the same time, leaders in the Philippines are expected to know and care about their subordinates and their families and cultivate a family-like atmosphere in organizations, a reflection of the country's paternalistic and familial culture.

The influence of culture is also evident in a number of HR practices. For example, even as Philippine organizations recognize the importance of performance and rewards management, there is a sense that the emphasis on individual goals and rewards run counter to the country's collectivist culture. Moreover, in the U.S., it is not acceptable for organizations to sponsor religious activities whereas in the Philippines, these are embedded, even expected, in employee relations programs.

Another Philippine phenomenon that is unique from an I-O lens is the call center industry. Although a boon to the economy, the night and 24/7 work schedule has created conflict with social norms. Workers find themselves isolated from their normal lives and support groups, often unable to attend social, religious, and family gatherings because their work schedules need to coincide with those of their clients (Hechanova, 2010).

The uniqueness of the I-O issues in the Philippines suggests that there is an urgent need to build theory informed by an Asian and developing country perspective. However, the positivist orientation of many journals requires building on existing theory and focusing on issues that others (i.e., editors and reviewers in the West) care about. Unfortunately, psychologists from developing countries struggle with a lack of theories given their unique contexts, a lack of resources needed to do research that will build and test theory, a handicap with the English language, and a lack of appreciation among academics in developed economies that the issues they deem important might not matter to those in developing countries. Not surprisingly, the dream of developing I-O psychology in a poor country often feels like a herculean task. Yet a look back at the past decade makes me hopeful. The steps may be small, but there has been progress. Maybe the dream is not quixotic after all.

Concluding Editorial

So there you have it—a fascinating overview, and a compelling personal look at I-O psychology in the Philippines. To our esteemed guest author, Gina Hechanova, we say maraming salamat po ("many thanks" in Filipino) for offering an insightful, cross-cultural, and longitudinal perspective that helps to highlight the dynamism and complexity of I-O psychology in the majority world. In our next issue, we continue with our ongoing consideration of that world. Stay tuned.

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Do You Make Lists?

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Why do people make lists? I can‘t recall ever reading a single study on it, let alone a comprehensive meta-analysis. There has got to be some theory lurking beneath the surface of list making.

The first time I can remember giving any serious thought to list making was in graduate school. I was talking to a fellow student who just received his master’s degree in history. I had recently completed my thesis in psychology. So I showed him mine and he showed me his. Perusing the front matter I saw we both used the compositional structure of “List of Tables” and “List of Figures.” But his had an extra feature mine didn’t. Historians apparently present lots of lists in their research, so they have another page called “List of Lists.” But here was the kicker. The guy’s thesis contained only one list. Therefore, the title of this page was “List of List.” The List of List listed his particular list along with listing the page number where the list was listed. List of List. I’m not kidding.

People make three types of lists. What is most fascinating about these lists is what we do with them. Therein lies a clue to unraveling the deep psychological meaning behind list making.

First, there is the grocery list. You check out your refrigerator and cupboards to figure out what you need. Then you write the items, creating a list. As you push the cart up and down the aisles, the list in one hand serves as cognitive sonar and your other hand operates like a heat-seeking missile. Some people eyeball the list and eyeball the cart, and mentally keep track of picking the items off the list, one by one. The more compulsive grocery list maker puts a little check mark next to each item. But the grocery list is not exhaustive because you end up buying stuff not on your list. And what becomes of the grocery list at the end of your shopping spree? It gets tossed with casual disdain, the ultimate in disposability. Grocery lists are never titled.

Next, there is the to-do list. This list consists of items indexed with action verbs as “go to” and “pick up” and “clean out.” Pursuit of these items requires more energy than finding a jar of mayonnaise. There is a certain sense of duty, perhaps even dread, associated with drafting this list because you know you shouldn’t have waited so long to do them in the first place. At the end of your to-do day, you are often weary from your pursuit of these items. In the afterglow of their attainment you don’t merely check them off. No, they deserve a more passionate response: You cross them off. Be it with a pen or pencil, it feels so good to strike a firm line through each item. Finally, your to do list is not just thrown away. It is crumpled by the raw strength of your dominant hand. Crumpling the list feels even better than crossing out items on the list. It is a demonstrative display of power and mastery over your environment. To-do lists are often titled, and in severe cases, both titled and dated.

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Because the to-do list provides gratification through both crossing-out behavior and crumpling behavior, you are attracted to a perverse derivative of it. Let's say your to-do list has six items. At the end of the day, you made eight stops but succeeded in doing only two of the items on your list. You stare at the list in disbelief. How could you have done so much but accomplished so little? What comes next is only explainable by theories of abnormal human behavior. To assuage your frustration, retroactively you then add to the list the items you already accomplished, and then you sequentially cross them out with crisp efficiency. You know you're cheating, but it's a way to justify your day (if only to yourself). You then create another to-do list consisting of the unfulfilled items (plus perhaps a few more you just thought of), and then emphatically crumple the old list. The feeling from crumpling a completed to-do list is almost orgasmic.

Finally, there is the list of major life goals (at least major to you). It may be a list of states or countries you have visited, but your list is not yet complete. The list might be of desired personal or professional achievements. It is a wish list. The wish list is stored in a secure place, like the top drawer of your desk. Such a location makes it readily accessible, yet it is not an in-your-face reminder of goals yet unattained. Most importantly, this list is neither tossed nor crumpled. Quite the contrary, it is revered and becomes yellowed with age. Wish lists are always titled and with capital letters.

Admittedly there are other types of lists, but they are metaphoric in nature. I read that members of organized crime have a hit list of people designated for past tense. There is another type of list, rhyming with hit list, of people you really don't like. Chances are good that if they are on your list, you are on theirs. I can't believe anyone would actually commit this list of names to paper. Can you imagine the look on your face if you actually spied someone's list, titled as such? The unwitting exhibitionist meets the unintended voyeur.

As for me, I'm not into making grocery lists. I stalk the aisles with a keen eye of an intuitive hunter. I'm also not big into wish lists. I have my goals, but I don't write them down. If I ever make it to Idaho or Lichtenstein, I'll know. There is no need to record it for posterity. I also have a good memory, and unlike Moses, I don't need a physical record of things really important. But I copiously make to do lists. While they keep me focused, their primary purpose is to provide a sense of primal pleasure when I get to cross off items. And I already told you what it feels like to crumple a completed to do list.

I once had a colleague who was a consummate list maker. She made all three types of lists. She would write multiple grocery lists, one for each store she would frequent. She had several to-do lists, categorized by short term and long term. She also kept a few wish lists, reflecting both individual and career goals. I once asked her how she kept track of all her lists. She sheepishly replied, "I have a list of lists." I smiled at her response, as it brought back a memory from graduate school. She didn't know what I was smiling about, but you do.

THE HISTORY CORNER

Who's Gonna Drive You Home Tonight? Looking Back at Viteles' Work With Yellow Cab

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Ever notice how men assume every bad driver must be a woman, but women assume it is always a man? And how resilient this assumption is, despite evidence to the contrary? It seems that the opposite sex will do anything to cause an accident: drive slow in the fast line, cut people off, text while driving, or even primp in the rearview mirror 10 seconds after a red light turns green. But do differences between the sexes really contribute to their driving ability? And should we consider this in an employment context? These questions were pondered early in the history of I-O psychology, in the late 1920s, and again before World War II by pioneering industrial psychologist Morris Viteles.

Perhaps Morris Viteles is best known as the author of *Industrial Psychology* (1932), a popular early textbook, once referred to as "the Bible" (Thompson, 1998). Russian born, Viteles was educated at the University of Pennsylvania where he was a graduate student of Lightner Witmer and later spent his career as a professor and administrator (Viteles, 1967). Viteles was also a very active and well-known consultant, who provided broad advice in selection, training, and management development to clients such as the Philadelphia Electric Company, Bell Telephone Company of Philadelphia, and Yellow Cab Company. Viteles was committed to sustaining a relationship with the university along with his extensive consulting work. In fact, Viteles' ability to effectively balance research and practice is why he is known as the prototype of the scientist–practitioner (Thompson, 1997).

Though Viteles identified the Philadelphia Electric Company as his "major commitment in industry," he also consulted with Yellow Cab Company between 1924 and 1965. Viteles' activities with Yellow Cab included personnel selection, accident prevention, and negotiation. He was prepared for this sort of work because his dissertation with Witmer had investigated competency modeling among streetcar motormen (Viteles, 1967). When writing his autobiography, Viteles remembered fondly his relationship with the president of Yellow Cab, E. S. Higgins. The two apparently enjoyed horseback riding through Philadelphia parks together, and their rides were often when Viteles provided advice. Higgins had described Viteles as "an intellectual irritant" to the company, which Viteles gleefully remarked summed up an essential part of the role of a consulting industrial psychologist (Viteles, 1967). Some of what Viteles "irritated" Higgins about concerned the accident rates of cab drivers and possible sex differences.

In July 1941, the Cleveland-based Cab Research Bureau (CRB) was exploring the option of employing women as taxi cab drivers. Formed just 3 years earlier, the CRB was tasked with collecting data for the industry, finding out rates and operator details. The following year, it would become affiliated with the National Association of Taxicab Owners, an umbrella organization for taxi operators across the nation which boasted John Hertz (i.e., Hertz Rent-a-Car) among its founders (TLPA, 2012). The Cab Research Bureau noted the popularity of women taxi drivers in news articles and magazines, but they were unsure if this constituted a real trend or it was merely a fad. Seeking information on the potential benefits of hiring women, the CRB's Clewell Sykes wrote a letter querying: "We don't know whether or not to take this question of women cab drivers seriously. So far we do not know of one large cab operation which is giving a real trial to women drivers… if you run across any real facts (favorable or unfavorable)… let us have the story" (Morris Viteles papers).

Sykes looked to Viteles' research for insight and found that the idea of hiring women as taxi cab drivers was not new at all. Morris Viteles and Helen Gardner had published a 1929 article in *The Personnel Journal* detailing a year-long study (March 1927–February 1928) of the accident rates of cab drivers in a large Eastern city, which focused exclusively on sex differences. Although the cab company is not named, E. S. Higgins is thanked as the general manager of the company involved, removing any mystery. The primary goal of this article was to discern whether women taxi cab drivers were more or less accident prone than men. Viteles and Gardner were aware of the stereotypes of driving behavior, even in 1929, and suggested that generally men believed they were safer drivers than women, but women believed they were the safer ones. The authors were also aware that confounding influences may lead to apparent sex differences in accident rates of cab drivers. In fact, Viteles and Gardner prefaced their article by stating, "sex differences are not the chief variables," noting training, experience, and exposure to hazards may differ between men and women.

This study presented Viteles and Gardner with the same challenges in conducting applied research that industrial psychologists face today: the need to identify proper comparison groups and control for extraneous variables. Viteles and Gardner tried to do this by matching samples of men and women drivers on the type of vehicle operated, the mechanical conditions of the cabs driven, and the weather and traffic conditions in which drivers performed (Viteles & Gardner, 1929). However, their data were limited. They still ended up having to compare women who were generally inexperienced drivers, were held to less rigorous preemployment standards, drove newer cabs, tended to work safer districts, and drove exclusively during the day with men who had more experience, were required to pass a standardized driving examination, drove any cab available, and worked both day and night shifts.

Viteles and Gardner's data represent a case of the proverbial apples and oranges. There were literally 50 times the number of men (2,000) than women (about 40) studied, and this resulted in comparing about 2.75 million miles driven by men per month with 30,000 miles driven by women. Although they insisted women were given a "thorough training" course, this training was administered separately from men, leaving no way to establish men and women were similarly trained. In addition, sustaining a "standard working force" of 40 women required the company to hire 150 women across the time period studied, which reflects a magnificently high rate of turnover. Viteles and Gardner's study illustrates the difficulties of drawing conclusions from field research when comparing samples of dramatically different backgrounds, experience, and size.

Viteles and Gardner concluded that women were more likely to be involved in an accident than men, responsible for .767 accidents (per thousand miles) versus .257 accidents for men. The authors looked at the month of November 1927 to investigate the relative costs of these accidents and found that women were involved in less serious accidents, costing $2.68 (per thousand miles) versus $5.77 for men. To the authors, this suggested that women were overly cautious drivers, and the mistakes they made resulted in minor accidents, which did little damage and minimal cost to the company. They suggested that women drivers be provided with more or better training to reduce their accident rates.

Although Viteles provided this article for Cab Research Bureau when queried 12 years later, he cautioned against adding undue weight to its conclusions. This is reflected in his July 18, 1941, letter to E. S. Higgins (Morris Viteles papers). Viteles was particularly aware that women now had more of a history of driving than they had earlier, and this change should be taken into consideration. He stated that, "it is quite possible that conditions have changed since 1928 because during the past decade women are learning to drive at an earlier age and are driving more regularly than did the women of the earlier era" (Morris Viteles papers). In addition, Viteles now lamented his earlier comparison of women, who were essentially inexperienced drivers, with men who had all levels of experience. He felt it would be more appropriate to compare their accident rates with inexperienced taxicab drivers rather than all taxicab drivers. At least, Viteles impressed upon Higgins, "this possibility should be considered in arriving at a policy with respect to the employment of women taxicab drivers." (Morris Viteles papers).

