

TIP

The Industrial-Organizational Psychologist

Volume 51 • Issue 2

In this issue:

HR From a Supply Chain Perspective

Assessing Disabled Talent

Introducing the New TIP-TOPics Team!

And much more...



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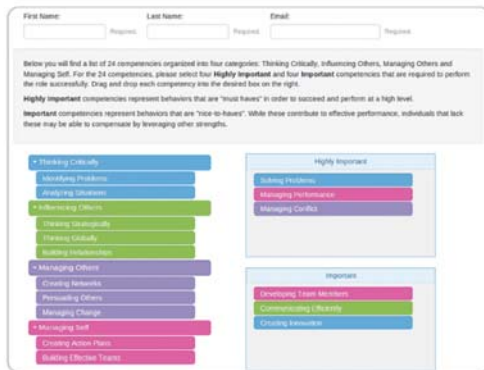
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A Message From Your President



Tammy Allen
University of South
Florida



“Chance favors the connected mind.” – Steven Johnson

The presidential theme this year is Connections. I would like to use this column to reflect a bit more on this theme, hopefully highlighting why it is important, how it weaves into strategic initiatives and efforts underway at SIOP, and its potential benefits. Over the past several years, SIOP has worked hard to identify, demonstrate, and extend its impact. **Adrienne Colella’s** presidential theme focused on the impact of I-O psychology while Past-President **Doug Reynolds** used the theme “extending SIOP’s influence” to both celebrate past work done within the field of I-O psychology and to call SIOP members to action on helping shape issues outside of our organization.

So how is the notion of Connections different than past themes that pertain to SIOP’s influence? One of the key ways in which we increase our influence is through the process of initiating, building, strengthening, and maintaining connections with others inside and outside of I-O psychology. In other words, making connections is the “how” behind the “what” (i.e., influence) we strive to achieve. One example of building new connections to help increase our visibility and impact is through an initiative currently underway focused on identifying ways to strengthen the relationship between SIOP and local I-O groups for the mutual benefit of each. A committee chaired by **Bill Farmer** is doing this work. Local I-O groups provide a conduit for connecting with the business community, can serve as a communication channel for issues relevant at the local level such as licensing, and provide a vehicle for extended educational offerings and fellowship outside of our annual conference and the LEC. The committee is creating a toolkit that can be used to help local groups on starting, organizing, and maintaining an organization. If you have thought about starting a group for

I-O psychologists in your area, contact Bill to get added to the discussion group (farmerwl@flash.net). Another example that is focused outside of I-O is our new partnership with Lewis-Burke Associates LLC, a full-service government relations firm located in Washington, DC (see article [here](#)). Our relationship with Lewis-Burke will play a key role in helping us advocate for our science and become more visible to external stakeholders. As in my last column, I again invite members to get involved in connecting our work with others by joining the my.siop group for science advocacy. Log in to my.siop and find the group entitled, “Advocacy Volunteers.”

The Connections theme is also intended to spur thought about the types of synergies that facilitate innovation, breakthrough thinking, and ultimately the sustainability of our field. Dorion Sagan (son of famed astronomer Carl Sagan) notes that science is about connections and states “For me, the great scientific satoris, epiphanies, eureka, and aha! moments are characterized by their ability to connect.”¹ Similarly, Steve Jobs asserted that producing new concepts and ideas resulted from the process of relating and connecting things and experiences.² The very heart of SIOP is the connection between science and practice, and that connection is what makes SIOP unique from many other profes-

sional societies that primarily focus on one or the other. Our connection of science and practice creates an emergent collective more significant than either on their own. Connection to practice is one aspect of the relevance of our science. However, our scientific relevance to others in the scientific community outside of I-O is also important to the facilitation of those “eureka” creative moments when new ideas and possibilities emerge and to our long-term viability.³ One example of this form of intellectual cross-pollination is the new field of study of neuroleadership that combines research and knowledge from the fields of neuroscience and leadership and organizational development. This notion also ties in with one of the objectives I outlined at the 2013 closing plenary, that of mapping our science, and is a key aspect of our theme track planning for the 2014 conference.

