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TIP

The Industrial-Organizational Psychologist

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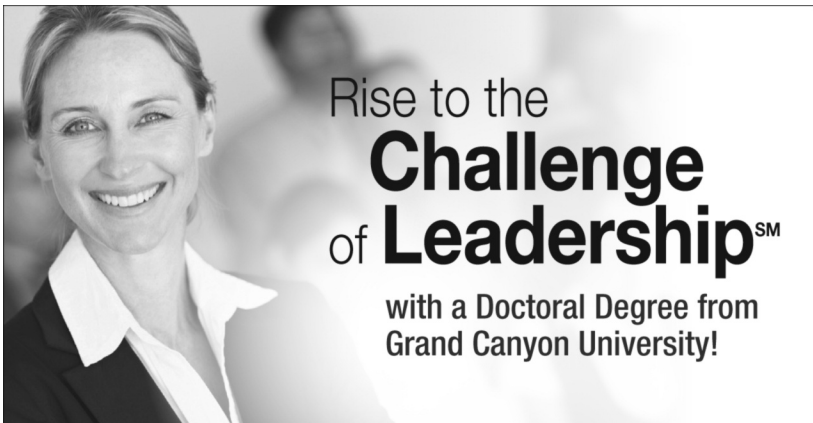
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Photo courtesy of Richard Stewart MEd, Doctoral Learner at Capella University in Organizational Psychology.



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A MESSAGE FROM YOUR PRESIDENT



Doug Reynolds

Does SIOP have a brand? Should it? These are some of the basic questions at the heart of an important project that is underway this year. In my July column I described a new taskforce that has been appointed to help define and advance SIOP's brand image. I'll devote this column to a brief update on the topic.

Let's begin with the fundamental questions above. To many of us, the concept of branding may feel more relevant to the consumer products in our pantry than it does to our beloved professional society, but the concept is relevant when you consider that one of our longstanding strategic goals is to become the "visible and trusted authority on workplace psychology." The portion of this goal we wrestle with the most is the visibility component, yet it's critical for us to advance our visibility if we are going to be an authority to anybody beyond our own membership. Given this priority, SIOP thus carries the responsibility to communicate not only to I-O psychologists but also to those who know little about us but who may be in a position to benefit from our specialty or make decisions that may affect our work.

The visibility of our field is linked to branding because efforts to raise the visibility of the field must convey a message of relevance about what we do. Ideally, the mere mention of SIOP or organizational psychology should bring to mind a set of concepts that are related to what we do and the value we bring to society at large; this is the function of a brand.

Branding has benefits beyond the visibility of SIOP and I-O psychology. On an individual level, we have all experienced an occasional blank stare as we first explain our profession to someone new to the topic. A strong brand conveys some information to critical audiences before you have that first conversation. A strong brand improves awareness of the field and allows subsequent communications to be more meaningful and useful to the audience.

Building the SIOP brand, and the broader I-O brand by association, has some inherent challenges because the science and practice of I-O psychology is diverse. Our membership includes university professors, corporate human resources executives, management consultants, and scientists in research labs, among other varied roles. The topics we study include nearly any aspect of how people behave at work and their reactions to work characteristics, and our practice areas are equally broad. So when we attempt to communicate externally about our field, our messages can be too general to convey much meaning or too specific to resonate with the range of our membership.

Studies of brand image conducted by SIOP over the past decade have shown that recognition of the field is low among nonmembers, and, when recognized, our image may not be associated with the attributes we desire. Perhaps because our field is broad, there is limited consensus on how our specialty should be portrayed to external audiences. The challenge brought to this new taskforce, and to several consulting experts supporting the effort, is to help us to define a set of brand messages that reflects the core of our field and construct a strategy to develop and promote it with external audiences.

At our most recent meeting, the SIOP Executive Board reviewed progress made so far on a set of activities geared toward analyzing the current state of our brand and charting a course for its evolution. The first phase of work involved data collection (interviews and extensive qualitative inquiry) from various segments of our membership regarding how SIOP, and I-O psychology in general, is perceived and how we would like it to be viewed in the future. This effort is not new; we have had several initiatives within the Visibility Committee to refine our brand (led by **Kevin Kramer**) and measure the impact of our efforts (led by **Mark Rose**). This year's work is intended to supplement the other studies we have conducted in the past few years and extend the ongoing projects involving our image and communications.

The findings were informative but not particularly surprising. Key attributes that were valued most among these research participants included the centrality of science to our professional identity, the value of evidence to support our practice, and a deep understanding of human behavior to inform our expertise. As I said, no surprises here, but it's encouraging to see some common values rise to the surface in the results. When participants were asked about what differentiates SIOP from other professional organizations in our space, another familiar quality jumps out in front: A differentiating strength of SIOP (and for the field at large) is our blend of science and practice. Again, this won't make the breaking news ticker, but it does raise an interesting paradox—a focal point of frequent tension in our Society is also a primary strength.

Participants in this research also shared their views on opportunities to expand our attributes toward the aspirational. These are traits that have a firm foundation in our field but that might require some nurturing to bring them to full blossom as a part of our organizational persona. In this category we see constructs such as innovation, forward thinking, and business savvy. Another important and persistent aspirational trait has to do with the enhancement of human well-being and the social responsibility this mission conveys. Personally, I found these preliminary results to be both encouraging and energizing because of the rich and positive nature of the strong traits we possess.

At the time of this writing, it's still premature to dive into these results much more deeply because there are several steps yet to come. There are three additional work streams currently underway: (a) Results from prior SIOP image surveys are being compared to the current results to ensure we are incor-

porating all of the insights from recent work on this topic, (b) the collective findings are being summarized into a concept model for the brand identity, and (c) metrics are being defined and an evaluation plan is being constructed. An interesting aspect of this last step involves testing various aspects of the identity model on panels of representative external audiences. There is good reason for the fact that the insights gathered so far are not unfamiliar, as they were gathered from our own members; the important next step is to refine these insights and test the reaction of target audiences to each of them. Once the external audience testing is complete, there will be additional opportunities for membership input on various aspects of the effort. Watch for more information about this project in the coming months if you are interested in helping.

Although this is very much a work in progress, I'd like to acknowledge the many hours of effort that have already been devoted to the project by our members. Andrea Goldberg and Paul Rubenstein efficiently and quickly conducted the first phase of this research, and **Chris Rotolo** has pulled together and led the broader taskforce of committed SIOP members and committee representatives. Taskforce members include **Carl Persing, Deirdre Knapp, Fred Oswald, Kevin Kramer, Mark Rose, Mo Wang, Paul Thoresen, Samantha Ritchie, Scott Tonidandel, Tammy Allen, Tracy Kantrowitz, and Zack Horn.** Stephany Schings Below and Dave Nershi have also been central members of the effort from the SIOP Administrative Office. Many thanks are also due to the Society of Human Resource Management for assisting with the concept testing panels.

Once defined, a well-articulated brand statement can provide the basis for how we present ourselves to a variety of external audiences. To be authentic and effective, a brand must also be representative of how we operate, both as a Society and as professionals. In that sense, the articulation of our brand image can not only help us improve our visibility and expand our influence, but it can also guide our mission and strategy in the future as we strive to reinforce the key messages with our actions. If you are interested in learning more about how brand image work can help advance organizations like SIOP, I recommend a recent article on nonprofit branding by Kylander and Stone (2012).

Reference

Kylander, N., & Stone, C. (2012). The role of brand in the nonprofit sector. *Stanford Social Innovation Review*. Retrieved from http://www.ssireview.org/articles/entry/the_role_of_brand_in_the_nonprofit_sector?id=377800009



FROM THE EDITOR

Lisa Steelman
Florida Tech

Happy New Year! New resolutions often come with the new year, and SIOP has its own new year's resolution, to go more "green." Corresponding to this resolution, *TIP* will be moving to an all-electronic format, starting with the July 2013 issue. Digital *TIP* will reduce paper usage, eliminate the dozens of chemicals associated with the printing process and reduce our carbon footprint on the planet. This new format will allow us to provide enhanced content optimized for a wide variety of platforms including: your tablet, computer screen, smart phone and other e-readers. We'll be able to embed web links, email links, video, audio, animations, photos and expanded content. Digital *TIP* will be feature rich. You will be able to use a search tool to explore relevant key words or phrases; you will be able to share the digital publication with friends and colleagues via social networks including Facebook, Twitter, Google+, or via e-mail. You will be able to highlight and bookmark for future reference. This "new" *TIP* will be easy to navigate, in full-color, yet still provide the up-to-the-minute articles, editorial columns and news that you have come to expect. Following in the footsteps of the *APA Monitor*, *National Geographic*, *Newsweek* and even *Teen Magazine*, this is indeed a new age for SIOP and for *TIP*.

The very last print issue of *TIP* will arrive in your mailboxes in April. Just as New Year's Eve celebrations ring in a new year with remembrances of the passing year, with the last print issue we will celebrate the past and hail in the future. Think of this as your New *TIP*'s Eve celebration with 6,000 of your closest SIOP friends and colleagues. In this issue we will look back over several decades of *TIP* and I-O psychology in general. We'll look at trends, fads, and changes in the field over the years, as well as look into our crystal balls for upcoming developments. If you would like to contribute to the last print issue of *TIP*, please send me your article submissions by **February 1** (lsteelma@fit.edu). Papers can address important changes to the field, changes that were not as valued as they should have been, fads, or predictions of changes yet to come. Articles on change could discuss changes in I-O psychology in general, changes to the nature of our work and/or research, changes to how we do our work or what/how we teach our students. I would love to hear from you!

In this issue of *TIP* you will find **Rob Tett**, Benjamin Walser, **Cameron Brown**, **Daniel Simonet**, and **Scott Tonidandel's** second installment of their I-O psychology graduate program benchmarking study. In this article they discuss characteristics of the admissions process. They discuss admissions

standards and cutoffs, how programs weight admissions materials and processes through which programs arrive at admissions decisions. You can also read **Rich Arvey's** 2012 Distinguished Scientific Contributions Award Presentation entitled "No Matter Where I Go."

Your outstanding editorial columnists have a great line up this quarter. **Tom Giberson** and **Suzanne Miklos (Good Science-Good Practice)** discuss research and practice implication of learning agility and leadership potential. **Kayo Sady, Eric Dunleavy** and **Art Gutman (On the Legal Front)** provide a thoughtful and in-depth discussion of the police promotion case in *Chin v. Port Authority of New York and New Jersey*. **Marcus Dickson (Max Classroom Capacity)** discusses the pros and cons of classroom clickers (clickers students use to vote, respond to questions and take quizzes, not the PowerPoint advancement clickers we as presenters can no longer live without). **Tori Culbertson (Academics' Forum)** muses on what makes a good research collaborator. In **TIPTopics**, **Ernest Hoffman** and **Noelle Frantz** provide an engaging discussion of the unique collaborations they were involved in as graduate students. **Ashley Walvoord** and **Liu-Qin Yang** interview an NIH program manager and fundee who provide a wealth of great information in **Yes You Can!**

In **The History Corner** **Mike Zickar** considers the historical obscurity of I-O psychology and how it relates to his meeting with the President of the United States. **Lori Foster Thompson, Alexander Gloss**, and **MK Ward** profile I-O psychology in Ghana with Seth Oppong in their **Spotlight on Global I-O**. **Stuart Carr's Quo Vadis** interview is with Ingrid Hickman who works for NATO's strategic military headquarters. She discusses how military and civilian organizations work together to diffuse and manage crises, and the important role of I-O psychology. **Alex Alonso** and **Mo Wang's International Practice Forum** presents some evidence for culture differences in employee engagement and its drivers. **The Practitioners' Forum (Tracy Kantrowitz, Robert Bloom, David Ballard, and Marla Royne)** is a great overview of APA's Psychologically Healthy Workplace program and the implications for I-Os. **Rob Silzer** and **Chad Parson (Practitioner Perspectives)** analyze member's graduate institutions over time. Do you know what Jocoserious Adoxography means? Neither did I. Find out in **Paul Muchinsky's The High Society**. In **The Foundation Spotlight** **Milt Hakel** announces two new graduate student scholarships endowed by **Bill Macey** to honor **Irwin L. Goldstein** and **Benjamin Schneider**.

In this issue of *TIP* you can preview the sure to be fabulous annual conference with overview articles by **Robin Cohen** and **Eden King**, preconference workshops (**Liberty Munson**), Friday Seminars (**Laurent Lapierre**), Doctoral Student Consortium (**Tracey Rizutto, Wendy Bedwell**), Master's Student Consortium (**Alison Cooper**), Junior Faculty Consortium (**Liz Boyd**).

In committee news, read about the tremendous efforts of the Visibility Committee (**Carl Persing** and **Christine Corbet**). **Zach Horn** provides an

update on the expanded functionality of my.SIOP. **Joseph Allen** writes about the Education and Training Committee's new custom training modules on I-O topics, and **John Scott** reports on the August 2012 meeting of the APA Council of Representatives. Stephany Schings Below provides a look back at the 2012 Leading Edge Consortium.

In closing, I wish a happy, healthy and successful new year to all SIOP members. Save your party hats, champagne glasses and noise makers for the April (and July) *TIP* New Year's celebrations!

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The 2011 SIOP I-O Psychology Graduate Program Benchmarking Survey

Part 2: Admissions Standards and Processes

Robert P. Tett, Benjamin Walser, Cameron Brown, and Daniel V. Simonet
University of Tulsa

Scott Tonidandel
Davidson College

This is the second in a series of *TIP* articles describing results of the 2011 survey of I-O graduate programs. In the October issue of *TIP*, we introduced the survey's aims and methods, and offered norms for basic program descriptors (e.g., number of yearly graduates, number of core-I-O faculty). Here, we turn to program admission requirements and procedures.

Engaging sound selection principles, graduate programs rely on multiple data sources to identify the most promising applicants. An established literature addresses graduate-level training and the empirical validity of common admissions criteria (e.g., undergraduate GPA). Our aims here are primarily descriptive, but we offer some commentary in light of relevant prior research. In the admissions section of the survey, we asked of each program (a) how many applications are received per year and the proportions of students accepted and then enrolled, (b) what materials are required of applicants, (c) how much weight is given to various application content dimensions, (d) what cut-off scores are specified for GPA and standardized tests (GRE and/or GMAT), and (e) what processes describe how application materials are reviewed.

As in the first article, current norms target U.S. programs only (owing to likely underrepresentation of foreign programs) and are offered for all (US) programs combined, as well as separately for master's and doctoral programs in psychology and business/management departments (i.e., 2 x 2 breakouts). Norms are also provided for three "top 10" program sets: Gibby, Reeve, Grauer, Mohr, and Zickar's (2002) objectively productive doctoral programs (e.g., number of publications in top I-O journals), and Kraiger and Abalos' (2004) top master's and doctoral programs (two separate lists) based on student ratings of qualities of life and training. Distributions are skewed in many cases, calling for median and range data, in addition to means and standard deviations. Nominal data are reported as frequencies and percentages. We offer significance tests for the 2 x 2 comparisons (main effects and interactions): *F*s from ANOVAs for continuous DVs and χ^2 s and partial χ^2 s from logit (multiway frequency) analysis for nominal DVs. Due to space constraints, tables reporting significance test results are not included here in the printed article, but are available online at <http://www.utulsa.edu/TIP-admissions-tables>. Finally, norms are provided for a given variable only when *N* is at least 3.

Caveats

Due to an oversight, we failed to ask programs about GMAT score requirements and weighting, especially pertinent to business/management programs. In an effort to fill this gap, we prepared a brief follow-up survey on the GMAT and sent it to all business/management programs participating in the original survey. Response rates were 46.2% and 47.4% for master's and doctoral programs, respectively. The *N*s in these cases are suboptimal; corresponding norms should be interpreted cautiously. A second problem is that we inadvertently asked programs to tell us about GRE-Analytic and GRE-Writing subtests, failing to consider that these are not separate tests. Results for the Analytic subtest, accordingly, are unusable.

Numbers of Applicants, Acceptances, and Enrollees

Table 1 shows the mean numbers of applicants, acceptees, and actual enrollees for all (U.S.) programs combined. I-O graduate programs receive around 61 applications on average per year and accept around 16 applicants. A few programs attract and accept disproportionately large numbers (max = 300 and 125, respectively), rendering median values of 50 and 10 more representative of central tendency. These results suggest an overall acceptance rate of between 20.0% and 26.6%. The "percent accepted" results show considerable variability in selectivity across programs (range = 2% to 100%).¹ The total number of enrollees per year, across all programs responding to the survey, is around 1,230. Accounting for the overall 59.8% response rate (see the October *TIP* article) and assuming no systematic sampling effects with respect to enrollee numbers pushes this estimate to about 2,050 for all I-O programs in the U.S.

Table 1
Admissions and Attendance for All Programs Combined

Mean <i>N</i> of students	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max
Applied	129	60.8	42.0	2.54**	50.0	2	300
Accepted	127	16.2	18.2	3.09**	10.0	1	125
% accepted	127	32.7	27.5	.74**	22.0	2	100
Choosing to attend	126	9.8	11.7	2.77**	5.9	0	72
% of accepted choosing to attend	126	63.1	25.2	-.80**	70.0	1	100

Excluding non-US. **p* < .05, ***p* < .01, two-tailed

The admissions, acceptance, and enrollee numbers for the overall sample are broken out in Tables 2 and 3 for master's and doctoral programs in psychology and business/management departments. In light of *F* values reported in Table A1 (online), the four types of program receive similar numbers of

¹ The 16.2 mean *N* of students accepted, which is 26.6% of the 60.8 mean *N* of applicants, appears discrepant from the mean "% accepted" value of 32.7. This apparent discrepancy is a numerical artifact resulting from averaging "% accepted" across programs versus applying "% accepted" within programs and then averaging the resulting *N* accepted. A similar effect appears with the median values, and with "% choosing to attend." We urge reliance on the mean and median numbers of acceptees and enrollees over corresponding percent values reported in this and later tables. The reported percent indices are uniquely informative for their min and max values.

Table 2

<i>Admissions and Attendance for Master's and Doctoral Programs in Psychology Departments</i>														
	Master's programs							Doctoral programs						
	N	Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
Mean N of students														
Applied	56	56.2	43.5	3.43**	49.0	2	300	42	67.1	37.9	1.19**	65.0	10	200
Accepted	54	19.9	16.0	2.50**	17.0	2	95	42	8.9	7.9	2.47**	6.6	1	38
% accepted	54	43.3	25.7	.26	40.0	3	95	42	18.1	19.4	2.16**	11.0	3	80
Choosing to attend	54	11.6	10.1	2.27**	10.3	0	57	42	5.2	5.2	3.01**	3.8	0	30
% of accepted choosing to attend	54	61.2	23.5	-.89**	67.5	1	100	42	58.8	25.7	-.83*	60.0	2	90

Excluding online-only, non-U.S. **p* < .05, ** *p* < .01, two-tailed

Table 3

<i>Admissions and Attendance for Master's and Doctoral Programs in Business/Management Departments</i>															
	% accepted	Master's programs						Doctoral programs							
		<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max
Mean <i>N</i> of students															
Applied		6	45.3	22.4	.79	35.0	25	75	11	50.6	21.6	-.56	60.0	17	75
Accepted		6	25.2	14.1	.52	21.5	12	43	11	3.5	1.9	1.90*	2.9	2	8
% accepted		6	56.7	19.9	.06	57.5	30	85	11	8.1	4.8	.79	7.0	3	17
Choosing to attend		6	18.5	13.5	.57	16.6	4	39	11	2.1	1.1	.59	1.9	0	4
% of accepted choosing to attend		6	68.3	24.4	-.11	67.5	35	95	11	64.5	24.7	-.90	67.0	12	90

Excluding online-only, non-U.S. **p* < .05, ** *p* < .01, two-tailed

applications but differ in the numbers of students they accept and who choose to attend. Specifically, master's programs (combining department types using weighted means) accept an average of around 20 students per year, compared to about 8 students for doctoral programs. The corresponding selection rates are 37% versus 12%. This is understandable, as standards tend to be higher in doctoral programs (e.g., see GRE cutoffs, below). Differences are also evident in enrollments: 12.3 versus 4.5 students on average into master's versus doctoral programs, respectively, although the rates are about equal: 60% versus 58%. The significant interaction (see Table A1 online) suggests the drop in mean enrollee numbers from master's to doctoral programs in psychology departments (from 11.6 to 5.2; 58.4% to 58.1% of those accepted) is less than the corresponding drop in business/management departments (from 18.5 to 2.1; 73.5% to 60.2%). The basis for this effect is unclear. One possibility may be that business master's applicants (for which the enrollment rate of 73.5% is especially high) apply to fewer programs than do their psychology counterparts, restricting their options when accepted to multiple programs.

Required Application Materials

Table 4 shows frequencies and percentages of programs requiring assorted application materials in the entire sample and by degree and department type. Corresponding significance tests are reported in Table A2 (online). Undergraduate transcripts are universally required, as are language proficiency test scores from foreign applicants. Reference letters, graduate transcripts (if available), and personal statements are also commonly required (range: 89% to 95%) and a large majority (79%) of programs require GRE-V and GRE-Q scores. Some of those materials, however, and others are variably required across degree and department types.

Doctoral programs more often require available graduate transcripts (98% vs. 84%), reference letters (100% vs. 91%), and GRE psychology subject test scores (9% vs. 0%). Business/management programs are more likely to require language proficiency test scores from general applicants than are psychology programs (77% vs. 40%), perhaps owing to greater numbers of foreign applicants to business programs. A similar difference is evident between doctoral and master's programs (57% vs. 36%; one-tailed test²), likely due to the need for greater selectivity. Graduate assistantship applications are more often required by doctoral programs (26% vs. 14%; one-tailed). This trend is more pronounced in business/management departments (55% vs. 17%; one-tailed), suggesting possibly greater available resources for graduate funding in those departments. Not surprisingly, psychology departments are more likely than business/management departments to require GRE scores (87%

² Given the exploratory, normative nature of the survey, directional effects were not predicted. Results of one-tailed tests are reported in cases where observed effects permit relatively straightforward post hoc rationales. Advocates of stricter adherence to significance testing standards may choose to ignore these findings.

Table 4

Required Application Materials for All Programs and the 2 x 2 Breakout

Information source	All programs						Psychology departments						Business/management departments					
	All programs			Masters programs			Masters programs			Doctoral programs			Masters programs			Doctoral programs		
	N	Freq	%	N	Freq	%	N	Freq	%	N	Freq	%	N	Freq	%	N	Freq	%
General																		
Undergraduate transcripts	131	131	100.0	58	58	100.0	42	42	100.0	6	6	100.0	11	11	100.0			
Graduate transcripts (if available)	131	120	91.6	58	49	84.5	42	41	97.6	6	5	83.3	11	11	100.0			
Reference letter(s)	131	124	94.7	58	54	93.1	42	42	100.0	6	4	66.7	11	11	100.0			
Personal statement/letter	131	117	89.3	58	52	89.7	42	37	88.1	6	4	66.7	11	11	100.0			
Language proficiency test scores	131	61	46.6	58	20	34.5	42	20	47.6	6	3	50.0	11	10	90.9			
Proof of financial support	131	13	9.9	58	4	6.9	42	4	9.5	6	2	33.3	11	0	.0			
Graduate assistantship application	131	24	18.3	58	8	13.8	42	8	19.0	6	1	16.7	11	6	54.5			
Standardized test scores ^a																		
GRE general test scores (verbal, quant.)	131	104	79.4	58	48	82.8	42	39	92.9	6	3	50.0	11	6	54.5			
GRE psychology subject test score	131	5	3.8	58	0	.0	42	4	9.5	6	0	.0	11	1	9.1			
GMAT general test scores (verbal, quant.)	—	—	—	—	—	—	—	—	—	3	3	100.0	6	6	100.0			
GMAT Analytical Writing Assessment	—	—	—	—	—	—	—	—	—	3	2	66.7	6	5	83.3			
GMAT Integrated Reasoning	—	—	—	—	—	—	—	—	—	3	2	66.7	6	3	50.0			
Foreign applicants only																		
Language proficiency test scores	124	124	100.0	55	55	100.0	41	41	100.0	4	4	100.0	11	11	100.0			
Proof of financial support	124	68	54.8	55	37	67.3	41	19	46.3	4	3	75.0	11	2	18.2			

Excluding non-U.S. online-only programs are dropped from the 2 x 2 breakout * $p < .05$, ** $p < .01$, two-tailed^aGMAT data based on follow-up survey

vs. 53%). Follow-up survey results suggest business/management programs commonly rely on the GMAT (100% of follow-up survey respondents reported this requirement). The GRE proportions for master's and doctoral programs within psychology departments (83% and 93%, respectively) are nearly identical to those reported by Norcross, Hanynch, and Terranova (1996; 81% and 93%), suggesting stability in these rates over time.

Relative Weighting of Application Content

Beyond asking what materials are required of applicants, we also asked how specific application content is weighted in the selection process, using a 1 = *small weight* to 3 = *heavy weight* scale. Results for only those programs requiring corresponding application materials are summarized in Table A3 (online). To better capture the sample's overall weighting of application elements, we recalculated the weighting norms after entering 0 weight for programs not requiring associated materials. These results are reported in Table 5, and for the 2 x 2 breakout in Tables 6 and 7. Corresponding ANOVA results are reported in Table A4 (online). Programs requiring a given application content item may be interested in how other such programs weight that item. Here, we focus on the broader norms, incorporating 0 weights for nonrequiring programs (Tables 5 to 7).

Table 5

Weight of Application Content For All U.S. Programs^a

Application content	N	Mean	SD	Skew	Median	Min	Max
General							
Undergraduate GPA	127	2.60	.63	-1.90**	3.0	0	3
Graduate GPA (if available)	127	2.25	.88	-1.15**	2.0	0	3
Performance in undergrad I-O courses	127	1.94	.86	-.64**	2.0	0	3
Performance in undergrad methods courses	127	2.14	.81	-.63**	2.0	0	3
Performance in undergrad psych courses	127	1.83	.84	-.49*	2.0	0	3
Performance in undergrad business courses	127	1.24	.83	.02	1.0	0	3
Reference letter(s)	127	2.07	.76	-.34	2.0	0	3
Research experience	127	1.96	.94	-.45*	2.0	0	3
Language proficiency (if applicable)	127	2.10	.91	-.92**	2.0	0	3
Proof of financial support	127	.54	.92	1.61**	.0	0	3
Standardized tests							
GRE Verbal	127	2.17	1.11	-1.07**	3.0	0	3
GRE Quantitative	127	2.27	1.12	-1.26**	3.0	0	3
GRE Subject	127	.35	.71	2.15**	.0	0	3
Personal statement/letter							
Overall	127	2.31	.76	-.91**	2.0	0	3
Research interests	126	1.92	1.01	-.50*	2.0	0	3
Understanding of I-O	126	2.13	.89	-1.00**	2.0	0	3
Overall maturity	126	2.18	.85	-.99**	2.0	0	3
Writing quality	126	2.33	.76	-1.19**	2.0	0	3

0 = not required, 1 = *small but nonzero weight*, 2 = *moderate weight*, 3 = *heavy weight*

Excluding non-U.S. *p < .05, **p < .01, two-tailed

^aprograms not requiring the corresponding application material are coded as weight = 0

Table 6

Weight of Application Content for Master's and Doctoral Programs in Psychology Departments^a

Application content	Masters programs						Doctoral programs							
	N	Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
General														
Undergraduate GPA	58	2.69	.57	-2.29**	3.0	0	3	42	2.62	.62	-2.07**	3.0	0	3
Graduate GPA (if available)	58	2.17	.99	-1.14**	2.0	0	3	42	2.40	.70	-.76*	3.0	1	3
Performance in undergrad I-O courses	58	1.97	.92	-.64*	2.0	0	3	42	2.05	.70	-.06	2.0	1	3
Performance in undergrad methods courses	58	2.21	.83	-.60	2.0	0	3	42	2.21	.72	-.35	2.0	1	3
Performance in undergrad psych courses	58	1.97	.77	-.42	2.0	0	3	42	1.88	.71	-.27	2.0	0	3
Performance in undergrad business courses	58	1.31	.82	-.05	1.0	0	3	42	1.07	.75	-.12	1.0	0	2
Reference letter(s)	58	1.98	.81	-.39	2.0	0	3	42	2.19	.63	-.17	2.0	1	3
Research experience	58	1.69	.84	.10	2.0	0	3	42	2.60	.63	-1.31**	3.0	1	3
Language proficiency (if applicable)	58	2.02	.98	-.73*	2.0	0	3	42	2.10	.73	-.95*	2.0	0	3
Proof of financial support	58	.59	.99	1.60**	.0	0	3	42	.45	.86	2.08**	.0	0	3
Standardized tests														
GRE Verbal	58	2.07	1.12	-.91**	2.0	0	3	42	2.52	.83	-2.07**	3.0	0	3
GRE Quantitative	58	2.24	1.14	-1.22**	3.0	0	3	42	2.62	.83	-2.45**	3.0	0	3
GRE Subject	58	.19	.48	2.57**	.0	0	2	42	.55	.86	1.53**	.0	0	3
Personal statement/letter														
Overall	58	2.22	.82	-.84**	2.0	0	3	42	2.29	.67	-.41	2.0	1	3
Research interests	55	1.60	.96	-.03	2.0	0	3	42	2.50	.63	-.90*	3.0	1	3
Understanding of I-O	55	2.15	.93	-1.01**	2.0	0	3	42	2.31	.60	-.25	2.0	1	3
Overall maturity	55	2.02	.93	-.75*	2.0	0	3	42	2.31	.78	-1.26**	2.0	0	3
Writing quality	55	2.22	.83	-1.04**	2.0	0	3	42	2.36	.69	-1.08**	2.0	0	3

0 = *not required*, 1 = *small but non-zero weight*, 2 = *moderate weight*, 3 = *heavy weight*

Excluding online-only, non-U.S. * $p < .05$, ** $p < .01$, two-tailed

^aprograms not requiring the corresponding application material are coded as weight = 0

Table 7

Weight of Application Content for Master's and Doctoral Programs in Business/Management Departments^a

	Masters programs						Doctoral programs						
	N	Mean	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max
Undergraduate GPA	6	2.17	2.45 *	2.0	2	3	11	2.27	.65	-.29	2.0	1	3
Graduate GPA (if available)	6	2.33	.97	2.0	2	3	11	2.09	.94	-1.08	2.0	0	3
Performance in undergrad I-O courses	6	1.00	.89	.5	0	3	11	1.55	.82	-1.51 *	2.0	0	2
Performance in undergrad methods courses	6	.67	.86	.5	0	2	11	2.00	.45	.00	2.0	1	3
Performance in undergrad psychology courses	6	.50	1.54	.0	0	2	11	1.45	.93	-.29	2.0	0	3
Performance in undergrad business courses	6	1.50	-1.54	2.0	0	2	11	1.64	1.03	-.45	2.0	0	3
Reference letter(s)	6	1.67	-.97	2.0	1	2	11	2.00	.89	.00	2.0	1	3
Research experience	6	.33	2.45 *	.0	0	2	11	1.91	.94	-.66	2.0	0	3
Language proficiency (if applicable)	6	1.67	-.52	2.0	0	3	11	2.64	.51	-.66	3.0	2	3
Proof of financial support	6	1.33	-.97	2.0	0	2	11	.18	.41	1.92 **	.0	0	1
GRE Verbal	6	1.83	-.71	2.5	0	3	11	1.82	1.47	-.54	3.0	0	3
GRE Quantitative	6	1.83	-.71	2.5	0	3	11	1.82	1.47	-.54	3.0	0	3
GRE Subject	6	.33	2.45 *	.0	0	2	11	.36	.92	2.81 **	.0	0	3
GMAT Verbal	3	2.00	.00	2.0	2	2	6	2.83	.41	-2.45 *	3.0	2	3
GMAT Quantitative	3	2.33	1.73	2.0	2	3	6	3.00	.00	.00	3.0	3	3
GMAT Analytical Writing	3	1.67	-1.73	2.0	1	2	6	2.00	.63	.00	2.0	1	3
GMAT Integrated Reasoning	3	1.67	-1.73	2.0	1	2	6	1.33	1.21	.08	1.5	0	3
Personal statement/letter													
Overall	6	1.83	-1.44	2.0	0	3	11	2.82	.41	-1.92 **	3.0	2	3
Research interests	6	.33	2.45 *	.0	0	2	11	2.55	.69	-1.32	3.0	1	3
Understanding of I-O	6	.67	1.95	.0	0	3	11	1.82	1.08	-.74	2.0	0	3
Overall maturity	6	2.33	.97	2.0	2	3	11	2.09	.54	.16	2.0	1	3
Writing quality	6	2.33	.97	2.0	2	3	11	2.36	.51	.66	2.0	2	3

1 = small but non-zero weight, 2 = moderate weight, 3 = heavy weight

Excluding online-only, non-U.S. * $p < .05$, ** $p < .01$, two-tailed

^aprograms not requiring the corresponding application material are coded as weight = 0

^bGMAT data based on follow-up survey

Means in Table 5 show the strongest weight for undergraduate GPA (2.6) followed by weights for writing ability (2.3), personal statements (2.3), available graduate GPA (2.3), GRE scores ($Q = 2.3$, $V = 2.2$), overall maturity (2.2), performance in methods courses (2.1), understanding of I-O psychology (2.1), language proficiency (2.1), and reference letters (2.1). These means reflect unbalanced N s between degree and department types (giving greater weight to program types with higher N s). Results in Tables 6 and 7 (see also Table A4) reveal interpretable differences among program types.