Of course, the taxi industry's decision on whether to hire women would shortly be made for them. Many American men would soon head overseas to fight in World War II, leaving women as the more available option. Though, driving cabs remain a male-dominated profession today; as late as 2000 only 13% of taxi/limousine drivers were women (Schaller, 2004). Perhaps this fact contributes to lingering stereotypes about driving performance—or perhaps the opposite sex is still the easier target. As in the 1920s, if you are taking a cab, the answer as to who is driving you home tonight is likely still a man.

Viteles' research into gender differences only samples his work for Yellow Cab. In fact, he later conducted a similarly themed study looking for potential racial (Black vs. White) differences in performance (Morris Viteles papers). Regardless, Viteles' willingness to publish this early study comparing the job performance of men versus women is testament to both the patronage of E. S. Higgins and Viteles' desire to share what he knew with the field. Viteles set an example for future I-O psychologists on how to effectively blend research and practice.

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Summertime Blues

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Many of the landmark Supreme Court rulings in EEO cases occur in late June, allowing us to report on them in the October issue. For example, in the last four October issues, we reported on Supreme Court rulings in *Wal-Mart v. Dukes* (2011; class actions), *Lewis v. Chicago* (2010; timeliness of adverse impact charges), *Ricci v. DeStefano* (2009; discarding test results for fear of losing on adverse impact), and *Meacham v. KAPL* (2008; adverse impact and age). More recently, in the April 2012 issue, we previewed *Fisher v. University of Texas,* which promises to be a critical test of *Grutter v. Bollinger* (2003) on minority preference is school admissions. Unfortunately for us, oral arguments in *Fisher* will not occur until the fall, meaning it is unlikely there will be a ruling in time for the January 2013 issue. However, there is a possibility we will be able to at least discuss the oral arguments in the January column.

That said, our life is never dull. For this column we have other fresh topics to draw from, four of them in fact: (a) the EEOC's clamp down on harassment; (b) employer mistakes relating to ADA rules for use of medical exam results after a conditional job offer; (c) alleged misuse of cognitive/ability tests; and (d) the "cat's paw" theory of liability (also known as "rubber stamp" theory).

Topic 1: EEOC Clamps Down on Harassment

In recent months, the EEOC has cited an unusually large number of victories relating to harassment. For example, in just a 16-day stretch from June 21, 2012 through July 6, 2012, the EEOC announced eight settlements and a favorable court ruling. Most of these cases feature sex and race, but there are also complaints of harassment based on national origin, religious beliefs, and even pregnancy. Here's the rundown:

On June 21, 2012, the EEOC announced a $125,000 settlement with Donahue Cardiology (in Washington, PA). Three cardiologists who owned or were shareholders in the practice allegedly subjected three female employees to sexually offensive and debasing comments. The women were also forced to look at sexually explicit pictures and cell phone messages. See http://www.eeoc.gov/eeoc/newsroom/release/6-21-12.cfm.

On June 22, 2012, the EEOC announced a $23,000 settlement with a St. Louis Restaurant in which the allegation was that a female employee

(Edwonder Hobson) was sexually harassed by an assistant supervisor (Brian Jones). Jones purportedly rubbed his body against Hobson's, tried to put his hands up her skirt, and tried to kiss her. See http://www.eeoc.gov/eeoc/newsroom/release/6-22-12.cfm.

On June 25, 2012, the EEOC announced a $95,000 settlement with Country Fresh Market (in Brownsville, PA) on sexual harassment and retaliation. The allegation is that the company "knowingly permitted the flagrant sexual harassment of women who worked in the meat department," including physical touching and repeated sexual advances and comments (talk about being fresh). Despite complaints by the women, company officials not only failed to take correction action; they also threatened the women with termination for complaining. See http://www.eeoc.gov/eeoc/newsroom/release/6-25-12c.cfm.

In another announcement on June 25, 2012, a corporate officer of a Texas-based dry cleaning store agreed to a $43,000 settlement for allegedly subjecting a female employee to requests for sexual favors, speaking to her in a suggestive manner, and physically touching her body. See http://www.eeoc.gov/eeoc/newsroom/release/6-25-12d.cfm.

On June 29, 2012, the EEOC announced an $11 million settlement with YRCC/Yellow Transportation Ends (based in Chicago, IL) on charges of systemic racial harassment. The EEOC alleged that Black employees were exposed to hangman's nooses and racist graffiti, cartoons, and comments, they were subject to harsher discipline and scrutiny, and they were given more difficult and time-consuming assignments than White comparators. In addition, it was alleged that the company had received numerous complains by Black employees over several years and failed to take corrective action. See http://www.eeoc.gov/eeoc/newsroom/release/6-29-12a.cfm.

On July 2, 2012, the EEOC announced a $90,000 settlement with Simpsonville Hotel (in Greenville, SC). The allegation is that from August 2007 through January 2009 three women were subjected to sexual comments, sexual advances, and touching by the hotel's general manager; that the corporate office failed to properly investigate or stop the abuses after one of the women complained; and that the complainant was subsequently fired by the general manager. See http://www.eeoc.gov/eeoc/newsroom/release/7-2-12.cfm.

On July 3, 2012, the EEOC announced a $75,000 settlement with B.J. Con/Sew (an Asheboro, NC sewing company) relating to harassment of a single Hispanic employee (Jason Ramirez). The allegation is that the harassment occurred on a daily basis between July 2006 through June 2008, during which one coworker subjected Ramirez to derogatory name calling (including "wetback," "crazy Mexican," "dumb, stupid Mexican," and "half-breed."). What made it worse is that a second coworker who also allegedly harassed Ramirez was promoted to a supervisory role over Ramirez. Ramirez lodged repeated complaints to higher level officials, including the plant manager, and felt he had to resign (i.e., constructive discharge) when his complaints failed to lead to corrective action. See http://www.eeoc.gov/eeoc/newsroom/release/7-3-12.cfm.

On July 5, 2012, the EEOC announced a $365,000 settlement with Best Western Hotels in Tacoma, WA for “bullying” based on sex, pregnancy, race, and religion. The allegations here are that a general manager “persistently” harassed and denigrated women, including minorities and those with strong religious beliefs. It is also alleged that he used racial slurs and derogatory sex- and race-based comments, that he engaged in yelling and physical intimidation, and that he fired five women after learning they were pregnant. See http://www.eeoc.gov/eeoc/newsroom/release/7-5-12.cfm.

Finally on July 6, 2012, the EEOC announced that U.S. District Court Judge Robert S. Lasnik ordered sanctions, including a $100,000 penalty, against Fry’s Electronic Inc. due to sexual harassment and retaliation (and other issues). The allegations were that an assistant store manager sexually harassed a female employee (America Rios), as well as firing a supervisor (Ka Lam) in retaliation for complaining to management about how Rios was being treated. See http://www.eeoc.gov/eeoc/newsroom/release/7-6-12.cfm

Topic 2: Misuse of Medical Exam Results

Medical exams are permitted under the ADA after a conditional job offer has been made. However, an offer may not be rescinded if there is a medical impairment that is unrelated to the essential job functions. The EEOC announced a settlement and a lawsuit on misuse of postoffer medical information on back-to-back days in July.

On June 10, 2012, the EEOC announced a $45,000 settlement with RCC Consultants, Inc., a New Jersey-based telecommunications, engineering, and consulting company with offices throughout the United States (see http://www.eeoc.gov/eeoc/newsroom/release/7-10-12.cfm). The allegation is that Stanton Woodcock was offered a managing consulting position after interview. RSC then learned that Woodcock has ocular albinism, an inherited condition in which his eyes lack melanin pigment that precludes him from driving motor vehicles. RSC then rescinded the job offer. The EEOC’s position was that driving is not one of the essential functions of the job and that otherwise Woodcock was “fully qualified to perform the duties of the managing consultant position.”

On June 11, 2012, the EEOC announced it is suing Pace Solano, a Solano County, California disability services provider (see http://www.eeoc.gov/eeoc/newsroom/release/7-11-12.cfm). The allegation is that Katrina Holley was interviewed and was offered a job to teach developmentally disabled adults. Holley then took a preemployment physical exam, successfully completing all tests. However, during the exam, she disclosed that she has partial paralysis in one hand. Pace Solano then rescinded the job offer even though her medical doctor offered that she can perform the job despite her physical impairment. Holly was told that her injury makes a liability and that “you don’t want to get hurt any more than you already are, do you?” Interestingly, Solano's website (pacesolano.org) boasts that it serves approximately 387 people with developmental disabilities at seven program sites and employs more than 180 employees who provide care, training, and transportation to its clients. The irony in this case was noted by EEOC Regional Attorney William Tamayo, who stated, "It's highly ironic that Pace Solano, an organization dedicated to assisting people with disabilities, rejected a fully capable and qualified applicant because of her disability." The EEOC is suing for back pay, lost wages, and compensatory and punitive damages for Holly.

Topic 3: Alleged Misuse of Cognitive Ability Tests

On July 19, 2012, the OFCCP announced a settlement with Leprino Foods, a major mozzarella cheese producer, on charges it used a preemployment Workkeys exam that adversely impacted Blacks, Asians, and Hispanics, and that the test is not job-related for laborer jobs (see http://www.dol.gov/opa/media/press/ofccp/OFCCP20121443.htm). Under the terms of the settlement, Leprino agreed to pay $550,000 in back pay and interest to 253 minority applicants who were rejected based on exam scores between January 2005 and October 2006. Leprino also agreed to hire at least 13 of the original 253 applicants, undertake extensive self-monitoring measures, and discontinue the use of the test for the above purpose.

The key allegation by the OFCCP is that the Workkeys exam assesses math skills, locating information, and observation, and therefore, is not job related because these skills are not critical to the entry-level tasks performed by on-call laborers. The tasks in question include inspecting products, monitoring equipment, and maintaining sanitation at the facility. This was the first testing case in recent memory that OFCCP took before an administrative law judge.

Cognitive tests also played a role in a recent settlement out of Alabama. In a consent decree finalized on July 17, 2012 by the Northern District of Alabama, Southern Division, Cooks Pest Control agreed to a $2.5 million settlement in a class action lawsuit (*Waters v. Cook's Pest Control,* 2012). The class included 486 African-American job applicants who applied for work at any of Cook's locations from March 1, 2005 through January 27, 2012. The award includes $875,000 in attorneys' fees and $53,832 in expenses to class counsel. In addiiton, among the class members, Waters, the named plaintiff, will receive an amount of 1.5 times the amount paid to other class members. Under the terms of the consent decree, fees and expenses to class counsel and the award to Waters will be paid in an installment of $1.5 million due 30 days from the date of the decree, with the balance due by the end of January 2013.

There were 11 allegations in this case, the most important of which for present purposes were "discouraging African Americans from applying for jobs by announcing that an algebra, geometry, and math test is required" and "using pen-and-paper math tests as selection criteria, which have a racially disparate impact on African Americans and are unnecessary due to the automatic measuring of modern pest control equipment." As part of the settlement, Cooks agreed to, among other things, establish "facially neutral hiring criteria for filling sales, pest control technician, and termite technician positions."

Topic 4: Cat's Paw Theory of Liability

Our fourth and final topic is the cat's paw theory of liability. The theory stems from a fable by Jean de La Fontaine first published in 1679. In the story, a monkey dupes a cat into pulling chestnuts from a fire and eats them all as the cat burns it paw. Applied to selection decisions, a decision maker may be "duped" by a nondecision maker into (say) terminating an employee without investigating the facts, thus unwittingly carrying out the wishes of the nondecision maker. Cat's paw theory has a 25-year history (at least) in case law. Our interest in this case relates to the most recent ruling on this topic in *Chattman v. Toho*, decided by the 6th Circuit on July 13, 2012, and two precursor rulings, *BCI Coca-Cola Bottling Co. of Los Angeles v. EEOC* (2006), decided by the 10th Circuit, and *Staub v. Proctor Hospital* (2011), decided by the Supreme Court.

In the *BCI* case, Peters, a Black male, worked for BCI under the supervision of Grado, a Hispanic male. Grado wanted Peters terminated for insubordination, but the local HR manager (Pederson) was not available. So Grado phoned a higher ranking HR manager (Edgar), who worked 450 miles away and authorized the termination. The key allegation was that Grado was motivated by racial animus. The defense was that neither of the HR managers knew that Peters was Black. The EEOC made the cat's paw argument, which was rejected by the District Court of New Mexico in a summary judgment and was reversed on appeal by the 10th Circuit. Originally, the Supreme Court was scheduled to review the case, but it was dropped a few days prior to oral arguments.