Comments, questions? You can find me on twitter [@TammyDAllen](https://twitter.com/TammyDAllen) or drop me an email at tallen@mail.usf.edu.

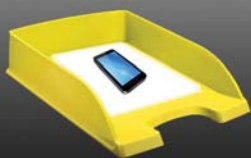
¹Sagan, Dorion (2013). *Cosmic apprentice: Dispatches from the edges of science*. Minneapolis, MN: University of Minnesota Press.

²Beahm, G. (2011). *I, Steve: Steve Jobs in his own words*. Evanston, IL: Agate B2.

³Ryan, A. M., & Ford, J. K. (2010). Organizational psychology and the tipping point of professional identity. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3, 241–258

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The Editor's Out-Box



Morrie Mullins
Xavier University



Listening and Learning

I've been told that there's no such thing as a perfect launch, but I'll be honest—I was pretty pleased with the first digital issue of *TIP*. A lot of people put a lot of hours into it, from our writers to our tireless staffers, and it gave us a good foundation to continue moving *TIP* into the “digital age.”

It wasn't perfect, though, and I'll be the first to admit there are things we can improve on. That's why, as you start paging through this issue, you'll see a lot of changes. Digital publishing involves a lot more than providing dynamic, interactive content and pretty pictures. It involves paying attention to what the reader experience is going to be like, thinking about everything from the user interface to the choice of fonts. It should already be obvious that we've been listening to the feedback that we've gotten and are actively using it to improve the reading experience.

One thing that it's important to emphasize, right from the start, is that we understand that one size does NOT fit all, when it comes to digital reading preferences. That's why in addition to offering the e-magazine format (from which you can export any article you want as a pdf file), we offer you full .pdf versions of each of the major sections of *TIP* (Features, Columns, and Reports) and versions formatted for both major e-reader platforms. There are also apps for both iOS and Android devices, available through (respectively) iTunes and Google Play. You can find them [here](#) and [here](#), or simply by searching for “3D Issue” (the publishing program we use) in the respective store. The apps are free to download. I've personally used the iOS app on my iPad and haven't had any trouble with it. (It also allows you to pinch-stretch to

zoom, which 3D Issue doesn't support if you're viewing on a mobile device or tablet without the app.)

In other words, you have options.

What other things have we learned, through listening to you? One of the biggies has to do with readability. In thinking about our July issue, I wanted to keep the layout as generally similar to what you were used to as I could, to minimize the "transition anxiety." Well, as it turns out, the layout we used in print publishing didn't translate well. Single-column pages, with a narrow font, work when every reader can hold the magazine at a preferred distance from their eyes and adjust light to their liking but are not the height of readability on a monitor or tablet. Combine that with a user interface that wasn't intuitive, with a zoom feature that went from "uncomfortably compressed" to "ENORMOUS" at a click, and the reading experience was, as one member put it, more of a "nonreading experience." That's precisely what we don't want to have happen, but it is feedback that we needed to hear.

So we've changed the layout pretty dramatically, moving to a two-column format with a more readable font. Shorter line lengths plus bolder font should improve your experience, and we've added more subnavigation within the issue (check out the buttons at the end of each column). The great thing about digital

publishing is that we have the flexibility to keep working at it until we reach a place where the greatest number of our readers are satisfied. Look for a short survey soon, but even before you get that please keep sending us your feedback. We need to know what works, and what doesn't. We're listening and we're learning, and although I can't take all the credit for the things that work well, as editor I'm absolutely going to answer for the things that don't.

And with that, on to the content!

We've got a ton of great material for this issue—in fact, there were more Feature-scale articles that I could have included, but didn't in order to keep from further expanding the page count. I don't know that we have more verbiage than the last issue, but the changes in formatting to make things more readable give us a raw page count that's among the longest in recent memory!