Undergraduate GPA is weighted more heavily in psychology I-O programs than in their business/management counterparts (weighted means = 2.7 vs. 2.2, respectively), as is performance in I-O courses (2.0 vs. 1.4), research experience (2.1 vs. 1.4), and GRE-Q scores (2.4 vs. 1.8). The latter undoubtedly reflects greater reliance on the GMAT in business programs. Understandably, performance in undergraduate business courses is weighted more heavily by business programs (1.6 vs. 1.2, one-tailed test). Research experience is also weighted more heavily in doctoral over master's programs (weighted means = 2.5 vs. 1.6, respectively), as is language proficiency (2.2 vs. 2.0). Other items show more nuanced effects, as follows.

Performance in undergraduate methods courses is weighted markedly lower in business master's programs (mean = .7) than in the remaining three cells (2.0 to 2.1). Similar patterns are evident for research interests (.3 vs. 1.6 to 2.6), understanding of I-O psychology (.7 vs. 1.8 to 2.3), and performance in undergraduate psychology courses (.5 vs. 1.5 to 2.0). Proof of financial support is weighted highest in business master's programs (1.3) and lowest in business doctoral programs (.2), possibly reflecting a combination of higher costs for business program tuition and better funding for business doctoral students. Personal statements are weighted more heavily in business doctoral programs than in business master's programs (2.8 vs. 1.8) but about equally between degree types in psychology-based programs (2.3 vs. 2.2). The reason for this interaction is not clear. Additional differences are evident within business/management programs. Specifically, doctoral programs put greater weight than do master's programs on both the verbal and quantitative subtests of the GMAT. A similar pattern is evident for the GRE within psychology departments ($t_{\text{verb}} = -2.33$, $t_{\text{quant}} = -1.92$; $p < .05$, one-tailed).

All told, three major themes are evident regarding what different I-O program types are looking for in a good applicant. First, doctoral programs tend to emphasize research content (research experience, research interests, performance in methods courses; GREs for psychology programs and GMATs for business/management programs), which is understandable given the centrality of the dissertation in doctoral training and the greater investment of resources in accepting doctoral students in a competitive application process. Emphasis on language proficiency also fits this pattern, given the increased importance of written and oral communication at the doctoral level. The greater weight placed

on understanding of I-O psychology by doctoral programs shows recognition of I-O psychology as a scientific discipline and the value of applicants' knowing what they are getting into when seeking the doctorate.

Second, psychology-based programs appear to emphasize application content bearing on academics and research (e.g., undergraduate GPA, performance in methods courses, research experience), especially that focusing on I-O psychology (performance in I-O courses, understanding of I-O). Business-management programs, of course, emphasize performance in business courses. The relatively lower weights on academic and research variables perhaps reflect a more practice-based orientation to the discipline.

Third, as an extension of the second point, the practice-research difference between master's and doctoral programs appears to be stronger in business/management departments than in psychology departments. Most of the significant interactions show notably lower mean weights for research-oriented content in applications to business master's programs. In short, scientific competence at the master's level is weighted more heavily in psychology than in business, and this departmental distinction is less apparent at the doctoral level.

That undergraduate GPA is, overall, the most commonly required and highly weighted application item is supported by meta-analytic evidence showing moderate predictive validity for this item. Kuncel, Hezlett, and Ones (2001) report corrected mean correlations of .32, .27, and .14 in predicting graduate GPA, faculty ratings, and degree attainment, respectively, for social science graduate programs (uncorrected values = .29, .19, and .14; k range = 14 to 32).³ Stronger validity estimates are reported for GRE-V and GRE-Q: mean ρ = .39 and .34, respectively, for predicting graduate GPA, .37 and .38 for predicting faculty ratings, and .22 and .31 for predicting degree attainment (corresponding uncorrected values = .27 and .23, .20 and .20, .17 and .22; k range = 14 to 55). Combining these three measures in predicting a composite of graduate GPA and faculty ratings using correlation of linear sums yielded a (mean) operational validity estimate of .53.⁴ Such validity strongly supports I-O graduate programs' reliance on undergraduate GPA and standardized test scores in student selection. Two points bearing on the use of these measures warrant discussion.

First, GRE-Subject test scores (i.e., for psychology) are required by very few programs (5 of 131 = 4%), and yet it tends to outperform both GRE-V and GRE-Q in predicting graduate student performance. Kuncel et al. (2001) report mean corrected values of .40, .38, and .30 in relations with the three criteria noted above (uncorrected values = .30, .23, and .24, respectively) and show an increase of the combined estimate from .53 to .56 when GRE-Subject test scores are added to undergraduate GPA, GRE-V, and GRE-Q. The primary rationale for the unique predictive advantage of the GRE-Subject test is that it reflects not only native ability (i.e., g) but also interest in psychology and motivation to

³ Credibility intervals are moderately wide in most cases, suggesting situational specificity in validity strength (e.g., 10% of population correlations for UGPA in predicting graduate GPA are < .23 and 10% are > .41).

⁴ Adding GRE-Analytical test scores lowered the combined operational validity to .50.

learn psychological content (e.g., Ewen, 1969). I-O graduate programs are urged to include the GRE psychology subject test in their application requirements and to weight it at least as strongly as they do the two main GRE subtests when making selection decisions. Individual programs may be reluctant to require the subject test as it is required by so few programs that adding it may be expected to be a burden to most applicants, thereby shrinking the applicant pool. In addition, only 4-6% of the psychology subject test pertains directly to I-O psychology (see: <http://www.ets.org/gre/subject/about/content/psychology>). Whether the predictive advantages of adding the subject test might outweigh the drop in applicant numbers (thereby increasing the selection ratio) is a matter for careful consideration as I-O programs vie for top applicants.

Second, of the four program types considered in the survey (i.e., the 2 x 2 breakout), those weighting the noted predictors highest of all application elements, on average, are psychology doctoral programs (see Tables 4 and 6). This is understandable as the demand for predictive accuracy is higher in doctoral than in master's programs, owing to increased risks and investments, and GREs are more relevant to psychology programs than to business/management programs. Notably, the GMAT is required in all nine business programs responding to our follow-up survey, and the verbal and quantitative subtests are weighted especially highly in business doctoral programs. Undergraduate GPA, however, ranks seventh in the latter programs with respect to mean weights. Whether master's programs might improve their selection decisions by relying more on standardized tests, and business doctoral programs by relying more on undergraduate GPA, are questions extending beyond current aims.

A further point concerns reliance on predictors besides standardized test scores and GPA. The application content item with the second-highest weight (behind undergraduate GPA) based on all programs is writing quality. Personal statements, from which inferences of writing quality are most directly derived, are required by 89% of programs. Business master's programs ($N = 3$) weight writing quality at the first rank, and it ranks sixth in business doctoral programs ($N = 11$), ahead of undergraduate GPA. Psychology master's programs weight personal statements and writing quality third (tied) and corresponding weights from psychology doctoral programs rank 10th and 7th, respectively. The relatively strong emphasis placed on writing quality reflects an obvious awareness of the importance of writing in graduate work. What is less clear is how well applicants' personal letters accurately reflect writing ability. They are far from pure writing samples as they permit almost unlimited editing by others and by software tools.⁵ A letter could be written by someone other than the applicant, and the receiving program might be none the wiser. We are unaware of validation research on personal statements and derived dimensions (writing ability, maturity, understanding of I-O psychology). Given programs' reliance on these items for student selection, validation seems a timely and worthwhile pursuit.

⁵ One might ignore the latter as a source of bias to the degree students are permitted to use such tools in their graduate work. Writing well on one's own, however, seems preferable to reliance on external assistance.

A similar point can be raised about reference letters, which are required by 95% of all programs (Table 4) and whose mean weights fall near the middle of the pack (e.g., rank = 11 of 18; Table 5). Published research on the validity of reference letters is thin. We did find a link to an unpublished report by Aamodt (2012) on a meta-analysis ($k = 51$) yielding uncorrected mean validity estimates of .17 and .25 in predicting work and training performance in students and employees. The author cautions that interrater reliabilities for reference letters tend to be modest, averaging .22. Letters, he infers, say as much about the writer as they do about the applicant. As with personal statements, research is needed to assess the validity of reference letters in predicting graduate student performance. More broadly, programs would benefit from the collective examination of all common application materials and content dimensions, particularly with respect to incremental validity. Some items may actually reduce validity and relying on a few good predictors could substantially streamline the application and selection processes.

Cutoffs

Cutoffs for undergraduate GPA and standardized test scores are summarized in Table 8 for the combined sample, and in Tables 9 and 10 for the 2 x 2 breakout. In light of decision process norms presented below, it is doubtful that most programs employ those values rigidly in making selection decisions. Rather, they are probably best considered modally as guidelines. Nonetheless, comparisons across program types are meaningful. Lack of responses from master's programs in business/management departments on standardized test score cutoffs precluded our running ANOVAs for these

Table 8

GPA, GRE, and GMAT Cutoffs for All Programs Combined

Predictor measure	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max
Undergraduate GPA	107	3.14	.25	.71**	3.00	2.50	4.00
GRE scaled scores							
Verbal	63	524.6	59.9	.59	500.0	400	700
Quantitative	64	550.3	73.9	.44	550.0	400	700
V & Q Combined	73	1087.1	123.5	.39	1080.0	800	1400
Subject Test	0	—	—	—	—	—	—
GRE percentiles ^a							
Verbal	36	59.6	14.6	-.02	58.5	25	85
Quantitative	36	60.0	14.6	.09	55.0	30	85
Subject Test	0	—	—	—	—	—	—
GMAT scaled scores ^{ab}							
V & Q Combined	4	562.5	47.9	-.85	575.0	500	600
Analytical Writing Assessment	3	5.0	.0	.00	5.0	5	5
GMAT percentiles ^{ab}							
Verbal	3	65.0	13.2	-1.46	70.0	50	75
Quantitative	4	66.3	11.1	-1.72	70.0	50	75

Excluding online-only, non-U.S. * $p < .05$, ** $p < .01$, two-tailed

^a $N < 3$ on one or more categories

^b GMAT data based on follow-up survey involving only business/management programs

Table 9

GPA, GRE Cutoffs Scores for Master's and Doctoral Programs in Psychology Departments

	Master's programs							Doctoral programs							<i>t^b</i>
	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max	
GPA, GRE Undergraduate GPA	50	3.09	.20	.52	3.00	2.50	3.50	34	3.27	.28	.61	3.28	3.00	4.00	-3.35**
GRE scaled scores ^a															
Verbal	31	498.7	51.8	.46	500.0	400	600	24	554.2	60.6	.78	550.0	500	700	-3.65**
Quantitative	32	522.8	67.5	.52	500.0	400	700	24	579.2	77.9	.47	575.0	500	700	-2.89**
V & Q Combined	35	1025.1	102.1	.46	1000.0	800	1300	28	1146.4	121.7	.26	1175.0	1000	1400	-4.30**
GRE percentiles ^a															
Verbal	15	53.1	13.5	.33	50.0	25	80	13	63.8	14.9	-.50	70.0	40	80	-2.00*
Quantitative	15	53.0	12.8	.81	50.0	30	80	13	63.5	14.6	-.47	70.0	40	80	-2.02*
Excluding online-only, non-U.S. * <i>p</i> < .05, ** <i>p</i> < .01, two-tailed															
^a <i>N</i> < 3 on one or more categories; ^b <i>t</i> -tests comparing psychology Masters and Doctoral programs, one-tailed															

Table 10

GPA, GRE, GMAT Cutoffs Scores for Master's and Doctoral Programs in Business/Management Departments

	Master's programs							Doctoral programs							<i>t^c</i>
	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max	<i>N</i>	Mean	<i>SD</i>	Skew	Median	Min	Max	
GPA, GRE, GMAT															
Undergraduate GPA	6	2.87	.22	-1.32	3.00	2.50	3.00	5	3.20	.27	.61	3.00	3.00	3.50	.54
GRE percentiles ^a															
Verbal	1	-	-	-	-	-	-	4	71.3	15.5	-1.14	75.0	50	85	-.86
Quantitative	1	-	-	-	-	-	-	4	73.8	16.0	-1.87	80.0	50	85	-1.21
GMAT scaled scores ^{ab}															
V & Q Combined	1	-	-	-	-	-	-	3	583.3	28.9	-1.73	600.0	550	600	-
GMAT percentiles ^{ab}															
Quantitative	1	-	-	-	-	-	-	3	71.7	2.9	1.73	70.0	70	75	-
Excluding online-only, non-U.S. * <i>p</i> < .05, ** <i>p</i> < .01, two-tailed															

^a *N* < 3 on one or more categories

^b GMAT data based on follow-up survey

^c *t*-tests comparing psychology and business/management Doctoral programs, two-tailed

results. Instead, we used *t*-tests to compare master's and doctoral program means within psychology departments (see right column of Table 9), and compare doctoral program means between psychology and business/management departments (see right column of Table 10).⁶

The overall mean undergraduate GPA cutoff of 3.14 reflects a nearly universal minimum of 3.00 with some programs setting higher cutoffs (max = 4.00). ANOVA for undergraduate GPA cutoffs (afforded by ample *N* in all four cells) yielded $F = 11.67$ ($p < .01$) for degree type, 3.72 ($p < .06$) for department type, and .96 ($p > .10$) for the interaction. Doctoral programs set higher GPA standards for admission than did master's programs (weighted means = 3.26 and 3.06, respectively). The departmental comparison approaches two-tailed significance, GPA cutoffs averaging a bit higher in psychology departments (3.16 vs. 3.02). This difference may reflect added emphasis on academic and research competence by psychology programs, as noted above in review of application content weighting. The relatively small *N*s for business/management departments preclude firm interpretations here.

GRE cutoffs are expressed on the old 200–800 scale, which was replaced in August 2011 with a new 130–170 scale. The overall means of 525 and 550 for GRE-V and GRE-Q translate to 154.5 and 146 on the new scale, corresponding to around the 66th and 36th percentile ranks, respectively. Interestingly, these values differ from the means from programs relying on percentile cutoffs per se (60th percentile rank in each case, see Table 8). Distributional differences in scaled scores make the 550 GRE-Q mean actually lower in relative terms than the 525 GRE-V mean.⁷ These differences, particularly in the case of the GRE-Q, raise the possibility that programs using scale-score cutoffs may be biased toward selecting for lower quantitative abilities (36th vs. 60th percentile) and, to a lesser extent, higher verbal abilities (66th vs. 60th). Further analyses with the broader dataset may permit tentative exploration of this issue (e.g., in terms of relative offerings of quantitative courses). Although five doctoral programs (four in psychology, one in business/management) reported requiring the GRE subject test, none provided cutoff data for this test.

Turning to Tables 9 and 10, GRE cutoffs in psychology-based programs (those in business/management lack sufficient *N*) are higher in doctoral programs than in master's programs. This holds for both scaled scores and percentile ranks. The same issue noted above regarding differences between the GRE subtest scale score distributions applies to the within-psychology means.

⁶ Use of multiple *t*-tests raises the likelihood of Type I error in the comparisons as a set. As we are not testing theory or drawing strong prescriptive inferences in this primarily descriptive effort, we refrained from adjusting the per-comparison error rate. Proportions of statistical tests yielding significant results bear comparison to the nominal 5% error rate under the stringent assumption that all population effects are null.

⁷ The 66th percentile rank on the GRE-Q corresponds to a scaled score of 685, substantially higher than the mean cutoff of 550 (and the 36th percentile rank on GRE-V yields a scaled score of 410, much lower than the noted mean of 525). This normative difference is partially rectified in the new scaling, but reliance on percentile ranks obviates the need for comparative adjustments.

Specifically, 499 on the GRE-V and 523 on the GRE-Q, the mean cutoffs for masters' programs, yield percentile ranks of 62 and 28, respectively. For doctoral programs, 554 on the GRE-V and 579 on the GRE-Q yield percentile ranks of 74 and 40. Business/management doctoral programs appear to use higher cutoffs on GRE percentile ranks (i.e., 71 vs. 64 for GRE-V and 74 vs. 64 for GRE-Q), but the differences are nonsignificant, as indicated in the right column of Table 10. Larger *N*s would permit more powerful estimation of population differences.

Correspondingly detailed analysis of GMAT cutoffs is precluded by small *N*s. Tentatively, we note that the mean scaled score cutoff of 583 (Table 10) for the GMAT total score in business doctoral programs (*N* = 3) corresponds to a percentile rank of 61, which is lower than the mean percentile rank cutoff reported by other business doctoral programs (*N* = 3). We cannot draw firm inferences here, but it may be that programs relying on scaled score cutoffs are less selective than those relying on percentile cutoffs, generally consistent with what we noted above regarding the GRE.

All told, doctoral programs tend to employ higher cutoffs on undergraduate GPA and standardized test scores, no doubt reflecting higher doctoral performance expectations and associated risks in selecting doctoral students relative to master's students. Programs are urged to use percentile rank cutoffs to more readily balance selection for verbal and quantitative abilities, or otherwise to clarify differential selection for specific abilities should this be an explicit program directive. In addition to easing comparisons between subtest scores, percentiles are more directly interpretable, specifying the percentage of cases in the normative population expected to fall below the targeted cutoff.

Application Review Processes

The last subsection of the admissions portion of the survey addressed how applicant materials are processed in making admittance decisions. Specifically, we asked how programs combine the various sources of applicant data (compensatory, multiple cutoff only, multiple cutoff plus ranking, heuristic, and holistic),⁸ whether poor applications are screened out in the early stages of review (yes, no), who reviews application materials (e.g., program director, other program faculty), how reviewers collaborate in the review process (crossed, nested, targeted),⁹ and how much consensus is sought in deciding whom to admit (low, majority, high). Results are summarized in Table A5 (online) for all programs combined and for the 2 x 2 breakout. Corresponding frequency analysis results are provided in Table A6 (online).

⁸ Compensatory = sources averaged (with or without weighting) to yield an overall score; multiple cutoff only = cutoffs strictly applied per source, with all surviving applicants selected; multiple cutoff + ranking = cutoffs strictly applied per source, with surviving applicants ranked; heuristic = cutoffs serve as guidelines, with some compensation allowed among sources and exceptions made on a case-by-case basis; holistic = all relevant sources judged as a set, with applicants dropped on a "red flag" basis.

⁹ Crossed = each reviewer reviews every application; nested = each reviewer reviews a subset of applications; targeted = promising applications are sent to particular faculty for further review.

Results in Table A5 show that the modal process for combining application materials in the overall sample is heuristic in nature (48%), where, for example, a high GPA might compensate for low GREs, and no research experience in an otherwise well-qualified doctoral applicant could be cause for rejection. A holistic approach is second most popular (29%), followed by a purely compensatory approach (14%). The remaining programs (9%) reported using multiple cutoffs with ranking (i.e., top-down selection) or without it (select out). Corresponding test results in Table A6 show no significant differences across programs in this overall pattern.¹⁰

A notable feature of the more commonly used strategies (heuristic, holistic, compensatory) is their relative reliance on clinical (i.e., subjective) judgment. Research has shown such judgments, relative to actuarial (i.e., quantitatively objective) methods, to be more error prone (cf. Dawes, Faust & Meehl, 1989; McCauley, 1991), raising potential concerns with how most I-O graduate programs select their students. Research also suggests that decision makers are reluctant to abide strictly by actuarial protocols, even in light of supportive evidence. The impact of relying on heuristic and holistic strategies in graduate student selection is difficult to assess.

Our results suggest a potential limitation in how I-O graduate students are selected, but they are far from definitive. As I-O psychology identifies personnel selection as a core expertise, the discipline may be better suited than most to offering effective and acceptable guidelines for how data are combined in selecting the most promising students. This question bears discussion beyond that afforded here.

The single line of results in the middle of Table A5 pertains to whether programs screen out applicants in the early stages of review. We did not seek details on the screening procedure, but we suspect the modal case would entail application of GPA and/or standardized test score cutoffs, as these indices are commonly required, easily amenable to sorting, and supported by validity evidence (e.g., Kuncel et al., 2001). As applications outnumber the acceptees a given program can reasonably accommodate, judges seek in the early stages to concentrate review efforts on the more promising candidates. About 80% of all responding programs adopt early screening, and the rates do not vary significantly across degree and program types (range: 78% to 83%). For applicants, this means that having low GPA and/or test scores can seriously jeopardize the chances of being accepted into an I-O graduate program. On the plus side, given that over 90% of programs adopt heuristic, holistic, or strictly compensatory combination methods, having a single low score may not be a “kiss of death” in applying to most programs; falling below the cutoff on multiple predictors, however, more than likely is.

¹⁰ Results in Table A5 are provided for each data combination strategy. An omnibus test including all strategies as the third variable yielded a significant main effect for strategy (partial chi square = 83.23, $p < .01$) but nonsignificant main and interaction effects of degree and department types on strategy (min p observed = .33).

Moving down Tables A5 and A6, we consider who reviews application materials. Unlike the earlier process variables, those in this section tend to show greater variability across degree and program types. Program directors, the most common reviewers, are active in 80% of all programs, a rate that is relatively stable across program types (64% to 84%). All program faculty serve as reviewers in around 49% of all programs, but in none of the business master's programs. This may be due to such programs having more core program faculty (mean = 5.8 compared to the grand mean of 4.2; see Table 1 in the October *TIP* article), sparing some, perhaps the junior-most members, the burden of applicant review. Doctoral programs in both department types have higher rates of all program faculty serving as reviewers (combined rate = 62.3%), reflecting greater need for decision accuracy due to heightened risks in selecting doctoral students. For similar reasons, doctoral more than master's programs assign applications to faculty reviewers who share applicants' interests (28% and 10%, respectively). Notably, 10% of psychology-based programs compared to 0% business/management-based programs have reviewers who are specifically requested by applicants. Whether this is because business/management applicants are less likely to request specific faculty advisors or such programs are more likely to ignore such requests is unclear. Within psychology departments, doctoral programs, understandably, showed the highest rate (17%) of reviewing by requested faculty. A small proportion of programs ask nonprogram department faculty to serve as reviewers (13%), a rate that does not vary significantly across program types. No programs use reviewers from outside their departments.

Proceeding further down Tables A5 and A6, we see that about 64% of programs have all reviewers go through all applications surviving initial cutoffs (i.e., crossed strategy) and that this rate varies nonsignificantly across program types (50% to 70%). This relatively high and stable proportion suggests that programs generally take selection decisions seriously. In about 21% of all programs, a given rater reviews just a subset of applications (i.e., nested strategy). Why this rate is higher in doctoral than in master's programs (30% vs. 8%) is not clear. About 24% of all programs use a targeted applicant review strategy, in which especially promising applications are sent to particular faculty. This rate does not vary significantly across program types (range = 21% to 36%). Although this may seem to be a relatively underutilized strategy, it is rendered moot by the more common "crossed" strategy, whereby all raters review every (prescreened) application.

The last sections of Tables A5 and A6 pertain to the level of consensus sought among judges in deciding whom to admit. The majority (52%) of all programs reported seeking a high level of agreement, which is nonsignificantly variable across program types. In only 13% of programs can a selection decision rest with just a single judge. What proportion of these cases entail a judge prevailing over the opinions of others versus a judge amicably consigned authority for all selection decisions is unclear. What is clear is that single-judge student selection is relatively rare, and the rate is not significantly variable across program types.

Normative Comparisons With the Three “Top 10” Program Sets

Comparisons among each of the three top-10 program sets (Gibby et al, 2002; two in Kraiger & Abalos, 2004; K&A) and relevant groups yielded several meaningfully significant differences. Before turning to those effects, we note the following. (a) At least one program in each top-10 list did not complete the survey and some completed only certain items. (b) One of the responding programs in the K&A master’s set and two in the K&A doctoral set reported being in a department other than psychology or business/management (i.e., “other”) and were dropped from the comparisons to avoid confounding. (c) Of the nine available Gibby et al. programs (all of which are doctoral) and the eight available K&A doctoral programs, two are included in both sets. Results involving those two top-10 sets, accordingly, are not independent.

All (remaining) programs in each set are housed in psychology departments. The relevant comparison group for both the Gibby et al. set and the K&A doctoral set are the other psychology doctoral programs, and the relevant comparison group for the K&A master’s set, are the other psychology master’s programs. Differences on continuous variables were assessed using independent samples *t*-tests and those on nominal variables, using χ^2 .

Significant results involving continuous variables, reported in Table 11, warrant several comments. First, the Gibby et al. and K&A doctoral top-10 programs average 90 and 100 applicants per year, respectively, compared to 61 and 63 in their respective comparison groups. The numbers of students accepted, however, are not significantly different.¹¹ We surmise that top doctoral programs based on productivity and/or student favorability are afforded greater selectivity (i.e., smaller selection ratios) by virtue of attracting greater numbers of applicants. Second, the same two top-10 program sets showed higher mean weights for GRE-Q scores than their respective comparison groups. The K&A doctoral set also weighted GRE-V and undergraduate GPA especially heavily, and the Gibby et al. set weighted performance in undergraduate business courses lower. Third, the Gibby et al. top-10 programs set higher cutoffs on both undergraduate GPA and the GREs. Fourth, the only significant effect to emerge with the nominal variables is that the Gibby et al. programs are more likely to require that applicants submit GRE psychology subject test scores (3 of 9 Gibby et al. top-10 programs vs. 1 of 33 remaining psychology doctoral programs). Given earlier discussion, it appears some of the more productive doctoral programs seek to take advantage of the GRE Subject test’s noted validity (Kuncel et al., 2001). Finally, the K&A top-10 master’s program set yielded no meaningful pattern of significant differences in application materials and process.¹²

¹¹ The apparently high mean of 17 for the K&A doctoral set reflects high values in two of the five contributing programs. The *t* assuming equal variances yielded $p < .05$; but significantly higher variance in the K&A set led us to use the unequal variance *t*, reported in Table 11.

¹² A few significant effects that emerged at chance levels would disappear with minor shifts in some of the nominal variable distributions.

Table 11
Summary of Significant Differences on Continuous Variables Between Top-10 I-O Program Sets and Relevant Comparison Groups

Section/variable	Comparison group							<i>t</i>
	Top-10			group				
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>		
	<i>Gibby et al.</i>			<i>Psych Doctoral</i>				
Admissions and attendance								
Mean <i>N</i> students applied	9	90.0	28.61	33	60.9	38.00	−2.13*	
Mean <i>N</i> students accepted	9	8.4	3.31	33	9.1	8.80	.23	
Mean <i>N</i> students choose to attend	9	5.1	1.76	33	5.2	5.90	.06	
Weight of application content								
Performance in undergrad business courses	9	.78	.44	33	1.15	.80	1.85#	
GRE Quantitative	9	2.89	.33	33	2.55	.91	−1.78#	
Cutoff scores								
Undergraduate GPA	6	3.51	.29	28	3.22	.25	−2.48*	
GRE-V scaled scores	7	614.3	55.64	17	529.4	43.51	−4.01**	
GRE-Q scaled scores	7	657.1	60.75	17	547.1	59.87	−4.08**	
GRE-V & Q scaled scores combined	8	1262.5	95.43	20	1100.0	98.68	−3.97**	
	<i>K&A doctoral</i>			<i>Psych doctoral</i>				
Admissions and attendance								
Mean <i>N</i> students applied	5	99.6	38.38	37	62.7	36.11	−2.13*	
Mean <i>N</i> students accepted	5	17.0	13.53	37	7.8	6.39	−1.49	
Mean <i>N</i> students choose to attend	5	5.3	3.80	37	5.2	5.46	−.05	
Weight of application content								
Undergraduate GPA	5	3.00	.00	37	2.57	.65	−4.06**	
GRE Verbal	5	3.00	.00	37	2.46	.87	−3.78**	
GRE Quantitative	5	3.00	.00	37	2.57	.87	−3.03**	

p* < .05, *p* < .01, two-tailed, #*p* < .05, one-tailed

Conclusions and a Look Ahead

Wrapping up this second installment of the 2011 SIOP Graduate Program Survey results, we note that the norms presented here offer few if any major surprises regarding what master's and doctoral programs in psychology and business/management departments are looking for when deciding who to admit. Doctoral programs look especially for research competence, and master's programs, particularly in business/management departments, focus on broader, more practical qualities (e.g., writing ability, maturity). Doctoral programs are choosier, setting higher entrance standards and selecting fewer students because the training investments are greater and the risks, accordingly, higher. Undergraduate GPA and standardized test scores are commonly used, with ample empirical support, and are likely the main hurdles set by most programs in the early stages of review. While screening out low-scoring applicants, however, most programs use heuristic, holistic, or otherwise flexible selection strategies. The degree to which subjective biases in such strategies undermine

effective student selection awaits research, as does common reliance on reference letters and personal statements, particularly in terms of their incremental contributions over established, empirically validated measures.

In keeping with the survey's major aims, the norms reported above offer benchmarks for comparing a given program's application procedures. We see upward potential for the GRE psychology subject test (reasonably, more so in psychology-based programs) as an addition to the more common verbal and quantitative subtests. Perhaps the fact that some top I-O programs are using it will encourage others to follow suit.

For applicants, we note that I-O programs as a whole take the task of finding the best students very seriously, investing considerable time and effort reviewing multiple data sources and valuing agreement among faculty reviewers toward making the best decisions possible. Who is judged a good candidate varies across programs, and students should seek to apply where they expect the best match to their strengths and aspirations.

Looking ahead to the third installment in the series, readers will see what I-O programs offer their students in the way of courses and development of I-O-related competencies. Curricular comparisons among degree and department types (i.e., in the 2 x 2 breakouts) promise further unique insights into the scope and content of graduate training in I-O psychology.

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- #4** Skills tests are not very good predictors of job performance – most people “don’t test well.”
- #5** Using skills tests can get you into legal trouble.
- #6** We can learn all we need to know from an interview.

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No Matter Where I Go, There I Am

Richard D. Arvey

Distinguished Scientific Contributions Award Presentation at the Annual SIOP Conference San Diego, April, 2012

To begin with, I am extremely pleased to have been presented the “Distinguished Scientific Contributions Award” last year. Unfortunately, I was unable to attend the conference last year due to a broken leg but hopefully can make up for it with my talk today.

The title of my talk has, of course, multiple meanings. The most obvious meaning is that it reflects the notion that we all carry dispositional tendencies that lead us to be the same and act the same across different environmental boundaries. Over my career, my work in selection, job satisfaction, and more currently leadership reflects this notion—that there is consistency in ourselves that tends to be expressed across different environmental conditions. Of course, I also believe that there are environmental circumstances that can encourage and/or dampen so called personal dispositions (e.g. the so-called strong and weak environments concept), and I also believe in person–environment interactions, as you will see as I talk through my history. Actually, perhaps a better title would be “No matter where I go, I interact with my environment.”

But let me start with some career tracking to give some more meat and flesh to this phrase. As I go through my background, I will highlight what I believe are significant contributions, at least in my own mind. I attended Occidental College in LA as an undergraduate, majoring in Psychology. I graduated in 1966 and faced the draft for Vietnam or alternatively go to graduate school. I applied to grad schools with applications in social, clinical, and industrial psychology. Somehow, I was plucked from the sea of applicants to go to the University of Minnesota (having been rejected everywhere else) and was blessed by having academic mentors of Marv Dunnette and **John Campbell**, who basically allowed great independence but high expectations during those years. There were two events at the University of Minnesota that proved to be pivotal in my later career. First, I took a course in behavioral genetics (at the time I wasn’t sure why I was taking this course) as well as met Tom Bouchard who was just starting his career there. After graduating, I worked for a year or so with Dunnette and Lowell Hellervik at Personnel Decisions (I think I was the first full-time employee) and learned one heck of a lot about personnel assessment and personal humility under the tutorage of Lowell.

But I was anxious to build a research career so I took a position at the University of Tennessee for the next 7 years. Initially, I thought that Tennessee was at the “end of the world,” having been brought up in LA and the west coast. But I learned that one must take advantages of the environment as one finds it, and thus I began to explore research opportunities with the Tennessee Valley Author-

ity as well as the famous Oak Ridge Nuclear plant nearby. Here I worked predominately on issues associated with selection fairness as well as psychometric issues associated with performance measurement and job analysis. I even used a sample of housewives in assessing their jobs via the Position Analysis Questionnaire. It was here that I wrote my book, *Fairness in Selecting Employees*, in 1978 which brought together for the first time the literatures associated with research findings concerning selection bias, the relevant legal cases and rulings, and the psychometric issues associated with bias. This was a major task as nobody had put this all together in the same way and I consider it to be one of my major career achievements—even though it is seldom cited today. By the way, I ended up liking Knoxville, Tennessee and had a great time there as well.