However, Supreme Court did address cat's paw theory in *Staub v. Proctor*. The facts are that Staub was a technician and an army reservist. His immediate supervisor (Mulally) and Mulally's supervisor (Korenchuk) were alleged to be hostile to military obligations. Staub received a disciplinary warning and was directed to report to Mulally or Korenchuk after his cases were completed. The supervisors then reported that Staub violated "corrective action" to the vice president of human resources (Buck), who in turn fired Staub without conducting an investigation. Staub filed a grievance, to no avail. Staub then filed a claim under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA). A jury found for Staub, but the 7th Circuit reversed. The Supreme Court then reversed the 7th Circuit, ruling:

> If a supervisor performs an act motivated by antimilitary animus that is intended by the supervisor to cause an adverse employment action, and if that act is a *proximate cause* of the ultimate employment action, then the employer is liable under USERRA.

More recently, the 6th Circuit applied “proximate cause” theory in the *Toho* case. The facts are that Chattman, a Black male, had evidence that the HR director (Tullock) made racially insensitive statements in the past. After Chattman engaged in a “horseplay” incident with a White coworker (Johnson), Tullock recommended to the HR vice president (Lane) that Chattman be terminated. It was alleged that Tullock then misrepresented the facts surrounding the horseplay incident to Lane. Chattman was not terminated but received a warning that carried with it a one-year penalty preventing him from being promoted.

From that point forward, Tullock appeared to misinform various members of upper management about the investigation process. For example, Chandler (another supervisor) in his deposition, stated that he, Tullock, and Smith discussed what to do about the incident and agreed not to make any decision or recommendation until after speaking to someone at the corporation’s human resources and legal departments. However, after that meeting, Tullock called Lane at Toho’s parent company and recommended Chattman be terminated. In his deposition, Tullock recalled telling Lane that “Ben [Chandler] and I were both recommending termination and Scotty [Smith] as well.” Chandler and Smith both deny they recommended termination. Quoting in part from the Staub ruling, the 6th Circuit ruled:

> If [an] adverse employment action is related to the discriminatory action, the employer may be liable. Neither independent investigation nor independent judgment on the part of the employer provides a *per se* defense …[I]f “the independent investigation relies on facts provided by the biased supervisor,” then the investigation was not, in actuality, independent and the employer is liable.

Ultimately, the 6th Circuit overturned summary judgment by the district court, ruling that Chattman presented sufficient evidence of “discriminatory animus” by Tullock and that he presented “genuine issues of fact as to intent and causation.” Therefore, the moral of the *Toho* story is that high ranking decision makers should not let themselves be duped into acting like cats or else they will be burned.

Conclusions

Each of the four topics described in this article has a moral to the story. We close the article with these take home messages.

- EEOC considers harassment to be one of the most egregious forms of discrimination and will aggressively enforce the law on this front. As the settlements described above show, harassment can take on many forms (gender, race, national origin, even pregnancy). These are the kinds of cases that remind us that the Civil Rights Act of 1964 wasn’t enacted that long ago and that we still have work to do.
- Cognitive ability tests will continue to be an EEO agency target. For as much literature as we have demonstrating that cognitive ability tests

predict performance, we also have a long history of EEO agencies and public-sector claimants challenging these tests. In the *Leprino* settlement, it is unfortunate that the details of the validity argument were not published as part of the consent decree. We suspect that validity generalization played a role in the argument, but we won't know the details. Cognitive ability test users should be prepared for challenges that tests are more difficult than the jobs they are used to make employment decisions for and should be prepared to argue why there was not a reasonable alternative available that would be equally job related and less adverse. We suggest that implementation strategies (e.g., weighting, cut scores, multiple-hurdle versus compensatory considerations) intended to reduce adverse impact while balancing job relatedness can be effective reasonable alternative arguments.

- The ADA has always been and continues to be an important, complex, and multifaceted statute. This is particularly the case given the recent Amendments Act expanding coverage and may only increase in importance based on proposed regulations out of the Department of Labor that would require federal contractors to establish quantitative goals, request that applicants self-identify disability status (which is currently illegal in the vast majority of scenarios), and conduct personnel activity analyses on disabled applicants and employees. When it comes to postoffer medical exams, organizations need to (a) clearly identify and document the essential functions of a job and (b) consider the opinions of objective experts on whether an impairment identified as part of a medical exam could play a role in whether a person can perform those essential functions.
- When it comes to the cat's paw, high ranking decision makers should not duped into acting like cats or else they will be burned. Those responsible for making employment decisions need to seriously consider context when incorporating information from others and realize that discrimination can still occur through them (the cat's paw) via the influence of others.

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THE ACADEMICS' FORUM

Jack of All Trades Versus Master of One: Views on "Dabbling" With Research

Satoris S. Culbertson
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When I first started my graduate studies in I-O, it seemed like I was interested in everything. I wanted to soak in as much knowledge about as many areas as possible. Like a kid in a candy store (or me in a candy store now, actually), I wanted a taste of everything. As my studies continued, however, I began to discover that some areas were more appealing to me, but others, like black licorice in the candy store, were better left for others to experience.

Over time, I was able to narrow down my research interests so that I am now able to succinctly describe my interests in a somewhat coherent, relatively thematic manner rather than as a long string of research topics. If asked, I usually tell people that my research interests primarily lie in the areas of employment interviews, performance management, and work–family conflict and facilitation. At this point, however, I consciously have to tell myself to stop talking, as if I were being completely honest and kept going, my dirty little secret would emerge. That secret, of course, is that I'm a dabbler.

According to Merriam-Webster, a dabbler is "one not deeply engaged in or concerned with something." A dabbler is also "a duck (as a mallard or shoveler) that feeds by dabbling." Neither of these definitions quite fits with how I see myself, though the former is much closer than the latter. My view of being a dabbler is that I like to engage in research that does not fall within the purview of my primary research interests. A quick look at my vita reveals this, with past and recent ventures lying in such diverse areas as individual differences, workplace engagement, and judgment and decision making.

I have a lot of reasons for my dabbling. Of course, the most obvious is that I am fascinated by many different topics. The best part about being in academia is that I get paid to be a lifelong learner! Dabbling also helps me from getting bored or being miserable. Andre Agassi, retired pro tennis player extraordinaire, wrote in his 2009 autobiography, "I play tennis for a living even though I hate tennis, hate it with a dark and secret passion and always have." I don't want to be like Agassi (other than having the nickname, "The Punisher," which would be pretty cool). I love what I do, and perhaps it is naïve, but I want to always love what I do. If I begin to get bored with one area, I find that playing in another area can provide me with the reinvigoration that I need. I also dabble because sometimes opportunities present themselves that are "too good to pass up." For me, simply having a motivated colleague with data in hand and an idea in mind is too tempting to pass up. In my candy store analogy, these would be the chocolate truffles.

Regardless of my reasons for dabbling, and despite there being some great examples of well-respected and impressive dabblers in history (e.g., Nikola Tesla, Leonardo da Vinci, Thomas Edison, and Benjamin Franklin), the notion of dabbling seems to have a certain stigma associated with it. The expressions "jack of all trades, master of none" and "having your finger in too many pies" come to mind, each reflecting the view that if an individual is engaged in too many activities, they are not likely to do any of them very well. It is perhaps for these reasons that many students are advised to focus on a single stream of research.

With these points in mind, I decided to turn to a group of research experts for their views on dabbling versus staying focused on a particular stream of research. I sought the advice of five past winners of SIOP's Distinguished Scientific Contributions Award. This award is presented to individuals who have "made the most distinguished empirical and/or theoretical scientific contributions to the field of I-O psychology." Seen by their colleagues as having an impact on the science of I-O psychology, these individuals clearly know what it takes to be successful in the realm of research.

A special thank you to the following experts who were kind enough to share their thoughts on the matter: **Richard D. Arvey**, PhD, professor and head of the Department of Management and Organization at the National University of Singapore; **Michael A. Campion**, PhD, Herman C. Krannert Chaired Professor of Management at Purdue University; **Ruth Kanfer**, PhD, professor of psychology at Georgia Institute of Technology; **Robert G. Lord**, PhD, professor emeritus in the Department of Psychology at University of Akron; and **Kevin Murphy**, PhD, consulting expert at Lamorinda Consulting LLC, an affiliate member of the Psychology faculty at Colorado State University, and current editor of *Industrial and Organizational Psychology: Perspectives on Science and Practice*.

In order to get a feel for how the panelists view their own dabbling tendencies, I asked them to what extent they considered themselves to be dabblers. As a believer in John Steinbeck's views that "no one wants advice, only corroboration," I was thrilled to find that three of the panelists considered themselves to be dabblers. Specifically, in the dabbler corner, we have Campion, Murphy, and Arvey, who each acknowledged, if not embraced, their dabbling tendencies, noting that they have research interests in multiple areas and published on a variety of topics. In Campion's words, "I am definitely a dabbler. I have conducted studies and done consulting projects on just about every topic, except labor relations and benefits administration."

Moving to the other side of the continuum, in the focused interest corner, is Lord, who noted, "I'm very much a focused person. I've been doing research on leadership for about 40 years and research on control theory for over 30." He continued by noting, "That doesn't mean that my understanding of these areas hasn't changed. For example, rather than just control theory, the focus has changed to the broader idea of self-regulation. Carver and Scheier (1998) have followed pretty much the same path. Also, I've been able to synthesize a more recent interest in self-identity with both topics. Underlying both interests is an understanding of cognitive psychology and information processing."

The final panelist, Kanfer, considered herself in the middle of the two extremes. She noted, "Although my primary research focuses on issues related motivation and self-regulation, I am interested in and have done work on the topic in multiple contexts (e.g., job search, skill acquisition, teams, aging) and with respect to multiple issues (e.g., personality influences on self-regulation, contextual influences on retirement intentions, etc). In essence, I consider myself a use-inspired dabbler"

Pros and Cons of Dabbling Versus a Focused Research Stream

One of the first things I learned in graduate school was that there was rarely an absolute answer to a question. Instead, the answer was most certainly going to be, "it depends." So rather than ask which is better—to dabble or be focused on a particular research stream—I asked the panel of experts for their views on the pros and cons for each.

Regarding the pros for dabbling, the most frequently cited advantage was that it would help build and maintain interest in the field as well as result in potentially fruitful research opportunities. As Arvey explained, "The pros for me are that I do what interests me, and when opportunities come along to investigate some new phenomenon or relationship, I can pursue these with no guilt. It helps to preserve my interests in the discipline." Murphy echoed the sentiment by noting that an advantage of dabbling is that "There are usually things in the field that are likely to be interesting and worthwhile."

Taking a broader view of the advantages related to dabbling, Campion summarized the main pros as "(1) you often have your best insights when you approach a new field for the first time, (2) it broadens you out so you know more things, (3) it helps your teaching, (4) it helps your consulting, and (5) it provides variety."

Despite the pros associated with dabbling, there are also several cons. For example, Murphy noted, "It is very hard to master a number of research literatures, and dabblers often have a hard time identifying important problems and promising ways of solving them if their interests are too broad." Similarly, Arvey cautioned that, "Other professionals [may] think of you as a dilettante and not a serious scholar." He also reinforced Murphy's views by noting that, "It is difficult to keep up with current literature in the separate domains." This difficulty of having to learn other areas of literature, other methods, and so forth was also noted by Campion as a disadvantage to dabbling.

Of course, there are also pros and cons associated with having a focused research stream. Although you can broaden your interests and see what excites you by dabbling, the key advantage mentioned for maintaining a narrower focus is the depth of expertise that one obtains. As Lord noted, "focusing on a research stream allows you to move up the learning curve, which typically follows a power function—large increases early on. You also have an idea of what works and what doesn't." He further suggested that this greater knowledge can have practical implications, noting that, “the real pro [of having a focused research stream], is that as you get into an area your understanding deepens and you are more able to make a contribution to the field, which means that publication is more likely.” Along these lines, Arvey similarly suggested that being more focused can lead to becoming well-recognized as having deep knowledge and expertise in that area.

Kanfer expressed similar sentiments, stating that, “A focused research stream typically builds a cumulative base for new knowledge. It often involves studies that evaluate particular tenets of a theory. During this process, one may obtain unexpected results that yield a new direction and insights. There are many examples of how people focused on a particular research stream contribute to the science and practice. But that does not mean they don’t dabble. In this context, dabbling might mean testing the framework in a new context or trying out a new method. Controlled dabbling.”

In terms of disadvantages for having a focused research stream, the main one mentioned was that you could lose interest in the area. As Lord, the panelist who attested to dabbling the least noted, however, “I find it interesting to have a theory develop and get richer. If my leadership research was the same as 40 years ago, then I would be bored. But it’s not.”

To Dabble or Not to Dabble: Expert Advice

I asked the panelists what advice they would give to students and academics early in their careers regarding dabbling versus staying focused on a particular research stream. Several noted the need to dabble in order to better understand where you want to ultimately focus your interests. For example, Lord noted, “Students have to dabble a bit to find out what really excites them.” Of course, like any good academic, there are caveats, as he noted, “Yet there are advantages for staying focused. In both my research and that of most dissertations I’ve supervised, research usually doesn’t work out as well as it should on the first try. Conceptualization or methodology often needs refinement. Indeed, I often try to have students avoid doing a dissertation in an area that is completely new. If they do pick a new topic, then often a couple of pilot studies are required.”