I next spent a visiting year at UC-Berkeley in the Psych Department where I wrote a *Psychological Bulletin* piece on bias in the employment interview, an article I am proud of. It has been cited in Supreme Court decisions and remains one of my most highly cited articles. By the way, both **Susan Jackson** and Bill Glick were students in my PhD class on OB while there.

Next, I spent 5 years at the University of Houston where **Jim Campion** and I wrote a review piece for *Personnel Psychology* which was recognized as the most highly cited article of the decade by *PP*. I also teamed up with a talented psychometrically oriented psychologist—Scott Maxwell—where we wrote several methodological pieces on training evaluation and statistical power. You might begin to see that I was able to identify and capitalize on opportunities across these different academic environments.

Subsequently, I returned to the business school at the University of Minnesota. It was here that I started to work on the genetic components of organizational behavior. Tom Bouchard was going full speed ahead with his program of research on twins along with Matt McGue. I approached Tom with the idea of looking at the genetic aspects of job satisfaction, and he said “let’s do it” using the rare sample of identical twins reared apart. To this day, I can’t recall exactly how I came up with this idea—I think it was just trying to connect the world of work with the exciting field of behavioral genetics. As I mentioned earlier, I had taken a class in behavior genetics, so I was fairly familiar with the field and methodology. But obviously, being in that environment at that time played the major role—one can have many original research ideas, but one has to have the resources and environment to carry these ideas out to fruition. The first article on the heritability of job satisfaction has subsequently described as “revolutionary” (not by me) and is something I feel very proud of.

My fellow researchers and I went on to gather data using other types of twin samples and other databases to explore the heritabilities of other organizational phenomenon such as work values, occupational switching, and, most notably lately, leadership role occupancy. My first study in this area, along with my talented grad student at the time—**Zhen Zhang**—explored the heritability of what we called leadership role occupancy using identical and fraternal male twins. I won’t go into the details of how we derived our statisti-

cal estimates, but our results showed that about 30% of the variance of the dependent variable—whether individuals moved into positions of leadership and the particular level of leadership occupied (e.g. CEO, director, manager, etc.)—was associated with the genetic endowments of these individuals. Thus, the old question of whether leadership is due to nature versus nurture was provided with an initial answer—both. We replicated this with a sample of female twins and found similar results but expanded the study to examine the different kinds of specific developmental and environmental experiences that contributed to their movement into leadership positions. We found that two general factors were associated with the leadership variable: family experiences (e.g. family members, church experiences, etc.) and work experiences (e.g. challenging assignments, mentors at work, education, etc.) but that once genetics were held constant or partialled out, only the work factor remained significantly correlated with leadership. Thus, while the claim that one's mother is or was responsible for one's movement into positions of leadership might be true, it is also quite likely because of her genetic contributions.

Our next study (with Zhang and Ilies) involved exploring possible interactions between environmental and genetic factors. Our notion was that individuals with certain genetic predispositions will be affected more by some environments than others in terms of whether they become leaders. In this study, using the same male twins as in our first study, we looked at whether genetic influence was more or less powerful under difficult and stressful conditions growing up or not. Our findings showed that the role of genetics was a stronger influence when individuals experienced difficult childhood environments.

I moved again, this time to the National University of Singapore in 2006, and have found this environment again to be “rich” in terms of research support (i.e. funds), talented students, and faculty with whom to work.

Again in the area of the genetic associations, we are currently engaged in a number of projects including:

- The direct and mediating role of genetics in explaining relationships between proactive personality and work success (with Li, Song, and Zhang)
- Whether leadership role occupancy and transformational leadership share the same common genetic and environmental determinants (with Li, Zhang, and Song)
- The genetic and environmental influences on work characteristics and associated work outcomes (with Li, Zhang, and Song)
- The heritability of emergent leadership as a function of age and gender (with Chaturvedi, Zyphur, Avolio, Larsson, and Lichtenstein, in press)
- Effect of kin density within family owned businesses (with Sprange, Colarilli, Dimotakis, and Jacob)
- The identification of the direct and interactive relationships of specific genes and job satisfaction (with Song and Li, Wang, Song, and Li)

I am also now expanding my research interests more broadly. I am co-authoring a book with **Steve Colarelli** entitled *The Biological Foundations of Organizational Behavior* where we explore different biological elements such as hormones, neurological networks, genetics, and even evolutionary processes and the role they play with regard to organizational phenomena. I'm working with a couple of neurologically trained psychologists to examine brain functioning of leaders and my colleague Song is off gathering such kinds of data in China.

But before I forget, let me mention a few other significant research projects that I take some pride in. While at the University of Minnesota, I published several additional pieces that I believe are particularly noteworthy. First, I published a piece entitled "The Motivational Components of Test Taking," which, I believe, was one of the first articles suggesting that job applicants have different reactions to the selection processes they experience and are not passive during the employment test phase of an application process. This seemed to spawn a whole set of follow-up articles by others on applicant reactions. I note that the subjects used in this research were employees applying for jobs in the State of Minnesota. I believe one source of subjects, no matter where you go, is through local and state government agencies; one doesn't always need private employers to find research subjects.

Second, I published a *JAP* monograph regarding the development of physical ability tests for police officers, which illustrated a construct validity approach to the validation of such tests. This has had some impact as well on the practice side of our discipline.

And third, **Kevin Murphy** and I published an *Annual Review* chapter on performance measurement, which also has had high impact on our field as measured by citation counts.

Thus, in terms of my career I have been fortunate in finding environments that have been rich in terms of the resources needed to help me produce interesting and informative research. I also have been blessed by having many talented coauthors (more than 300 of them). I thank them all.

While this award is for scientific contributions, I would like to mention several applied experiences that have enriched my understanding of the world of work and even to stimulate other research ideas and projects. Here are several:

- Working for NASA in the design of selection procedures for long-duration space flight astronauts (with **Paul Sackett** and **Wayne Cascio**)
- Worked as "expert witness" in 23 court cases and hearings involving such issues as gender and age bias, sexual harassment, negligent hiring, wrongful deaths, downsizing, selection, and other topics
- Worked on consulting projects regarding such HR practices as selection, organizational development, physical ability testing, etc.
- Testing and assessment for managerial positions. Once with a chicken processing company.

- Job evaluation project interviewing at a cattle processing plant.
- Organizational dynamics in cardiovascular surgical unit at major hospital.
- Extensive overseas work assignments (i.e. Japan, France, Poland, China, Iceland, etc.)

Let me put the finishing touches on my theme here: There is important interplay between you and your environment. You can be attracted to or repelled by environments, and once in an environment you can change and modify it. But best of all, you can capitalize on it. This theme is consistent with the paper I wrote summarizing how Jim Campion and I wrote the most highly cited paper: being there.

And of course there are many people who have been wonderful professional and personal friends who I have shared much with over these years, including **Frank Schmidt**, **Leaetta Hough**, Wayne Cascio, **David Campbell**, **Rob Silzer**, **Shelly Zedeck**, John Lounsbury, **Bob Pritchard**, Steve Nutting, Scott Maxwell, **Remus Ilies**, **Gary Latham**, **Lyman Porter**, **Piers Steel**, Bruce Avolio, Glen Nosworthy, **Michael Frese**, **Harrison Gough**, and others.

As you can tell, I have had an enormously interesting career filled with fun and hard work. I have loved every moment of it (almost).

I read **Mike Campion's** remarks as to how to make the best of one's research career and I'm not sure I could improve on his recommendations. But here are a few of my ideas:

1. You don't need a lot of money to do good research.
2. You don't have to focus only on one or two topics—be broad and expansive.
3. Do what you enjoy or captures your interest.
4. Don't always shoot for top-tier journals.
5. You don't always need a theory.
6. Read broadly—including newspapers.
7. Be in touch with the real world of work.
8. Be intimately familiar with your own measurement tools.
9. In the words of Steve Jobs: "Be foolish"

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LETTERS TO THE EDITOR

To: *TIP* Editor
Subject: Silzer & Parson articles

Drs. Silzer and Parsons are clearly concerned with representation by academics and practitioners in SIOP governance. I support their argument that there should be a balance. On the other hand, I do not accept the so-called evidence they present to support their position that practitioners/consultants are underrepresented. They have decided that they will decide who is what, and that is inconsistent with objective use of data.

I am sure that I am always classified as an academic in their tables. While I retired as an academic, I spent more than half my career at LIMRA as a researcher/practitioner/consultant/trainer/manager/executive. Today, although retired, I am a consultant. But, I am a SCIENTIST–PRACTITIONER. And my career reflects that. Do not classify me in any other way. And I am sure that many who have been classified as academics or as consultants are as indignant as I am. We are not one or another. We are what our Society claims us to be: scientist–practitioners.

I suggest the subject authors write to each of those included in their data sets and ask them how they would classify themselves, allowing them the privilege of using more categories than they use. Try scientist–practitioner, as well as the simplistic categories they use. Then reanalyze the data.

Or, simply state that they think consultants/practitioners don't seem to get as much a role in SIOP as they think they should. Then, instead of assuming that is the case because of the nature of SIOP, look for other sources of the alleged differences. For example, is it possible that the reward structure for, or the time demands on, consultants inhibit or fail to encourage active participation in SIOP? Are there differences between consultants and researchers related to joining groups like SIOP? I don't know, but as a scientist-practitioner, I am inclined to search for all possible reasons for data differences not just a few. If such reasons are found, make proposals that move the issues forward. Just complaining about the pattern won't solve anything.

Paul W. Thayer
Scientist–Practitioner

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Tom Giberson
Oakland University

Suzanne Miklos
OE Strategies



The concept of learning agility has generated practitioner interest over the last 10 years, but there is not a depth of research on the subject. Lombardo and Eichinger (2000) wrote about the relationship between learning agility and leadership potential, and suggest that the ability to effectively learn from new experiences differentiates high potentials who go on to succeed from those who do not. In strategic IT leadership positions for one of our clients, the ability to learn and to help the organization learn is seen as critical to transforming the organization from its very successful past to success in new “normal” business conditions.

Learning agility is a multidimensional construct with elements that relate to problem solving and a number of elements that appear quite similar to emotional intelligence, such as self-awareness, understands others, and accepts responsibility (Lombardo and Eichinger, 2000). There are also elements related to results and organizational skills such as political savvy and teambuilding.

Complex constructs can be challenging because there is a tendency for them to become the “secret sauce” for talent management and they are hard to blend into existing competency models and practices because there is an ambitious set of competencies already contained within the model. This can pose a dilemma for practicing talent management professionals who want to add new learning and maintain what has worked well historically. There are also times when we are asked to identify how a popular construct relates to work that we are doing within the organization.

DeRue, Ashford, and Myers (2012) provide a narrower and more precise definition of learning agility. For example, they suggest refining the definition by removing performance or results (an outcome of learning agility). The authors suggest that agility requires both speed and flexibility so that learning can appropriately be applied to a new or novel situation. De Meuse, Dai, and Hallenbeck (2010) suggest that learning agility is about learning the “right lessons” from experience and then applying them to new situations. From this perspective, learning agility is an inductive learning approach that contrasts to the logical–deductive approach typically taught in formal education institutions. Discernment about what lessons apply and what needs to be unlearned is important to successful learning. From a practitioner viewpoint, there are several interesting points that support the assessment and development of leaders.

There are several measures and streams of research that can help identify learning agility. For example, goal orientation research and Openness to

Experience are posited to relate to learning agility. Learning goal orientation has been shown to relate to improved performance after feedback and a motivation to learn. Higher levels of Openness to Experience indicate an individual is broadminded, curious, and imaginative (DeRue et al., 2012). Eichinger and Lombardo (2004) found a relationship between learning agility and openness to experience. From these authors' experience, both learning goal orientation and Openness to Experience can be measured through a number of leadership instruments and interview processes.

DeRue et al. (2012) also posit that cognitive ability (e.g., speed and pattern recognition) fit the working definition of learning agility. They provide two specific cognitive processes that assist in the application of learning. The first is cognitive simulation, which requires thinking through multiple possibilities and supports implicit and explicit learning. The other is counterfactual thinking in which "what if" thinking is engaged to clarify the cause-and-effect relationships and broadens the lessons learned from an experience. As a coach or even an interviewer, reflection based on these two cognitive processes can be integrated into assessment and development of learning. In fact, three behaviors that the authors describe as related to learning agility—seeking feedback, experimentation, and reflection—are typical components of leadership development processes and are integral to coaching. This article offers a definition of learning agility that is translatable into existing assessment and development processes for practitioners who are asked to address the concept.

Norton (2010) reinforces the value of learning agility by suggesting that learning agility along with other competencies related to flexible leadership such as adaptive expertise and acceptance uncertainty create a metacompetency or cluster of competencies. He describes adaptive capacity as representing a number of competencies and as being one of the key overarching competencies needed in leadership along with integrity, voice, and shared meaning (Bennis & Thomas, 2002). He points out that there are behavioral, cognitive, and affective components shared by all of the flexible leadership competencies and that these components can be integrated into selection, development, and reinforcement of leaders.

Oftentimes during coaching sessions with senior executives we've echoed Goldsmith's (2007) suggestion to executives that "what got you here won't get you there." In other words, the kinds of behavior and performance that promotes an individual to a particular (often times executive) level are no longer the kinds of behavior and performance that will ensure continued success. Quick rising executive types often are quite good at "working in the business"—relying perhaps on Jacob and Jacques (1987) technical leadership skills—but often have to learn on the job how to "work on the business"—requiring Jacob and Jacques interpersonal and conceptual leadership skills.

This reasoning (and anecdotal observations) suggests that learning agility—or its lack—belongs also within the "derailment" literature. Consistent with this, the Center for Creative Leadership began exploring executive

derailment during the 1980s (Lombardo, Ruderman, & McCauley, 1988; McCall & Lombardo, 1983). The authors found, among other things, that a common factor among “derailed” executives was the lack of willingness or ability to change to new circumstances; in other words, they continued to try what had worked in the past, and those lessons no longer applied.

Tying this all together suggests to us that learning agility should be useful in practice. For example, we often rely on individual’s past successes to predict future successes (a la behavioral interviews, for example). However, if the situations the candidate successfully navigated in the past differ from those of the future, past success might be less critical than the candidate’s ability to learn on the job, extract the right lessons, and apply them. We can imagine assessment centers could be used to assess the extent to which candidates could be assessed on learning agility by the extent to which they are able to flex and build on previous roleplays, in baskets, and so on. To the extent that learning agility can be measured directly or indirectly, such measures might be even more critical when an individual is moving vertically to a position having very different responsibilities, wherein past behaviors could actually derail versus ensure success. Finally, whether or not learning agility is something that can be developed could also open up developmental options for otherwise high potential leaders.

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ON THE LEGAL FRONT

Pattern-or-Practice Dressed as Disparate Impact? A Review of *Chin v. Port Authority*



**Kayo Sady and Eric Dunleavy
DCI Consulting**

**Art Gutman
Florida Tech**

From time to time this column will showcase work from a guest columnist with a story to tell or a ruling worth reviewing. This issue we welcome guest columnist Kayo Sady. Kayo is a colleague of ours at DCI Consulting Group, where he focuses on adverse impact, pay equity, and validation research. Before joining DCI, Kayo did his graduate work in I-O at the University of Houston and worked at Valtera in their Houston office. Kayo noted an interesting police promotion case that has been staying under the radar, and his article focuses on that. We hope you enjoy his work as much as we do.

Before turning the column over to Kayo we wanted to briefly note three other issues. First, in October the Supreme Court heard oral argument in *Fisher v. Texas*. A comprehensive recap of those arguments can be found at www.sco-tusblog.com/case-files/cases/fisher-v-university-of-texas-at-austin/. We previewed the case in the July 2012 column (<http://www.siop.org/tip/july12/18gutman.aspx>) and predicted the likelihood of various outcomes. Based on the oral argument, the use of race in a small percentage of admissions decisions at Texas may be in trouble. The question remains whether the Supreme Court rules narrowly on whether the Texas admissions policy is narrowly tailored or whether they take on *Grutter v. Bollinger* as good law. We expect to have a Supreme Court ruling to review for this column sometime in 2013.

Second, readers interested in adverse impact measurement should review the 10th Circuit Appeals Court ruling in *Apsley v. Boeing*, decided on August 27, 2012. For more detailed reviews of the case readers can check out summaries at www.ofccp.blogspot.com/2012/09/10th-circuit-rules-practical.html and www.ofccp.blogspot.com/2012/10/some-follow-up-thoughts-on-recent-eeo.html. We have recently spent substantial space in this column on adverse impact measurement, most notably in reviewing the 3rd Circuit appeals court ruling in *Stagi v. Amtrak*. (<http://www.siop.org/tip/april11/17gutman.aspx>). In that case, the 3rd Circuit essentially endorsed statistical significance testing over measures of practical significance in a scenario where selection rate differences were small but statistically significant. In *Apsley*, the 10th Circuit endorsed the opposite perspective and gave more weight to practical significance

measures (e.g., the shortfall relative to the expected number of selections) than to significance tests, supporting that small rate differences were likely not due to chance. The court essentially noted that statistical significance tests can be trivial when sample sizes are very large and that practical measures should also be considered to determine whether a disparity supports an inference of discrimination. We found the 10th Circuit ruling to be insightful. It is worth a detailed read.

Third, as this column was being written we were about 2 weeks away from the presidential election. This election will certainly influence the EEO landscape for the next 4 years and beyond. For example, there are a number of proposed regulations sitting at the Office of Management and Budget (OMB) related to pay equity enforcement standards, affirmative action for veterans, and affirmative action for persons with disabilities. The fate of these proposed regulations may depend on the election. Enforcement priorities may vary substantially across administration. We will likely consider the election and EEO enforcement implications in the April 2013 column. With that, we turn it over to Kayo. Enjoy!

Chin v. Port Authority of New York and New Jersey

The Appeals Court ruling in *Chin v. Port Authority* caught my eye midsummer, and I thought it worth analysis for the broader *TIP* audience. In some aspects it is a typical police promotion case, but other aspects stood out as extraordinary. In particular, the court's (a) reasoning for disallowing pattern-or-practice claims, (b) interpretation of null hypothesis significance testing, and (c) view of the role of anecdotal evidence in disparate impact cases all stood out as novel.

The case focuses on police promotion decisions. Eleven Asian-American plaintiffs alleged discrimination based on race by the Port Authority of New York and New Jersey. The plaintiffs alleged that the sergeant promotional process was discriminatory and sued under Title VII of the Civil Rights Act of 1964. The plaintiffs sought back pay, compensatory damages, and equitable relief. The plaintiffs alleged three different theories of discrimination: (a) individual disparate treatment, (b) disparate treatment pattern or practice, and (c) disparate impact. That is, the plaintiffs alleged that the Port Authority of NY and NJ intentionally discriminated on an individual basis, intentionally discriminated against Asian-American officers as a standard operating procedure, and had a facially neutral promotional process in place that unfairly excluded Asian-American officers.

Facts of the Case

The 11 plaintiffs were Asian-American police officers in the Public Safety Department of the Port Authority. During the time period of interest, entry-level police officers were promoted to sergeant based on a multiple-hurdle process involving both compensatory and noncompensatory selection procedures. Although the promotion process followed a series of steps, a lack of structure and standardization at some steps allowed for significant individual discretion. The promotional process included four steps:

- Step 1: Officers were required to pass an examination to be placed on a promotion eligibility list. Once an officer passed the promotional exam, the candidate remained on the eligibility list for 3 years. Requalification was required once 3 years had passed.
- Step 2: The commanding officer of each Port Authority's facility (typically a captain) periodically recommended eligible officers for promotion based on the captain's discretion. The Port Authority did not provide criteria to guide recommendations.
- Step 3: For each recommended officer, a promotion folder was provided to the Chiefs' Board who would vote on each of the recommendations. Notably, in addition to performance evaluations, record of absences and disciplinary history, commendations, and awards, a photograph of the officer was provided in each promotion folder. Any officer receiving a majority of votes was recommended by the Chiefs' Board, although no criteria were specified for whether an officer should be recommended. At times during the period of interest, this step was skipped altogether.
- Step 4: The superintendent made the final recommendations for promotion, and at times, promoted those rejected by the Chiefs' Board.

Court Rulings

On January 25, 2005, the Department of Justice issued a right-to-sue letter to the Asian Jade Society, who had filed a charge of race discrimination with the EEOC on behalf of its members alleging that the Port Authority illegally denied Asian-American police officers promotion to sergeant.

The case was heard in the District Court for the Southern District of New York. Each side employed both statistical and damage experts, and the trial lasted 9 days. In the end, the jury found for seven plaintiffs under all three theories of discrimination: individual disparate treatment, pattern or practice, and adverse impact. Back pay and compensatory damages were awarded to each of the seven. Equitable relief was also awarded in the form of retroactive promotions, seniority benefits, and salary and pension adjustments.

The Port Authority filed a motion for a new trial, but the District Court denied it and held:

1. Background evidence from outside the statute of limitations can support a timely claim.

2. Under an individual disparate treatment claim, the Port Authority could be liable for only those "discrete acts" within the statute of limitations. However, "continuing-violation" doctrine applies to pattern-or-practice and adverse impact claims because they are premised on an ongoing discriminatory policy (effectively allowing recovery for discrete acts outside the statute of limitations insofar as they were part of an ongoing discriminatory policy extending into the statute-of-limitations period).

3. Lack of statistical significance as evidence of discrimination does not matter if the jury has enough other evidence of discrimination to find for the plaintiffs under all three theories of discrimination.

4. Compensatory damages determined by the jury were upheld because they were not dissimilar to awards upheld by other judges and because they were not excessive.

On appeal, the Port Authority argued for a new trial on the grounds that:

1. Evidence predating the limitations period was unlawfully admitted and considered by the jury.

2. The evidence presented did not support the jury's decisions.

3. The damages and equitable relief are excessive and are based on periods of time outside the statute of limitations.

In the July 10, 2012 ruling, the appellate court ruled in favor of the plaintiffs on some accounts and against them on others. The three most notable findings concerned:

1. The viability of a pattern-or-practice claim.

2. Whether evidence presented at trial was sufficient to justify the jury's findings.

3. The relevance of "continuing-violation" doctrine to individual disparate treatment and adverse impact cases.

The Pattern-or-Practice Claim

With respect the pattern-or-practice claim, the appellate court held the method of proof established in *International Brotherhood of Teamsters v. United States*, 431 U.S. 324 (1997) was unavailable to the "nonclass private plaintiffs in this case."¹ The court argued that allowing nonclass private plaintiffs to file under a pattern-or-practice theory of discrimination beyond the class action context would effectively allow individual disparate treatment claims to move forward using a lighter burden at Phase 1. That is, individual plaintiffs would have a less difficult time meeting the burden of a prima facie case under a pattern-or-practice method than an individual disparate treatment method, and the court noted that such application of the pattern-or-practice method extends beyond its original or current application. Indeed, they noted, "Outside the class context, however, private plaintiffs may not invoke the Teamsters method of proof as an independent and distinct method of establishing liability." Thus, the court threw out the pattern-or-practice claims but held that the individual disparate treatment claims and adverse impact claims were still appropriate.

Sufficiency of Evidence

With respect to the sufficiency of evidence presented at trial, we focus on the Port Authority's two defenses related to Phase 1 of a disparate impact claim:

¹ Interestingly, the court highlighted that evidence of "pattern-or-practice" of discrimination in the lay sense (e.g., does discrimination appear to be a standard operating procedure) was relevant to the individual disparate treatment and disparate impact claims.

- 1. Plaintiffs’ statistical evidence of adverse impact was fatally flawed, thus failing to make a prima facie case.
- 2. Plaintiffs failed to identify the specific promotion practice that caused disparate impact, thus failing to make a prima facie case.

The court’s response to the statistical argument provides perhaps the most interesting, and alarming, part of the case. The Port Authority argued that analyses relying on data predating the statute of limitations period were not admissible; the court disagreed. The Port Authority argued that analyses relying on officers overall rather than officers on the eligibility list as the available labor pool were not admissible; the court agreed. Neither ruling is surprising, but the court’s interpretation of available statistical results is surprising. At the center of Phase I were analyses submitted by the plaintiffs’ expert Dr. Christopher Cavanagh. The analyses evaluated promotion rate differences between Asian Americans and others based on the eligibility lists. Although the Port Authority presented eligibility lists from three time periods (1996–1999; 1999–2002; 2002–2005), Dr. Cavanagh limited analyses to the data available up until the EECO complaint was filed (January 31, 2001). Table 1 includes the sample sizes of those on the eligibility lists and those promoted to sergeant during the three time periods.

Table 1
Comparison of Eligibility List and Promotion Numbers

	1996–1999		1999–2002		2002–2005	
	Total	Asian	Total	Asian	Total	Asian
Eligibility list	178	7	220	10	352	16
Promoted	23	0	55	2	45	1

Note. Between 1996 and January 31, 2001, zero of 12 eligible Asian Americans were promoted, whereas 36 of 259 White Americans were promoted.

The court notes that from 1996 until the EEOC complaint was filed (January 31, 2001), not one of the 12 Asian Americans on the eligibility lists had ever been promoted to sergeant. Such cases of an “inexorable zero” do not typically bode well for defendants, and experienced EEO professionals might reliably predict the outcome of the case based on this one fact. However, it was the court’s interpretation of Dr. Cavanagh’s statistical analyses that should raise eyebrows. The results of the Fisher’s Exact Test (FET) that Dr. Cavanagh conducted on the data between 1996 and January 31, 2001 indicated a probability value of .13.

If the null hypothesis is true (i.e., Asian Americans are just as likely to be promoted as White Americans in the population), there is a 13% chance that the Asian-American promotion rate would be smaller than the White-American promotion rate by a value equal to or greater than the selection rate difference observed in the data. The Port Authority argued that such a probability value does not provide enough evidence to infer discrimination, as a commonly accepted convention for determining statistical significance is a probability value of .05 or less. This is where it gets interesting. The court noted

that relevant case law suggests that courts should evaluate disparities on a case-by-case basis by considering not only statistics but also the facts and circumstances germane to the question of discrimination. Further:

In many (perhaps most) cases, if there is a 13-percent likelihood that a disparity resulted from chance, it will not qualify as statistically significant. In this case, the plaintiffs offered other evidence that reasonable jurors could have relied upon to find that an 87-percent likelihood that the disparity was not due to chance qualified as significant...the plaintiffs presented a substantial amount of evidence that reasonable jurors could have relied on to conclude that the plaintiffs were more qualified than some of the white officers who were promoted, including comparing length of service, attendance records, and disciplinary histories. In the context of this case, it would not be unreasonable for a juror to find Dr. Cavanagh's statistics significant despite only being significant at the 13-percent level.

It looks like the court fundamentally misunderstood null hypothesis significance testing. Bifurcating the sampling distribution into "percent due to chance" and "percent not due to chance" is not only incorrect but also leads to some interesting logical hoops through which to jump. For example, under the court's interpretation it is likely that:

- When the Asian-American selection rate is less than the White-American selection rate, the likelihood that the disparity is due to chance is less than the likelihood that it is not due to chance.
- When selection rates are equal, there is a 50% likelihood that the lack of disparity is due to chance and a 50% likelihood that it is not due to chance.
- When the Asian -American selection rate is greater than the White-American selection rate, the likelihood that the disparity is due to chance is greater than the likelihood that it is not due to chance.

Problems with dividing the sampling distribution into percentage due to chance and percentage not due to chance aside, it appears that the spirit of the court's assertion was to suggest that higher Type I error rates than $\alpha = .05$ may be acceptable (or even appropriate) given a substantial amount of evidence pointing to discriminatory practices. If that is the case, there are a number of notable implications. One, introduction of anecdotal evidence in Phase I is historically the domain of pattern-or-practice cases and not adverse impact cases, but the court's ruling suggests that if statistical analyses are inconclusive, strong anecdotal evidence may meet requirements for a prima facie case under an adverse impact theory. Two, strong anecdotal evidence may act as a nonstatistical measure of practical significance that augments the interpretation of statistical significance on its own. It will be interesting to see whether this notion is used in other cases.

Failure to Identify Specific Promotion Practice

The court ruled that the three parts of the Sergeant promotional process could not reasonably be separated and evaluated individually because the deci-

sions made at each step did not necessarily limit the applicant pool going forward. For example, the Chiefs' Board recommendations were disregarded or not requested by the superintendent at times. The Chiefs' Board was similarly inconsistent in its treatment of commanding officer's recommendations. No surprises here, and this scenario would have left the pattern or practice argument on the table had the plaintiffs appropriately established class status.

Continuing-Violation Doctrine

With respect to the Port Authority's argument that continuing-violation doctrine does not apply to this case because promotion decisions are discrete acts, the court agreed and reversed the District Court's ruling that continuing-violation doctrine did apply. The court noted that timely claims to an incident of discrimination that is part of an ongoing policy of discrimination invoke the continuing-violation exception to the Title VII limitations period and render timely all claims of discrimination under that policy. However, consistent with the Supreme Court's ruling in *National Railroad Passenger Corp. v. Morgan* (2002), the court ruled that failure to promote decisions are discrete acts, and a series of discrete acts does not constitute an ongoing policy. The finding significantly reduced the awards available to the plaintiffs.

Conclusion

As this column has reiterated many times, it has become common for plaintiffs and/or federal agencies to allege multiple theories of discrimination at once. On its face, the distinction between intentional and unintentional discrimination is an intuitive one, yet the EEO community continues to struggle with both (a) the differences between pattern or practice scenarios and disparate impact scenarios and (b) the role of statistics to help determine whether an inference of discrimination is reasonable. *Chin v Port Authority* appears to be another ruling where pattern and practice and disparate impact scenarios were confused and where statistical significance tests were interpreted in ways that are inconsistent with social scientific recommendations. The I-O community is in a position to help inform EEO decision makers on these issues, and hopefully this review is another step forward on that journey.

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MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University



I was recently at a conference in Chicago called Clickers 2012. It's a small conference, sponsored by MacMillan, primarily focused on the use of classroom clickers (the radio devices that each student can have to allow them to vote, take quizzes, respond to questions, etc.—not the sort of “clickers” that we use to advance slides in PowerPoint, as my friend Brent Smith thought when I first mentioned it to him). MacMillan markets a clicker called i>clicker, and most of the people there used that brand of clicker, though some folks used Turning Technologies' version, and a few used other versions. The folks there were pretty much all committed to the use of educational technology in the classroom and were for the most part pretty knowledgeable about it, as well. They felt comfortable working with different forms of technology while teaching and were generally enthusiastic about the possibilities of “EdTech” for enhancing classroom education.

One of my doctoral students, **Ben Biermeier-Hanson**, and I presented our experiences and ideas on communicating about educational technology to our colleagues in our departments. The major point we made was that not everyone is like the people at the conference in terms of EdTech, and when “true believers” talk about classroom use of technologies and all of the reasons why faculty members “should” use them, it can come across as a tacit criticism of those who don't. We used the transtheoretical model (TTM) of change (i.e., “readiness for change” model, “stages of change” model; Prochaska & DiClemente, 2005) as a metaphor for faculty members' readiness to consider adopting new educational technologies.

The TTM was initially developed to describe and work with people on health-related behaviors (smoking, drug usage, eating behavior, etc.), and it highlights that different types of messages and support are most useful for people at each stage in the process, as they attempt to move forward through the stages. For example, people in the first, or precontemplation, stage are often unaware of the negative outcomes associated with their behaviors, and so messages about the positive possibilities (the “pros”) that could emerge from making a change are more effective than hammering them with the negative consequences (the “cons”), which could make them withdraw and be resentful of the communication. People further along may become more open to considering that their current or former behaviors have/had negative consequences for themselves and others, and the combination of pros and cons together serve to move them forward.

We applied this model to how we talk with colleagues in our department about considering incorporating EdTech into their classrooms. We've learned the hard way that the same message will not resonate with all audiences—we had

recently made the same presentation about using clickers to two different audiences with very different results. The first presentation went well, and it was to an audience that could be described as largely in the preparation stage (i.e., actively getting ready to start a significant behavior change)—they were there because they were interested and wanted to learn more. Our messages that balance the pros and cons of changing one's approach to one's class time were well received. The TTM suggests that failure is a huge concern for people at this stage, and our messages designed to promote confidence were generally seen as very helpful.

The second presentation went less well, and it was to an audience that could be described as primarily in the precontemplation stage (i.e., not really even thinking about changing their behavior)—they were there because the department chair told them they should be. For this audience, our messages focusing on the cons of current practice were received as uninvited criticism, and our messages designed to promote confidence of success in the group were seen as “cheerleading.”

Ben and I had begun to see that for many of our colleagues, doing something different in the classroom isn't just about doing something new, it's also about leaving something behind. Something comfortable. Something that has worked pretty well so far. It's about going from the known to the unknown, and that can be uncomfortable. And it might not be the right decision at all.

I loved being at this conference, because it was great to be in an environment of people from many different disciplines who were all excited about the possibilities of technology for enhancing our classroom education efforts. But I was also excited to hear speakers say “It's not the technology – it's what the technology allows you to do,” and “Figure out your pedagogical goals first, and then decide whether that hot new piece of EdTech will help you achieve that goal, and if it won't, don't adopt it just because it's cool.”