Kanfer suggested that controlled dabbling is best in the early part of one’s career, noting the importance for students to pursue their scientific questions “in multiple ways: through a cumulative research stream and through the investigation of the science issues in practical contexts.” She added that, “Sometimes that takes you into new areas that can be very rewarding. Controlled dabbling can be energizing and lead to new insights. Uncontrolled dabbling can lead to an inability to create a coherent program of research. Think before you commit to dabble in an area about what you can learn, the resources you are willing to commit to the project, and how it may advance your broader program of research.”

Despite the belief that dabbling is not entirely bad, there was a consistent view that one should hold off on such activities until later in their careers. For example, Murphy advised that dabbling is not a good idea in the first 5 to 6 years, noting that, “It is important to build visibility, which requires a concentrated set of publications in a particular area." He continued by advising students, "Build strength in some particular area first. Successful dabbling is usually a more senior faculty activity." Similarly, Campion highlighted the importance of having one or more themes, especially early in one's career, noting that "staying focused is important to establishing a thematic aspect of your publications so people can identify your contribution when it comes to getting promoted (and later in your career for fellowship)." Further extending the view that it is important to hold off on dabbling until later in one's career, Arvey stated, "I would advise students to stay focused initially to get their careers jump started. Post tenure, do whatever you like. Follow your interests. Personally, I get bored if I stay in one content area too long. If you want to prevail in this career it is important to keep up your interests."

Finally, a consistent theme that emerged in the advice from the experts was the need for continuous learning. As Kanfer noted, "In my opinion, a solid, well-rounded, and continuous learning approach is key to being able to dabble successfully while maintaining a cohesive research focus. The process of becoming an expert in a substantive area probably takes at least 15 years. Proactivity in creating connections between your areas, advances in other areas, and new practical problems probably contributes powerfully to sustaining interest in the area later in one's career." Of course, staying current on research, especially if you choose to dabble, is not necessarily an easy task. As Murphy, a self-proclaimed dabbler noted, "I read a lot in order to keep up with multiple interests, which can be a challenge but is also an opportunity to keep it interesting." Then again, having this broad knowledge can be a source of pride. As Campion noted, "In the early stages of my career (first 10 years) I let my thematic areas drive my research for the reasons above. Since then, I have let my consulting (and availability of data), my student's interests, and opportunities drive my research. I believe it has made me more productive. Also, I take great pride in knowing about a lot of different areas."

Finally, Lord offered a great parting comment, regardless of whether one chooses to dabble or remain more focused on a particular research stream. He noted, "It is also important to recognize that doing research is a social process, so having fun at it also depends on the people you work with. I've been fortunate to have many really, really good colleagues—both at the faculty and graduate-student level. Further, with the development of the Internet, you can have colleagues all over the world. That makes research quite exciting."

I couldn't agree more.

Samuel L. Jackson's character, Jules Winnfield, said in the movie *Pulp Fiction*, "If my answers frighten you, then you should cease asking scary questions." I must admit that I had hoped to hear that dabbling was wonderful and that we should all go forth and dabble away. Whereas this was not the view of the panel as a collective, I was relieved to hear that there is a time and a place for dabbling, especially for controlled dabbling.

Now, off to work on some research. As for whether it is research in my primary interest areas or not…well, that's a secret.

MAX. CLASSROOM CAPACITY

Marcus Dickson
Wayne State University

Up front, I need to say that most of the columns in **Max. Classroom Capacity** have been directly related to the classroom, and many have focused on undergraduate education. This time around, I'm focusing somewhat on the classroom and solidly on doctoral education. I hope you won't mind.

This has been a busy summer for me. Apart from all of the normal things in a summer (getting ready for the coming fall semester, family events, etc.), I've had four students defend dissertations, including three defenses within one week. Of course, it's all in the frame you apply around an event—I actually hadn't had any students defend for a few years, and then suddenly several students who had been moving at different paces all found that they had similar deadlines, and all finished within a short period of time. But I can still say to my colleagues "How many of your students defended this week?" as if defenses are a weekly thing for me.

Over the course of my career, I've supervised 20 students' dissertations, and of those, 7 have gone academic, and 13 have gone into either industry, consulting, or the military. Of the four students this summer, two have accepted academic positions, and two are in applied settings. That's about right for our program. The last issue of *TIP* included an article by **Rob Silzer** and **Chad Parson** (2012) on the "balance" of different doctoral programs, and my program—Wayne State—showed up on several tables as a program that has a relatively even balance between students who pursue academic and students who pursue applied careers (though of course those distinctions can be overlapping and malleable). So I, like many I-O faculty members, come from the perspective that our students are highly likely to go into applied careers when they graduate and that that's a wonderful thing.

Elsewhere in "the academy," though, the conversation is occurring around what is being called "alternative career paths for PhDs," where the clear implication is that the traditional career path is academic. As more and more universities rely on contractual instructors rather than hiring for the tenure track, there are fewer and fewer tenure-track positions available, and more and more competition for them, and so in many disciplines, there is open conversation about "a subject that graduate students tend to discuss in hushed tones among close friends or trusted mentors—or anonymously in online forums. The taboo topic: preparing for nonacademic jobs" (June, 2011).

Even in a program like ours, where we have a history of "balance," there can be those unspoken pressures towards academia. I was laughing with one of the students who just defended her dissertation this past week, as we both remembered the day at the SIOP conference that she came up to me with a sad look on her face, head down, and said in what could only be described as a confessional tone, “I need to tell you something…I want to go applied.” Even in a field like ours that is explicitly referred to as “applied psychology,” going applied can carry some baggage for students who may be afraid to tell their advisers of their plans. Students applying to our PhD programs report being told to lie on their personal statements and say that they want to go academic in order to avoid harming their admission opportunities. This occurs even though the data suggest that about two-thirds of I-O PhD graduates are headed into nonacademic careers.

I don’t believe our program at Wayne State is perfect in any way, but Rob and Chad’s data suggest (and I agree) that our program is pretty balanced in terms of our students’ career outcomes. But what is it that leads to these outcomes, and what is it that we promote? There are several reasons this has been on my mind of late. For one thing, we’re in the middle of contract negotiations, with lots of contention about the role of administration versus faculty in setting the university’s agenda. We’re one of the three major research universities in Michigan, and our administration is heavily oriented towards research. In fact, not long ago, one of our top university administrators chided a program director in our department because that program director had sent out an e-mail sharing the accomplishments of an alum. That alum was providing tremendous service to her community, was living a healthy and happy life, and had truly made use of the training she had received in our department in a way that was serving people’s needs. Why was the program director chided? Because, he was told, our goal is to produce students who take jobs at Research I doctoral training programs, and alums like the one described were not the sort of alums of which we should be proud. Of course, I think that position is (as the soon-to-be-retired *Car Talk* guys on NPR would say) bo-o-o-gus, and I suspect that most readers of this column would, as well. So in our “balanced” approach to training and preparing our students for their careers, we are in some ways at odds with our administration.

Of course, when we try to recruit students, their intended career path is often a part of the conversation. For the 15 years that I’ve been at Wayne State, students and prospective students have asked whether we try to prepare students for academic or applied careers. My response has been that we don’t do either, we try to prepare students for a way of thinking about the world. Whether it is an idea for a research project, or a directive from your boss to investigate a problem in your company, or a consulting assignment, there are some similar processes involved.

- We take a situation, and we convert it into a question.
- We then think about what sort of data or information we would need to answer that question.
- We then set out to gather those data or that information in a way that would allow us to be confident in its quality.

- We then analyze the data or information in a way that is suitable and appropriate.
- We then reach conclusions and try to answer that original question.
- Finally, we report what we have concluded (and sometimes all that we did to reach the conclusion).

Of course there's variation in how you do these things in different settings, but it seems to me that what we're about is helping our students develop a systematic way of thinking about the world and about answering questions within that world. The content matters, but the half-life of the content we cover in our courses is probably relatively short—I'd guess 5-8 years, tops.

Beyond this somewhat philosophical approach to training, we have also done some very practical things. We created a program with a horrible acronym called APORG—Applied Psychology and Organizational Research Group—and hired a director with extensive experience as a practitioner (our first director was Joan Reiber [now of the Reiber Group], and most recently **John Arnold** [formerly of Aon] was our director). This program was designed to seek out project opportunities for students in which they could work on a variety of projects, large and small, for a great many clients. Of course, many doctoral training programs have something similar, but I think ours may be a little more extensive, with clients ranging from Ford, General Motors, and the FBI, to local nonprofits and start-ups.

We also seek out internships with local organizations that are identical to what a student would receive if he/she were funded as a teaching assistant—same salary, same benefits, same tuition coverage—so that neither our students seeking teaching experience nor our students seeking applied experience were disadvantaged. Finally, we have offered "special topics" seminars, taught by our APORG director with numerous guest speakers from the applied world, on organizational consulting, complete with project work, budget analysis, development of marketing plans, and client proposals. In short, we've worked over the last decade or so to build preparation for what NSF would call "alternative career paths" and what we would call "applied careers." Our students who go on the applied market often report that they are highly competitive because of their extensive applied experience.

This isn't an ad for Wayne State. The fact that our program is in the heart of Detroit almost necessitates that we prepare our students for applied opportunities, so I don't describe all of this to suggest that we're doing something unique—we aren't. But what Rob and Chad tell us about balanced programs just means that we in I-O are wrestling with what our colleagues in other areas of psychology and in other departments are beginning to face, as NIH and NSF encourage graduate schools to offer planning assistance for alternative career paths, and AAAS and other professional associations join in to acknowledge what we already know.

How can we help our colleagues and schools? Is it possible for us to share what we've seen in our discipline for many years and what our data continue to confirm? I'm not sure how to take lessons we've learned about building preparation for a variety of careers into the coursework and all other aspects of graduate training, and I'm not sure that they'd listen if we did. As John Mcgraw, the great baseball manager said, "Experience ain't hereditary… hell, it ain't even contagious." But I'm left to hope that we may have something to add to the conversation because for most of our students, "the work they seek after graduation is not an alternative career—a term that some say relegates nonacademic jobs to second-class status—but the only work they've ever wanted" (June, 2011).

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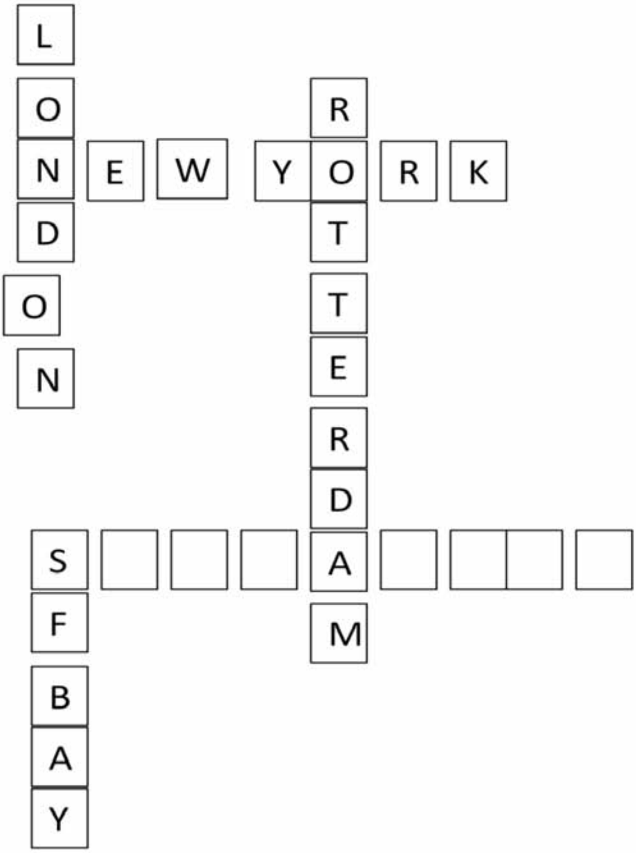
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TIP-TOPICS

Preparing to Launch: Advice for Finding and Maximizing Applied Experience in Graduate School

Alison Carr and Jared Ferrell
The University of Akron

As graduate students, we spend countless hours inundated in the minutiae of our science. We read textbooks, pore over scholarly articles, immerse ourselves in research, and engage our fellow students in debate over scientific theories and principles. But this intense academic focus is not enough. Ours is an applied science, and our successes as I-O psychologists are contingent upon our ability to apply what is learned in graduate school to real-life settings. Applied experiences in graduate school offer opportunities to put classroom learning to use and to gain insight into how organizations function in practice. Graduate school is an optimal time for students to gain a diverse array of applied experiences and to begin networking with people who may be integral to their future careers.

Applied experiences most often come in the form of internships, freelance consulting work, or volunteer opportunities. As a potential bonus, some of these experiences even offer compensation. In this edition of **TIP-Topics**, we discuss these three common types of applied experiences, offer suggestions for finding them, and review other important considerations for preparing to launch your career. Even if you are certain of the type of I-O career you wish to pursue, giving other areas a try will broaden both your perspective and your CV!