It's important for us to ask—of ourselves and our colleagues—whether our rush to embrace the cool new EdTech is really going to advance the effectiveness of our teaching. (I can't count the number of people I've heard say they want the new iPad for their classroom, with no real idea of what they'd do with it.) It's also important to ask whether our hesitations to consider new technologies in the classroom are due to discomfort about trying something different or whether they are due to not seeing how the “next new thing” is going to advance our pedagogy.

What are you using? What are you not using? Why? Send me a note (marcus.dickson@wayne.edu) like this: “I am using Technology X because it helps me achieve my pedagogical goal Y,” or “I don't use Technology X because it doesn't help/gets in the way of achieving my pedagogical goal Y.” I'd love to be able to share your responses in a future column.

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THE ACADEMICS' FORUM

Qualities of the Best Research Collaborator

Satoris S. Culbertson
Kansas State University

I can't remember when I first started making New Year's resolutions, but it feels like I've done it my whole lifetime. I tend to be very focused and goal oriented, and I wouldn't be surprised if I was making resolutions as an infant to kick the ol' pacifier habit or as a toddler to create more fridge-worthy artwork. What I do know, however, is that since adulthood, my resolutions have typically been in line with the most common New Year's resolutions of losing weight, exercising more, and quitting smoking. That is, I've certainly resolved to exercise more and eat healthier (usually aimed at weight maintenance or loss), and whereas I've never been a smoker, I've targeted my own drug of choice, resolving to consume less caffeine.

This year, I decided to change things up a bit and target something work related. Namely, I resolved to be better research collaborator. This isn't to say that I see myself as a poor collaborator. On the contrary, I think I have some qualities that make me a good collaborator. I just think that I can become a better collaborator. Of course, this made me think: What is a good research collaborator? And what do others think?

With this question in mind, I sent out a request to people, some with whom I've collaborated and others I haven't, and asked them to complete the sentence, "The best collaborator I've worked with..." I asked them to not share the name of the person they had in mind but rather to simply describe the qualities that make that person so great. I was fortunate to receive responses from a number of individuals, including **Ron Downey** (Kansas State University), **Allen Huffcutt** (Bradley University), **Ann Huffman** (Northern Arizona University), **Robert Jones** (Missouri State University), **Edgar Kausel** (University of Chile), **Russell Matthews** (Bowling Green State University), and **YoungAh Park** (Kansas State University). Below, I share their thoughts, along with my own, centered around several main themes.

The Best Research Collaborator...Shares the Load

The most consistent comment from individuals is one that may seem the most obvious: the best collaborators are those that do their share of the work. As Huffcutt noted, his best collaborator "is always willing to jump in and share the workload." Kausel referred to this as the reciprocity principle, noting that his best collaborator is willing to work fast if he's working fast and

actually rewrite sentences or paragraphs rather than just stating “rewrite this.” Similarly, Park saw this in terms of effort and being proactive, noting that her best collaborator provides input proactively and demonstrates a willingness to put forth his or her best efforts. Along these lines, Downey noted that not only do you want someone who will do their part of the project, but you want someone who motivates others to get their parts done. So, beyond simply sharing the load, he saw the best collaborator as one who espouses the adage “many hands make light the work” by encouraging group participation.

The Best Research Collaborator... Considers Authorship and Credit Issues

According to my ad hoc panel, not only is it important to do one’s fair share of the work to be considered a good collaborator, but it’s also key to consider issues of credit and authorship. For example, Matthews noted, “The best research collaborator I’ve ever worked with is sensitive to balance contribution to authorship order issues. Authorship is always a tricky business when it is addressed at the end of the relationship. Having an open and honest conversation about authorship is important and should be upfront.” Taking this further, Jones noted that the best collaborator he has worked with “had no particular urge for credit—in fact almost always offered to take second authorship, even before his/her career was fully established.”

The Best Research Collaborator... Complements My Skills and Interests

Another important characteristic for a great collaborator has to do with what they bring to the table. That is, Huffcutt, Downey, and Matthews each noted that their best collaborator was someone who complemented their skills and interests, with strengths that offset their weaknesses. Matthews explained this in greater detail, noting, “my interests generally revolve around the methods and results sections. My weakest area is on the introduction side of things. Having someone who enjoys writing introductions while I work on the methods/results is ideal for me and leads to a more productive relationship.”

The Best Research Collaborator...Is a “Good Person”

Many of my ad hoc panel noted some intangible, interpersonal qualities that created a good collaborator. For example, Jones noted that his best collaborator “always treated others’ ideas with genuine respect, good humor, and occasionally enthusiasm.” Similarly, Park described her best collaborator as one who “did not focus on his or her ego but instead focused on constructive discussion if there’s any differences in opinions and perspectives to write up a paper.” Respect, from Kausel’s view, and worthy of the good collaborator designation, is manifested in part through actions: “If s/he’s the first author,

s/he sends updates about what's going on with the paper.” Finally, taking a more holistic approach, and one that I personally like and can relate to, Huffcutt commented that the best collaborator he has worked with “became a friend along the way.”

The Best Research Collaborator... Can Give and Receive Constructive Criticism

Related to the above point is the idea that good research collaborators are able to generate and tolerate constructive criticism. Embodied in this idea is the notion that one can not only generate constructive versus destructive criticism but also feel comfortable enough to share the criticism. As Huffcutt noted, “my best collaborator is not afraid to tell me when I propose a bad idea.” Similarly, Jones noted that the best collaborator he has worked with “found creative ways to address criticism s/he had identified in such a way that his/her solution was more the emphasis than the critique.” Furthermore, this collaborator “accepted criticisms (and solutions) with similar creativity, good humor, and grace.” I want to work with this person. No, I want to be this person.

The Best Research Collaborator... Has (and/or Can Get) Great Ideas and Perspectives

According to Downey, “you want someone who brings new and different ideas to the project.” In the event that the ideas aren’t coming from you or your colleague, however, a good collaborator knows how to find the ideas. For example, Park noted that the best collaborator is one who “whenever we ran out of our ideas, he/she seeks further perspectives from the people that he/she knows.” In this manner, Park noted again that being proactive is a key quality for a top-notch research collaborator.

The Best Research Collaborator...Is Timely

A few individuals noted the importance of being timely in communications and actions, which is certainly something that many people, including myself, can appreciate. For example, Park noted that her best research collaborator “had a timely turnaround/responses and communications, which made things go on time.” Similarly, Kausel noted the need for timeliness when describing the characteristics of a good collaborator. Specifically, he commented, “ If I’m the first author and ask him/her to do something, s/he promptly answers whether s/he can make it by the deadline (and of course meets the deadline, with a small error margin).” That said, he also noted the need for understanding if a timeline cannot be met, noting, “ if s/he’s the first author and asks me to do something by a certain deadline, s/he understands if I have a good reason to change it.”

The Best Research Collaborator... Is Experienced Working With Others

The adage “practice makes perfect” comes to mind with this next quality that was mentioned for top-notch collaborators. According to Matthews, “The best research collaborator I’ve ever worked with has collaborated with other folks as well.” He explained, “I have found that people who have not collaborated with other folks tend to have a more narrowed focus on research. By working with other people you learn a lot more not just about the topic of interest but how to do research and how to publish research.”

The Best Research Collaborator... Makes Me Want to Be a Better Collaborator

This point is one that really resonates with me and is what prompted this resolution/column topic. That is, a great collaborator is one who makes me want to push myself to be a better collaborator. As Huffcutt noted, “My best collaborator challenges and inspires me to work even harder.” Similarly, according to Huffman, who hit on many of the above points, “the best research collaborator is the one that makes me question myself. . . . Have I contributed fairly to this project?” It is this type of collaborator who is always on top of the game. They are helpful, responsive, and thoughtful, and this leads me to ask myself: Am I doing the same?”

The Best Research Collaborator... Is Someone I Want to Work With Again

According to Matthews, this is “perhaps the most important intangible out there.” And it makes sense. If someone is a great collaborator, you’ll want to work with them again—and again and again. In addition, if you work well together, with skills and interests that complement each other, you’re more likely to have more successes. As Jones noted, he and his best collaborator have generated “way more hits than misses,” with no plans to stop their collaborative efforts.

In sum, I really do have a resolution to be a better research collaborator. That said, I must acknowledge that I’m not always the best at keeping my resolutions (said the Diet Pepsi addict who vowed to cut back on caffeine many years ago). Thankfully, with the assistance of some very helpful colleagues, I have a better understanding of how to be successful. In many ways, I feel like I’m doing alright already. Some of the comments, for example, could have been describing me. But then, I’m so vain I think that Carly Simon song is about me. Of course, I saw other areas where I know I could improve. And so I’m going to try to become better this year and make my collaborators want to continue working with me.

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TIP-TOPICS



Finding Our Identity: Unique Collaborations With Other Fields Can Benefit Us All in Graduate School and Beyond

Ernest Hoffman and Noelle Frantz
University of Akron

Graduate school provides us with a valuable opportunity to forge our identities as scientists and practitioners in at least two critical ways (Ibarra & Petriglieri, 2010). On the one hand, we engage in identity work: forming, maintaining, and strengthening our identities as future academics or applied professionals. On the other hand, we also have a unique opportunity to engage in identity play, trying on new and provisional identities to see how they fit. Interestingly, our field as a whole appears to be undergoing a similar process (Ryan & Ford, 2010), experimenting with possible identities that vary in the extent to which they distinguish the work of industrial-organizational (I-O) psychologists from the work of other fields.

In this article, we share our personal experiences of collaborations with other disciplines while in graduate school. Although we are not the first to do so (see Fairchild & Shih, 2010), we hope to build upon the insights of previous authors by describing our cross-disciplinary work with our university's Marketing Department (located within the College of Business Administration) and with its Career Center. We discuss the potential value of cross-disciplinary collaboration for graduate students seeking both applied and academic positions upon graduation. In addition, we highlight that such alliances can be just as beneficial to the identity work and play of other fields, the field of I-O psychology, and current scientist-practitioners as they have been to both of us as future professionals.

How We Ended Up in Other Fields

Both of us were approached by our department chair to work outside of the department as part of our annual graduate assistantship. Noelle had the opportunity to work for the Career Center at the University of Akron as the graduate assistant for Employer Relations. The Career Center is a university-wide resource providing services to help students throughout their entire college experience from an incoming freshman to a graduating senior, as well as assisting graduate and law students. Noelle primarily worked with the Employer Relations team to help connect local, regional, and national employers with University of Akron undergraduate and graduate students looking for

part-time, full-time, and experiential learning experiences. Ernest worked with Suarez Applied Marketing Research Laboratories, a laboratory affiliated with the University of Akron's marketing department. The Suarez lab specializes in neuromarketing, an emerging interdisciplinary field that uses physiological measurement techniques, such as dense-array electroencephalography and eye-tracking software, to research behavioral and neurological responses to various types of marketing stimuli. Ernest is primarily responsible for writing reports for various stakeholders, as well as building the academic reputation of the lab through conference presentations and publications.

What We Heard: Our Contribution as Future I-O Scientist–Practitioners to Other Fields

Our perceived contribution as graduate assistants to the Career Center and the Suarez lab was especially salient due to the fact that we were the first to represent our department in both of these newly created positions. It was clear to us that for each of these fields collaborating with the I-O psychology program constituted identity play. Both assistantship sites were interested in trying collaborative relationships and in learning what a psychological perspective could contribute to their work. We were also expected to be an integral part of each unit's identity work, providing an outsider perspective that could help to organize and synthesize existing resources, insights, and capabilities.

Noelle's original role was to collaborate with the assistant director of Employer Relations to maintain existing relationships and develop new relationships with potential employers of University of Akron students. Within the first month, however, the assistant director of Employer Relations resigned. The Career Center decided to create an Employer Relations team with Noelle playing an essential role in keeping Employer Relations afloat. Noelle attended weekly planning meetings in which team members took on the responsibilities necessary to meet the needs of employers, plan and execute events to connect students and employers, and meet the needs of the university. Although Noelle had many roles, her most integral contribution was her overhaul of the Employer Relations website. She worked directly with employers to modify the website in a way that met their informational wants and needs. For instance, the new website included an "Employer Toolbar" accessible on each page of the website with the information most searched by employers.

About a month before Ernest started his outside assignment, he met with representatives of the Suarez lab, the College of Business, and the Department of Psychology in order to chart a course for the year ahead. Representatives of the lab felt that he could primarily contribute to their work in three ways: (a) working with faculty to build recognition and respectability for the Suarez lab in the academic community, (b) applying psychological theory to a young discipline that was largely lacking in theory, and (c) translating complex neuromarketing data and neurological processes into user-friendly language for

advertising executives. Ernest's most distinct contribution emerged when he started working with the lab's brain-wave data and introduced multilevel modeling as a statistical analysis tool that accommodated the large idiosyncrasies found in individual brain wave data. Previous neuromarketing studies had largely relied on mean-comparisons and non-nested data structures.

We have been fortunate to work with people who are just as concerned about our future success as they are about theirs. In the next two sections, we draw upon our own future interests in applied and academic work to discuss the benefits of cross-disciplinary collaboration for future applied and academic I-O professionals.

Collaborating With Other Fields Can Benefit Future Applied I-O Professionals

Noelle: For me, collaborating with the Career Center proved not only to be exciting but also enlightening. Although the Career Center is part of an academic institution, it functions very much like a business. I served as an employee participating in the daily activities not only for my department but for the Career Center as a whole. This afforded me the chance to serve as an I-O resource for my coworkers, adding a valuable component that had not previously been available within the Center. In addition to gaining the experience of work in a business atmosphere, I had direct contact with employers recruiting University of Akron students. These professional interactions with employees across multiple industries and disciplines were priceless networking opportunities. I was able to apply my knowledge about organizational culture and person-organization fit while learning about their specific cultures and what types of employees they were hoping to recruit. I was also fortunate to gain experience with a restructuring process as the Career Center began to evolve through a change of leadership. From my experience, I will not only be more prepared for an applied position, but I will have also gained significant experience in university policy and politics, web design, and career services.

Ernest: Collaborating with the Suarez lab has led to learning a lot about available resources and technologies that I otherwise would not have been aware of. It has also been beneficial to learn from the insights and approaches taken by another field that, like ours, is highly applied and solution focused in nature. I-O graduate students seeking a future in applied settings will find that such collaborations provide invaluable experience and feedback with translating sophisticated data and processes into stakeholder-friendly language and visuals. Opportunities to network at conferences and industry gatherings have also proven to be valuable experiences. In many cases, simply explaining what a background in industrial-organizational psychology is has provided a natural conversation starter, not to mention great practice for the future.

Interdisciplinary collaborations can also be beneficial to graduate students with a career in academia on the horizon, for reasons we now turn to discussing.

How Collaborating With Other Fields Can Benefit Future Academic I-O Professionals

Noelle: Working in a university support role provided me with a very different perspective than my previous academic role as a teaching assistant. In an academic role, it is important to recognize the vision and mission of the university leadership in order to fully grasp how your individual role contributes to the much larger system. In the comforts of the Psychology department, it can be easy to lose sight of that big picture. When collaborating with a department like the Career Center, which connects to every area of the university, campus-wide dynamics and the big picture become evident.

Another positive outcome was getting to know the student body. Through individual career appointments and university-wide career events, I was able to meet students from all parts of the university. Understanding who makes up the student body is very beneficial to future academics. If you are passionate for the academic side of I-O, I highly recommend gaining experience in an academic support role to broaden your understanding of all university functions, apply your I-O knowledge in a new and different way, and make university connections that may not otherwise be likely.

Ernest: I frequently frame my experience working for the Suarez lab as a realistic job preview of academia. I had to chart my own course and define this role to some extent, which gave me the opportunity to learn how to operate efficiently in a highly autonomous setting. Additional benefits included broadening my theoretical and methodological horizons, learning how to find common ground with other academic disciplines, and collaborating on research projects with nondepartmental faculty. Furthermore, as someone who wondered what the differences were between working in a college of business and a psychology department, this experience allowed me to directly compare and contrast the two firsthand.

Thus far, we have specifically emphasized the benefits of interdisciplinary collaboration for graduate students and external academic fields and centers. As we stated previously, we believe that these benefits extend to current I-O scientist–practitioners and our field as a whole. The following section provides a brief discussion of some of these benefits.

What We Believe: Collaborating With Other Fields Can Benefit All I-O Psychologists

As current I-O scientist–practitioners discern a number of future identity scenarios (see Ryan & Ford, 2010), exposure to other fields and professionals undertaking similar processes of discernment can be especially constructive. For instance, Cronin and Bendersky (2012) suggest that such collaboration has an untapped potential to bridge the longstanding divide between academic research and contextual application. On the basis of our experience of

collaborating with non-I-O professionals, we believe that an increased commitment to cross-disciplinary collaboration by graduate students, academic departments, university functions, consulting firms, and organizations can benefit all involved in at least three vital ways.

First, small collaborative steps can lead to larger ones. In Ernest's case, a 1-year assistantship served as a trial that has since led to discussions regarding multiple assistantships, increased resource and technology sharing, and future plans to organize conferences and research projects together. Secondly, collaboration helps all involved to discern who they are and, perhaps more importantly, who they are not. We both have found that defining our identity is easier to do when we are able to work both within and beyond the conventional boundaries of I-O psychology. Third, we believe that existing academic departments, consulting firms, and HR departments will benefit from I-O program graduates who can offer them a multidisciplinary, diverse set of research and practice experiences. For instance, Noelle is currently utilizing the university training she received and skill sets she developed in website design to assist the department of Psychology with necessary website updates and changes. Ultimately, we were able to expand our repertoire of professional tools and knowledge base in a way that will be an asset to future employers.

Having made a case that interdisciplinary collaboration can in some way benefit every person reading this article, we turn to offering practical suggestions based on lessons learned.

What We Suggest: Lessons Learned From Life Beyond the Department

The following list of suggestions is not exhaustive but is meant to be informative to graduate students, academic departments, and organizations who might be considering future cross-disciplinary collaborations.

1. *Think outside of the box.* When each of us first found out about our respective assistantships, we were a little taken aback. Unlike more conventional assignments, the fit of these experiences with our career objectives was not immediately clear. This ambiguity would turn out to be an incredible asset. Everyone involved was new to this process, which meant that we were free to create something tailored to our unique knowledge, skills, and abilities. There was no way that things were "typically" done, which we found to be refreshing and intimidating all at the same time. New and original products and ideas were generated that never would have been possible had we and those who made the decision to collaborate chosen to stay inside of our respective "boxes."

2. *A little humility can go a long, long way.* We were absolutely amazed by the amount of respect that Suarez lab and the Career Center showed us from the very beginning. In many ways, we had to remember sometimes that we were still graduate students and not full-fledged colleagues, which speaks

to the integrity and professionalism of everyone involved. Our assistantships were framed as opportunities to enhance these other areas with our I-O background, and in both cases we were seen as even larger assets than expected. Nevertheless, we have learned at least as much from the people we have worked with as they have learned from us. Approaching cross-disciplinary collaboration with a dual desire to learn and educate is critical.

3. *Stay focused on who you are, and who you are not.* Establishing healthy boundaries is important when collaborating across disciplines. One thing we found that surprised us is the extent to which other fields define healthy boundaries differently. For example, Noelle's office and event schedules were clearly defined, whereas Ernest had a considerable amount of flexibility but was still expected to be seen around the office. We did our best to create and maintain appropriate boundaries, particularly for future graduate assistants, by remembering that our departments chose us for these opportunities based on who we were. When we felt the need to speak up, we spoke up. And when we weren't sure about whether we should speak up or not, we were fortunate enough to know the appropriate person to ask. Staying true to our boundaries seemed to engender trust and respect from our non-I-O colleagues as well as our I-O colleagues. In addition, we believe that our identity became more distinct in the eyes of our colleagues than it was when we had filled more traditional assistantship assignments.

Conclusion

Identity work and play are processes we all engage in, from those considering advanced degrees, to those enmeshed in a graduate program, to those who can barely remember going to graduate school, and everyone in-between. Tremendous opportunities exist to work together across disciplines, meaning that we do not have to, nor should we want to, work and play with our identity alone.

Our next column involves current trends in I-O psychology research.

As always, please feel free to contact our **TIP-TOPics** team at akrontip-topics@gmail.com!

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Development of a Safety Manual Assessment for a Southern Utility

Comments by Tom Ramsay

- PROBLEM:** A utility company requested Ramsay Corporation's help to develop an assessment to qualify each employee in the company on applicable safety procedures. Their Safety Manual included detailed safety information, but no system for testing an employee's knowledge of that information.
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YES YOU CAN!

I-Os and Funded Research

Ashley Walvoord
Verizon Wireless



Liu-Qin Yang
Portland State University

Welcome back to **Yes You Can**, your source for exploring how to get your hands on research funding as an I-O psychologist and for finding the inspiration to give it a try! This issue begins a three-part series in which we profile real-life funding examples and strategies from successful I-O grant recipients (your peers!). You'll also get the "insider scoop" from funding agency program officials who have seen it all!

This month we sat down with **Lillian Eby** (University of Georgia) and Lori Ducharme (National Institute on Drug Abuse, NIDA; one of the National Institutes of Health, NIH). Dr. Eby has obtained grant support from her university, private industry, and federal entities, including several multimillion dollar research grants from NIDA! Dr. Ducharme is a program officer for the Services Research Branch of NIDA/NIH where she helps shape national programs of research, manages a portfolio of funded grants, and provides technical assistance to prospective grantees. Let's plug in with the experts and place some ideas in your hands!

In the last issue of Yes You Can, Steve Kozlowski listed the advantages of having external research funding. Are there any benefits you would add to that list?

Lillian: Yes, a really important benefit is the quality of data that you can collect with research funding. It is truly amazing; with my grants I have been able to ask ALL the questions I want to ask without interference or oversight, because I am perceived as a legitimate partner of NIH. I can collect data over time, establish long-term relationships with organizations, and pay participants so that they stick around. It allows everything you would want to do for data collection and more.

Lori, you've got the inside perspective as a program official, and Lillian reviews proposals for NIH. Tell us why NIH would want I-O experts to seek research funding.

Lori: Absolutely, the reason why NIDA is interested in having I-O psychologists receive grants from our institute is that you bring a perspective to the issues that we wouldn't otherwise get. This is a big biomedical physical research agency, and we work with a lot of people whose careers have been spent in a lab or delivering clinical services. In my area, health services deliv-

ery, we need to know how the workforce operates and how organizations operate effectively. Perhaps I-O psychologists aren't experts in certain health domains, but don't let that stop you! Remember that reviewers look at the totality of your research team, so the principal investigator (PI) doesn't need to have all of the expertise covered himself or herself. Pull together a multidisciplinary team with breadth of expertise in all relevant areas, and each expert will boost the quality and contribution of the overall project.

Lillian: I have participated in numerous review committees for grants with organizational themes, and it is shocking how little the management and workforce perspective is addressed in these grant submissions. The I-O perspective is missing. Many grants try to tackle big public health issues, and there is often a critical organizational aspect to these topics; that is where we can add value as I-O psychologists.

Let's talk more about bringing that I-O perspective to NIH topics. Lillian, could you give TIP readers a couple of examples from your funding experiences?

Lillian: Sure! My first federal funding situation was kind of unusual as I connected with a highly seasoned sociologist at my university who had decades of funding from NIDA. He thought that my focus on mentoring and workforce development would fit a niche at NIDA and suggested that I try packaging it to pitch to the agency. So I responded to a really broad program announcement about improving health services delivery. The I-O lens that I brought to the subject was how to better understand the way a special type of mentoring relationship (clinical supervision) relates to work attitudes, burnout, and ultimately, turnover. I developed and submitted a proposal about these ideas (Clinical supervision and turnover in substance abuse treatment centers), and it was funded!

The second federal grant I was awarded came out of a program announcement for a more specific topic, to which I was alerted by my NIDA program officer. (This is one reason why it is essential to develop a strong relationship with your program officer!) Although there was no explicit organizational theme there, as an I-O psychologist I saw opportunities to incorporate effective program implementation, such as how to motivate employees to adopt behaviors/processes in resource-poor environments. After unsuccessfully submitting in response to this initial program announcement, I repackaged the idea and sent it to a more general health services program announcement. I crafted a submission, "Understanding the adoption and implementation of tobacco-free regulation in substance abuse treatment centers," and this proposal was also funded.

It is interesting to see how I-O topics can be framed within the NIDA context. You mentioned that funding announcements can be broad. What is your approach for deciding which funding opportunities tie in with your expertise?

Lillian: Different strategies work for different people. I personally don't go out and scour the web for all the program announcements available; 3

hours of doing that without a specific direction in mind can be overwhelming and frustrating. My strategy is my network. I have benefited from building a network outside of I-O and from seeking guidance from experienced colleagues. It really helps you understand how to effectively frame your idea for a particular agency. If you are just starting out in the external funding arena, go find people who have been successful at obtaining grants, and pick their brains even if they are not I-O psychologists. Once I understood the NIDA audience and context, I solidified my ideas by connecting with sociologists, health services researchers, and stakeholders of drug treatment centers.

Lori: On the topic of solidifying a proposal idea, you definitely want your project to be viewed as significant and innovative. However, remember that much of our funded research is intentionally incremental. It is usually better to develop a multiyear research agenda and break it into manageable proposals. Don't try to do it all in one grant.

Once your topic is developed, it's time to compose the actual submission; do you have any advice for effective grant writing?

Lillian: Definitely, grant writing is different from most academic writing. You can't write for an I-O audience and expect non-I-Os to "get" what we do. Fortunately, it is already our job as I-O psychologists to insert ourselves into various organizational contexts, so you are actually already trained to do the same for the purpose of funding. It helps to be intentional about reading outside of your discipline so that you can clearly describe links between what we do in I-O (e.g., enhance individual performance) and the broader organizational system you are pitching your idea in (e.g., hospital, drug abuse treatment settings). In your proposal be sure to contextualize your ideas (this is like making a business case for why your work matters in solving bigger societal problems). If you are not a very strong and persuasive writer, then you'd better partner with one! Persuasive yet concise writing is key.

Lori: When writing, remember that NIH is a big biomedical research machine; help the reviewers see how your application fits within this research enterprise (e.g., theories, measures, literature from your field). Additionally, it is a great idea to get your hands on an example of a complete grant proposal (preferably one that was awarded funding). NIH does not make available the proposals that we receive, but I encourage you to reach out to your colleagues to see an actual submission in its entirety. That will give you a great foundation and perspective for starting your own proposal!

Let's talk lessons learned. What have you learned from your own unfunded submissions Lillian, or Lori from observing common mistakes in submissions?

Lillian: My first grant submission failure was a proposal written by two I-O psychologists (myself and someone else) without anyone who was seasoned in grant getting or from another discipline as co-investigator. I am not

sure if we even talked to the program officer. Doing so would have probably made a difference in terms of packaging our ideas.

Lori: The biggest mistakes I see in the unfunded proposals are (a) failure of the investigator to contact us ahead of time; (b) applications written without the review committee in mind; and (c) first-time applicants being overly ambitious with their proposed projects. Program officials (PO) are an underutilized resource, and even a simple exchange of e-mails can go far to help you determine whether your project is appropriate for this NIH Institute or the particular funding announcement you are considering. POs can also help you identify the review committee that might be best matched to your application.

A Look Ahead to the Next Yes You Can: I-Os and Funded Research

We thank Lillian and Lori for sharing their expertise on federal grants with NIH! You can read the continued conversation from this interview at www.sio.org/grants.aspx, in which Lori provides important advice about submitting an NIH proposal and both experts share a behind the scenes look at what really happens during the review stage!

Remember that NIH federal research grants (“R series”) are just one of many types of funding mechanisms out there. The major categories of funding include federal research funding that targets larger societal issues, military research funding that supports current and future needs of the military via grant or contract mechanisms, and foundational and charitable grants that are focused on the philanthropy or the mission of the organization. Under the federal research funding category, there are a variety of mechanisms that may fit the needs of I-O psychologists at different career stages, such as research fellowships for doctoral students (e.g., NIH’s F mechanisms, or National Science Foundation’s Graduate Research Fellowship Program), awards for early career investigators (e.g., NIH’s K mechanisms or pilot grants), and research grants for more established investigators.

In the next column, this series continues with real-life examples from the world of military research grants and research contracts (there is a difference!). We will be joined by professor and grantee **Ed Salas** (University of Central Florida) and Chief of Basic Research **Jay Goodwin** (Army Research Institute; ARI). They will share examples, tips, and some great news about the topics of interest to ARI! If you haven’t given grant writing a chance, we hope your wheels are beginning to turn, and until next time, remember: **Yes You Can!**

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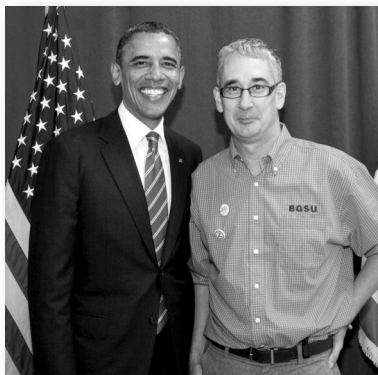
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THE HISTORY CORNER

A Brief History of our Field's Obscurity

Michael J. Zickar
Bowling Green State University



President Barack Obama pictured here with a cardboard cutout of Dr. Mike Zickar

I had the chance to meet the President of the United States, Barack Obama, while he was campaigning at Bowling Green State University on September 26. I knew that I was going to get a chance to go backstage and get a photo with him and so I deliberated what I would say to him in the 30 seconds to 1 minute that I would probably have with him face to face. After some reflection, I posted on Facebook the night before that I was going to use the phrase “industrial-organizational psychology” in front of the President to gauge his reaction. I

know others would have used the short amount of time to push a pet policy issue or brag about a personal accomplishment. My goal was to push the awareness of our low-visibility field with the most powerful person in the country!

I-O psychologists have grappled with obscurity for the whole existence of our field. Currently the Executive Board is working with a company to develop some branding material to help promote I-O psychology to a wider audience. I wish that effort success, but if you are placing bets based on historical efforts, it is likely that by the end of it industrial-organizational psychology will still remain obscure. In this short article, I am going to review some of the history of our obscurity as well as some exceptions—when we had the close ear of policy makers. The hope is that someday this short article could get expanded into a fuller and more scholarly treatment. If you make it to the end of this piece, I will reveal how President Obama responded to the three words industrial-organizational psychology.

Our field started off with large fanfare and lots of excitement among those in the business community and policy makers. During World War I, applied psychologists such as Walter Van Dyke Bingham and Walter Dill Scott performed admirable work in handling the significant staffing problems that resulted from turning the United States military from a small, purely defensive force into one of the world's leading armed services. After the war, they applied their efforts to translating the testing techniques into helping mod-

ernize the personnel policies of the American business community as well as to promote other products. For example, Bingham was used in advertising by the Thomas Edison Company to promote its phonograph machines (see Van Dyke Bingham's archives at Carnegie Mellon). Although the field itself was still being defined during the 1920s and 1930s, psychologists who were working with industry were held in high esteem and were movers and shakers in many business circles. Bingham's Personnel Research Federation had labor leader Samuel Gompers as a member; Walter Dill Scott interacted with Herbert Hoover before he became President, studying the issues associated with business cycles. Finally, Beardsley Ruml, an early applied psychologist, was a close confidante of President Franklin Delano Roosevelt and an important advisor in shaping the New Deal (see Reagan, 1999). During his academic career, which included a stint at Carnegie Tech, Ruml worked on statistical issues relevant to personnel selection; as a New Deal advisor, Ruml was most famous for proposing the pay-as-you-go payroll tax deductions, which helped stabilize tax collections for the federal government.

Even during our early successes, there was a sense of frustration among many psychologists that our influence was not as great as it should be. Arthur Kornhauser complained in 1930 that "relatively few employers have called upon the psychologist for aid" (Kornhauser, 1930, p. 423). Since our beginning, we have struggled to create awareness among the public about the skills and services that we offer. As noted in Zickar and Gibby (2007), as long as SIOP has been surveying its members, some of the lowest ratings of items are related to "promoting I-O to business."

There are lots of reasons for our relative obscurity with business and policy makers. Renwick, commented that the "mere mention of the word 'psychology' often invokes images of Freud, couches, and psychoanalysis, not to mention sex therapy" (Renwick, 1978, p. 30). We have all had conversations with seat neighbors on airplanes who are excited to talk about Freud and their schizophrenic uncle when they find out what we do. A fuller analysis of the reasons for our relative obscurity would also include our difficulty in distinguishing ourselves from other types of human resource professionals as well as the hucksters who pass themselves off as management gurus. As part of our current branding efforts, we are working on ways to make our field better known to all kinds of constituents, including undergraduates, business people, policy makers, and the general public.

Back to my effort at public relations. The president of our university had ushered President Obama into the back of our basketball arena where she told him some facts about the university, and then I had to wait about 10 minutes to get to the front of the line, with each person in line trying to take advantage of their 30 seconds with the President. When I got to the front of the photo line, I introduced myself to the President as a "professor of industrial-organizational psychology here at the university." He looked at me and shocked me with

his response. He said “Wow, your president told me that you have a really good graduate program in that area.” I was shocked that (a) our university president had used her short amount of time to brag about us, and (b) that the President had encoded the information that she had told him and that he was able to relate what I said to what she said (If I were in his shoes, what went in one ear would have gone immediately out the next!). My time was up and so I cannot vouch that the President even knows what industrial-organizational psychology is, but I can promise you that he has heard the phrase. This is just one small step toward reversing the history of our obscurity!

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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson, Alexander E. Gloss, and M.K. Ward¹
North Carolina State University



Greetings *TIP* readers, and welcome to the January edition of the **Spotlight on Global I-O** column. Thanks to our guest author Seth Oppong, this issue offers a detailed look at the history, current status, ongoing challenges, and prospectus

of I-O psychology in Ghana, a country which in many ways has been a leader on the African continent. Seth has intimate knowledge of I-O psychology in Ghana and provides both a personal and comprehensive picture of our discipline in this exceptional country. As Seth indicates, many of Ghana's I-O psychology challenges are not unique to his country and to a certain extent can be extrapolated to other countries in sub-Saharan Africa. We hope you enjoy this rich portrait of I-O psychology in Ghana that adds greatly to our understanding of I-O psychology in the "majority" world.²

Industrial and Organizational Psychology in Ghana

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To many Ghanaians who are less familiar with psychology, the discipline is perceived to equip its students with abilities to "read" other peoples' minds. According to Machungwa (1989), "Unlike many other physical and social science disciplines, psychology is not well known by the average administrator/policy maker, let alone the average person in [African] countries" (p. 55). Even more than the larger discipline, I-O psychology is not well known in Ghana. Perhaps the reverse is also the case, that is, many I-O psychologists might not be familiar with conditions in



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

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

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Ghana. Therefore, before discussing I-O psychology in Ghana, I provide some historical, geographical, and economic information about the country.

Ghana was the first sub-Saharan African nation to regain independence in 1957 from the British. Ghana has a population of 24 million and is considered a lower middle-income country. Ghana is thought of by many as an oasis of peace, a beacon of democracy in Africa, and one of the friendliest places for businesses to invest in on the continent. Ghana is the home country of the former UN General-Secretary Kofi Anan and the first country in Africa that President Obama visited after assuming office in 2009.

History of I-O Psychology in Ghana

As a discipline and profession, I-O psychology has a relatively short history, but that short history is almost as old as the independent nation. To appreciate the history of I-O psychology in Ghana, we must begin with the brief history of psychology itself. Psychology arrived in the present-day state of Ghana with colonialism in the form of literacy education and evangelism. It started with the establishment of the Basel Mission's Boys' School in Akropong and teacher training college at Osu, Accra in 1837 and 1843 respectively. The Anglican, Wesleyan, and Catholic missions all established schools during that period (Gadzepko, 2005) and included psychology as part of their teacher training curricula. However, it wasn't until 1967 that psychology became a distinct academic discipline (Agbodeka, 1998). According to Agbodeka (1998), the department of psychology established at the University of Ghana, Legon was the first academic department of psychology to be established in Anglophone West Africa.

It was during the same period that I-O psychology was first taught as an undergraduate semester course at the University of Ghana, Legon. The course was entitled Occupational Psychology (R., Akuamong-Boateng, personal communication, 20 May 2010) and was taught by H. C. A. Bulley, considered, along with others, to be one of the fathers of I-O psychology in Ghana. Other notable Ghanaian I-O psychology figures include Robert Akuamong-Boateng, who trained many of the I-O psychologists we have in Ghana including the author, and Bill Puplampu, who was the first Ghanaian I-O psychologist to head the Department of Organization and Human Resource Management at University of Ghana Business School and was subsequently appointed as the dean of the School of Business Management and Administration at Central University College-Ghana. In addition to these figures, there have been many Ghanaian I-O psychologists who have established themselves abroad. However, many of the Ghanaian I-O psychologists in the diaspora have had very little impact on the shape and form of I-O psychology practice in Ghana because they have often not participated in the training of local I-O psychologists nor provided services to Ghanaian companies. Their major contribution has often been in the use of Ghanaian samples in their studies, and their studies are often not well known by I-O psychologists in Ghana itself.

By the late 1980s, undergraduate students who took the aforementioned I-O psychology course at the University of Ghana, Legon went on to complete their PhDs from such institutions as the University of Akron in Akron, Ohio, and the University of Kent in the United Kingdom. The fact that many of these students had to travel outside of the continent of Africa to complete their studies likely is a result of the fact that, by 1988, there were only three universities besides the University of Ghana (which began postgraduate studies in 1984; R. Akuamoah-Boateng, personal communication, 12 August 2011) with postgraduate programs in industrial psychology: the University of Zambia, Nigeria's University of Jos, and the University of Nigeria at Nsukka (Machungwa, 1989). If one traces the history of I-O psychology in Ghana to the time the first undergraduate class in occupational psychology was taught, then I-O psychology in Ghana is over 40 years old. However, it has been approximately only 25 years since Ghanaians have begun earning their PhDs in I-O psychology from foreign institutions, and no Ghanaians have earned PhDs in I-O psychology from Ghanaian institutions yet—although this is likely to change in the near future.

I-O Psychology Programs Today

Currently, psychology graduates interested in pursuing post-graduate study in I-O psychology within Ghana can do so by going to either the University of Ghana or the University of Applied Management. The University of Applied Management offers an MA in business psychology with a concentration in either industrial psychology or advertising psychology. Postgraduate training at the University of Ghana, the more established of the two universities, includes a master of philosophy (MPhil) that consists of 1 year of coursework, 1 year of research, and a 6-month industrial attachment; there is also an opportunity for graduate students to study abroad for 1 year.

Perhaps most significantly for the field, there is also an I-O PhD program at the University of Ghana. The first batch of I-O PhD candidates (notably consisting only of males) at the University of Ghana have yet to complete their studies. There are plans to admit a second batch starting in 2013. With the introduction of a direct MPhil/PhD route, it is expected that the number of locally trained doctoral candidates will increase even more over the next decade. Admission to the MPhil program has risen from five people in the 2006/2007 academic year to 13 in the 2012/2013 academic year (R. Akuamoah-Boateng, personal communication, 12 August 2011).

In addition to programs at the University of Ghana and the University of Applied Management, one can also find semester courses in I-O psychology at the following universities: University of Cape Coast, Regent University College of Science and Technology, Methodist University College, University College of Management Studies, and Data Link Institute.

I-O Psychologists in Ghana

There are few statistics on I-O psychologists in Ghana. However, based on my own online searches and a “snowball sampling” technique, I would argue that the majority of I-O psychologists in Ghana have master’s degrees, work as practitioners, and are trained at the Department of Psychology, University of Ghana, Legon (with a minority graduating from other Ghanaian institutions and universities in the U.S., Canada, and the UK). In terms of the nature of their practice, it seems that most I-O psychologists work in HR positions. Some would argue that I-O psychologists working as HR practitioners really do not practice their profession, as such they are not registered as I-O psychologists (G. Panford, personal communication, 16 December 2010; Renecke, 2001). Despite this argument, a number of the I-O psychologists have established I-O consulting firms, providing services mostly in the area of training, recruitment, psychometric testing, and, to a lesser extent, organizational development. At the time of this writing, the author was able to identify at least nine such firms. Some I-O psychology graduates are hired by these I-O consulting firms or by management consulting firms. Most I-O graduates are in HR and/or training positions in the banking, insurance, shipping and logistics, telecommunication, and allied industries. Notable employers of I-O graduates include Barclays Bank, Ghana Commercial Bank, Vodafone Ghana, PricewaterhouseCoopers, Metropolitan Insurance, and the African Institute of Management Science. In addition, a minority of Ghanaian I-O psychologists work in academia. At last count, there were at least 14 institutions that employed I-O psychologists as instructors and/or researchers.

Challenges and Prospects for I-O Psychology in Ghana

The current challenges to I-O psychology in Ghana are similar to other sub-Saharan African countries and are also similar to the challenges that other psychological subfields face in Ghana. These include: a lack of awareness on the part of the general public and employers, a lack of a professional association for I-O psychologists, a limited number of I-O psychology programs at the graduate level, a scarcity of scholarship to support postgraduate studies abroad, limited availability of suitably trained personnel, low enrollment levels in existing I-O psychology programs, and difficulty in securing applied attachments (i.e., internships) for graduate students during vacation. I argue here that many of the challenges raised can be addressed if we make the discipline and profession of I-O psychology in Ghana responsive to the needs of corporations in Ghana. However, there are also concerns about the applicability of I-O knowledge in Ghana because the knowledge base of its academics and practitioners is largely imported from abroad. Further indigenization of the discipline must be embarked on. Adair (1999) has recommended four approaches by which we can indigenize psychology (linguistic, empiri-

cal, applied, and metadiscipline or pragmatic) of which the linguistic and applied strategies are of interest now. The applied strategy requires that we adopt a problem-centered research paradigm that enables the researcher to adopt others' methods in addition to the positivist-empiricist approaches. The linguistic approach requires that we mainstream concepts within local Ghanaian languages into our psychological vocabulary and understand the relevance of those concepts to organizational behavior using qualitative research.

Despite these challenges, work-related and organizational problems faced by Ghanaian firms in the public and private sectors present opportunities for I-O psychologists to demonstrate their relevance both in terms of research and practice. For example, recent public sector reforms, most notably the "single spine salary structure," which aspires to place all employees in a single salary structure, is an area ripe for I-O psychology's involvement. In addition, there is a high prevalence of industrial actions/strikes in Ghana that I-O psychologists can help solve. There is a booming industry around petroleum exploration and production that can benefit from the discipline's insights. Moreover, there seems to be a newfound love for psychometric testing in Ghanaian businesses. Finally, there are recurrent complaints that Ghanaian workers do not have the right job attitudes and perennial complaints of poor customer service. These issues are just a few examples of the many areas in which I-O psychologists can create a positive impact in Ghana. In summary, the future of psychology in Ghana is bright, but I-O psychologists must work together to overcome a number of challenges mentioned in this article in order to make that future come true.

Concluding Editorial

So there you have it—a timely and enlightening account of I-O psychology's challenges and opportunities in Ghana. Meda wo ase ("many thanks" in Akan, one of Ghana's many languages) to our guest author Seth Oppong and to you for joining us in our continued exploration of I-O psychology in the majority world!

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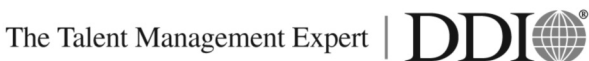


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Multinational corporations who “dare to care” and temporarily risk losing some of their competitiveness (Delios, 2010), international NGOs who take a punt by paying their aid workers at the same rate regardless of their economy of origin (ESRC, 2010), and peacekeepers working to restore stability, security, predictability, and basic access to fundamental needs for life (Saner & Yiu, 2012). Linking these scenarios together is what I-O practice today—and especially in the future perhaps—will require, and is increasingly requiring new arrangements, new links, and new ways of cooperating between organizations to realize goals in a resource-stressed yet globalized context. Today we are privileged to be joined by Ingrid Hickman. Ingrid is an experienced international consultant in I-O psychology working in new frontiers of our profession. In particular, Ingrid has been practicing in the domain of multinational organizations like NATO, working with other international organizations to forge enhanced partnerships with major multilateral and multinational organizations operating in the field of security and humanitarian operations. In this issue of **QV**, she introduces us to a nascent construct in I-O psychology and to the idea of deferred gratification at an interorganizational level.



Ingrid Hickman is a chartered European-based psychologist and managing director of Creating Psychological Capital, LTD. with managerial experience across a variety of functional areas including international security organizations, retail, e-commerce, and property services. In 2010 the British Psychological Society’s Division of Occupational Psychology (DOP) awarded Ingrid the coveted Practitioner of the Year Award, the UK’s top prize for I-O psychology, for her vital part in the design and evaluation of a culture change program designed to transition middle managers in the traffic officer service from a supervisory to management role. This project enabled a demonstrable culture of cooperation, reflection, learning, and performance management, supporting traffic officers to safely and efficiently provide vital 24–7 services to drivers on England’s motorway network. Continuing that theme of cooperation, Ingrid has since worked extensively with NATO’s strategic military headquarters in Belgium on a variety of work culture and change management initiatives shaping how military and civilian organizations work together to diffuse and manage crises. Ingrid also speaks

to us in her role as chair of the British Psychological Society, Division of Occupational Psychology's 2013 conference Working Group. Appropriately enough the theme of the conference this year is "Connecting and Collaborating to Make a Difference" (<http://dop-conference.bps.org.uk/>).

Ingrid, please tell us a bit more about your work

I began my work with NATO 1 year ago, focusing on how a new crisis management organization could be sustained by new ways of interacting between individuals, organizations within the military headquarters, and between international organizations. This is a challenging environment for strengthening genuine cooperation and collaboration, given that this particular NATO military headquarters is composed of representatives from 28 different nations and that managing crises in the sphere of international security is the most demanding and complex task within international relations. Other organizations—humanitarian nongovernment, private, and public organizations—have recognized the importance of this new crisis management center and want to work together more closely. In part, this desire is in recognition of the fact that the challenges faced by the international community are far too large for one organization or even one country. I have seen a clear understanding by so many of the limits of our ability, capacity, and resources to solve today's complex security problems and the fact that these 21st century security issues must be solved together, combining the energy, effort, skills, and resources to achieve a common aim. However, this desire has not been institutionalized in all places within all organizations. If it were to be institutionalized it would certainly be a more cost-effective and efficient approach. In fact, NATO policymakers have given this a name—they call it the "comprehensive approach." Such approaches would be consistent with the policy principle of "harmonization," in aid and development.

Can you highlight where I-O can help?

I'm particularly keen at present, given my involvement with NATO, to investigate the ways in which I-O psychology can encourage organizations to invest in the future with long-term plans and visions that will not necessarily show dividends on their watch but will make fundamental and sustainable changes for future generations. Many of the issues that communities and regions are facing around the world require organizational patience and investment over decades. It is undeniably challenging to take on responsibilities and missions that exceed the capabilities and resources of the organization, which would suggest a need for incentives. It is also interesting that the only way organizations can overcome this shortage of energy, resources, and capability is through broader networks and collaboration with other organizations; by finding synergies that are essential to mitigate the shortcomings of each organization. I have witnessed this during my time at NATO, where the problems causing instability and insecurity are bigger than the normal solutions and

weapons that the military uses to address them. The scale and size of these challenges overwhelms humanitarian and military organizations alike, especially as we evolve into a more connected, global, and increasingly populated world. I think connecting and collaborating on how organizations are coping with this challenge, how they take care of their people, maintain motivation, create hope, incentivize and reward delayed gratification, and sustain the effort—while seeking new ways of solving their own problems through broader collaboration—would be a very interesting discussion. I support the very interesting work being done in the UN that is looking at crisis “transformation” (into win–win outcomes and processes) rather than crisis “suppression.” Transformation involves working from the starting point of each country and organization and developing within their aspirations and context (in development parlance, “Alignment”). Working at the pace of the country or organization,¹ including a wider aperture across decades rather than months, are key ingredients for success—organizational patience. Going back to our opening examples, socially responsible corporations might replace “damage control” (suppression mode) with more proactive community partnerships; NGOs experimenting with new forms of remuneration may partner strategically and on the ground with (a) each other and (b) with researchers who help us all to evaluate, and know, “what works.” I think this is the right kind of orientation and trajectory for thinking about I-O psychology and its future work with organizations that operate in more complex spheres.

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

Unfortunately, I do not see a strong I-O psychology presence in most of these organizations. There are many organizations that could profit significantly from I-O professionals’ analysis and advice on a wide range of interpersonal, intraorganizational, and interorganizational behaviors and approaches. In particular, I have noticed there is too little knowledge and awareness of the I-O methodologies and interventions already relied on by businesses and by some other public service organizations in international organizations executing complex security missions. I really believe that our profession can help these international security organizations widen the aperture through which they look at security challenges and their solutions. In this sense, widening the aperture means expanding our understanding of the challenges, stretching the collaborative networks necessary to solve them, and elongating the timeframe that we (meaning both I-Os and these organizations themselves) typically use to measure progress. This is clearly an area that deserves our intervention and support. The potential for making a difference in the world’s multilateral organizations is significant.

¹ See also the concept of “incremental improvements,” in aid and development (MacLachlan, Carr, & McAuliffe, 2010).

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

I have begun looking into this area more broadly—beyond NATO—and would encourage our colleagues to look to the same and offer their thoughts and recommendations to organizations involved in the sphere of human or international security (e-mail ingrid.hickman@creatingpsychologicalcapital.com). These are important security issues, ones that determine how secure we all feel and may determine the effectiveness of the organizations set up to address them, whether they are local, national, international, private, or public entities. I would encourage the leaders of such organizations to search for I-O specialists to help them frame the problems within their organization and between organizations, and to find and use evidence-based solutions that draw upon the enormous depth and breadth of research and practice in our field(s). This will undoubtedly increase the effectiveness and efficiency of those organizations dealing with almost unimaginable problems of scale and complexity. We are living in a world that is characterized by less and less resources to address bigger and bigger problems. Old business practices simply won't cut it in the 21st century. The way I see it, change is needed to be secure and I-O can help leaders to navigate and implement those changes. I have found that creating a meaningful discourse within these security organizations, and between them, can be extremely effective in bringing about new cultures and climates in the work place. In particular, the pressures of both time constraints in the workforce—that is, there is not enough time in the work day to get the job done—combined with the immediacy of finding solutions to problems that emerge without warning places enormous pressure on organizations that revert to a reliance on outdated practices. What might be lost here is the future, our future. We certainly want a kind of future in which organizations evolve in line with the demands of the times, not organizations struggling to avoid burnout with problem after problem overwhelming human capacities and capabilities.

Ingrid, Thank you so much for your motivating and challenging insights and observations. For me they resonate with a wider theme in **QV**, an expanded and expansive inter-I-O psychology.

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INTERNATIONAL PRACTICE FORUM



Alex Alonso
Society for Human Resource Management
(SHRM)



Mo Wang
University of Florida

The date is October 19, 2009 and I (Alex Alonso) walked into my office where I was greeted by the senior vice president of Human Resources at my organization. After overcoming that inexplicable nervous feeling of thinking I was going to be fired, I learned leaders were seeking to establish the organization as one of the best places to work in the Washington DC area. They wanted to engage employees and do everything possible to drive engagement. This sounds easy enough, but we had never measured engagement among the employees. They asked me to identify a vendor to survey employees and to develop a strategy to enhance engagement no matter what the findings were. At this point, I will be honest and say that I was hoping I had been fired. Just kidding.

As all I-Os know, leading an engagement initiative is not easy. Defining the drivers of engagement is critical (Macey & Schneider, 2008), so is measuring these drivers within the context of the organization. Building strategies for enhancing engagement relies upon properly defined measurable drivers of engagement. What no one tells you until you're caught in the throes of this work is that even if you set the stage from a measurement and strategy perspective, you still need to account for context. Is your organization composed of distinct lines of business? Is your organization employing talent from various cultures? Is your organization a multinational corporation? All of these questions led me to ask: Is employee engagement the same across the globe? You see, my organization was a multinational corporation with more than 23 locations housing a multidisciplinary staff with nine different business lines. At the advice of the vendor, we decided not to conduct engagement benchmarking outside the U.S. because of the possible implications involving drivers of engagement. The solution would be too varied and become unwieldy for implementation. But as a scientist-practitioner, I was left dissatisfied with this approach and logged a mental note: When you have free time, explore cultural differences in employee engagement.

Fast forward to 2012, and I now have the opportunity and venue to explore these issues with the help of my co-columnist, Mo Wang, and a very special contributor, **Jay Dorio**, PhD, of Kenexa who specializes in engagement solutions in Canada. Dr. Dorio serves as the managing director and executive consultant for Kenexa Canada. As managing director, Dr. Dorio manages the day-to-day operations and financial performance of all Canadian projects and plays a central role in client relations and business development functions. As an

executive consultant, Dr. Dorio specializes in survey-based organizational development and change, and helps organizations drive employee engagement to achieve tangible business outcomes. Prior to Kenexa, Dr. Dorio gained extensive experience in both internal and external consulting roles working in a variety of industry segments including hospitality, educational services, manufacturing, and specialty materials, as well as with U.S. military, local, state, and federal government. Dr. Dorio holds a doctorate in industrial and organizational psychology from the University of South Florida and a master of education in counseling from the University of Massachusetts, Boston. Dr. Dorio is a member of SIOP, Society for Human Resource Management, American Psychological Association, and the Academy of Management.

Some of you may be asking yourselves: Is engagement really different in Canada? The answer may surprise you. Although the concepts are the same, strategies and the operationalization of drivers vary. For the purposes of this column, we have asked Jay to consider how engagement might be the same in definition but different in implementation across borders.

Employee Engagement \neq Employee Engagement

With today's dynamic global economic climate, the use of employee engagement surveys has increased steadily. A recent estimate suggests that nearly 90% of large organizations conduct an employee survey of some sort—with engagement playing a key role. To support these surveys, a mountain of research has been conducted illustrating the link between “employee engagement” and key business metrics (e.g., productivity, sales, profit). In fact, this linkage is so well supported that some organizations simply trust the connection between these variables without conducting their own analyses (but we will save that for another conversation).

Despite the prevalence of surveying and the direct linkage to business results, some organizations struggle to identify and focus on the specific factors (“key drivers of engagement”) that are most likely to impact engagement within their own organizations. At Kenexa, we strongly believe that identifying these factors is a critical first step in shifting the conversation from a focus on the transactional elements of the survey itself to the work that takes place after the survey is complete. Without identifying and then taking action on a small number of organization-specific key factors, organizations are much less likely to move the needle on engagement and ultimately impact their business results.

So a key question remains: Are there key differences in engagement levels and the factors that impact engagement across organizations, countries and/or cultural groups (and for this discussion specifically Canada and the United States)?

To help answer this question, we turn to Kenexa's High Performance Institute (KHPI) and the WorkTrends™ survey (Wiley, Herman, & Kowske, 2011). The WorkTrends™ survey has been conducted since 1984 and cur-

rently collects responses from employees within the 12 largest global economies. The WorkTrends™ survey assesses multiple workplace issues and includes an evaluation of employee engagement.

According to the WorkTrends™ survey, employee engagement levels within Canada are consistent with engagement levels in the United States (63% versus 64% favorable respectively). This is not largely unexpected as there are numerous cultural similarities across the two countries and a very strong connection in terms of industrial processes at an overall level. In comparison, both countries score higher than several European countries (e.g., United Kingdom 54%, Germany 55%, Spain 55%).

Utilizing data across the entire WorkTrends™ survey, KHPI employed relative weights analysis to determine the top-10 *global* drivers of engagement. These are the top-10 factors that are most likely to impact employee engagement regardless of country or organization:

- Confidence in the organization's future
- Corporate responsibility efforts increase overall satisfaction
- Organization supports work/life balance
- Opportunity to improve one's skills
- Excited about one's work¹
- Satisfied with recognition
- Promising future for one's self
- Confidence in the organization's senior leaders
- Safety is a priority
- Co-workers give their very best^{1,2}

Interestingly, 8 of these 10 factors were found to be the same across Canada and the United States (e.g., confidence in the organization's future, promising future, opportunity to improve one's skills, confidence in senior leaders) suggesting a strong degree of resemblance between the two countries. However, results did identify two unique drivers of engagement that differentiated Canadian from American employees.

First, findings of the WorkTrends™ analysis indicated that for Canadian employees, perceptions of their managers' effectiveness made a more direct impact on their employee engagement than for employees from other countries. The only other country where "manager effectiveness" specifically made the list of top-10 factors impacting engagement was the UK. Given the historical connection between these two countries, social norms and practices may have followed a similar pattern yielding this result.

This is certainly not to suggest that individual managers are NOT critically important in other countries, only that individual managers and their perceived effectiveness plays a more central role in Canadian employees' engagement levels than in other countries.

¹ Not a key driver of engagement within Canada

² Not a key driver of engagement within the United States

This is a critical distinction to consider when developing action plans for employee populations within Canada. As we know that individual managers are the most direct connection between employees and organizational leadership, organizations operating in Canada are strongly encouraged to ensure that managers have the right capabilities and capacities to effectively lead their teams. Given these results, it is also highly recommended that organizations within Canada critically examine their focus on managers and their manager training programs in order to ensure the successful engagement of their employees.

Another factor that impacts Canadian employees more so than employees from other countries is the perception that their organizations are focused on multiple stakeholders. These stakeholders can include employees themselves but also other groups such as customers and partners in business operations (e.g., vendors). In the land of Lester B. Pearson, the father of universal health care and UN peacekeeping, this is clearly a Canadian specialty.

This factor is likely consistent with a growing focus on corporate social responsibility seen across Canadian organizations. In fact, a growing body of research suggests that not only are perceptions of corporate social responsibility linked to improved employee perceptions of their own organizations (such as engagement) but they also can be effective for recruitment and retention (Dorio, 2011).

These results suggest that considering the impact of organizational functioning on multiple stakeholders (i.e., not only the employees themselves but the communities they live in, the customers they interact with, and the colleagues they work with) can have a direct impact on engagement levels for Canadian employees. Further, given the importance of this factor, it would be prudent for organizations operating in Canada to not only measure employee perceptions of multiple stakeholder issues but also to consider how actions taken could have a multiplicative impact (on employees as well as others).

In summary, research suggests that, although engagement levels between Canada and the United States are similar, there are subtle differences in the key factors that drive engagement that should be considered. Although a global comparison of engagement drivers revealed considerable overlap in the factors impacting engagement across countries, results also illustrated that each country (and typically each organization within that country) has some unique variations on these themes. Consequently, one of the most successful strategies to ensure the continued engagement of employees within individual organizations is to conduct key driver analyses at the lowest level possible (typically at the team level). If organizations can ensure that each and every manager (and his/her team) works on the specific factors that are most strongly related to engagement for their own team, we can ensure optimal levels of employee engagement.

Table 1 provides a summary of best practices for capturing the international nuances in engagement highlighted by Jay. Please use this as a cheat sheet for your own work.

Table 1

Taking Context Into Consideration in Measuring Engagement

1. Develop a clear definition of engagement based upon important drivers.
2. Design a strategy for handling cultural differences in engaging employees especially if you are a multinational enterprise.
3. Take national attitudes on sustainability and other drivers of engagement into account when working with international samples.
4. Measure engagement across the organization according to corporate structure but implement strategies for engagement across teams and not divisions. Key driver analyses belong at the lowest level possible.
5. Don't assume engagement equals engagement across borders.

See You Next Time!

We leave you with this parting thought by Ben Simonton, author of *Leading People to Be Highly Motivated and Committed*: “‘Turned on’ people figure out how to beat the competition, ‘Turned off’ people only complain about being beaten by the competition.” This underscores the importance of engaging employees to drive competitive advantage. But as we all know, what turns you on may not be the same thing that turns on your colleague in India. Driving engagement at a global level calls for tailoring to all markets and employees no matter how similar they may be. After all, engaging your employees is the process of attracting and reattracting your employees, and it can be as nuanced as attracting a mate. Until next time goodbye, zaijian, and adios!

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

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Tracy Kantrowitz
SHL

**The Psychologically Healthy
Workplace Program: I-O's Role
and Involvement Opportunities**

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The Psychologically Healthy Workplace Program (PHWP; see www.phwa.org) is a public education initiative by the American Psychological Association (APA) designed to engage the employer community, raise public awareness about the value psychology brings to a broad range of workplace issues, and promote programs and policies that enhance employee well-being and organizational performance. Since 1999, Psychologically Healthy Workplace Awards have been presented to businesses and organizations by state, provincial, and territorial psychological associations (SPTAs) with support from APA. The award program has grown to 56 psychological associations across the U.S. and Canada that, collectively, have recognized more than 500 organizations for their efforts to create a positive work environment.

SPTAs are the entry point for an organization to apply for a Psychologically Healthy Workplace Award. The application process includes qualitative and quantitative accounts of an organization's workplace practices, a survey of a representative sample of employees, and a site visit by psychologists. Local awards are presented by SPTAs, and those winners are then eligible to be nominated for APA's awards, which are presented at the APA Practice Directorate's annual State Leadership Conference in Washington, DC.

An important component of the PHWP is the Psychology in the Workplace Network (PWN), a grassroots group of psychologists with representatives from APA's affiliated SPTAs, as well as some APA divisions. PWN representatives direct the local-level award programs for their respective SPTAs, make substantive contributions to the PHWP, and serve as the links between the psychology and employer communities to build relationships and drive grassroots change.

I-O psychologists have made important contributions to the PHWP since the program's inception, and APA and SIOP are working to further strengthen this collaborative relationship moving forward. The Professional Practice Committee of SIOP, as one of its initiatives to demonstrate the value of I-O psychology to the business community and general public, has chosen to highlight the PHWP. One of the authors of this article (Bloom) is the SIOP representative to the network and the chairman of the State of Tennessee's Psychologically Healthy Workplace Committee. Another (Ballard) is the assistant executive director at APA who heads the Psychologically Healthy Workplace Program and the other (Roynes) is the First Tennessee Professor and chair of the Department of Marketing and Supply Chain Management at The University of Memphis. This article describes the rationale and foundation for the program, reviews the history of SIOP's involvement, and discusses opportunities for I-O psychologists to participate in the program.

Why Focus on Employee Health and Well-Being?

One of the assumptions underlying the PHWP is that working is essential for psychological health. The world of work plays a significant role in our lives; the average adult spends a quarter to a third of his or her waking life at work. Moreover, job satisfaction accounts for a fifth to a quarter of life satisfaction in adults (Harter, Schmidt, & Keyes, 2003). Clearly, we need to ensure that the workplace is a positive and a healthy one. Considerable research demonstrates that working can promote connections to the broader social and economic world, enhance well-being, and provide a means for individual satisfaction and accomplishment (Bluestein, 2008). A positive work environment is an important issue for employers, as well. According to APA's Stress in America survey (2012a), 70% of working Americans cite work as a significant source of stress, and in response to APA's 2012 workplace survey (2012b), 41% of employees reported that they typically feel tense or stressed out during the workday. Commonly cited causes of work stress included low salaries (46%), lack of opportunities for growth or advancement (41%), too heavy a workload (41%), long hours (37%), and unclear job expectations (35%). In addition to increased health care expenditures for highly stressed employees (Goetzel et al., 1998), an unhealthy workplace can also cost employers in terms of absenteeism, turnover, and diminished productivity (Rosch, 2001).

The Psychologically Healthy Workplace

Employers who understand the link between employee well-being and organizational performance are positioning healthy workplace programs and policies as a source of competitive advantage to assist in the attraction, acquisition, and retention of employees; to better manage employer-employee relationships; to slow the increasing cost of health care; and to boost employee engagement. These goals are increasingly accomplished through the imple-

mentation of novel organizational practices and policies in an attempt to cultivate organizational and employee health. As noted by Sauter, Lim, and Murphy (1996), a healthy workplace is any organization that "maximizes the integration of worker goals for well-being and company objectives for profitability and productivity." The dual assumptions in the definition of a healthy workplace are the identification of the key factors that enhance employee and organizational outcomes and the establishment of research that demonstrates that employee well-being promotes organizational effectiveness and vice versa

Employee well-being represents a complex interaction of the physical, mental, and emotional facets of employee health. Although no general agreement exists on the best indicators of employee well-being, a number of employee programs have assumed positive consequences for the organization. Research has focused on general physical health, general mental health, job satisfaction, employee morale, stress, motivation, organizational commitment, and climate for the theoretical and conceptual underpinnings of psychological health. As summarized in a review of research across multiple disciplines (Grawitch, Gottschalk, & Munz, 2006), the PHWP focuses on five categories of workplace practices linked to employee and organizational outcomes: employee involvement, employee growth and development, work-life balance, health and safety, and employee recognition.

Efforts to increase employee involvement empower workers, involve them in decision making and provide them with increased job autonomy. Some examples include the implementation of self-managed work teams, employee committees or task forces, continuous improvement teams, participative decision making, and employee suggestion forums.

Opportunities for growth and development help employees expand their knowledge, skills, and abilities, and apply the competencies they have gained to new situations. Examples include continuing education courses; tuition reimbursement; career development or counseling services; in-house or outside skill training; opportunities for promotion and internal career advancement; and coaching, mentoring, and leadership development programs.

Programs and policies that facilitate work-life balance acknowledge that employees have responsibilities and lives outside of work and help them better manage these multiple demands. Examples include flexible work arrangements, such as flex time and telecommuting; assistance with child care and elder care; resources to help employees manage personal financial issues; availability of benefits for family members and domestic partners; and flexible leave options beyond those required by the Family and Medical Leave Act.

Health and safety initiatives help employees improve their physical and mental health through the prevention, assessment, and treatment of health problems and by encouraging and supporting healthy lifestyle and behavior choices. Health and safety efforts include a wide variety of workplace practices such as training and safeguards that address workplace safety and security issues; efforts

to help employees develop a healthy lifestyle such as stress management, weight loss and smoking cessation programs; adequate health insurance; and resources to help employees address life problems including grief counseling, Employee Assistance Programs (EAPs), and referrals for mental health services.