Types of Experiences

Internships

Formally structured internships are one of the most common types of applied experiences available to graduate students. Internships may be short- or long-term and can vary widely in terms of formatting, projects, and supervision.

For example, it may be helpful to distinguish between internships that involve internal work (i.e., providing services within the boundaries of one organization), versus those that involve external work (i.e., working for a consulting company that has multiple organizational clients). If you take an internal internship, it can be helpful to speak with others who have completed internships in the past with the same company to get a sense of what your experience is likely to entail. One question that you might ask is about the level of support for I-O in that particular workplace. Environments that are high in support for I-O and those that are low in support for I-O both may help you develop your applied skills. Workplaces low in support for I-O might require you to work harder at "selling" your ideas and professional capabilities, and there may be more competition with other departments for limited funding. In contrast, workplaces high in support for I-O permit the leveraging of I-O skills in an environment that is initially more understanding of the potential benefits. These can be very valuable skills to learn as a graduate student. Relatedly, you may learn something about your own work preferences, finding that you work best on a large I-O team, or that you prefer working as the sole expert in I-O. Now is a great time to "get a feel" for your preferred work context without getting stuck long term in a job that you hate!

By virtue of the fact that external consulting firms typically specialize in I-O and are hired by (typically non-I-O) companies to perform I-O tasks, they tend to offer higher levels of support for your I-O expertise. However, experiences in different consulting firms may still vary considerably. Depending on the consulting firm, you may find yourself performing a wide array of tasks or working on a few processes specific to the firm. The latter is particularly likely if you are working at a firm that specializes in a single aspect of I-O such as selection, 360 degree feedback, training and development, and so on.

Beyond differences in the organizational contexts for internships, additional details of the internship arrangement can vary widely. For example, some are relatively short term, lasting for a few months or a semester. Other internships are longer term or open ended, and may even have the potential to transform into full-time jobs once your thesis/dissertation work is completed! If the details of your internship to be are negotiated, it can be useful to consult with your academic advisor, your new supervisor, and others who have served as interns for the company in order to outline both short-term and long-term internship objectives. When planning, be sure to factor in work you will have for your classes, as well as for your thesis/dissertation. Be honest with the company about your availability, and remember that it is easier to request more hours of work at a later point than to have to cut back on hours to which you have already committed.

Graduate students at the University of Akron who have internships generally fall into three categories. First, our terminal master's students must complete at least 60 supervised hours of a practicum experience to meet degree requirements. These students often have one or several large-scale learning objectives or projects over the course of their internship and work as much as is required to complete the learning objective(s)/project(s). For example, one Akron student is currently designing and setting up an annual 360° feedback system for a local company with several hundred employees.

The second type of internship is typically held by ABD (all but dissertation) doctoral students; it involves I-O-related employment at companies located in the Akron/Cleveland area. These internships are arranged through the I-O department and fund the student's stipend. The geographical requirement, combined with a work week limited to 20 hours, ensures a schedule conducive to making adequate dissertation progress. These internships generally require a 1- or 2-year commitment, allowing students the opportunity to develop and follow projects over a longer term.

The third group of students includes those who pursue summer or semester internships that are advertised more broadly and may be more competitive. These internships may be secured with the help of faculty members but are not typically arranged through the department. If you are looking for this sort of internship, be sure you begin your search early (late fall semester/early spring semester for summer positions) and utilize numerous different resources. The Internet can be a valuable tool; many Akron students have found internships and jobs with the help of a Facebook page that lists I-O positions, coordinated by one of our faculty members. Characteristically, these positions are paid, may involve 40+ hour work weeks, and may be located in geographically diverse locations.

Common Internship Projects

Just as there is no standard format for internships, there are also no standard internship projects. In a 2004 survey of companies offering I-O internships, Munson and colleagues found differences in the tasks typically performed by students in internal and external internships. Internal internships were most likely to involve conducting job analyses (23%), managing projects (17%), writing reports (16%), and collecting data (17%), whereas external internships were more likely to involve analyzing data (20%), having direct client contact (e.g., facilitating SME or focus groups; 15%), conducting validation studies (16%), writing reports (16%), and developing training courses/selection assessments (15%).

Supervision

Feedback is critical early in the skill acquisition process, particularly if the task being learned is complex (e.g., Locke & Latham, 2002). The tasks you work on during an internship are no exception. When making internship arrangements, inquire as to what the nature and amount of your supervision will be. If you are working with other I-O psychologists, it can be helpful to identify who your supervisor will be and to schedule regular meetings to discuss your work performance. If this is not possible, and much of your work will be autonomous (or if you have a non-I-O supervisor), consider asking a faculty member in your department to serve as your mentor throughout the internship process. It can be invaluable for your development to meet regularly with a mentor to discuss your approach to various projects and accomplishing goals. It can also be beneficial to speak with your supervisor about how you can frame specific projects on your CV or how you might discuss them in job interviews. If there is flexibility regarding projects you work on, you might consider speaking with your supervisor about taking on more projects areas you find particularly interesting. Also remember that internships often offer the potential for access to data appropriate for theses or dissertations, so it is wise to keep an eye out for potential collaborative research studies within the organization!

Freelance Work

In addition to formal internships, there are other ways to gain applied experience. For example, freelance consulting experiences are available to students in many graduate departments. Many times, these projects can be obtained by asking your advisor or other faculty members about potential opportunities, as faculty often have extensive contacts within the I-O community and may even be involved in projects themselves. These types of projects can include test or assessment center proctoring, legal research, and work on miscellaneous consulting projects in a variety of focal areas (e.g., selection, training).

At the University of Akron, we are lucky enough to have an intradepartmental consulting firm called the Center for Organizational Research (COR). COR offers graduate students opportunities to work on a range of applied projects with various organizations. In addition to being great hands-on experiences, this can be a way to supplement stipends. Another benefit of COR is that it attempts to match specific projects with students who have expressed interest in areas relevant to those projects.

The benefits of gaining experience through a student-directed consulting group are numerous. COR opportunities are diverse in range, from small projects that let students get their feet wet to large-scale projects requiring levels of commitment similar to what one might expect in a formal internship. Another key benefit is that projects completed for COR are first checked by senior graduate students and supervising faculty before submission to the contracting organization. This arrangement makes these projects a good chance to learn and obtain developmental feedback. Over the last year, COR has engaged in a wide array of projects, including development of selection batteries (e.g., physical ability, biodata, situational judgment tests), quantitative and qualitative analyses of organizational survey results, and projects involving the benchmarking of best practices in different areas of organizational effectiveness. Graduate students generally report that COR experience has served as valuable opportunity to apply knowledge and skills to solving “real-world” problems.

Volunteer Work

In the quest for applied experience, be sure not to overlook I-O-related volunteer opportunities! Volunteering I-O services in your community can be valuable for your professional development and offer an interesting way to explore applied interests. Students may pursue these opportunities independently or form groups to work collaboratively on large-scale projects. Sometimes nonprofit organizations reach out to I-O departments for help. Alternately, interested students can reach out to nonprofits in the community. Students at the University of Akron have worked with local nonprofits to improve data organization techniques (to allow for better quality data and increased abilities to apply for grants and funding), coordinate grant writing, and develop staff training programs and selection batteries.

Other Considerations

Learning From Others

Do not overlook the fact that the experiences of your classmates can be valuable resources. We have a biweekly internship discussion group for students at the University of Akron. These group meetings offer a safe forum to discuss projects, dilemmas, and experiences. This allows students to gain insight into areas that fall outside of their own internships (e.g., hearing firsthand about working on different types of projects, in different work contexts, with different stakeholders) and to develop general practitioner skills at an accelerated rate.

Know Your Legal Issues!

It is vital that you know your legal issues when venturing into the applied realm. Companies will often rely on your expertise and trust you to make decisions that require careful adherence to legal guidelines (e.g., development and validation of selection batteries). This is perhaps the point where your knowledge of class material will be the most vital to your success, as legal issues dictate the manner in which many practices are conducted. When working in any applied setting, make sure you have brushed up on the *Uniform Guidelines* (EEOC, 1978), Civil Rights Acts of 1964 and 1991, and other acts including the Americans with Disabilities Act (ADA) (1990) and the Age Discrimination in Employment Act (ADEA) (1967).

Building a Social Media Presence

In this age of technology, creating and leveraging a social media presence can be valuable for networking and building a positive professional reputation. For example, websites such as LinkedIn can help you obtain your desired experiences by virtue of offering an easy way to make your current professional profile readily available to potential employers. Furthermore, having a blog or Twitter account that regularly discusses I-O topics can also help raise your professional profile, as it publicly demonstrates your understanding of key issues and may help clarify your main areas of interest.

Although social networking sites can be extremely helpful in obtaining applied experiences, if you are not careful they can also be detrimental. Although cybervetting is a contentious topic among I-O psychologists (both its legality and advisability), it remains a popular practice by companies investigating potential interns and employees. It is wise to manage your image by keeping your public postings professional in nature. A good rule of thumb is, if you would be upset that any particular post of yours was featured on the nightly news (with your name attached), it is probably best not to post it.

Self-Presentation

Your graduate classes have equipped you with an impressive understanding of psychological theories and principles, but in order to exert influence in a business setting it is critical that you learn to present yourself and your ideas well. Carry yourself with confidence; practice good posture, maintain consistent eye contact, and shake hands firmly. When possible, speak in a language business people understand (money!). When you network, be sure to have professional-looking business cards on hand, and follow-up with those you meet. You can make yourself memorable by doing something as simple as following up on a meeting with a brief e-mail expressing that it was nice to meet the person and that you look forward to collaborating with them on a particular project.

Conclusion

Your graduate coursework will serve as a solid foundation for a successful career in I-O psychology. Alone, however, it is insufficient to prepare you for practice or to make you stand out from your peers in the job application process. Make efforts to seek out all the experiences you can while you are still in graduate school. This is your chance to test the waters of internal and external consulting life, to try on the hats worn by selection experts, trainers, research scientists, philanthropists, project managers, and anyone else whose work you find interesting. Now is the time to step out of your comfort zone and to learn a bit more about who you are and what sort of I-O practitioner you would like to become. So what are you waiting for?

Questions? Comments? Please feel free to contact our **TIP-TOPics** team at akrontiptopics@gmail.com. Also, look out for our next column on unique collaborations between I-O psychology and other academic fields!

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Cognitive Ability Testing in Executive Assessments

Tom Giberson
Oakland University

Suzanne Miklos
OE Strategies

General cognitive ability (GCA) remains the single most powerful and important predictor of job performance. I-O practitioners often include GCA in selection processes as a part of accepted best practice. Yet when looking at higher-level managerial jobs, many organization partners argue the relevance of cognitive ability testing given the perceived range restriction within this highly educated applicant group. Some organizations push back on cognitive ability testing at the most senior levels because of the academic achievements required and because of notion that social and emotional intelligence are arguably more valuable differentiators at this level. In addition, in a market that puts these higher-level candidates at a premium, recruiters consistently raise the issue of improving candidate experience by minimizing candidates' time investment in assessment. Although the typical client organization is working to select from two to three top candidates, many candidates have at least one job offer in hand when coming in to interview. The argument boils down to this: They are all smart; we don't need to measure problem solving.

I-O psychologists often work in settings where we need to demonstrate understanding of the current literature and provide a balanced discussion of cognitive ability testing. To update our own thinking we can look at several recent articles touching on elements of the cognitive ability discussion. In this article, we provide a case to refocus on job analysis as a way to support the use of specific cognitive ability assessments that align with cognitively laden tasks such as executive decision making.

Schmidt (2012) raises a challenge to the notion that content validity is not an appropriate model for cognitive ability. An approach that does not include content validity leaves us saying "trust my expertise" to our partners when looking at specific managerial jobs because the numbers are often too low for criterion-related validity studies. In our practice, we have often relied on the research supporting *g*, or generalized cognitive ability, to support the need for cognitive testing. The Schmidt article demonstrates that with the proper job-analytic and content-validity procedures, cognitive ability measures—including tests that are de facto measures of GCA—can demonstrate content validity in addition to criterion-related and construct validity.

Because we have long known that GCA underlies performance of all kinds and that leaders are tasked with challenging decisions, our job analysis attention has turned to other elements of the leader's role. Local criterion-related validation studies are often not possible because of sample size. We rely on validity-generalization studies and transfer validity based on studies published in manuals. Schmidt's description of the observable outputs from cognitive tasks illustrates that problem-solving inputs and outputs are observable. He describes that all tasks, including typing, have an associated mental process and that the distinction of problem solving as mental rather than observable is a false one.

Kehoe (2012) further clarifies Schmidt's argument by suggesting that all KSAOs have a cognitive element to them—that KSAOs and work behavior are manifestations of specific cognitive capabilities. Thus, executive roles can be analyzed to identify the work behaviors critical to successful analysis and decision making. Therefore, he argues, "appropriate experts" should be able to identify the specific measurable cognitive abilities that underlie KSAOs and ultimately job behavior. Kehoe summarizes the series of arguments required to support content validity evidence for cognitive ability tests.