Employee recognition efforts reward employees both individually and collectively for their contributions to the organization. Recognition can take both monetary and non-monetary forms such as fair compensation; competitive benefit packages; acknowledgment of contributions and milestones; performance-based bonuses and pay increases; employee awards; and recognition ceremonies.

The program also highlights the importance of effective two-way communication and the need to tailor workplace practices to the unique needs of an organization and its workforce. This requires attention to a variety of contextual factors, including an organization's structure, culture and processes.

The Benefits of a Psychologically Healthy Workplace

When well-designed and implemented, a comprehensive set of psychologically healthy workplace practices fosters employee health and well-being while enhancing organizational performance. Previous research examining the relationship between employee well-being and organizational improvements is rich and extensive. A psychologically healthy workplace promotes better physical and mental health, improved ability to manage stress, increased job satisfaction, higher morale, and enhanced motivation.

Benefits to the organization include improved performance, higher levels of productivity, and increased quality of work, which can translate into improved customer service and satisfaction. In addition, a healthy organization experiences lower health care costs, reduced absenteeism, presenteeism, and turnover, and fewer accidents and injuries. At the same time, a positive climate can lead to the ability to attract and retain top quality employees.

Benefits to Psychology

As a public education initiative, the Psychologically Healthy Workplace Program serves as a highly visible effort to educate employers and the general public about the valuable roles psychology can play with regard to a variety of workplace issues. The program provides connections between the business and psychology communities at local and national levels, enabling us to work together to address issues of mutual interest and pursue common causes. Working together, each group also benefits from the other's expertise. All of the major issues facing employers (e.g., skyrocketing healthcare costs, global competition, turnover, energy consumption, building a competitive advantage through human capital) have one thing in common—they are related to human behavior, psychology's area of expertise. By working with psychologists, employers are able to better address these issues, thereby enhancing the functioning of their organizations.

Similarly, working with the business community helps psychologists develop a “business lens” that they can use to more effectively design and deliver services that meet emerging needs in today’s competitive marketplace, as well as reach those who could benefit from services in the place where they spend most of their time: the workplace. This collaboration between psychology and the employer community truly represents a win-win-win scenario, driving positive change and helping employees, organizations, and psychologists perform at their best.

The Role of SIOP and I-O Psychology

I-O psychologists have historically contributed to the PHWP by presenting research at APA- and PHW-related conferences; contributing articles to journals, blogs, and newsletters; and serving on state PHWP boards and committees. In recent years, there has been substantial representation by I-O psychologists in the PWN-related annual conference as speakers on topics such as engagement, occupational health and safety, and job-related stress. I-O psychologists also serve as chairpersons and committee members to SPTA PHWP committees or participate in the evaluation of organizations for state and national awards.

Working with PWN helps advance SIOP’s mission of strengthening external relationships; raising the visibility and awareness of I-O psychology to business and the general public; providing opportunities for members to apply their knowledge, skills, and abilities; and building collaborative relationships across research, practice, and education. Mutual benefits to SIOP and APA can be derived from a close working relationship. This could involve more SIOP members participating in the identification and evaluation of organizations for the PHW awards; providing cutting-edge research on topics including workplace stress, occupational health, and interpersonal relationships in organizations; and providing high-quality content for distribution through existing communication channels. Likewise, APA’s program can advocate for I-O psychology; help build alliances with government, private sector, and academia; and facilitate multidisciplinary collaborations among clinical, counseling, I-O, and other subdisciplines of psychology with interest in the same topics.

The continued success of this program will drive increased awareness and an enhanced understanding by the public of the important role that I-O psychologists play in the daily life of businesses and the people they employ. As such, the result is recognition that psychology is a vibrant and productive field that is undergoing a renaissance with new ideas and research findings that are critical to helping individuals, groups, organizations, and communities thrive.

To find out how you can get involved with the Psychologically Healthy Workplace Program in your state, province, or territory, or to learn about opportunities to contribute to the program’s newsletter or blog, e-mail phwa@apa.org. For more information about SIOP’s collaboration with the Psychologically Healthy Workplace Program, please contact Robert Bloom, the SIOP liaison with the Psychologically Healthy Workplace Program, at robert@pma-hr.com.

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Professional Practice Committee Updates

The careers study of I-O psychologists is underway! With its chief objective of delineating career paths of individuals with advanced degrees in I-O psychology in both academic and applied settings, the outcomes of this study will equip professionals and students with valuable information about competencies and experiences that contribute to success in an increasingly diverse array of roles held by I-O psychologists. Member participation in the study is critical as you are our subject matter experts! From contributing source materials including job descriptions, competency models, and career paths to participating in surveys and interviews, we welcome and encourage your participation as the project phases roll out. The findings from the study will help professionals at all stages of the career lifecycle, including those contemplating a career in I-O, those entering the field, and others making transitions between roles, and will provide the Practice committee with insight on resources to provide to members for continued professional development.

I'm also pleased to report new additions to the 2012 SIOP-SHRM white paper series. This effort, designed to make the science of I-O psychology accessible to HR practitioners, summarizes research and practice on topics of interest to SHRM members in practitioner-oriented white papers. The first paper, titled "Achieving Well-being in Retirement: Recommendations from 20 Years of Research" was coauthored by **Mo Wang** and **Beryl Hesketh**. The

second paper is by **Talya Bauer, Julie McCarthy, Neil Anderson, Donald Truxillo, and Jesús Salgado** and is titled “What We Know about Applicant Reactions on Attitudes and Behavior: Research Summary and Best Practices.” Both papers are distributed to the SHRM membership and are also available on the SIOP website.

We are taking the mentoring program in new directions. To complement the successful speed mentoring sessions held at the annual conference, we are launching the next group mentoring program to members. This program is designed to match mentors with multiple protégés to share relevant experiences and best practices. This installment builds on lessons learned during a pilot group mentoring program, as additional resources and structure will be provided to participants. Practice committee members will facilitate learning sessions and check-in meetings to ensure the program is meeting objectives for both mentors and protégés.

Finally, it's not too late to subscribe to SIOP Research Access! This outstanding, value-priced benefit connects members to EBSCO research databases and archives of SIOP conference sessions, and is sure to come in handy as you prepare your SIOP conference posters and presentations.

These are just a few of the active initiatives underway within the Practice committee, and I'd like to thank the Practice committee members for their continued efforts and enthusiasm to drive these forward. For more information on these and other projects, please feel free to contact me at tracy.kantrowitz@shl.com.



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PRACTICE PERSPECTIVES

Changes Over Time in Members' Graduate Institution



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In several recent articles we have discussed how graduate education and employment opportunities have changed for SIOP members who graduated in different time periods (Silzer & Parson, 2012a; 2012b). In particular we reported on how both I-O psychology graduate programs ranked by number of graduates (SIOP full members only) and the representation of different graduate majors have changed over the last fifty years. Clearly the SIOP membership has become more diverse in terms of graduate education and employment focus in recent decades. With new waves of members who have more diverse graduate majors, SIOP has no doubt benefited from more diverse perspectives.

Changes in Graduate Institutions of SIOP Members Over Time

In further exploring the graduate background of our members we were interested in identifying the academic institutions (rather than specific graduate programs) that were producing SIOP members. We analyzed 2011 SIOP membership data and identified the graduate institutions where full members (including Fellows) received their degrees. 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, 2 and 3.

The top-10 graduate institutions ranked by the number of members who graduated in the pre-1970 and 1970–1979 periods are listed in Table 1. For the pre-1970 period only nine institutions are listed (having three or more graduates) because there are a large number of institutions tied for the tenth rank (with two graduates). Generally the institutions listed for pre-1970 period are well known for early I-O psychology graduate programs (Note: Our analysis for this article includes all full members and Fellows, regardless of their graduate major).

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

Table 1

Academic Institutions Ranked by Number of Graduates in Pre-1970 and 1970–1979 Who Are SIOP Members

Pre -1970			1970–1979		
Rank	Graduate institutions*	# of grads**	Rank	Graduate institutions*	# of grads**
1	Univ. of Minnesota	7	1	Ohio State Univ.	21
1	Ohio State Univ.	7	2	Univ. of Minnesota	19
3	Purdue Univ.	6	3	Michigan State Univ.	18
4	Case Western Reserve Univ.	5	3	Purdue Univ.	18
5	Univ. of Illinois-Urbana Champaign	4	5	Univ. of Maryland	14
5	Columbia Univ.	4	6	Univ. of Illinois-Urbana Champaign	13
5	Cornell Univ.	4	7	Univ. of Michigan	12
8	Univ. of Maryland	3	8	New York Univ.	11
8	Univ. California-Berkeley	3	8	Univ. of Houston	11
			10	Univ. of Tennessee-Knoxville	10

* Academic institutions ranked by number of graduates (all graduate program and all graduate majors) during the decade who are SIOP members

** Number of graduates during the decade who are SIOP full members

For the 1970 to 1979 period the number of members with degrees in this time period clearly increased from the previous period. Many of the same institutions from the previous period are included in the top-10 institutions here (Ohio State, Minnesota, Purdue, Maryland, Illinois) while additional institutions rose into the top 10 (NYU, Houston, Tennessee-Knoxville). The minimum number of members from the institution in order to be ranked in the top 10 went from 3 to 10 members. Clearly these institutions were increasing the number of graduates who were becoming SIOP members. Institutions that dropped out of the top 10 (from the previous time period) also increased the number of SIOP members from their institutions but not enough to stay in the top-10 listing (e.g. Columbia went from 4 to 8 members and California-Berkeley went from 3 to 5 members).

The top-15 graduate institutions ranked by the number of members who graduated from each institution in the 1980–1989 and 1990–1999 periods are listed in Table 2. These decades show continued increases in of SIOP members from specific institutions. For the 1980–1989 period, almost all the listed institutions show an increase from the previous time period. Some institutions had large increases, such as Bowling Green, Akron, and Tennessee-Knoxville.

For the 1990–1999 time period most of the listed institutions again increased the number of SIOP members they were producing. The top-ranked institutions (Akron, South Florida, Minnesota) each produced more that 30 SIOP members in the decade. Additional schools joined the top ranks, such as Pennsylvania State, Michigan State, Georgia Institute of Technology, Tulane, and Texas A&M.

The top-20 graduate institutions ranked by the number of members who graduated in the 2000–2009 period who are SIOP members are listed in Table 3.

Table 2

Academic Institutions Ranked by Number of Graduates in 1980–1989 and 1990–1999 Who Are SIOP Members

1980–1989			1990–1999		
Rank	Graduate institutions*	# of grads**	Rank	Graduate institutions*	# of grads**
1	Bowling Green State Univ.	28	1	Univ. of Akron	39
2	Univ. of Akron	24	2	Univ. of South Florida	33
3	Univ. of Tennessee-Knoxville	22	3	Univ. of Minnesota	32
4	Univ. of Illinois-Urbana Champaign	19	4	Univ. of Georgia	25
4	Ohio State Univ.	19	4	Pennsylvania State Univ.	25
4	Univ. of Minnesota	19	6	Univ. of Illinois-Urbana Champaign	24
7	Univ. of Houston	18	6	Michigan State Univ.	24
8	Univ. of Georgia	15	8	Bowling Green State Univ.	21
8	Purdue Univ.	15	9	Georgia Inst. of Technology	20
10	Illinois Inst. of Technology	14	9	Univ. of Houston	20
10	Univ. of South Florida	14	11	Ohio State Univ.	18
10	Michigan State Univ.	14	13	Univ. of Tennessee-Knoxville	17
10	Wayne State Univ.	14	13	Univ. of Maryland	17
14	New York Univ.	13	15	Tulane Univ.	15
15	Pennsylvania State Univ.	12	15	Wayne State Univ.	15

* Academic institutions ranked by number of graduates (all graduate program and all graduate majors) during the decade who are SIOP members

** Number of graduates during the decade who are SIOP full members

Table 3

Academic Institutions Ranked by Number of Graduates in 2000–2009 Who Are SIOP Members

2000–2009		
Rank	Graduate institutions*	# of grads**
1	Univ. of Akron	45
2	Univ. of South Florida	41
3	Univ. of Minnesota	32
4	Bowling Green State Univ.	31
4	Univ. of Georgia	31
6	Michigan State Univ.	30
7	Wayne State Univ.	29
8	George Mason Univ.	28
8	Univ. of Tennessee-Knoxville	28
10	Univ. of Houston	27
10	Alliant/CSPP	27
12	Univ. of Illinois-Urbana Champaign	25
12	Colorado State Univ.	25
14	Capella Univ.	24
14	Univ. of Maryland	24
16	Central Michigan Univ.	22
17	Univ. of Central Florida	21
17	North Carolina State Univ.	21
19	Texas A & M Univ.	20
20	Univ. of Oklahoma	19

* Academic institutions ranked by number of graduates (all graduate program and all graduate majors) during the decade who are SIOP members

** Number of graduates during the decade who are SIOP full members

Most of these institutions increased the number of graduates who are SIOP members from the previous decade. The top three institutions remained the same (Akron, South Florida, Minnesota). A number of institutions noticeably increased the number of graduates who became SIOP members from the previous decade including Wayne State, George Mason, Tennessee-Knoxville, Alliant/CSPP, Colorado State, Capella, Central Florida, North Carolina State, and Oklahoma.

Changes Across All Decades

Both the number of graduates who join SIOP and the number of institutions represented in the membership have greatly increased across the decades (see Table 4).

Table 4

Number of Graduating SIOP Members and Number of Institutions Graduating SIOP Members Across Last Fifty Years

Time period	# of SIOP members	# of institutions
Pre-1970	89	54
1970–1979	362	115
1980–1989	573	141
1999–1999	842	163
2000–2009	1189	188

* Number of SIOP members graduating in this time period

** Number of institutions graduating SIOP members in this time period

Perhaps it is obvious to most SIOP members attending recent SIOP conferences that there are many new unfamiliar members (in addition to the many graduate students attending the conferences.) But what may be more surprising is the expanding number of graduate institutions that are represented among the membership (the institutions where they received their graduate degree). Part of this may be due to the increase in SIOP of members with graduate degrees outside of I-O psychology or organizational psychology. But part of the increase is due to the larger number of graduate institutions offering I-O psychology and organizational psychology degrees.

There have been some changes in the graduate institutions represented across the decades. Only two institutions are ranked high in all 5 decades: University of Minnesota and University of Illinois (Urbana-Champaign). The University of Maryland is in four of the top rankings (it just missed the top-15 rankings in 1980–1989). All of the other institutions listed in the top pre-1970 rankings are no longer among the top ranked institutions (2000–2009).

Conclusions

These data suggest a few clear conclusions:

- There has been a steady increase across the decades in the number of graduates joining SIOP.

- The number of graduates joining SIOP from the major graduate institutions has been regularly increasing across the decades.
- The number of academic institutions providing graduates who join SIOP has also been increasing across the decades.

These membership trends may be due to a range of factors. Clearly the field of I-O psychology has been successful in attracting graduate students into I-O and OP graduate programs. The field has also enjoyed an expanding number and range of employment opportunities. SIOP itself has continued to grow and has an increasingly diverse membership and diverse perspective among members (based on graduate education).

As a result our field is changing and expanding. This provides SIOP with strategic opportunities to:

- Proactively reach out to US and international academic institutions in our field and related fields
- Encourage graduate programs in our field to adequately prepare students for our diverse employment opportunities
- Ensure SIOP understands and fully meets the needs of our expanding and diverse membership.

The field of I-O psychology has been successful against various metrics in attracting graduate students, increasing professional membership and expanding employment opportunities. In some ways we are in a Golden Age of I-O psychology. This success provides us with several strategic opportunities to capitalize on and expand our talent, our impact, and our success. Our continued success may depend on our ability to understand and leverage these opportunities.

References

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Errata

Some formatting errors were introduced into *Practice Perspectives: Changes Over Time in Members' Graduate Education, Employment Focus, and Recognition* by SIOP by Rob Silzer and Chad Parson in the October 2012 issue. The corrected information appears below. SIOP regrets the error.

From p. 69:

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)

From p. 73

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 award
	1 shared 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 ($n = 5$)

THE HIGH SOCIETY

Jocoserious Adoxography

Paul M. Muchinsky*

University of North Carolina at Greensboro



I-O psychologists are highly intelligent. But as they say in marketing, it's all about selling the brand. The best way to be recognized as highly intelligent is to sound highly intelligent. That means we seamlessly integrate big preposterous words with those understood by common folk. Who wouldn't want to be the object of hushed reverence when they speak? If only you could find a verbal Zen master. Look no more. **The High Society** is about to give you a customized vocabulary lesson designed to impress all those who cross your path. Think of it as *Hooked on Phonics* for the well-educated.

I want you to drop these words in your writing, toss them around in meetings, and take whispered pillow talk with your lover to a new level. There is no need to cite this column as the source of the words. They are not my words. I got them from a book, and now you are getting them from me. Spread the word(s). Thank me later.

I have clustered the words into logical groupings as an example of when they might be uncorked. But feel free to use them whenever and wherever you wish.

Words Helpful in Teaching

- Trying to pour a bucket of knowledge into a thimble of cognitive capacity reminds us that some students are *indocible* (unteachable).
- Tell your students that every night they must *elucidrate* (study diligently).
- On the first day of class, inform your students that a passing grade will not be forthcoming just because they are *tanquam* (people educated enough to go to college).
- It is often difficult to concentrate on your lecture when your students *pandiculate* (yawn and stretch).
- Students who communicate in verbal shorthand (e.g., LOL, OMG) are exhibiting *fasgrolia* (FAST GROWing Language of Initialism and Acronyms).

Words Helpful in Meta-Analysis

- Because the findings from meta-analysis are regarded as the truth, meta-analysis is *alethiology* (the study of truth).

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

- The conclusions from meta-analysis are *apodictic* (clearly and undeniably true).
- When evaluating studies for possible inclusion in a meta-analysis, it is important to *absterge* (to wipe clean or purge) inappropriate studies, yet thoroughly seek out *adscititious* (supplementary, additional) studies.
- Not being particularly troubled that a corrected validity coefficient exceeds 1.00 is evidence the meta-analyst suffers from *oneirataxia* (the inability to differentiate between fantasy and reality).
- I found the four-page digression about the robust semiparametric non-central *F* distribution to be *amycitic* (irritating) and unduly *noetic* (reasoning only in abstract terms).

Words Useful for Practitioners

- At the JiffySpiffy Group all our professional knowledge is *exoteric* (adapted for the layman).
- Our recommendations and action plans always exhibit *axioposity* (the quality that makes something believable).
- We don't drown our clients in technical minutiae; you can count on us to have *ensynopticity* (the ability to take a general view of things).
- Every one of our principals is an *ideopraxist* (one who puts ideas into practice).
- The fundamental challenge for most organizations today is *misocainia* (contempt for new ideas and change).

Words Helpful in Writing

- Asserting the results had broad implications for teams and groups as well as cohorts was a sterling example of *poecilonymy* (use of several names for the same thing).
- Her thesis was a demonstration of *amphigory* (nonsensical writing) cloaked in *ampollocity* (pompous words).
- His explanation for the results was *foraminous* (full of holes).
- The description of how their research tested Smith's theory was a classic *eisegesis* (the interpretation of a text by sneaking in one's own ideas as the author's).
- The *lexiphanic* (using pretentious language) *eclaircissement* (clarification) provided by the author in the rebuttal still rendered the conclusion *exponible* (needing further explanation).

Words Helpful in Research

- Regression analysis uses data to make predictions: other methods of prediction use barley meal (*alphitomancy*), figs (*sycomancy*), and urine (*urimancy*).

- Dysfunctional work behavior demands an understanding of *ergasio-phobia* (aversion to work) and *hypengyophobia* (fear of assuming responsibility).
- For some people work/life stress induces *phrontifogic* (anxiety reducing) *oniochaliasia* (retail therapy).
- On-the-job training provides *resipiscent* (knowledge learned from experience) development.
- Orientation programs serve a *projicent* (helping an organism fit into its environment) function.

Words Helpful in Dealing With Critics

- The editor obviously suffers from *sophomania* (delusions of exceptional intelligence).
- The *nullifidian's* (skeptic) comments were *acataleptic* (incomprehensible).
- Rejection of my ideas can only be attributed to *cacophrenic* (pertaining to an inferior intellect) judgment.
- My manuscript was given a balanced review: half *jobition* (tedious criticism) and half *animadversion* (hostile criticism).
- Judging by the number of times the reviewer cited his own work, he is a case study in *pleionosis* (exaggeration of one's own importance).

Words Helpful at the SIOP Conference

- The SIOP conference can be most awkward if you suffer from *lethonomia* (tendency to forget names) or *prosopolethy* (inability to remember faces).
- In the middle of answering your difficult question at a session, the presenter begins to exhibit *embulalia* (talking nonsense).
- It is rare to find a *pauciloquent* (speaking briefly) discussant.
- I particularly liked the sessions on *malvernation* (office politics) and *nosism* (group conceit).
- Beware the presenter who engages in *tolutiloquence* (glib speech).

Can You Believe They Have a Word for This?

- Wives dote on their husbands. It is so rare when husbands dote on their wives they created a word to describe a husband who does so (*uxorious*).
- Have you ever heard a stupid comment followed by another comment just as stupid? The second comment was *unasinous* (equally stupid).
- Hemorrhoids (and some supervisors) are *proctalgia* (a pain in the ass).
- When is the last time you experienced *matutolypea* (getting up on the wrong side of the bed)?

- “Muchinsky’s myopic meanderings mystify many Moldovans” manifests *mytacism* (excessive use of the letter M).

When writing these words, for crying out loud do not place them in quotation marks or italicize them. To do so screams, “I’m trying to impress you!” Of course you are, but there is no need to telegraph that latent message. Remember, the goal is for you to be perceived as highly intelligent because you know these words. A delightful byproduct is your readers will feel stupid because they don’t. As Gore Vidal once said, “Success is not enough. Your friends must fail.”

When speaking these words, you will get more style points if you lower your voice by about a half an octave. Doing so adds an element of sobriety to your position. There is no need to develop a slightly affectatious accent unless you really want to lay it on heavy. It is imperative that you work on your delivery. Nothing says “phony” louder than a person who has awkward speech pauses in the middle of trying to pronounce a word. We have some real tongue twisters here. And speaking of tongues, to paraphrase Slim Pickens from the movie *Blazing Saddles*, with practice you’ll be able to use yours better than a semi-sawbuck fricatrice.

My learning these words was a journey of self-discovery, as the counseling psychologists say. After all the years I have been writing **The High Society**, only now do I understand the column is *jocoserious* (a combination of funny and serious) *adoxography* (good writing on a trivial subject). It is always nice to know what you are doing.

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FOUNDATION SPOTLIGHT

Announcing the Goldstein and Schneider Scholarships

Milton D. Hakel
SIOP Foundation President

I am delighted to announce that two new graduate student scholarships have been endowed by **Bill Macey** to honor **Irwin L. Goldstein** and **Benjamin Schneider**. It is a wonderful story, one that well illustrates the kind of community that I-O psychology has become. Here's the short version.

In 1975 Bill Macey earned his PhD in experimental psychology from Loyola University-Chicago shortly after having started teaching at North Central College. Then, as now, psychology department pay levels were comparatively modest. Like so many academics, he took on some consulting to supplement his primary income. Bill incorporated Personnel Research Associates (PRA), and he also joined SIOP. As happens so frequently in SIOP, friendships were established and spontaneous mentoring ensued.

At about that time Division 14 became incorporated as the Society for Industrial and Organizational Psychology, and because SIOP took full control of its membership and treasury, the Administrative Office was opened at the University of Maryland under the direction of Irv Goldstein and Ben Schneider. In 1986 when the first SIOP Conference was held in Chicago, Irv chaired the planning committee, and Bill served as the local arrangements chair. SIOP began to grow substantially, and the workload expanded in kind. The Administrative Office needed full time staffing, and in 1990 SIOP turned to Bill and PRA. Then PRA began growing substantially, opening multiple offices, eventually becoming Valtera. SIOP had also continued growing rapidly and the Administrative Office moved to Bowling Green in 1996, allowing Bill the time and focus needed to grow a national and then global operation. For Valtera the next stage of growth occurred early 2012 when Valtera was acquired by the Corporate Executive Board, creating what is now known as CEB Valtera.

One consequence of the acquisition was the creation of the Macey Fund within the SIOP Foundation, a \$100,000 endowment. The fund will yield the scholarships that Bill has named to honor Irv and Ben, in recognition of their friendship and in gratitude for their work in broadening the inclusiveness of



industrial-organizational psychology. These doctoral level scholarships will go to ethnic minority students who are advanced graduate students in I-O psychology. The \$3,000 Goldstein Scholarship is to be given by SIOP for the first time in 2014. The \$3,000 Schneider Scholarship will be given in 2015.

Giving becomes easy when you plan for it and then do it (see <http://www.siop.org/Foundation/gifts.aspx> for details). Each of us has many friends in I-O psychology, and each of us has benefited from mentoring, both formal and spontaneous. Plan now to honor your friends and mentors (see the Foundation's annual report at <http://www.siop.org/foundation/AR12> for the current list of 19 honorees.)

Planning is key. Set your plans, and act on them. Bill Macey did, and you can too. The SIOP Foundation would like to be among your beneficiaries. Help to encourage excellence and innovation for the future of I-O psychology. Contribute at <http://www.siop.org/foundation/donate.aspx>. Your calls and questions to the SIOP Foundation are always welcome. Join us in building for the future.

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***TIP* Call for Papers**

TIP is going digital! The first all-electronic issue of *The Industrial Organizational Psychologist* will be July 2013. *TIP* will be optimized for different types of viewing, as well as have embedded links and videos to enhance the content and reader experience. To usher in the new age of *TIP*, the final print issue of *TIP* (published in April 2013) will focus on change and paradigm shifts in I-O psychology. This is a call for papers that will appear in this special April 2013 issue that discuss change in the field of I-O psychology. Papers can address important changes to the field, changes that were not as valued as they should have been, fads, or changes yet to come. Articles on change could discuss changes in I-O psychology in general, changes to the nature of our work and/or research, changes to how we do our work or what/how we teach our students and so forth. Submissions are due **February 1, 2013** and should be sent to Lisa Steelman (lsteelma@fit.edu).

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Stephany Schings Below
Communications Manager

The 2012 Leading Edge Consortium (LEC), “Environmental Sustainability at Work: Advancing Research, Enhancing Practice,” brought out some of the best and brightest in the field of environmental sustainability October 19 and 20 at the Hotel Monteleone in New Orleans, Louisiana!

Chaired by **Sara Weiner**, with Science Cochairs **Stephan Dilchert** and **Deniz Ones**, and Practice Chair **Mark Schmit**, the 2012 LEC was a weekend full of excellent speakers, informative presentations, and numerous opportunities to participate in the discussion of advancing and developing environmental sustainability practices in the workplace.

“The attendees’ passion around this topic will surely lead to groundbreaking, innovative, and lasting research ideas and practical applications,” Weiner said. “I hope this conference has sparked personal dedication to widen the attention on this topic that is so essential to the earth’s and humankind’s health and longevity.”

Attendees heard from 11 speakers on topics including creating sustainable effective organizations, the state of HR practice in sustainability, employee green behaviors, sustainable cultures, global sustainability, leveraging HR practices to drive environmental sustainability efforts at PepsiCo, environmental sustainability and employee engagement at 3M, creating and growing a culture of sustainability, staffing for environmental sustainability, the O*NET program’s view on green occupations, why and how to include environmental sustainability in I-O practice, and embedding sustainability in mainstream companies. Attendees and presenters came from across the United States and the world, with some traveling from as far as Germany and France to attend the event.

This year, in light of the sustainability theme, SIOP also held its first ever virtual forums. The virtual forums brought together nearly 100 attendees at 11 sites throughout the United States and Canada who watched a live video feed of Friday’s presentations. Virtual attendees participated in the program via social media, posting questions to speakers via Twitter and e-mail, which were then relayed to the presenters live during question and answer sessions.

In addition to allowing those who couldn’t make the trip to New Orleans to participate in the LEC, the virtual forums also helped the environment. Under conservative assumptions (two people per hotel room, cab sharing, most direct flight routes), the 105 virtual attendees would have caused CO² emissions of 37.65 metric tons. So the virtual forums saved the emissions equivalent of 8.4 Honda Accords driven for 1 year!

The LEC kicked off with a keynote address titled “Creating Sustainable Effective Organizations: Management Reset Needed” by Edward E. Lawler III, Distinguished Professor of Business at the University of Southern California Marshall School of Business and founder and director of the University’s Center for Effective Organizations (CEO).

During his presentation, Lawler noted that organizations operate with different goals today than they did in the past. Organizations today need to operate in ways that lead to both agility and responsible behavior, he explained. As the world changes, companies need to be able to adapt quickly to those changes.

“There is no such thing as a sustainable competitive advantage,” he said, also noting that companies must be environmentally and socially responsible as they adapt.

The program also included a “Company Insights Module,” which featured three presentations—“Global Sustainability, Global Responsibility”; “Leveraging HR Practices to Drive Environmental Sustainability Efforts at PepsiCo”; and “Sustaining Our Future: Environmental Sustainability and Employee Engagement at 3M”—that described practice insights into how I-O psychologists can play a role in shaping environmentally sustainable organizations.

At the end of Friday, before breaking into small groups to enjoy the popular “networking dinners” at a choice of four New Orleans restaurants Friday night, attendees also enjoyed a beautiful reception in the Royal Ballroom of the hotel. For the networking dinners, attendees dined at area restaurants to discuss the day’s events with old and new friends while they got a taste of the famous New Orleans cuisine.

Other presentations included a lunchtime speaker Friday, Marie Puybauraud, director of Global Workplace Innovation at Johnson Controls, who traveled all the way from France to present “Sustainable Cultures: Creating Greener Workplaces for All!” The “Environmental Sustainability Consulting” session was held Saturday and included “Going After the Green: Why and How to Include Environmental Sustainability in I/O Practice” by **John Muros**, Senior HR Consultant, AT&T, and “Embedding Sustainability in Mainstream Companies,” by **Anna Clark**, president of EarthPeople, a sustainability communications firm.

After thanking the LEC chair and cochairs and presenting them with tokens of appreciation, SIOP President Doug Reynolds announced the information for next year’s event.

The SIOP 2013 Leading Edge Consortium will be held October 18–19 in Richmond, Virginia, at the Richmond Omni. The theme of that event will be talent management.

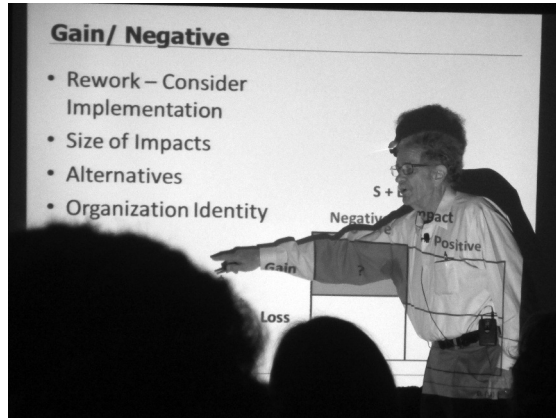
We hope to see you next year in Richmond!



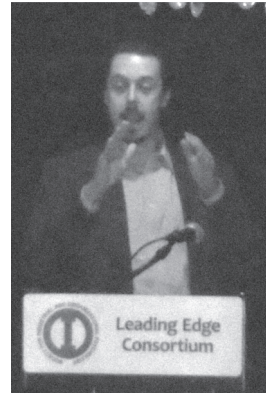
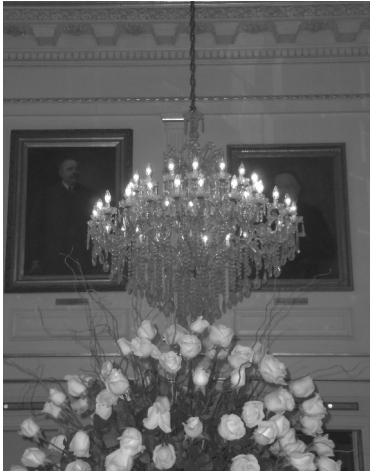
Left: Attendees meet and greet during the Thursday welcome reception, held in the lovely Riverview Room.



LEC Chairs Sara Weiner, Stephan Dilchert, Deniz Ones (left) and Mark Schmitt (above) worked for over a year to plan the event



Friday included a presentation from Marie Puybaraud, who travelled all the way from France to speak about Johnson Controls initiatives, and Edward Lawler, who opened the event with his keynote address.



Clockwise from top left: The lobby of the Hotel Monteleone presented attendees with a view of old South opulence. Trent Burner presented his findings on sustainability plans at Wal-Mart. John Muros' presentation on Saturday was both informative and entertaining. Anna Clark gave examples of both personal and corporate sustainability opportunities during her Saturday session.

Exploring new developments and practices in Talent Management.

**Leading Edge Consortium
October 18-19, 2013
Omni Richmond**

Experience the Edge: A SIOP meeting for practitioners and by practitioners.