1. Identify the cognitive skills and aptitudes associated with the work domain and the link between these behaviors and job performance through job analysis and expert evaluation.
2. Identify an appropriate sample of the work content domain for testing; this should include the work content that is most important for job performance.
3. Experts must match the test content to the work content, which is a key part of the content validation argument.
4. Based on 1–3, content evidence supports the inference that the test content represents the cognitive skills and aptitudes required for successful performance on the job.

Kehoe recommends that while the *Principles* suggest that content validity supports the argument for utilizing tests as a predictor in the selection process, we can do better. The author suggests that, when working with cognitive ability tests in the selection context, an additional step should be taken in the job analysis process. Specifically, the author argues that experts should "rate the extent to which each operationalized skill/aptitude included in the test is identified with more GCA factors." When job descriptions have terms such as learning agility, strategic thinking, and risk management, there is an opportunity to define the tasks relative to GCA by linking the skills/aptitudes.

Strategic decision making is an example of a job task that relies, in part, on cognitive ability. This is a common KSAO in executive-level job descriptions that has different implications and meaning depending on the context in which it is required. There may be task differences based on the maturity or degree of complexity within the industry space for the executive role. An interesting read for practitioners that describes strategic decision making (McKensie, Woolk, van Winkelen & Morgan, 2009) proposes a model that essentially identifies the cognitive skills required to deal with paradox. The authors emphasize the need for complementary thinking strategies across conditions of uncertainty, ambiguity and contradiction. They interviewed six CEOs as a form of job analysis on strategic decision making to assess their proposed model. They identified three key tasks: framing the problem space, evaluating contradictory requirements, and committing to meaningful choices. These are examples of cognitive tasks that may appear in a job analysis. The authors blended the emotional elements of decision making such as comfort with ambiguity and an ability to manage the anxiety that can come from holding contradictory positions with the cognitive elements of decision making. In 2005, Menkes described the concept of "executive reasoning" as comprising both intellectual and social reasoning in a *Harvard Business Review* article, entitled "Hiring Smart." Postformal thought allows adults to synthesize competing views rather than defining an either/or solution. This article provides a solid description of the thinking and emotional tasks within strategic decision making, which can enrich our job analysis for our senior-level jobs.

Finally, Reeder, Powers, Ryan, and Gibby (2012) explored several individual-difference variables and their relationship to how job candidates perceive selection assessments. Of the several experiential-type of predictors examined (previous experience with assessments, job experience, past success in similar assessment situations, knowledge of the job), they reported that knowledge of the job is an important predictor of the candidate's opinion (positive or negative) of the selection assessments.

Keeping a fresh perspective opens up opportunities to enrich the leadership selection conversation with our HR peers. First, by spending more energy conceptualizing and building the job analysis and specific cognitive abilities leading to content validity, we are drawing a clear picture for why we recommend GCA measures for a particular role. With the richer job analysis information, case studies and simulated decision-making assessments that tap specific cognitive abilities can be enhanced. We have to continue to be better describers of jobs and skills in order to support the organization's thinking. In highly changing industries, such as healthcare, I-O psychologists have an important role to play in helping organizations understand implications for job duties, behaviors, and specific abilities that lead to success.

Helping hiring managers understand the content validity evidence for cognitive abilities and providing shared understanding of the cognitive skills that underlie successful performance assists them in having richer candidate discussions during integration sessions. The case for face validity is also enhanced when clear connections are drawn, such that recruiters and candidates see the relevance of the assessments. Transparency into the link between cognitive components of managerial jobs and the selection tools is heightened by leveraging this group of articles.

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SIOP's new social collaborative network for I-O

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Announcing the Thornton Scholarship

Milton D. Hakel
SIOP Foundation President

I am delighted to announce that a new graduate student scholarship has been endowed to honor **George C. Thornton III.** It will go to an advanced graduate student who exemplifies the scientist–practitioner model. The $3,000 Thornton Scholarship is to be given by SIOP for the first time in 2013.

George Thornton is most widely known for his research and consulting on the assessment center method, a technology that in the best scientist–practitioner tradition combines abstract conceptualization with critical analysis of the best available observations. Thornton received the Distinguished Professional Contributions Award in 2002 in recognition for his contributions to practice, theory, and research in industrial and organizational psychology.

How did the Thornton Scholarship come to be? It was created by friends and colleagues in his honor to acknowledge doctoral students in I-O psychology who epitomize the scientist–practitioner model in training, research, and practicum experiences. **Zinta Bryne** with a strong assist from **Mort McPhail** provided the leadership to create this new endowment in the SIOP Foundation. They took advantage of a path the SIOP Foundation offers for creating endowments: They established an Incubator or Emerging Issues Fund, with the goal to raise the needed endowment within 5 years. You too can follow this path to honor a friend or mentor; see http://www.siop.org/Foundation/gifts.aspx for details.

Giving is never easy, and the generosity of 20 donors in establishing this endowment is an outstanding example of the power of a shared commitment for each of us. There will never be a better time than now to contribute some of your time and money, and in this age of social networking, recruit your friends to do something special and enduring. 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. Zinta Byrne and Mort McPhail did, and you can too. Your calls and questions to the SIOP Foundation are welcome. Join us in building for the future.

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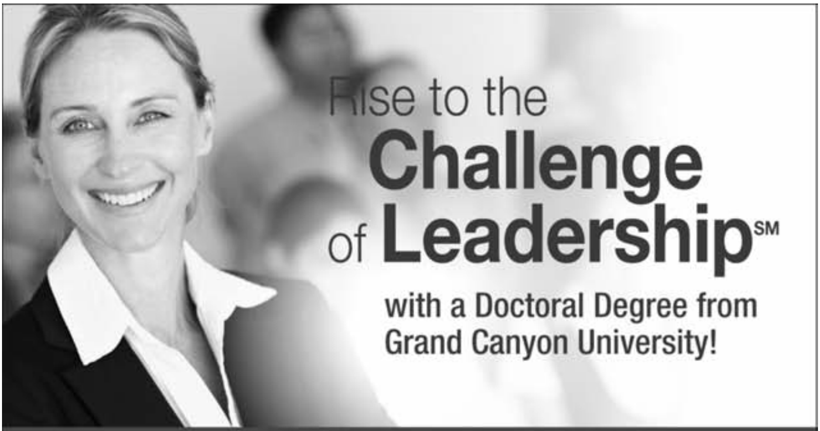

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SIOP and the United Nations

John C. Scott
APTMetrics, Inc.

SIOP's UN agenda is taking shape and our team is actively engaged in supporting the programs and goals of the United Nations. As introduced at the SIOP conference in San Diego, the inaugural UN team includes **Herman Aguinis, Ishbel McWha, Deborah Rupp,** John Scott, and **Lori Foster Thompson.**

There have been a number of activities and events keeping us busy over the past 6 months, a few of which are highlighted below.

Psychology Day at the UN

The 5th annual Psychology Day at the United Nations was held on April 19, 2012 to a sell-out crowd. Psychology Day at the United Nations is an annual event sponsored by psychology organizations that have nongovernmental organization (NGO) status with the United Nations. The event is designed to offer UN ambassadors, diplomats and staff, and NGO representatives and students the opportunity to learn what psychologists contribute to the UN, to exchange ideas and to establish multistakeholder relationships on global issues. This year's event was entitled *Human Rights for Vulnerable People: Psychological Contributions and the United Nations Perspective*. The conference featured three highly informative panels covering: Mental Health and Sustainable Development, Refugees and Psychosocial Wellbeing, and Poverty Eradication in the Lives of Women and Children

Stuart Carr participated as a panelist and did an outstanding job discussing strategies that I-O psychologists can employ to reduce poverty. Next year's event will be chaired by **Walter Reichman** and John Scott. The event's program committee, composed of Lori Foster Thompson, Ishbel McWha, and Mary O'Neil Berry, is currently considering a variety of human rights themes for next year's program.

Annual Ministerial Review

The UN's Economic and Social Council (ECOSOC) held its Annual Ministerial Review (AMR) during the month of July. The AMR is a global, high-level forum designed to assess progress made towards the United Nations Development Agenda. This year's theme was "Promoting productive capacity, employment and decent work to eradicate poverty in the context of inclusive, sustainable and equitable economic growth at all levels for achieving the Millennium Development Goals."

Some of the key goals for the 2012 AMR (United Nations Economic and Social Council, 2012) were to:

- Foster agreement on the key policies for building productive capacity and promoting inclusive and sustainable economic growth in developing countries

- Provide an assessment of progress towards achieving employment-related goals and commitments
- Encourage countries to launch initiatives in support of productive capacity building, employment, and decent work at the ECOSOC substantive session
- Achieve broad multistakeholder engagement from the private and not-for-profit sectors

NGOs that have consultative status with ECOSOC are allowed to submit position papers and present on topics that are relevant to the theme of the conference. SIOP and the International Association of Applied Psychology (IAAP) submitted a joint paper that recommended actionable steps to prevent the exploitation of workers in developing countries. The paper was accepted, and one of the authors, Walter Reichman, was invited to present at the High Level Segment of the AMR. A copy of the paper and picture of Walter presenting can be found on the SIOP United Nations Team web site located within my.SIOP.org.

Coalition of Psychology NGOs

In an effort to enhance and broaden the contributions of psychology at the UN, a group of eight psychology NGOs (including APA, IAAP, and SIOP) are working to form a coalition. It is hoped that this coalition will foster greater collaboration and impact in the application of psychological principles, science, and practice to global challenges of the UN agenda, including those outlined in the Millennium Development Goals. This will be accomplished through advocacy, research, education, and policy and program development. Bylaws are being revised and will be submitted for approval by SIOP's Executive Board.

Conference of NGOs

SIOP has also joined the Conference of NGOs (CoNGO), whose mission is to actively promote the involvement of NGOs when governments discuss issues of global concern at the United Nations and to facilitate NGO discussions on these issues. There are a number of CoNGO committees for which the SIOP UN team representatives can join, contribute, and lead, covering such areas as aging, children's' rights; racism and racial discrimination; social development; status of women; sustainable development; disarmament, peace, and security; family; financing for development; freedom of religion or belief; and human rights.

Interested in keeping up with the UN activities? We invite you to visit and sign up as a group member on the United Nations website (Group name: SIOP United Nations Team) within my.SIOP.org. We currently have news, photos, key documents, and updates related to events and activities. In the future, we will also be using this portal to enlist volunteers for various activities and projects.

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Get Ready for SIOP 2013!

Eden King
George Mason University

Robin Cohen
Bank of America

28th Annual Conference: April 11–13, 2013
Preconference Workshops: April 10, 2013

Can you believe it's time to start planning for our annual conference already? We were still buzzing with excitement from the successful San Diego conference when we and our conference planning team headed to Houston in June to check out the facility and location (fabulous!) and start planning another exciting year full of opportunities to learn, network, reconnect, and move our field forward.

What do you know about Houston? Maybe you know that the city is named for Texas founding father Sam Houston. Or perhaps you know it as home of the Houston Astros and the Astrodome, the world's first domed sports stadium. Well, what you don't know may surprise you! Houston has a lot to offer and hopefully this article will get you excited for another great SIOP conference. So, before you read any further, mark your calendars! The 28th Annual Conference is certainly not to be missed. In this article we will give you just the first taste of what's in the works as our year of planning progresses. Stay tuned for full-blown highlights in the January issue of *TIP*.

The Conference Hotel

Located in downtown Houston, the Hilton Americas is a large, beautiful hotel is an ideal meeting space for our conference. It is easy to navigate and has multiple spots for networking with colleagues old and new. It is just steps from Toyota Center, Discovery Green Park, Minute Maid Park, and Dynamo Stadium. Did you know Houston has a Theater District second only to New York City with its concentration of seats in one geographic area? Located downtown, the 17-block Theater District is home to eight performing arts organizations with more than 12,000 seats. The district includes Verizon Wireless Theater, Wortham, Alley Theater, Jones Hall and Hobby Center for the Performing Arts. Did you know Houstonians eat out more than residents of any other city? While here you can choose to indulge in one of the more than 11,000 restaurants ranging from award-winning and upscale to memorable deli shops. Spend a day in the nationally recognized Museum District, just minutes from the hotel. Take the family to the Houston Zoo, Memorial Park or Space Center Houston or plan a day trip to Galveston Island. Finding flights should be easy. The Web site fly2Houston.com reports that the Houston Airport System is the fourth largest in the U.S. and the sixth largest in the world. With so many airlines relying on the airport as a gateway to Texas and the western states, you should find plenty of options to get you there.

Submissions

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

Concurrent Sessions: Something for Everyone

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

Invited Addresses

This year we will feature several invited sessions and addresses throughout the conference. Please note that the term "invited" refers to the presenter not the audience! Come one, come all! Plans for these sessions are still in the works and will be unveiled in the January *TIP*!

Thursday Theme Track

The program committee is delighted to offer another exciting Thursday Theme Track. The Theme Track is essentially a miniconference within the larger conference. The full day of programming devoted to an overarching topic is designed to give SIOP attendees an opportunity to delve deep into an important topic of relevance to academics, practitioners, and students. There will be multiple integrated sessions (e.g., invited speakers, panels, debates, discussions) scheduled back-to-back throughout the day in the same room. You are welcome to stay all day (and to obtain continuing education [CE] credits for participation) or to attend just the sessions of most interest to you.

The 2013 Thursday Theme Track will focus on "Bringing I-O Innovations to Life: Making Our Work Stick." Chair **Evan Sinar** and his committee are in the process of assembling an outstanding set of panel, symposia, roundtable, and IGNITE sessions. These sessions will include a keynote speaker, highlight academic–practice partnerships, discuss the power and process of branding I-O innovations, and offer attendees an opportunity to participate in meaningful discussions.

Featured Posters

We will once again showcase the top-20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while enjoying drinks in a relaxed atmosphere with the presenters. If you've never been to this event, make 2013 the year you check it out!

Friday Seminars

Have you ever been to the Friday Seminars? These sessions take cutting-edge approaches to important topics and are presented by invited experts. The Friday Seminars offer CE credits and require advance registration and an additional fee. Seminars at SIOP 2013, organized by **Laurent Lapierre** and his Friday Seminar Committee, will cover the following topics:

Multilevel Issues; Speakers with **John Mathieu** and **Gilad Chen**

Prevention of Bullying in Organizations with Stale Einarsen and Loraleigh Keashly

Qualitative Research in I-O with **Michael Pratt**

Humanitarian Work Psychology with **Lori Foster-Thompson** and Telma Viale

Master Collaboration Session

SIOP President **Doug Reynolds'** focus on extending the influence of I-O psychology points to the importance of increasing collaboration between researchers and practitioners. The Master Collaboration Committee, led by **Dana Dunleavy,** will offer unique evidence of such collaborations and provide SIOP attendees with ideas and strategies for developing, implementing, and sustaining these partnerships. Three separate partnerships will be presented this year that represent practitioners in consulting firms, private organizations, government agencies, and nonprofits.

Communities of Interest

Looking for SIOPers like you? There will be 12 outstanding Community of Interest (COI) sessions. These are sessions designed to create new communities around common themes or interests. The sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. **Jessica Nicklin** and the rest of the COI Committee have already lined up some great sessions and facilitators:

Millennials at Work (Facilitators: **Jane B. "Brodie" Gregory,** Human Capital Consultant at PDRI; and **Chad Thompson,** Managing Director, Consulting and Assessment at Taylor Strategy Partners)

Learning Agility and Leader Development (Facilitator: Neta Moye, Principal Research Scientist at PDRI)

Partnering with Healthcare Organizations (Facilitators: Sallie Weaver, Assistant Professor, Johns Hopkins University School of Medicine; and Sylvia Hysong, Health Services Researcher & Assistant Professor of Medicine at Baylor College of Medicine)

Discussions for New or Prospective Faculty (Facilitators: **Lacie Barber,** Assistant Professor of Psychology; and **Travis Maynard,** Assistant Professor of Management)

Discussions for New or Prospective Practitioners (Facilitators: **Ernest Paskey,** Associate Partner, Talent and Rewards, Aon Hewitt; and **Rich Cober,** Marriott International)

The Aging Workforce (Facilitators: **Donald Truxillo,** Professor, Portland State University; and **Gwen Fisher,** Assistant Research Scientist, Survey Research Center, Institute for Social Research, University of Michigan)

Additional topics for this year's COI sessions include:

The Virtual Workforce
Cross-Cultural Competencies
Expatriate Selection
Workgroup Resilience
Intelligence

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure, HR certification, or other purposes. Information about the many ways to earn CE credit at the SIOP annual conference can be found at http://www.siop.org/ce and will be continually updated as more information becomes available.

Closing Plenary and Reception

The 28th annual conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote speaker (stay tuned!) and the announcement of incoming President **Tammy Allen's** plans for the upcoming year. After the address, we'll close out the conference with a Houston-style celebration not to be forgotten. Do you usually take off early on Saturday and miss the big finale? Perhaps this is the year to see the conference through to the close and head out the next morning.

Making Your Reservation

Please see the SIOP Web page for details on booking your room. We encourage conference attendees to stay overnight on Saturday to take full advantage of all the 3-day SIOP conference has to offer!

It's only September when this goes to press, but we hope we've sparked your excitement for SIOP 2013 and Houston. We can't wait to see you there!

SIOP 2013 Preconference Workshops

Liberty J. Munson
Microsoft Corporation

Save the date! **Wednesday, April 10, 2013**, is the date for the SIOP preconference workshops at the beautiful Hilton Americas in Houston. The Workshop Committee has identified a diverse selection of innovative and timely topics to offer this year as well as a spectacular set of experts to lead these workshops. The lineup includes:

Broadening the Basis for Validation Evidence: Alternative Strategies and Their Implications. S. Morton McPhail, CEB Valtera; Calvin C. Hoffman, LA County Sheriff's Department; Damian J. Stelly, CEB Valtera. Coordinator: Ryan O'Leary, PDRI

Assessing the Legal Risks of Your Assessments. R. Lawrence Ashe, Jr., Ashe, Rafuse & Hill, LLP; Kathleen Kappy Lundquist, APTMetrics. Coordinator: Lorin Mueller, Federation of State Boards of Physical Therapy

Retooling Performance Management: Science, Practice, and Art. Seymour Adler, Aon Hewitt; Miriam Ort, PepsiCo. Coordinator: Darin Wiechmann, Bank of America

Integrated Talent Management: Methods for Integrating Talent Management Initiatives to Drive Organizational Performance. Mike Dolen, Kenexa; Leslie Joyce, Novelis. Coordinator: John Howes, Kenexa

Building a Coaching Culture Through Strategic Choices. Doug Riddle, Center for Creative Leadership; Chris Pollino, Genentech. Coordinator: Aarti Shyamsunder, Catalyst

Organizational Climate and Culture: Manifestations, Measurement, and Management. Benjamin Schneider, CEB Valtera; Mark G. Ehrhart, San Diego State University. Coordinator: Rob Michel, Edison Electric Institute

Viewing Linkage Research Through the Lenses of Current Practice and Cutting-Edge Advances. Robert E. Gibby, Procter & Gamble; Rodney A. McCloy, HumRRO; Dan Putka, HumRRO. Coordinator: Emily Solberg, CEB Valtera

I-O and IT—Together in Perfect Harmony: Best Practices When Collaborating With IT Teams. Kevin Impelman, Kenexa; Nathan Mondragon, Oracle; Tami J. Licht, Development Dimensions International, Inc. (DDI). Coordinator: Jerilyn Hayward, ServiceMaster

Building a Compelling Brand: Guidebook for I-Os. Wayne F. Cascio, University of Colorado, Denver; Cristina G. Banks, Lamorinda Consulting, LLC. Coordinator: Paul Yost, Seattle Pacific University

The I-O Leap: Transitioning Into—and Succeeding in—Business. Rick Guzzo, Mercer; Alexis Fink, Microsoft Corporation. Coordinator: Leanne Bennett, JP Morgan

What's All the Buzz About? The Most Impactful I-O Research Developments of the Last Five Years. Paul R. Sackett, The University of Minnesota; Nancy T. Tippins, CEB Valtera. Coordinator: Christina Norris-Watts, Macquarie Group Limited

We are also planning one final workshop focused on psychometrics, tentatively titled "Psychometrics for the Rest of Us:Common Measurement Questions and Practical Answers." The details of this workshop are still being finalized. Please keep an eye out for more information about this workshop in future SIOP announcements and *TIP* articles!

You do not want to miss the 2013 workshops! Not only will you learn new skills and grow professionally, you will also have the opportunity to network with recognized experts in these content areas as well as other prominent professionals in our field who will be attending workshops with you.

Look for the detailed workshop descriptions and presenters' biographical sketches in the preconference announcement and on the SIOP Web site when registration opens!

The 2012–2013 Workshop Committee consists of:
Leanne Bennett
Jerilyn Hayward
Laura Heaton
John Howes
Ted Kinney
Rob Michel
Lorin Mueller
Christina Norris-Watts
Ryan O'Leary
Aarti Shyamsunder
Emily Solberg
Darin Wiechmann
Paul Yost

2013 APA Convention Call for Submissions

Online Call for Submissions Open Until Friday, November 16, 2012

Calling all SIOP members! It is time to start thinking about the 2013 APA Convention to be held in beautiful Honolulu, Hawaii from Wednesday, July 31 through Sunday, August 4! Please take advantage of this opportunity to share your work in a 50-minute symposium, poster, or paper.

As you may recall from your SIOP 2013 submissions, SIOP enables members to choose whether they would like any SIOP submission not accepted for the SIOP conference to be considered for presentation at APA. If you selected that option and your submission is accepted for presentation at APA, we will be getting in touch with you in December (after the SIOP conference submission decisions are finalized). You do not need to resubmit your proposal again to APA.

If you did not submit anything to APA during the SIOP submission process, simply submit a proposal directly to APA! The complete Call for Proposals is available online. All submissions (except those initially considered for the SIOP conference) must be received online via the APA website by November 16. Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member. Individual paper submissions may be combined to form paper sessions or included in poster sessions. Cross-cutting proposals from multiple divisions are encouraged.

Questions may be directed to **Shonna Waters,** Division 14 Program Chair, shonna.d.waters@gmail.com.

Upcoming SIOP Conferences

April 11-13, 2013
Houston, Texas at the Hilton Americas-Houston

May 15-17, 2014
Honolulu, Hawaii at the Hilton Hawaiian Villages

April 23-25, 2015
Philadelphia, Pennsylvania at the
Philadelphia Marriott Downtown

April 14-16, 2016
Anaheim, California at the Hilton

SIOP MEMBERS IN THE NEWS

Clif Boutelle

Media of all stripes and colors are looking for credible resources for the stories their reporters are writing or airing, and when it comes to workplace related stories, industrial and organizational psychologists possess a wide variety of expertise that writers value. We often receive calls from reporters asking for I-O psychologists to contribute to their stories or they find experts through the SIOP Media Resources that is available on the website. The result is that many I-Os are being quoted and featured in a variety of media outlets; exposure that is beneficial to both SIOP and the field of I-O psychology.

Following are some of the media mentions from the past several months.

The July 31 *Wall Street Journal* ran a column on workplace meetings that included comments from **Steve Rogelberg** of the University of North Carolina at Charlotte. When managers and others are constantly on their phones while a meeting is in progress, he suggested several tactics to keep the meeting on track, including taking a short survey to evaluate the meetings and being sure distractions are mentioned as a problem. Share the findings and discuss solutions with the group, he said.

He also contributed to a similar story about making meetings more productive in the May 22 *Wall Street Journal.*

A new measure of workplace arrogance developed by **Stanley Silverman** of the University of Akron and **Russell Johnson** of Michigan State University was featured in the July 25 issue of *Science Daily*, as well as the United Press International and other media outlets. Their research can help organizations identify arrogant managers before they have a costly and damaging impact.

Gordon Curphy of Curphy Consulting in North Lake, MN was interviewed on a July 9 National Public Radio program about different team building exercises companies employ to motivate workers.

Following a spate of stories in the media about misdeeds by major bank executives, the July 19 CNN Money ran a story describing how business leaders rationalize their poor choices that included comments by **David Mayer** of the University of Michigan and **Mark Frame** of Middle Tennessee State University. Noting the considerable distance between those making questionable decisions and the people hurt by those choices, Mayer said, “It’s totally depersonalized, you’re looking at just numbers. People tend to not think about business decisions as a moral domain.” Rewards for unethical behavior at big banks are large and fast, said Frame. “Simply put, people will do what you reward them to do,” he said. If big bank leaders are to demonstrate ethical behavior, we should think about ways to reward them for it, he added.

Research about screening social networking sites by organizations looking for information on applicants conducted by **Will Stoughton, Lori Foster Thompson,** and **Adam Meade** at North Carolina State University was featured in the July 9 *Science Daily* and the July 12 *San Francisco Examiner.* The study found that social network screening actually reduced the organizations’ attractiveness to both applicants and current employees who perceived the practice as an invasion of their privacy. Also, they found no evidence of applicants vetted through their social network sites being any better than other applicants.

A study about the importance of hiring people genuinely interested in and passionate about a job by **Chris Nye** of Bowling Green State University and colleagues at the University of Illinois was featured in the July 6 issue of Time Magazine. There are people working jobs that don't really interest them even though they tell hiring managers they are. While applicants often take career surveys, Nye contends those surveys can be used by managers to help decide who to hire. He said evaluating applicant compatibility with a position through testing would provide a counterbalance to more subjective parts of the hiring process.

The July 4 issue of *Entrepreneur Magazine* included a story on the importance of giving employees a sense of independence without losing control that quoted **Ben Dattner** of Dattner Consulting in New York City and **Dustin Jundt** of Saint Louis University. Dattner noted that employee autonomy is an essential component of a healthy workplace, and among other things, independence gives workers a sense of control in stressful situations. Jundt added "Greater autonomy can lead to lower turnover and higher levels of creativity, innovation, and even performance. The benefits for business owners are quite clear."