**SIOP Houston 2013:
A Welcome From Your Conference Chair
April 11-13 (preconference activities on April 10)**

**Robin Cohen
Bank of America**

SIOP's 28th annual conference is almost here. You won't want to miss this premier event where we will celebrate the ways in which we have and are extending our influence as I-O psychologists (Doug Reynolds' presidential year theme). In addition, throughout the conference we will challenge our members to think about how we can continue to expand and enhance our influence beyond our organizations and our profession. And don't forget about all of those opportunities to connect, network, and learn!

Our Houston conference is destined to be one of the best yet, thanks to the incredible dedication of hundreds of volunteers and our stellar Administrative Office staff, headed up by none other than our fabulous Executive Director Dave Nershi. Are you ready to start planning for Houston? Here's a little roadmap of what you need to know...

Immediately (as in, Right Now. Really!)

If you have not yet done so, make your hotel reservations. The Hilton Americas is the largest convention hotel in Houston. It is conveniently located in the heart of downtown Houston and is steps away from Discovery Green Park, Toyota Center, and Houston Pavilions premier dining and entertainment center. It is only a few blocks away from Minute Maid Park, Dynamo Stadium, and only minutes from the theater district, which includes Jones Hall, The Wortham, and Hobby Center. What more could you ask for? Staying at the conference hotel provides you with the utmost convenience for all of our conference events. You can book online using the convenient link on the SIOP website conference hotel information page, or you can call the hotel directly at 1-713-739-8000 (and mention that you are coming for the SIOP conference). As you'll see below, we have many great preconference events planned for Wednesday, and we have a full day of programming on Saturday capped off with a not-to-be-missed closing plenary and party on Saturday evening. So, book your trip accordingly!

If you have not yet done so, register for the conference and preconference activities. To get the best conference registration rate and to receive your program book in the mail (great airplane reading!), you will need to register by February 18. The registration process is entirely online. And, as the workshops, preconference events, and Friday Seminars are all first come, first served, you'll want to get on this right away! If you do register after February 18, you can pick up a copy of the program book at the conference registration desk while supplies last. Or, for quicker access to information, use the online program and conference scheduler to make your own personalized schedule.

Preconference (Wednesday, April 10)

Preconference tours. The local arrangements team, headed by **Irene Sasaki**, has put together two preconference tour options for SIOP members. The first is a 90-minute boat tour of the Port of Houston Ship Channel, a 25-mile-long complex of diverse public and private facilities. Participants will enjoy passing views of international cargo vessels and port operations. The second tour will appeal to beer lovers who will not only tour the Saint Arnold Brewing Company facilities but also have the opportunity to taste their beers. Participants will receive a souvenir glass to remember their festive afternoon in Houston!

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

Workshops. Mark your calendars! The Workshop Committee, headed by **Liberty Munson**, has prepared 12 outstanding workshops for the 2013 conference. These professional development opportunities include a diverse selection of innovative topics designed to meet the many different needs of our SIOP members. Check out Liberty's article in this issue of *TIP* for an overview of the extraordinary panel of nationally and internationally recognized experts from both inside and outside of I-O who will be leading this year's workshops. Be sure to register early to ensure your first choices. Never been to a workshop before? Maybe this is the year to start!

For the first time, we are offering an opportunity to register for one workshop (either morning or afternoon) at a reduced cost of \$300 for members and \$485 for nonmembers. Because workshop attendees find the networking opportunities available during workshops to be one of the most valuable aspects of attending, the registration fee will include lunch as well as the fabulous workshop reception. For those of you who find it difficult to attend a full day of workshops, this option should give you more flexibility to attend, learn, and network!

Placement. The Placement Center continues to be a one-of-a-kind resource to connect employers with job-seeking I-O psychologists. Employers and job seekers get access to a networking database, helping employers and job seekers make matches before, during, and after the conference. Employers can meet with job seekers in our center or use the center to arrange an off-site interview. Applicants can send out targeted resumés and inquiries to specific hiring managers. New this year, reserved specifically for registrants, are complimentary mock interviews to help prospective applicants brush up on their interview skills in a low-stakes setting. The center is equipped with IT resources that are specifically used for Placement Center registrants. **Adam Hilliard** and **Matt O'Connell** manage this year's placement activities, with registration and preconference matching opening prior to the conference and on-site services provided from April 10 through 13.

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

The 28th Annual Lee Hakel Doctoral Consortium. The Lee Hakel Doctoral Consortium is designed for upper-level graduate students in I-O psychology and OB/HRM nearing completion of their doctorates: third-year students or above who have completed most or all coursework and are working on their dissertations. The consortium will feature an impressive lineup of speakers, both academics and practitioners, chosen for their outstanding contributions to the field and unique perspectives on the opportunities and challenges faced by I-O psychologists at different stages of their careers. Nomination forms will be sent via e-mail in January to each program's director. Enrollment is limited to one student per program, up to a maximum of 40 participants. For further information on the 2013 consortium, please contact **Tracey Rizzuto** (trizzut@lsu.edu).

The 7th Annual SIOP Master's Student Consortium. The SIOP Master's Student Consortium will be making its seventh appearance this year. The consortium is designed for students enrolled in master's programs in I-O psychology and OB/HRM. The program will include a lineup of speakers who graduated from master's programs and have excelled as managers and consultants. Each master's program may nominate two students per program to attend the consortium. Students will attend two workshops and a Q&A roundtable. Nomination forms were sent in November to each university's program chair. If you have questions about the consortium, or would like to nominate a speaker, please contact **Alison Cooper** (acooper@ti.com).

The 8th Annual SIOP Junior Faculty Consortium. The Eighth Annual Junior Faculty Consortium (JFC) is designed to assist the untenured faculty members of SIOP to develop and hone the skills needed to meet their career objectives. It has also served as a "realistic job preview" for participants considering entering academics. Again this year the JFC will provide insights from journal editors and academics who have recently achieved tenure, as well as hosting concurrent sessions on research funding and teaching. As always, the JFC will include an impressive lineup of speakers in these areas. New this year are multiple networking sessions where JFC participants will have the opportunity to meet and make connections with other JFC attendees and speakers. The JFC changes from year to year, and as a result past participants have found value in attending multiple SIOP JFCs. Whether you would be a first-time JFC participant or one of our JFC regulars, please join us for an informative, supportive, and enlightening event. Sign up early because seating is limited. For more information, please contact **Liz Boyd** (drlizboyd@gmail.com).

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

Participation as an Ambassador involves only minimal effort, including:

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

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

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

All-conference welcome reception. Be sure to kick off the eve of your 2013 conference right at the all-conference welcome reception. Reunite with your conference pals and make some new ones.

The Main Event: Conference Programming (April 11–13)

Opening plenary. The conference officially begins with the all-conference opening plenary session on Thursday morning. After a brief welcome message from your Conference chair (that’s me), the announcement of award winners (Awards Chair **Leaetta Hough**) and the new Fellows (Fellows Chair **Jerry Hedge**), SIOP’s President-Elect **Tammy Allen** will introduce our SIOP President **Doug Reynolds**. Doug’s presidential address is sure to inspire us as we kick-off our 28th conference.

The incredible main program. Of course, much of what makes the conference great is our main program, composed of symposia/forums, round-table/conversation hours, panel discussions, posters, debates, and master

tutorials submitted by our members and others in our field. We had over 1,400 submissions this year and are very excited about the program. In addition to the vast number of peer-reviewed sessions, our Program Chair Eden King and her many subcommittees have put together an amazing array of special sessions. Please check out Eden's article in this issue of *TIP* for the full scoop. A few of the key highlights include:

- Thursday Theme Track: *Bringing I-O Innovations to Life: Making Our Work Stick*
- Special invited speakers and panels
- Four Friday Seminars with CE credit (check out **Laurent Lapierre's** *TIP* article for details)
- 12 Community of Interest (COI) sessions

Fun run. Join race director **Paul Sackett** and local coordinator **Mikki Hebl** early on Saturday, April 13th, for the Frank Landy 5K Fun Run. The course will be a circuit of the Rice University campus, which is a 10–15 minute trip by light rail from the conference hotel. Participants will meet in the lobby of the hotel at 6:15, and will travel as a group to Rice for a 7:00am start. The race fee is \$25, which includes a t-shirt. You can register online as you register for the conference. You can also register at the conference, but it would help greatly with race planning (and t-shirt ordering) if you registered in advance.

Networking and social events. As always, the program has been designed to afford multiple networking/socializing opportunities for all conference attendees. Please take advantage of them! These include sponsored coffee breaks and general receptions. There will also be a wi-fi lounge, multiple sitting areas, and plenty of space for meeting up with friends and colleagues. In addition, some special activities to promote networking are being planned.

Closing plenary. It is a great honor and privilege to announce that this year's keynote speaker will be Reverend TJ Martinez, Founding President, Cristo Rey Jesuit College Prep of Houston. You may be saying to yourself "I have never heard of Father TJ Martinez." Well, I hadn't either but I can assure you that his keynote will be motivating and inspiring and will reinforce how important it is to extend our influence. A little bit about Father Martinez: Father Martinez entered the Jesuit seminary after receiving a bachelor's degree in political science with honors from Boston College. During his training for the priesthood he earned five graduate degrees including a law degree from the University of Texas and a school leadership degree from Harvard University. While at Harvard, Father Martinez was honored with the 2008 Intellectual Contribution & Faculty Tribute Award and was selected to deliver the Harvard Graduate School of Education Commencement address. Immediately after, he returned to Texas to found the newest Jesuit college preparatory school in the country—Cristo Rey Jesuit College Prep of Houston—an innovative work–study high school program that targets the poorest children in the city, getting them off the streets and into college in 4 years. In

2012, *Paper City* named Father Martinez one of four New Influencers in Houston, and in 2013 he will receive the Phi Beta Kappa Outstanding Contribution to Education in Houston Award. Trust me, you are not going to want to miss this closing plenary.

Closing reception. As I put the finishing touches on this article, it is October 28 and Hurricane Sandy is rapidly approaching the Northeast. So as you can imagine, I could not be more thrilled to have the planning of the SIOP conference to distract me from potential floods and power outages. The closing reception theme is still in the works, but like Father Martinez's closing keynote, this will be an event that you will not want to miss. All are welcome and encouraged to attend this party to end this conference right. I'll be looking for you on the dance floor....

Postconference

Conference evaluation. Shortly after you have returned home filled with ideas and memories from your great experience in Houston, expect a post-conference survey from our Conference Evaluation Chair **Rustin Meyer**. Next year's Conference Committee will use this feedback in their plans for our next amazing conference in Hawaii. Yes, in case you have not yet heard, our 2014 conference is in Honolulu, Hawaii. The dates are May 15–17, 2014, and it is not too early to start planning!

I hope after reading this you are getting as excited as I am for SIOP 2013! I look forward to seeing you there.

When should I plan to arrive in Houston? When should I leave?



If you plan to attend any preconference activities (the workshops, tours, consortia, etc.) you will want to arrive on Tuesday, April 9.

For basic conference attendance, we suggest you arrive on Wednesday, April 10. The regular conference program begins bright and early the morning of Thursday, April 11 with the Opening Plenary session.

Be sure to book your hotel room through the night of Saturday, April 13. The conference wraps late afternoon on Saturday with the Closing Plenary session and then we will celebrate in style with our closing reception. You won't want to miss it!

SIOP's Program Lineup for the 28th Annual Conference

Eden King
Program Chair, SIOP 2013 Houston
George Mason University

With nearly 1,400 submissions and outstanding invited sessions, the 2013 SIOP conference program in Houston will be truly fantastic! Your Program Committee has been working since the last conference to assemble a quality collection of Friday Seminars, Communities of Interest, a full-day Theme Track, and other special events that will compliment the hundreds of high quality, peer-reviewed sessions showcasing I-O psychology research, practice, theory, and teaching-oriented content. Below is a summary of what has been slated thus far.

Thursday Theme Track: Bringing I-O Innovations to Life: Making Our Work Stick (Chair: Evan Sinar)

The Thursday Theme Track, a very popular feature each year, presents a set of sessions centered around a unifying topic chosen to resonate with the interests of our full SIOP audience, spanning practitioners, academics, and students, from across the globe. This year's topic is "Bringing I-O Innovations to Life: Making Our Work Stick"—put simply, how can we ensure that our ideas and initiatives will take hold and generate sustained influence and impact, anticipating, navigating, and overcoming challenges along the way? We have carefully selected our session formats and invited speakers to ensure that those who join us for the Theme Track leave well-informed and entertained. Theme Track sessions are presented in the same room throughout the day. Although many will stay all day to benefit from the integrated programming and obtain 5.5 continuing education credits for full-track participation, you may also choose to attend just the individual sessions of most interest to you.

- *Keynote: An External Perspective on the Foundations of Innovation Execution.* Abbie Griffin, Royal L. Garff Endowed Chair in Marketing, University of Utah, Author of *Serial Innovators: How Individuals Create and Deliver Breakthrough Innovations in Mature Firms*

I-O academics and practitioners frequently seek to create new breakthroughs in interventions that will have a lasting impact on organizations. This session brings research from outside the I-O field to spur our innovative thinking, particularly around focusing on the customer and focusing on execution.

- *The Intersection of Research/Practice: Effectively Using Partnerships So Research Sticks.* **Sam Hunter, Cindy McCauley, Rod McCloy, Karen Paul, and Roni Reiter-Palmon.**

Successful science–practice integration stems from the ability for academics and practitioners to effectively communicate and provide mutually beneficial information. The goal of this session is to bring togeth-

er panelists who have prior experience successfully leveraging academic–practitioner relationships, focusing on those that have culminated in “sticky” interventions, programs, and systems.

- *Promoting Innovation: Interventions With High-Impact Branding*. **Jason Taylor, David Oliver, Melissa Brittain, Amy Grubb, Andrea Goldberg, Nathan Kuncel, Chitra Sarmma, Dan Russell, Shila Ray, and Dennis Doverspike.**

In this IGNITE session, presenters engage the audience with 5 minutes and 20 automatically progressing slides to share experiences creating a broadly visible campaign around an I-O or HR intervention, sharing the whats and hows of branding an initiative that is recognizable and meaningful enough to take on its own identity within an organization.

- *Storytelling: I-O as Comedy, Tragedy, and Theater of the Absurd* **Wayne Cascio, Rick Guzzo, and Lise Saari**

What factors are most critical in building an I-O or HR initiative that is sustainable over time? In this panel, senior I-O psychologists will share stories about successful (and unsuccessful) initiatives they have led, the lessons they have learned, and the advice they have for others.

- *The Sweet Spot for Organizational Interventions: Superglue or Teflon* **Elizabeth Kolmstetter, Allen Kamin, Steven Hunt, Rose Mueller-Hanson, Doug Molitor, Corina Rice, and Brian Penner**

Attendees will have an opportunity to hear from a panel of senior practitioners about their experiences implementing organizational interventions. The various factors to consider when deciding how sticky to make an intervention will be shared along with how to get things unstuck when needed.

Master Collaborations

Increasing collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. To further the collaborations between science and practice, this session will provide SIOP members with ideas and strategies for developing successful academic–practitioner collaborations. It will highlight different types of successful academic–practitioner collaborations, as well as strategies for developing, implementing, and sustaining these collaborations. It will feature three diverse and successful collaborations. In addition, two discussants—one academic and one practitioner—will offer their thoughts about why these are successful.

- *I-O Research and Practice: Why Can't We Be Friends?*

Brian Frost, Kenexa, an IBM Company, and **Brian Hoffman**, University of Georgia

The speakers will describe how they started and have maintained an effective partnership since meeting in graduate school and how this has resulted in (a) multiple strong, evidence-based research collaborations and (b) a mutual sharing of expertise that has made them both more

effective scientist–practitioners overall.

- *The Role of University Affiliated Research Centers in Government Research*

Nick Vasilopoulos, Department of Defense, and **Sharon Glazer**, Center for Advanced Study of Language at University of Maryland

As of 1996, the U.S. Department of Defense has established 14 “University Affiliated Research Centers” (UARC) to help ensure the maintenance of its critical capabilities. Initially, UARCs focused on research in the physical sciences and engineering. More recently, UARCs such as the University of Maryland’s Center for Advanced Language Study (CASL) were established to support behavioral and social science research initiatives of interest to many I-O psychologists. During this presentation, researchers from CASL and the National Security Agency (NSA) discuss a collaborative effort to develop and validate assessments designed to identify highly qualified candidates for mission-critical jobs at the NSA.

- *Ask and Ye Shall Receive: A (Somewhat) Serendipitous Approach Developing and Maintaining Scholar–Practitioner Collaborations.*

Mark Morris, Lockheed Martin; **Patrick McKay**, Rutgers; and **Derek Avery**, Temple

This session will highlight strategies for developing and maintaining scholar–practitioner collaborations. The speakers will discuss the importance of scholars approaching practitioners, linking scholars’ and practitioners’ domains of research interest, successfully pitching the potential contribution of academic scholarship to practitioners, building organizational trust of academic researchers, the importance of scholars realizing and leveraging practitioners’ value added to research projects, and emphasizing the practical relevance of scholarly work to organizations. Discussants: **Rich Cober**, Marriott International; **Donald Truxillo**, Portland State University

Friday Seminars (Chair: Laurent Lapierre)

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

- *Qualitative Methods 101: When, Why, and How to Use Them*

Michael Pratt

- *Multilevel Models: Theory, Methods, and Analyses*

John Mathieu and **Gilad Chen**

- *Humanitarian Work Psychology: Supply Meets Demand*

Telma Viale and **Lori Foster Thompson**

- *Bullying at Work: Perspectives From Europe and North America*

Charlotte Rayner, Loreleigh Keashly, and **Suzy Fox**

Communities of Interest (COI) Sessions (Chair: Jessica Nicklin)

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

- The Virtual Workforce
- Millennials at Work
- Cross-Cultural Competencies
- Expatriate Selection and Other Issues
- Learning Agility and Leader Development
- Discussions for New or Prospective Faculty
- Resilience in Organizations: Developing the Capacity to Flourish
- Best Practices for Using Intelligence in the Workplace
- Partnering With Healthcare Organizations
- Discussions for New or Prospective Practitioners
- Issues Surrounding the Aging Workforce
- SIOP Members and Public Policy: Evaluating Teacher Performance

Invited Addresses (Chair, Autumn Krauss)

This year we will feature several invited sessions and addresses throughout the conference. This includes a panel of impressive chief human resource officers as well as a panel of independent consultants. And you won't want to miss the third annual invited IGNITE session on influence in organizations! Please note, the term "invited" refers to the presenter, not the audience—come one, come all to these very special sessions!

Featured Posters

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

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure or other purposes. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists and also is an HR Certification Institute Approved Provider of PHR/SPHR/GPHR recertification credits for

HR professionals. Information about the many ways to earn CE credit at the SIOP annual conference can be found at <http://www.siop.org/ce> and will be continually updated as more information becomes available.

Thank You!

The annual conference is an incredible team effort involving over 1,200 volunteers. Indeed, this *TIP* should arrive soon after the reviews of your submissions. I am truly grateful to all of you who volunteered to complete as many as five submissions within a very short period of time; we are indebted to all of the reviewers for their time and commitment.

I would also like to express my sincere appreciation for the amazing efforts of Past Program Chair **Deborah Rupp**, and Program Chair-in-Training Evan Sinar, in addition to Invited Sessions Chair Autumn Krauss and our other strategic subcommittee chairs **Dana Dunleavy**, Laurent Lapierre, **Jessica Nicklin**, and **Sara Jansen Perry**.

Finally, and as always, none of this would be possible without the outstanding coordination and efforts of SIOP Executive Director David Nershi, IT Manager Larry Nader, Membership Services Manager Tracy Vanneman, and the entire SIOP Administrative Office staff. They have always been ready, willing, and available to help at a moment's notice. Collectively, these are the individuals who make the Society and conference run smoothly year after year. Many, many thanks to all of them.

We hope to see you in Houston!

2013 Conference Fees

Registration*

	Early**	Regular
Professional members	\$175	\$225
Student Affiliate members	\$135	\$145
Nonmembers	\$415	\$445
Guest/Spouse Pass	\$25	\$25

*2013 registration will open by late December 2012

**Early registration deadline is February 18, 2013.

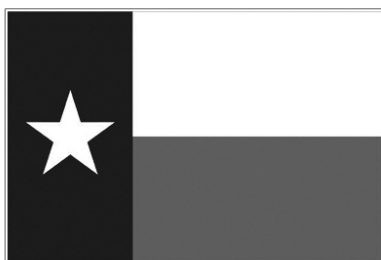
Placement

Student Affiliate	\$40
SIOP member	\$45
Nonmember	\$100
Employer	\$200

Workshops

Members	\$400
Members - half day	\$300
Nonmembers	\$650
Nonmembers - half day	\$485

**Register
early for
the best
rates
and the
best
workshop
choices!**



**SIOP
2013**

Houston, Texas

SIOP 2013 Preconference Workshops: Wednesday, April 10, 2013

Liberty J. Munson
Microsoft Corporation

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. Kathleen K. Lundquist, APTMetrics; Nancy E. Rafuse, Esq., Ashe, Rafuse & Hill, LLP. 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, an IBM Company, an ibm company; Leslie Joyce, Novelis. Coordinator: John Howes, Kenexa, an IBM Company

Building a Coaching Culture Through Strategic Choices. Doug Riddle, Center for Creative Leadership; Chris Pollino, Genentech/Roche. 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, an IBM Company; 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, Intel 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

Psychometrics for the Rest of Us, Practical Answers to Common Measurement Questions. Jeff Foster, Hogan Assessment Systems. Coordinator: Laura Heaton, The Hershey Company

Something NEW for 2013! For the first time, we are offering an opportunity to register for one workshop (either morning or afternoon) at a reduced cost of \$300 for members and \$485 for nonmembers. Because workshop attendees find the networking opportunities available during workshops to be one of the most valuable aspects of attending, the registration fee includes lunch as well as the reception. For those of you who find it difficult to attend a full day of workshops, this option should give you more flexibility to attend, learn, and network!

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 with other prominent professionals in our field who will be attending workshops with you.

Detailed workshop descriptions and presenters' biographical sketches are provided in the preconference announcement and on the SIOP Web site.

The 2012–2013 Workshop Committee consists of:

Leanne Bennett, JP Morgan

Erica Desrosiers, Workshop Chair-in-Training, PepsiCo

Jerilyn Hayward, ServiceMaster

Laura Heaton, The Hershey Company

John Howes, Kenexa, IBM Company

Ted Kinney, Select International

Robert Michel, Edison Electric Institute

Lorin Mueller, Federation of State Boards of Physical Therapy

Liberty Munson, Workshop Chair, Microsoft Corporation

Christina Norris-Watts, Macquarie Group Limited

Ryan O'Leary, PDRI

Aarti Shyamsunder, Catalyst

Emily Solberg, The Corporate Executive Board

Darin Wiechmann, North Shore-Long Island Jewish Health System

Paul Yost, Seattle Pacific University

SIOP 2013 Friday Seminars

Laurent M. Lapierre

Telfer School of Management, University of Ottawa

As chair of the Friday Seminar committee, it is my privilege to invite you to register for one (if not two!) of the four exciting Friday Seminars offered at the 2013 SIOP conference. These extended sessions provide an in-depth treatment of cutting-edge I-O research and practice topics. The invited experts will present developments in organizational best practices and methodological advancements in an interactive learning environment (e.g., lecture accompanied by break-out discussions, case studies, experiential exercises, and networking). Space is limited so early registration is encouraged!

The 2013 Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 28th Annual SIOP Conference. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content. Three (3) hours of continuing education credits (CE) are awarded for the participation in one (1) Friday Seminar.

Please contact lapierre@telfer.uottawa.ca if you have any questions.

Full descriptions are available online at <http://www.siop.org/Conferences/13Con/Regbk/fridayseminars.aspx>.

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

Enrollment: Limited to the first 50 participants who register for each seminar.

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

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

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

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

Cancellation: Friday Seminar fees cancelled on or before March 28, 2013, will be refunded less a \$25.00 (U.S.) administrative fee.

Overview of Topics and Presenters

Qualitative Methods 101: When, Why, and How to Use Them.

Michael Pratt, Boston College. Coordinator: Silvia Bonaccio, Telfer School of Management, University of Ottawa.

This session is a primer on qualitative methods. Topics include what qualitative methods are and are not, and how they differ from quantitative methods. Case studies, ethnography, and grounded theory will be discussed and their design and analysis will be examined. Assessing and publishing qualitative research will also be discussed.

Humanitarian Work Psychology: Supply Meets Demand. Lori Foster Thompson, North Carolina State University, Telma Viale, United Nations. Coordinator: Rustin D. Meyer, Georgia Tech.

Humanitarian work psychology (HWP) uses I-O to promote decent work, reduce poverty, and achieve equitable, inclusive, sustainable development worldwide. In addition to introducing I-Os to HWP, this seminar will help connect HWP supply (I-O psychologists) with HWP demand (workers, humanitarian outreach organizations) through face-to-face networking opportunities.

Multilevel Models: Theory, Methods, and Analyses. John Mathieu, University of Connecticut, Gilad Chen, Robert H. Smith School of Business, University of Maryland. Coordinator: Russell E. Johnson, Broad College of Business, Michigan State University.

Multilevel models are in vogue these days. Yet much confusion remains regarding their theoretical foundations; sampling, measurement, and experimental designs; and associated analytical techniques. This seminar will focus on how the above facets are all interrelated, highlight critical decision points for researchers, and illustrate advanced inferential and analytic techniques.

Bullying at Work: Perspectives From Europe and North America. Charlotte Rayner, Portsmouth Business School, Loraleigh Keashly, Wayne State University, Suzy Fox, Loyola University Chicago. Coordinator: Suzy Fox, Loyola University Chicago.

This seminar is presented by pioneering workplace bullying scholars. Issues include definitions, labeling, measurement, power relationships, intent, perspective, causes, consequences, and efforts by organizations in the UK, continental Europe, and North America to develop antibullying guidelines and practices.

2013 SIOP Conference Consortia

All three consortia will be held Wednesday, April 10, 2013, at the Hilton Americas in Houston. Please check registration book for times and rooms.

The 28th Annual Lee Hakel Doctoral Student Consortium

Tracey Rizzuto
Louisiana State University

Wendy Bedwell
University of South Florida

The 28th Annual Lee Hakel Doctoral Consortium is designed for students who are enrolled in doctoral programs in I-O psychology and OB/HRM, and caters to students with interests in both applied and academic career tracks. The consortium is designed for upper-level graduate students in I-O psychology and OB/HRM nearing completion of their doctorates: third-year students or above who have completed most or all coursework and are working on their dissertations. It will feature an impressive lineup of speakers, both academics and practitioners, chosen for their outstanding contributions to the field and unique perspectives on the opportunities and challenges faced by I-O psychologists at different career stages. Participants will attend two break-out sessions and enjoy small group discussions, a question-and-answer roundtable, and a social hour for networking with panel members and other preconference consortium participants.

In November, each doctoral program coordinator received consortium registration materials. Program coordinators are asked to nominate one student from each program to participate in the consortium. To provide students with a better opportunity to interact with speakers and each other, enrollment in the consortium is limited to a total of 40 students and will be filled on a first-come, first-served basis. The fee for the consortium is \$85 per participant. This fee includes program materials, breakfast, lunch, and refreshments. If you have any questions about the consortium, please contact Tracey Rizzuto (trizzut@lsu.edu) or Wendy Bedwell (wbedwell@usf.edu).

The 7th Annual SIOP Master's Student Consortium

Alison Cooper
Texas Instruments

The 7th Annual SIOP Master's Student Consortium will continue to provide valuable information and great networking opportunities for participants. The Master's Consortium makes its seventh appearance in Houston and promises to provide those in attendance with stimulating and informative sessions hosted by distinguished practitioners and managers. It is designed for students enrolled in master's programs in I-O psychology and OB/HRM nearing completion of their

master's degree. The program will include a lineup of speakers who graduated from master's programs and have excelled as managers and consultants.

Participants and speakers will meet with small groups of students and discuss issues related to finding, keeping, and getting promoted in I-O-related jobs. Students will attend two workshops and a question-and-answer round-table session. Participants will be afforded unique opportunities to build relationships and make connections with others in the field.

Each master's program may nominate two students per program to attend the consortium. Nomination forms were sent in November to each university's program chair. Opportunities to participate in the Master's Consortium are limited and spaces will be filled on a first-come, first-served basis so we encourage faculty to act quickly when receiving the nomination forms and ask students to complete their applications in a timely manner. The fee for the consortium is \$60 per participant. This fee includes program materials and refreshments. If you have questions about the Master's Consortium, or would like to nominate a speaker, please contact Alison Cooper (acooper@ti.com).

The 8th Annual SIOP Junior Faculty Consortium

Liz Boyd

Indiana University-Purdue University Indianapolis

The Eighth Annual SIOP Junior Faculty Consortium (JFC) is designed to assist the untenured faculty members of SIOP to develop and hone the skills needed to meet their career objectives. It has also served as a "realistic job preview" for participants considering entering academics. Again this year the JFC will provide insights from journal editors and academics who have recently achieved tenure, as well as hosting concurrent sessions on research funding and teaching. As always, the JFC will include an impressive lineup of speakers in these areas. New this year are multiple networking sessions where JFC participants will have the opportunity to meet and make connections with other JFC attendees and speakers. The JFC changes from year to year, and as a result past participants have found value in attending multiple SIOP JFCs.

Last year's participants remarked that they appreciated the "ability to ask questions to people who succeeded in the field" and the "JFC gave me a great idea of what areas to prepare for as junior faculty member." After the JFC one participant reported "I feel energized with the tools I need to be a better researcher and teacher."

Whether you would be a first-time JFC participant or one of our JFC regulars, please join us for an informative, supportive, and enlightening event. Please register using the online SIOP conference registration process. There is an \$85.00 charge to help defray costs for materials, food and beverages. Sign up early because seating is limited. For more information, please contact Liz Boyd (drlizboyd@gmail.com).

A More Visible Visibility Committee

Carl Persing
Metrus Group
SIOP Visibility Committee Chair

Christine Corbet
Right Management
SIOP Visibility Committee Member

What exactly does an industrial-organizational psychologist do? It's a question most of us have heard repeatedly during our careers. And so we launch into the well-practiced elevator speech describing our jobs, making minor adjustments given the level of sophistication of our audience. Although we would expect this type of question from the person sitting next to us on a plane, it is unfortunate to note that recent research with business leaders and HR professionals shows that only 19% of them know what I-O psychology is (Rose, McCune, Hartman-Spencer, Rupprecht, & Drogan, 2012). This is in stark contrast to the fact that 67% of the same leaders are familiar with I-O consulting firms such as DDI, PDRI, Aon Hewitt, and so on. Such a gap suggests a serious disconnect, indicating that these leaders may be buying and (profitably) using I-O science and not even know it.

To help address this issue (among others) and promote a greater understanding and recognition of I-O psychology, the Visibility Committee was formed in 1999. Among the Visibility Committee's continued goals are enhancing SIOP's identity, working with the media to promote I-O news, and increasing SIOP's visibility to a wider audience. In support of these goals, we are delighted to bring you this column, "A More Visible Visibility Committee," to introduce the Visibility Committee to our members who are not aware of its existence or purpose, to provide an overview of the activities in which we are engaged, and to inspire all I-Os to help raise the visibility of our profession.

The Visibility Committee comprises six subcommittees, each with unique goals related to promoting I-O to a wider audience: Branding, HR/Business, Media/Outreach, Metrics, Public Policy/Advocacy, and Students/Academia. In addition to these, we have a standing liaison to SIOP's Professional Practice Committee, given the great deal of overlap between our respective agendas. Our subcommittees are:

- *Branding*, chaired by **Kevin Kramer**. This group is tasked with building and managing the SIOP and I-O brands and working directly with Marketing to position us to the world at large. As part of this work, the Branding Subcommittee is partnering with SIOP's Branding Task Force to launch a new SIOP brand in 2013.
- *HR/Business*, chaired by **Brodie Gregory**. The goal of this subcommittee is to enhance our visibility among HR professionals and busi-

ness leaders. The HR/Business Subcommittee is producing a series of “hot topics” white papers that are grounded in research but written in a manner accessible to HR and business professionals who want to learn more about the latest developments in I-O. These papers will be posted on the SIOP website, and a social media campaign will promote the papers and help drive traffic to the site.

- *Media/Outreach*, chair to be determined. This team works with media outlets—both traditional and nontraditional (e.g., blogs)—to promote both I-O and SIOP. The Media/Outreach Subcommittee is partially composed of SIOP office staff. They host the Media Luncheon in NYC facilitated by **Ben Dattner**. In addition, they place I-O relevant stories in news outlets and are always exploring a variety of channels through which we can spread the word about the work that we do.
- *Metrics*, chaired by **Mark Rose**. The focus of this group is on designing and implementing a system of metrics to assess our visibility efforts. For example, the Metrics Subcommittee recently conducted surveys with HR professionals and business leaders to examine their perceptions about SIOP and I-O. This survey produced the useful data referenced in our opening paragraph. These data will be compared with follow-up survey results to measure our progress in raising awareness about SIOP and I-O psychology. Future efforts will include identifying new metrics (e.g., international visibility of SIOP and I-O), monitoring existing metrics, and increasing collaboration with other SIOP committees, including the Branding Task Force.
- *Public Policy/Advocacy*, chaired by **Valerie Sessa**. The purpose of this group is to enhance our visibility among the government officials who set work-related public policy. This team stays abreast of policy changes that impact our field and is working on an initiative to prevent reductions in grant funding. Part of their important work includes alerting SIOP members to opportunities to reach out to government officials and make them aware of SIOP’s position on public policy matters.
- *Students/Academia*, chaired by **Matt Millard**. This team develops strategy and solutions for enhancing visibility among psychology and business students, academics, and textbook publishers. As part of their current efforts, they are identifying I-Os to speak at colleges, high-schools, and business and civic groups through the Teacher’s Bureau. In addition, the committee has sent letters and materials to over 1,000 2- and 4-year colleges to promote I-O in the psychology and business curricula, and each spring they host informational webinars for prospective students of I-O. These webinars are archived on the SIOP website.

In addition to all of the great work noted above, the Visibility Committee is currently partnering with SIOP regarding a new conference event in Houston this April. Developed for local HR and business leaders, this event will

promote the work that I-Os are doing in a very practical way. We are still in the planning stages, but we envision this as a workshop/seminar that showcases I-O thought leadership in a business context. This brings us to our next point, which is a call to action for each of you...

To help promote the SIOP and I-O brands in the marketplace, we need the assistance of all of our SIOP members and affiliates! There are many ways you can do this, and most of them are high value, low effort activities:

- If you have thoughts or ideas on the conference event mentioned above (format, content, presenters, etc.), let us know!
- Tell us if you'd like to get more involved with any of the great work being done by the Visibility Committee and its subcommittees.
- Get the word out! Don't avoid conversations when someone asks, "What is I-O psychology?" Strike up a conversation about I-O with the person sitting next to you or with HR and business leaders with whom you interact. Explain more about I-O and the science behind the practice when talking to your clients.
- Be an ambassador: Give talks to your local business groups, colleges, and even high-schools. Encourage college students you know to think about a career in I-O.
- Stay connected. Follow SIOP on twitter (@SIOPtweets); join and participate in SIOP and I-O-related groups on LinkedIn; connect with SIOP on Facebook; review or edit something on our wiki page (http://my.siop.org/w/index.php?title=3:Wiki_Home_Page).
- Look for this column each time you read *TIP* to stay abreast of our latest activities.

Reach out to us if you'd like more information about any of our initiatives or if you have some ideas on how we can increase the visibility of I-O even further. You can contact the authors via e-mail; Carl Persing's address is crpersing@gmail.com, and Christine Corbet's e-mail is christine.corbet@right.com. Although the Visibility Committee is here to support each of you in your efforts to promote our beloved brand, we are all ultimately responsible for marketing I-O and ensuring a bright and vibrant future that continues to attract strong talent to our ranks. We encourage you to help us to change the conversation and ensure that those around us understand and appreciate all that I-O has to offer. From all of us at the Visibility Committee, thank you!

Reference

Rose, M. R., McCune, E. A., Hartman-Spencer, E. L., Rupprecht, E. A., & Droган, O. (2012). *Visibility survey metrics results*. Bowling Green, OH: SIOP Visibility Committee.

The New my.SIOP: Your Personalized Member Dashboard

Zack Horn

Aptima, Inc.

Chair, SIOP Electronic Communications Committee

For the first time, access all your SIOP member resources in one easy-to-remember location: my.SIOP.org. Whether signing in to SIOP.org or at my.SIOP directly, your new home for all member-related information is now your my.SIOP dashboard. The new my.SIOP dashboard integrates your SIOP community network with your member account and resource information to serve as a central hub for your SIOP experience. Your my.SIOP dashboard is personalized to your interests, giving you direct access to the people, groups, research topics, documents, news, and account information you need and care about most.

Your my.SIOP presence begins with your member profile—add a photo, update your bio, and tag your profile with I-O topics of interest. Then connect with others by creating and joining groups or by participating on discussion forums. You can add yourself to the Member Map to improve your presence among other I-O psychologists in your area, expand your regional network, and connect with your colleagues when traveling around the globe. When my.SIOP was launched at the 2012 conference, thousands of SIOP members quickly established profiles, uploaded photos, and joined groups of common interest. With the new my.SIOP dashboard, it's easier than ever to build your presence, stay involved, and expand your professional network.

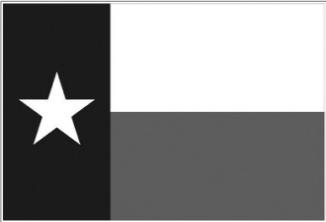
As you join groups and build your SIOP network, the news feed on your dashboard adapts to deliver the announcements, blog posts, group discussions, forum feeds, and calendar items of interest to you. Your groups are accessible from the dashboard as well. Some members join groups to discuss the latest research and find nearby collaborators, whereas others manage to identify session presenters and coauthors in advance conference submission deadlines. Group tools such as blogs, e-mail lists, and wikis offer valuable collaboration capabilities tailored for SIOP members.

To update your SIOP member account, my.SIOP provides all the links necessary to quickly update your contact information and renew your membership. Additional links to member-specific content (e.g., nominations and elections, committee volunteering, and SIOP governance reports) are all available on the dashboard as well. On the research front, my.SIOP now provides links to the SIOP Research Access (EBSCO) database, as well as all publications and research documents affiliated with SIOP, including the *IOP* journal, *TIP* publications, newsbriefs, and white papers.

Be social: Your my.SIOP dashboard offers direct links to SIOP's social media outlets. Contribute to public discussions and announcements on SIOP's LinkedIn page. Receive timely announcements from SIOP on Twitter (@SIOPtweets). Affiliate with SIOP on Facebook. Submit a blog post to the

public SIOP Exchange blog. You can now find all these features in one single spot: my.SIOP.org.

Visit my.SIOP.org today or login at SIOP.org to personalize your my.SIOP experience. For answers to your questions about using my.SIOP, check the FAQs or start a new thread in the User Questions Forum.



**SIOP
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Incorporating I-O Into an Introductory Psychology Course: A New Set of Custom Modules by the Education and Training Committee

Joseph A. Allen
Creighton University

One concern that SIOP members often express at conferences and other gatherings of I-O psychologists is the general lack of visibility of I-O among the majority of the undergraduate students in psychology. Although interest in I-O psychology has grown among students, very few introductory psychology textbooks cover the topic. In an effort to address this concern, **Mikki Hebl**, the former Education and Training Committee Chair, invited a subcommittee composed of committee members and others who have expertise in undergraduate education to develop “shovel-ready” modules that introduce I-O topics to an introductory psychology audience. Those responsible for preparing the modules include **Chris Cunningham, Carrie Bulger, Lisa Kath, Morrie Mullins, Mike Horvath, and Joseph Allen.**

A rigorous process was used to develop the modules, which can be found on the SIOP website (http://www.siop.org/Instruct/incorporating_io.aspx). Each subcommittee member was asked to consider the major topics in an introductory psychology course (e.g. chapter topics) and select a couple for which they felt most confident that they could relate to research and theory from I-O psychology literature. The final set of topics include biopsychology in the workplace, consciousness in shiftwork, emotions, learning in the workplace, memory and performance evaluations at work, motivation in the workplace, personality in the workplace, sensation and perception in the workplace, social and I-O psychology, and stress and well-being in the workplace.

When the initial draft of the modules was complete, new Education and Training Committee Chair **Scott Tonidandel** believed that to really make the modules capable to be “cut and pasted” into introductory psychology lectures, the peer review process would be essential. As such, the modules were sent to a group of three reviewers who also have expertise in undergraduate education who provided comprehensive feedback on how to make them better. Maurya Boyd, **John Kello**, and **Anton Villado** provided their recommendations on how to improve the draft modules. Final versions of the modules were revised and placed on the SIOP website for use by both members and any interested instructors of psychology.

The final set of modules includes sample lecture notes in PowerPoint, an activity/discussion built into the lecture, and key references for the topic for further reading. The goal of each module is to address key themes/goals in I-O and how they correspond to major introductory psychology topics. The hope is that introductory psychology instructors will discuss I-O with their students in their introductory psychology or other courses. In addition, it is believed that the materials provided will make that discussion an easy, interesting, and informative one.

Report From the APA Council of Representatives, August 2012 Meeting

**John C. Scott
APTMetrics, Inc.**

SIOP representatives **Debra Major, David Peterson, Paul Thayer**, and John Scott attended the August, 2012 APA council meeting in Orlando, which was held in conjunction with the APA Convention.

The APA council addressed a number of important issues and took several noteworthy actions during this meeting.

Council Votes to Make Significant Changes to APA's Governance Structure

APA's Good Governance Project Team (GGP) was tasked with ensuring that APA's governance structure is appropriate for the challenges psychology faces in the 21st century. Under the current system, APA's council is the only governance body with the authority to determine policy, yet it only meets twice a year. The system is often criticized for being slow, cumbersome, and unable to respond to rapidly changing circumstances, such as new legislation in Congress.

With input from members and governance groups, the GGP team has developed several options to create a nimbler, simpler, and more flexible governance system that would allow for more direct member input and be more strategically focused. At the August meeting, the GGP team asked the council to consider the degree of change needed to meet those goals, whether through incremental change, moderate change, or a "clean-slate" approach.

In a show of overwhelming support for a new system, the council voted 135 to 22 for bolder change, moving toward the moderate change and clean-slate end of the continuum.

The option for moderate governance transfers responsibility for budgeting, oversight of corporate responsibilities, and internal policies to a newly created Board of Trustees, while a Communities of Interest Assembly would concentrate on strategically driven issues of interest to psychology and the public. The clean-slate option calls for a single governing body whose members are selected based on specific competencies. This body would be responsible for gathering broad input on a variety of issues through ad hoc advisory groups, expert summits, member surveys, and more.

The GGP team will next work on how these changes would be implemented, considering, for example, how members of the new governance groups could be selected. The GGP team will solicit further council input at its next meeting in February and throughout the spring. Final approval for the new governance plan is expected next August.

Go to www.apa.org/about/governance/good-governance for a copy of the GGP report to council, the approved motion, and the chart outlining the three scenarios.

Council Allocates \$3 Million to Increase the Number of Accredited Internship Slots

Recognizing the growing imbalance between the number of psychology graduate students who need a clinical internship to complete their degree requirements and the availability of those internships, APA's Council of Representatives voted to fund a \$3 million internship stimulus program to increase the number of accredited internship positions. The funding is expected to help as many as 150 programs move from non-APA accredited to accredited status and create 520 new accredited internship positions over the next 3 years.

The council's decision commits APA to fund up to \$1 million a year for 3 years to internship programs seeking APA accreditation. The money will help offset program expenses in such areas as application and site visit fees, program consultation fees, and intern stipends and benefits. The typical maximum grant to an individual program will not exceed \$20,000.

In addition, the Council:

- Adopted a resolution designed to increase the public and allied health professionals' awareness of psychotherapy's effectiveness in reducing people's need for other health services and in improving long-term health.
- Received the report of the Presidential Task Force on Educational Disparities, which focuses on the growing gap between minority and non-minority student achievement and the role psychology can play in addressing the impact of educational disparities on poor and racial- and ethnic-minority students.
- Approved the creation of APA's first open methods, open-data, open-access journal—*Archives of Scientific Psychology*. The publication will be APA's first fee-based journal.
- Approved the 2012 class of APA Fellows. A total of 109 members were elected to Fellow status in recognition of their contributions to psychology.
- Approved funding for representatives of the four ethnic-minority psychological associations (EMPAs) to continue to attend APA council meetings as delegates/observers. In a related action, the council approved a bylaws amendment to create official council seats for the four EMPAs. Because the proposed change requires a bylaws amendment, it will be forwarded to the full APA membership for a vote this fall. The EMPAs are the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists.
- Approved funding for an APA task force that will study the trafficking of women and girls.
- Approved the 2013 budget revenue forecast of \$108 million. Licensing revenue from APA's databases continues to be the largest component of APA revenue budget.

Meeting With the APA Practice Directorate

During the APA convention, **Doug Reynolds, Tammy Allen, and Joan Brannick** joined the four SIOP council members in a meeting with representatives of the APA Practice Directorate. The purpose of this meeting was to explore opportunities for strengthening SIOP's relationship with APA and to identify possibilities for further collaboration. Among the topics discussed were licensure and APA's Psychologically Healthy Workplace Program.

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- ▶ Student Paper entries are due March 21, 2013. The winner and school get \$\$\$, glory, and a spot on the program.

Read all about it: www.ipacweb.org. Join us for a great conference.



Robert M. Guion

by Milt Hakel, Scott Highhouse, and Michael Zickar



On October 23, 2012, the I-O world lost one of its most prominent contributors when Bob Guion passed away at age 88.

With a BA in 1948 from Iowa, and his MS in 1950 and PhD in 1952 from Purdue, Bob joined the faculty at Bowling Green State University where he rose through the ranks and was ultimately honored by being named a Distinguished University Professor. He served as chair of the department from 1966 to 1971 and edited the *Journal of Applied Psychology* from 1983 to 1988. During his career he held visiting appointments at Berkeley, New Mexico, the State of Hawaii Department of Personnel Services, and the Educational Testing Service. He won the James McKeen Cattell Award for research design from the Division of Industrial Psychology of APA in 1965 and won it again in 1981. He was named a James McKeen Cattell Fellow in 2000 by the American Psychological Society (now the Association for Psychological Science) for his contributions as an applied scientist, and just 2 days earlier he received the Stephen E. Bemis Award from the International Personnel Assessment Council for his contributions to professional practice. He was especially proud of the concurrency of these distinguished science and practice awards.

His landmark text published in 1965, *Personnel Testing*, was required reading for almost every I-O graduate student. Indeed, the watchword at one competing university was “Memorize Guion.” In 1998 he added another classic, *Assessment, Measurement, and Prediction for Personnel Decisions*—it is having the same strong impact. An abridged version was published with Scott Highhouse as coauthor in 2006, and the second edition of the magnum opus was published in 2011.

Bob has been a standard setter for practice in employee selection. He was principal author of the 1974 *Standards for Educational and Psychological Tests* and cochair for two editions of the *Principles for the Validation and Use of Personnel Selection Procedures*, published by SIOP. Based on sound theory and research, these documents had a major impact on practice and were given due deference by the courts in employment litigation. They epitomize the best in using scientific research to inform public policy.

As an educator, Bob led the development of the master’s and then the doctoral program at Bowling Green State University, and served as mentor for many of today’s leaders in the field. As a contributor to professional psychology, he served as the president of two APA divisions, 14 and 5, and also chaired its Board of Scientific Affairs. His career is a model of the blend of theory, research, and application.

Many of us who were fortunate to know Bob considered him a role model in both his personal and professional life. Bob is survived by Emily, his wife of 65 years, five children, and nine grandchildren. He was devoted to his family and never missed an opportunity to talk about his grandchildren. Bob and Emily were among 22 couples honored by the Ohio Department of Aging in 2011 for their mutual devotion and deep commitment to community volunteer work. He was intensely curious and vigorously pursued outside interests as a chocolatier and candy maker, glass blower, and music theorist. Most who knew him commented on his curmudgeonly disposition, disarming smile, and the “twinkle in his eye.” For instance, upon being named a Distinguished University Professor, he delighted in telling friends that he was now a dupe.

Bob was a model of integrity and deeply believed that the waste of human resources should pain the professional conscience of I-O psychologists. Bob worked tirelessly toward the development of a fundamental science that promotes human welfare at work. We are guided by this spirit.

You can learn more about Bob by reading his presidential autobiography: <http://www.siop.org/presidents/Guion.aspx>

Bob sang in the First United Methodist Church choir, and the family suggests tributes to the church for its choir scholarship program. Contributions may also be made to the FABBS Foundation on Bob’s behalf: <http://www.fabbs.org/index.php?cID=161>. Bob’s children started a Caring Bridge page, and they would cherish any notes and memories you may be willing to share: <http://www.caringbridge.org/visit/robertguion/mystory>.

SIOP MEMBERS IN THE NEWS

Clif Boutelle

SIOP members have a wealth of expertise to offer reporters and by working with the media, they are providing opportunities to greatly increase the visibility of industrial and organizational psychology and SIOP.

Media Resources, found on the SIOP Web site (www.siop.org), has proven to be a valuable tool for reporters looking for experts to contribute to the workplace-related stories they are writing. Members who are willing to talk with the media are encouraged to list themselves and their area(s) of specialization in Media Resources. It can easily be done online.

A brief description of the area of expertise is important. Reporters look at those descriptions to determine if they will contact the SIOP member. If there is no description, reporters will not call.

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

Ben Dattner of Dattner Consulting in New York City and Bill Berman of Berman Leadership Development in Stamford, CT contributed to a November 6 article in *Forbes* about career coaches. "There are a lot of people out there who are doing it (career coaching) without experience or credentials," Dattner said. "They're cultivating dependency and using mind tricks to win and get clients without actually helping." He said people seeking a coach should do so with clear ground rules. Berman added that a person's goals should dictate the kind of coach they consider. "If you need emotional intelligence, you should use a psychologist. If you want to present more effectively, talk to a communications expert," he said. Look for a combination of a behavioral science background, such as psychology or social work, and real-world experience, ideally in the industry and demographic of the person seeking a career coach.

Bad bosses were the subject of an October 16 *MarketWatch/Wall Street Journal* story that featured comments by **Jarrett Shalhoop** of Hogan Assessment Systems and **Kathie Pelletier** of California State University, San Bernardino. Suggesting that technology can sometimes make communication worse, Shalhoop said visibility is a component of good leadership, and technology enables people to withdraw when needed most. He also noted micro-managing bosses tend not to give employees meaningful work assignments. "They don't give positive feedback and do not trust direct reports to do the work," he said. Pelletier agreed saying that workers want leaders to provide opportunities to master a task or skill. "They (employees) want purpose in their lives and jobs, and they want some autonomy."

The October issue of *Oprah* magazine listed 101 Best Pieces of Advice and **Piers Steel** of the University of Calgary and author of *The Procrastination Equation* offered suggestions on how not to waste time at your comput-

er. One of them: disable e-mail sounds. The ding diverts attention from work and acts as a “Pavlovian cue to procrastinate.”

Paul Winum and Thomas Saporito of RHR International have published *Inside CEO Succession: The Essential Guide to Leadership Transition*, which was featured on the October 5 edition of CNBC.com. They listed three key messages: CEO succession is the most critical responsibility of a board of directors, with far-reaching effects on the well being and future success of the company; pay attention to the human dynamics of the choice, including associated matters of trust, competition, communication, and ego; and, finally, complete the process, realizing the board must pay careful attention to the transition period and to a new CEO’s early years of leadership.

Winum also authored a piece for the October issue of the National Association of Corporate Directors newsletter about CEO succession. He said boards are ill-advised to discuss the “who” without developing a blueprint of the successful new leader based on the external landscape, goals and strategy of the organization. He listed 10 key dimensions for an effective succession of leaders.

Paul Baard of Fordham University contributed to a September 20 *Forbes* story about controlling leaders. They are themselves controlled by their compulsion of having to do everything and doing it perfectly, he said. His research has consistently found that when workers have independence and the power to make their own decisions they are motivated, energized, and physically healthy. However, if they feel powerless, productivity goes down and illness increases.

Deborah Rupp of Purdue University was featured in a September 17 *Science Communications* (sponsored by the FABBS Foundation) article about fairness in the workplace. How employees perceive a workplace and react to that perception can profoundly affect their physical and emotional health, and in turn, affect an organization’s bottom line. “A sense of justice may build commitment, loyalty, and a sense of well being at work, whereas a sense of injustice may spark hostility, aggression, counterproductive behaviors, absenteeism, and even quitting one’s job,” she said.

Workplace whiners were the subject of a September 11 *Wall Street Journal* story that included comments by **Jim Harter** of The Gallup Organization (Omaha, NE). An annual Gallup poll shows that 18% of U.S. employees are actively negative and likely to complain about their employer. “That negativity can spread like a cancer,” he said, adding that work groups with high rates of negativity tend to have lower productivity and higher rates of absenteeism and quality defects.

Lynda Zugec of Toronto-based The Workforce Consultants was quoted in a September 11 *Human Resource Executive Online* story reporting that employers who do not provide a sick leave policy risk damaging both employee health and organizational productivity. Companies with sick leave

policies are able to attract and retain qualified employees and are viewed as more favorable and preferable than those who do not, she said. "When a sick leave policy is not offered, employees come to work unhealthy, can spread illnesses to others, and often end up extending their illness, which further dampens productivity," she said. "A sick leave policy has the potential to improve employee health, job satisfaction and loyalty."

Robert Hogan of Hogan Assessments contributed to the cover story of the August issue of *Human Resource Executive* about vetting top hiring decisions. One way of closer scrutiny is to seek out applicants' former subordinates rather than the provided references. He advocates such interviews as well as intense psychological screening of candidates because, too often, the process fails to capture undesirable traits, such as narcissism and self-aggrandizement. He believes that is why as many as 65% of CEO hires end in short-term failure.

What to do when coworkers take the credit for good things others do and shift the blame to colleagues when they make mistakes was the subject of a story in the August 12 *Newark (NJ) Star-Ledger*. Ben Dattner of Dattner Consulting in New York City and author of *The Blame Game* offered several tips. Among them: focus more on how you can "show" what you have or haven't done instead of trying to "tell" what you have or haven't done. The more your work is transparent and speaks for itself, the less you will have to try to argue for its merits or try to stop other people from spinning the story against you. "How you handle blame can either enhance your reputation or hurt your career," he said.

An August 10 *New York Times* story about people seeking a new career after being laid off more than once from their previous job included comments by **Jeff Conte** of San Diego State University. The first step is to sort out the skills that can be transferable to other fields, he said. He noted useful sources include the Department of Labor's Employment and Training Administration's O*Net Online, which lists jobs and professions where those skills are best utilized as well as areas that are growing or predicted to grow. He also suggested the *Occupational Outlook Handbook*, published every 2 years by the Department of Labor Statistics. "Doing this kind of research not only can help you decide which careers to pursue but also makes you feel emotionally better because you are doing something," he added.

Robert Hogan of Hogan Assessment Systems noted for an August 5 *USA Today* story that "75% of working adults say the worst aspect of their job, and the most stressful, is their immediate boss. Bad managers create enormous health costs and are a major source of misery for many people." **Gordon Curphy** of Curphy Consulting Corporation in St. Paul, MN, noted that bad bosses can have a dampening effect on employee engagement. Research shows that the higher percentage of people engaged in the workforce, the better the business results for companies. "There's a clear link between your

immediate boss and the level of employee engagement. We know mean and incompetent bosses are some of the biggest reasons employees become disengaged,” he said. **Rob Kaiser** of Kaiser Leadership Solutions in Greensboro, NC said that when experiencing a bad boss it may be best to “hunker down and hope the boss gets in trouble and removed or kicked upstairs and you get somebody else or you get a transfer.”

Hogan also contributed to a Terra.news story about personality types that can harm a business. He said that one of the most dangerous personalities in the workplace is the narcissist. It’s easy to make the mistake of hiring a narcissist, he said, pointing out “they always do beautifully on an interview.” Typically narcissists have a swagger, so watch a candidate’s body language closely for signs of cockiness, he said. “When you ask candidates about their experience working in teams, do they focus on themselves or make deprecating remarks about teammates? Those are red flags that you might have a narcissist on your hands.”

The August 7 issue of *Insurance Journal* had a story about workplace motivation that featured a study by **Greg Stewart** of the University of Iowa and **Stephen Courtright** of Texas A&M. “We found that self-managing teams exhibit increased performance when they are highly cohesive. Peer pressure is a strong motivating force, and workers’ willingness to please people who mean something to them is often a stronger motivating force than financial rewards,” Stewart said. “Teams perform better when there is social pressure from peers to perform well than when peers wave a carrot and stick,” Courtright said. “However, the carrot-and-stick method works pretty well when team members just can’t get along.”

The July 10 issue of *Human Resource Executive Online* carried a story focusing on the hesitancy of organizations and boards to publicly announce their succession plans that included comments from **Ryan Ross** of Hogan Assessment Systems. Among the reasons for not making the names of possible successors known: other organizations may recruit them and there may be competition between internal divisions and current staff members. If high potentials are not identified and not aware of their opportunities, they may become discouraged and leave, said Ross.

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

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



Stephen Young
Florida Tech

Nathan T. Carter was appointed assistant professor of psychology at the University of Georgia. Nathan is a graduate of Bowling Green State University, with research interests in the application of psychometric theory to the psychology of work, the history of applied psychology, and judgment and decision making in employee selection and attraction. He joins current I-O faculty members **Lillian Eby, Brian Hoffman, Karl Kuhnert, Chuck Lance, and Kecia Thomas.**

The faculty and staff of the College of Arts and Sciences at the University of Baltimore were pleased to welcome **Laura Koppes Bryan** as their new dean as of Fall 2012. Laura was formerly professor and director of the School of Psychological and Behavioral Sciences at the University of West Florida. She is well known throughout the SIOP community particularly as a former editor of *TIP*, SIOP historian, and SIOP Fellow. Laura has a distinguished career as an educator, teacher, and researcher and is widely published in areas ranging from the history of I-O psychology to women's issues and work and family balance.

Nancy Tippins (chair) and **William Strickland** were recently appointed to a new National Academy of Science panel, sponsored by the Federal Aviation Administration. The committee will conduct a study of the assumptions and methods used by the Federal Aviation Administration to estimate staffing needs for FAA systems specialists to ensure proper maintenance and certification of the national airspace system.

Honors and Awards

Dianna Stone was presented with the 2012 Sage Award for scholarly contributions to research on gender and diversity. It was awarded by the Gender and Diversity Division of the Academy of Management.

Eduardo Salas was awarded the 2012 McGrath Award for Lifetime Achievement in the Study of Groups and Teams. This award, given by the Interdisciplinary Network for Group Research, recognizes his many scholarly contributions to the understanding and improvement of team performance. In addition, Eduardo won the \$50,000 Michael R. Losey Human Resource Research Award in October from the Society for Human Resource Management (SHRM), the HR Certification Institute, and the SHRM Foundation. He won the Losey Award for his prolific research on effectiveness, productivity, and training of workplace teams.

Erin M. Eatough, of the University of South Florida, is the 2012 winner of HumRRO's Meredith P. Crawford Fellowship in Industrial and Organizational Psychology. Named for HumRRO's founder and first president, the fellowship includes a \$12,000 stipend to a doctoral student demonstrating exceptional professional potential and research skills.

Kizzy M. Parks was a 2013 Woman Worth Watching award winner. The award is sponsored by the *Profiles in Diversity* journal.

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

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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 November 28, 2012.

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WELCOME!



CONFERENCES & MEETINGS

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

2012

- 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 14–15 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 26–30 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 Conference. 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 21–24 Annual Conference of the International Personnel Assessment Council. Columbus, OH. Contact: IPAC, www.ipacweb.org.
- 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.
- Sept. 30–Oct. 4 Annual Conference of the Human Factors and Ergonomics Society. San Diego, CA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
- Oct 14–19 Annual Conference of the American Evaluation Association. Washington, DC. Contact: AEA, www.eval.org.
- Oct. 18–19 SIOP Leading Edge Consortium. Richmond, VA. Contact: SIOP, www.siop.org/lec. (CE credit offered.)

CALLS & ANNOUNCEMENTS

Special Issue on Inductive Research in Organizations *Journal of Business and Psychology*

Special Feature Editors: Ann Marie Ryan, Michigan State University; Neal Schmitt, Michigan State University; Paul Spector, University of South Florida; Robert Vandenberg, University of Georgia; Sheldon Zedeck, University of California Berkeley; and Steven Rogelberg, University of North Carolina Charlotte

Papers will appear in a special issue that describes studies that are inductive rather than deductive, that is, they report results of studies that are not positioned as tests of theories. This might include studies that describe phenomena (e.g., the incidence of certain problems across organizations) or are exploratory (e.g., the study of new phenomena or phenomena that have received little attention). Intervention studies that would not have a strong theoretical basis are also appropriate, including studies demonstrating that a particular intervention had an effect on an important organizational variable.

Submission Guidelines

- Deadline is June 1, 2013
- Submit papers online to: <http://jobu.edmgr.com/>
- We encourage author questions at any time (sgrogelb@uncc.edu).
- A compelling rationale is essential to good inductive research.
- Focus is on inductive research that is quantitative in nature. We are also not seeking conceptual papers.
- Seeking meaningful connections to extant literature is critical.
- A paper must show how the results contribute to our understanding of the phenomena of interest.
- Good inductive research analyzes the data to rule out alternative explanations.
- Inductive research requires the authors to be highly transparent in analytic methods.
- An editorial board composed of individuals open to inductive research will review papers fairly and appropriately.

This special feature will serve as a case-study of sorts of the inductive approach to advancing our science. Therefore, additional pieces will be included in the special feature that discuss the challenges

Additional context: Science 23 March 2012: □ Vol. 335 no. 6075 p. 1439□

**The Society for General Psychology
American Psychological Association
Call for Nominations for Awards for Year 2013**

Deadline: February 15, 2013

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2013 awards competition, including the William James Book Award for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the Ernest R. Hilgard Award for a Lifetime Career Contribution to General Psychology, the George A. Miller Award for an Outstanding Recent Article on General Psychology, and the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award managed by the Society for General Psychology.

In addition, there are two student awards: The Anne Anastasi Student Poster Award for the best poster presented in the Division One poster session, and The Anne Anastasi General Psychology Graduate Student Award, based on the student's past performance and proposed research.

All nominations and supporting materials for each award must be received on or before February 15, 2013.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Complete information on these awards can be found at <http://www.apadivisions.org/division-1/awards/>

POSITIONS AVAILABLE

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

HR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST, WASHINGTON STATE PATROL

About Our Agency

The Washington State Patrol (WSP) is a professional public safety agency of dedicated professionals who work hard on a daily basis to improve the quality of life for all the state's residents and visitors through the prevention of unnecessary loss of life. The WSP has approximately 2,200 employees and is organized into five bureaus: Field Operations, Technical Services, Forensic Laboratory Services, Fire Protection, and Investigative Services. More than half of all WSP employees work in a variety of noncommissioned jobs to support the Patrol's comprehensive public and traffic safety missions.

The retirement of our past industrial psychologist closes a 28-year relationship, during which the organization benefited greatly from this expertise. Achievements included aligned Trooper Cadet job analysis, testing, selection, and training regimens; modern promotional candidate evaluation, testing, and training compliant with Department of Justice Uniform Guidelines; Personnel System Reform Act and collective bargaining agreement implementation; and CALEA compliance with all related job responsibilities.

About the Job

This position functions as the agency expert with respect to Trooper Cadet job analysis; new employee testing; training curriculum review; promotional testing; adverse impact analysis; new supervisor and manager development training; organizational development initiative evaluations; and Commission on Accreditation of Law Enforcement Agencies (CALEA) compliance within these areas of responsibility.

Please visit www.careers.wa.gov to see more information about this position.

How to Apply

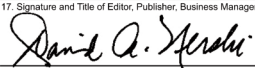
Applications will be accepted electronically at **www.careers.wa.gov**. Please attach a resumé and letter of interest explaining how you meet the desired and required qualifications for this position.

The hiring authority reserves the right and may exercise the option to make a hiring decision at any time. Candidate evaluation will be ongoing. It will be to the applicant's advantage to submit application materials as soon as possible.



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<input checked="" type="checkbox"/> If the publication is a general publication, publication of this statement is required. Will be printed in the <u>January 2013</u> issue of this publication. <input type="checkbox"/> Publication not required.					
17. Signature and Title of Editor, Publisher, Business Manager, or Owner  David A. Nershi, Executive Director				Date September 28, 2012	
I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).					

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

Premium Position Advertising Rates

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

Annual Conference Program

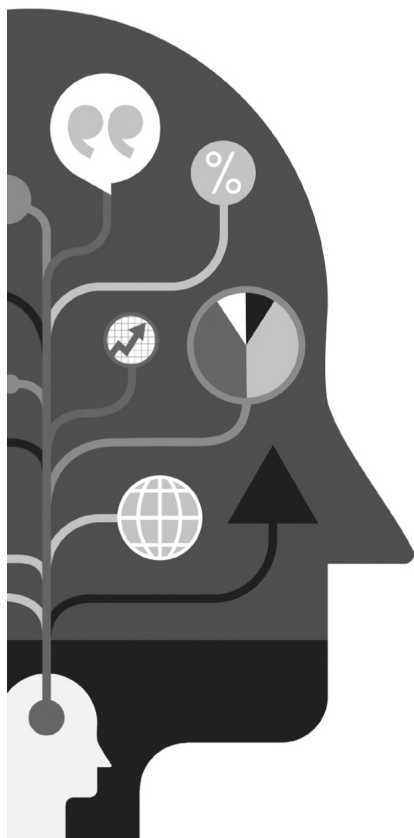
Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

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

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

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