Dattner also contributed to a June 29 *Wall Street Journal* story about the reaction to being demoted using as an example when NBC-TV removed Ann Curry from the "Today" show. He said maintaining a balance between work and life is the single best way to normalize a demotion. Employees who tie too much of their sense of identity and fulfillment to their jobs risk feeling depressed and incompetent when they lose their jobs, he said.

When to take the blame for something that happens at work was the subject of a June 8 *Businessweek* story that quoted Dattner. People hate accepting responsibility for mistakes, but there are times when a person is blamed for minor infractions even when not at fault, when it is often best to simply let it go. One reason is that an explanation may seem like buck passing, said Dattner.

The June 10 *Daily Oklahoman* referenced research by **Elizabeth Lentz** of PDRI suggesting that organizations consider an alternative method of learning why employees leave an organization rather than the traditional exit interview. One way of gathering that kind of information is to ask the peers of leaving workers. It turns out their motivations and thoughts mirror separating staff. "The study suggests such proxy surveys offer a cost-effective, timely solution for organizations to consider when managing employee retention," she said.

In the June 6 issue of *The Smart CEO*, **Matt Barney**, director of the Infosys Leadership Institute in India, was interviewed about aspects of leadership. He said good leaders need to be open to experience and to be good followers. Entrepreneurs should continuously observe, read, and learn ideas from a wide variety of leaders from many different fields. They should also be open to learning from team members.

Linda Zugec of Workforce Consultants based in Toronto contributed to a May 30 MSN Careers story about whether students should work between under-grad and graduate school. She said it was important that the work experience be applicable to the intended graduate studies field, even if the person has to volunteer rather than obtaining paid work. "Working within the field demonstrates an interest in the field and provides a sense of what the field entails," she said.

Ronald Riggio of Claremont McKenna College contributed to a May 29 *InformationWeek* story about tell-tale signs of ineffective IT managers. He cited ego-driven and narcissistic leaders who abuse their power and fail to develop people, and do not empower team members and foster trust, instead they focus on errors and punish employees rather than encourage positive behavior. Bad leaders are also poor communicators, he said.

More men are entering female dominated positions like teaching and nursing, a trend that is good for men but is problematic for women, according to a May 21 story in *Forbes*. "Men who enter traditional female professions tend to be promoted at faster rates than women," said **Caren Goldberg** of American University. She said senior management in these professions tend to be more men than women, "So while men may represent fewer than 5% of all nurses there is a much larger percentage than 5% in senior level positions like hospital administration." She adds that more men moving into fields with 70% or more women "does not bode well for women."

When the American military made it a strategy to win over the "hearts and minds" of the Iraqi and Afghan people, it required different kinds of experts—social scientists trained to understand human nature and its implications. A story in the May 18 *Science Magazine* about this topic included comments from **Michele Gelfand,** a cultural psychologist at the University of Maryland. Her research is focused on better understanding the cultural beliefs and norms that spur conflict among the various ethnic and religious factions across many Middle Easter cultures. Training soldiers to recognize those differences could prevent or mitigate conflict, she says.

A May 18 story about being bored at work in the *Business News Daily* quoted Linda Zugec of Workforce Consultants, Toronto. Not feeling challenged or being bored at work might be an indication of a stalled career, she said. "If your daily work routine lacks mental stimulation and you already know the answers and can usually anticipate the questions, it may be time to move one," she said.

A similar story in the May 12 *London Daily Mail* suggested that boredom in the workplace is growing. Following anger, boredom is the second most commonly suppressed emotion in the workplace and people are leaving good jobs because they are not challenging or satisfying them. **Paul Spector** of the University of South Florida noted that people experiencing boredom are more likely to display aggression and hostility and lack honesty and humility.

Human performance used to be measured in terms of a bell curve that distributed human abilities in different levels—identifying top performers, average ones, and poor workers. New research conducted by **Herman Aguinis** of Indiana University and **Ernest O'Boyle Jr.** of Longwood University in Virginia suggests that the bell curve doesn't adequately capture individual performance; rather, performance follows a "power distribution curve." In a study of more than 600,000 people in a variety of performance areas, they found a larger-than-expected amount of productivity came from a small percentage of people. “In some of the data we have, the top 5% of workers produce 25% of the output. The implication is that you have a few superstars who, with the systems most companies use to measure performance, are not always detected. They’re sometimes not even acknowledged.” The study was reported in several media outlets including the May 8 *Toronto Star* and NPR Radio, April issue of *HR Magazine* and March 4 *Chicago Tribune*.

Making career choices can be difficult for college students who are sometimes caught in their own decision trap, says **Jason Dahling** of the College of New Jersey, who recently explained his research on a segment of the April 30 Fox Business News program. He said decision making follows two basic approaches—“satisficers” who tend to jump at the first option that meets their minimum criteria and “maximizers” who tend to be more exhaustive in their search. Maximizers tend to less satisfied with their final choice because they have evaluated so many options they tend to second guess themselves, he said.

Pushing political beliefs on coworkers can be problematic, **Michael Woodward** of Human Capital Integrated in Miami, FL said in an April 27 story in *Forbes*. “When it comes to topics of conversation, every workplace has its own set of norms and standards for what’s off limits,” and politics, especially during an election year, often falls into the off-limits category. “Generally it is best to avoid getting into politics at work. When you are at work or on the job, you are being paid to execute an assigned set of tasks, not campaign for your party.”

Michael Cunningham of the University of Louisville contributed to an April 22 *Chicago Tribune* story about workplace complainers. He said there were varying motives for office gripes. Some complain in order to receive social support, others may complain with the hope of gathering enough supporters to achieve something actionable. Then there are the chronic complainers whose gripes wear thin on coworkers. Much complaining can be dealt with through better office communication.

Joyce E. A. Russell of the University of Maryland writes periodic columns for the *Washington Post*. Her April 22 piece was about managing Millennials, those born between 1980 and 2000. Millennials are the largest generation since the Baby Boomers and are expected to have a huge social and economic impact in the workplace. Many organizations have created mentoring programs for younger workers and devised strategies for keeping them engaged. They need to be respected for what they can and do bring to the workplace, she wrote.

Paul Babiak of HRBackOffice, a New York-based consulting firm, was featured in a CNN story about psychopaths in the workplace. He notes that a surprising number of people with psychopathic tendencies can be found in senior management positions. They get there because they are often charismatic charmers and exhibit confidence, though it is usually rooted in deception. They lie without remorse, steal credit for others’ work, and are adroit at blaming others for their mistakes;” however “they are not stupid. They can decode what is expected of them and play the part,” he added.

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

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

Call for Nominations: New Editor Sought for *TIP: The Industrial-Organizational Psychologist*

SIOP is soliciting nominations for *The Industrial-Organizational Psychologist (TIP)*. The new editor will be selected by the Publications Board and approved by the Executive Board in January 2013. The new editor-in-training would begin working with the current editor immediately after the announcement. The term is for 3 years and requirements are described below.

The editor must be a SIOP Member or International Affiliate. Any SIOP Member or International Affiliate can nominate for the editorship. Self-nominations are welcome. Nominations and/or self-nominations with appropriate submission materials outlined below should be sent via e-mail by **November 16, 2012** to Allan Church (allanhc@aol.com), Publications Officer, SIOP.

TIP provides news, reports, and noncommercial information related to the practice, science, and teaching of I-O psychology. It is to SIOP what the *APA Monitor* is to APA. *TIP* publishes four issues per year (Jan., April, July, Oct.).

Requirements for *TIP* Editor

Nominees should have the following: (1) abroad knowledge of the goals and activities of SIOP members, officers, clusters, committees, and Administrative Office, (2) knowledge of trends and interests related to the science, practice, and teaching of I-O psychology, encompassing the opinions and interests of both teachers and students, (3) ability to motivate SIOP members to submit articles, columns, and information relevant to members, (4) ability to identify and recruit subject matter experts who can contribute articles, columns, and reports, (5) ability to create new ideas for communicating news, information, and trends in I-O , (6) knowledge of relationships between SIOP and external organizations (e.g., APA, APS, SHRM, AoM, Federation of Behavioral, Psychological and Cognitive Sciences), and (7) the ability to coordinate with SIOP president, officers, committee chairs, executive director, and staff in Administrative Office. Prior editorial experience with a strong publication history is preferred.

The *TIP* editor serves a 3 year term, but the editor-elect works with the current editor for four months prior to assuming the editor's role.

Nomination Submission Requirements:

Each submission should include an electronic version of a current CV, a statement describing his or her vision for *TIP*, and three letters of recommendation from SIOP members or international affiliates.

If you are interested in serving as *TIP* editor, or if you know someone who might, submit the nomination to Allan Church before **November 16, 2012!**

IOTAS

Stephen Young
Florida Tech

Transitions, New Affiliations, Appointments

Lance Anderson recently joined Global Skills X-Change (GSX) Corporation in Alexandria, VA. GSX is a small veteran-owned business that conducts research and develops solutions that contribute to the success of people and organizations. GSX specializes in workforce development, training and education, and standards and certification. GSX's staff consists of personnel in the fields of industrial-organizational psychology, education, measurement, and learning strategy. Lance is leading the Workforce Solutions Practice at GSX.

Good luck and congratulations!

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

TIP Advertising Policy

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

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

Adopted May 25, 2011

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 August 27, 2012.

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WELCOME!

CONFERENCES & MEETINGS

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

2012

Oct. 19–20	SIOP Leading Edge Consortium. New Orleans, LA. Contact: SIOP, www.siop.org/lec. (CE credit offered.)
Oct. 22–26	Annual Conference of the Human Factors and Ergonomics Society. Boston, MA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
Oct. 22–27	Annual Conference of the American Evaluation Association. Minneapolis, MN. Contact: AEA, www.eval.org.
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.

2013

Feb. 3–6	Annual Innovations in Testing Conference, Association of Test Publishers. Ft. Lauderdale, FL. Contact: www.innovationsintesting.org.
Feb. 21–24	Annual Conference of the Society of Psychologists in Management (SPIM). Scottsdale, AZ. Contact: www.spim.org. (CE credit offered.)
March 13–16	Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
March 14–16	International Congress on Assessment Center Methods. Stellenbosch, South Africa. Contact: www.assessmentcenters.org.
March 15–19	Annual Conference of the American Society for Public Administration. New Orleans, LA. Contact: ASPA, www.aspanet.org

April 11–13	Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX. Contact: SIOP, www.siop.org. (CE credit offered.)
April 27–May 1	Annual Convention, National Council on Measurement in Education. San Francisco, CA. Contact: NCME, www.ncme.org.
April 27–May 1	Annual Convention, American Educational Research Association. San Francisco, CA. Contact: AERA, www.aera.net.
May 16–19	Work, Stress, and Health 2011. Los Angeles, CA. Contact: www.apa.org/wsh.
May 19–22	Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, www.astd.org.
May 23–26	Annual Convention of the Association for Psychological Science. Washington, DC. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
June 13–15	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Quebec City, Quebec. Contact: www.psychology.uwo.ca/csiop.
June 16–19	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, www.shrm.org. (CE credit offered.)
July 31–Aug. 4	Annual Convention of the American Psychological Association. Honolulu, HI. Contact: APA, www.apa.org. (CE credit offered.)
Aug. 3–8	Annual Convention of the American Statistical Association. Montreal, Canada. Contact: ASA, www.amstat.org. (CE credit offered.)
Aug. 9–13	Annual Meeting of the Academy of Management. Orlando, FL. Contact: Academy of Management, www.aomonline.org.

8th Annual Leading Edge Consortium
Environmental Sustainability at Work:
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October 19–20, 2012 ✵ New Orleans, Louisiana

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Call for Nominations
American Psychological Foundation Gold Medal Awards

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. There are four categories:

- *Gold Medal Award for Life Achievement in the Science of Psychology* recognizes a distinguished career and enduring contribution to advancing psychological science.
- *Gold Medal Award for Life Achievement in the Application of Psychology* recognizes a distinguished career and enduring contribution to advancing application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- *Gold Medal Award for Life Achievement by a Psychologist in the Public Interest* recognizes a distinguished career and enduring contribution to application of psychology in the public interest.
- *Gold Medal Award for Life Achievement in the Practice of Psychology* recognizes a distinguished career and enduring contribution to advancing professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Eligibility

Limited to psychologists 65 years or older residing in North America.

Nomination Requirement

Nomination letters should indicate the specific award for which the individual is being nominated and include:

- Nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award;
- Nominee's current vita and bibliography;
- Letters supporting the nomination are welcome, but refrain from sending supplementary materials (videos, books, brochures, magazines);
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

Submission Process and Deadline

Deadline for receipt of nomination materials is **December 1, 2012.** E-mail materials to **pkadir@apa.org** or mail to: **American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.**

APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.

Questions? E-mail Parie Kadir, Program Officer, at **pkadir@apa.org.**

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at lsteelma@fit.edu. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 6th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. The editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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SIOP Advertising Opportunities

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

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

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