We start with **Tammy Allen**'s Presidential column, in which she focuses on the theme of "connections." We then get an update from **Romella el Kharzazi** on a licensure-related topic reported on in a prior issue of *TIP*. Moving into the Feature articles, **Robert Satterwhite**, **Erica Spencer**, **Richard Klimoski**, Natalie Jensen, **Trent Burner**, and **Mark Schmit** provide an analysis of HR from a supply chain perspective, Alexandra Livesey and **Ilke Inceoglu** dig into the issues surrounding how we assess disabled talent, and **Alan Colquitt** provides an interesting and thoughtful analysis of how we might better integrate research and practice, starting from the familiar "sandbox" of performance management. Questions relating to our identity as a field are also central to **Joel Lefkowitz**, who returns to *TIP*'s pages to ask us to cast a critical eye on all the people we *aren't* studying and what that might mean.

Wrapping up the Features, **Rob Tett**, **Cameron Brown**, **Benjamin Walser**, **Scott Tonidandel**, and **Daniel Simonet** continue their series of articles on the SIOP Graduate Program Benchmarking Survey, this time focusing on comprehensive examinations, and **Daniel Abben** and **Jane Halpert** add to the conversation Tett and colleagues have been advancing by examining what kinds of information I-O programs tend to make available on their websites.

In our Editorial Columns, there are a couple of important introductions to be made. First, I'd like to officially welcome the new **TIP-TOPics** team from Portland State University! When I put out the call for **TIP-TOPics** columnists, I was deathly afraid that no one would apply, and that I'd be forced to ghostwrite columns for some fictitious university in the Bahamas for the next 2 years. Quite to the contrary, we got a good number of applications, and after a thorough review by myself and two other selection committee members, the team from PSU got the job! (There were some fantastic ideas from candidates that didn't get selected, so hopefully you'll be seeing those ideas in *TIP* over the next couple of years regardless.) The PSU team has 10(!) members, but this issue's introductory column, which provides some background on PSU and "sets the stage" for the next 2 years of their contributions to *TIP*, was written by **Jenn Rineer**, **Caitlin Demsky**, and **Tori Crain**.

Also joining *TIP* starting in October is **Kristen Shockley**, who will be coauthoring the "Yes You Can!" column on I-Os and funded research with Ashley Walvoord. We thank departing columnist **Liu -Qin Yang** for helping get the "Yes You Can!" ball rolling, and wish her all the best. Their column this month deals with funding opportunities for graduate student research, so pairing it with **TIP-TOPics** was only natural.

Lori Foster Thompson, Ishbel McWha, and **Alex Gloss** turn their Humanitarian Work Psychology “spotlight” on health-care in India, in a fascinating interview with **Drs. Rustin Meyer** and **Ruth Kanfer** about their work with CARE, the Cooperative for Assistance and Relief Everywhere. Back on this side of the globe, **Eric Dunleavy** and **Art Gutman** fill us in on the status of recent EEO challenges to the legality of background checks, with a commentary by **Kevin Murphy** to cap their report. **Tiffany Poeppelman, Nikki Blacksmith,** and guest coauthor Yongwei Yang provide their take on “Big Data,” and **M. K. Ward** and **Bill Becker’s** interview with Dr. Daniel Simons had me looking for things I could delete from one of my syllabi to make room for it!

Our various Forums continue to be active, with **Tracy Kantrowitz** describing how the Professional Practice Committee is working to build visibility for the I-O “brand” and offering a thought-provoking conversation with four I-Os working in a variety of fields where enhancing our visibility may be particularly relevant. **Tori Culbertson** tackles the dreaded academic question of when it may finally be time to let a paper you’ve worked so hard to get published go to meet its fate in the round file in the sky (or, you know, that file cabinet in the bottom of your closet). **Alex Alonso** and **Mo Wang,** in their **International Practice Forum,** call on **Lynda Zugec** and **An-**

gelo DeNisi to talk about SIOP’s International Affairs Committee’s White Paper Series. If you’ve not looked at these, they’re very worth your time.

And it keeps going! **Marcus Dickson** returns to **Max. Classroom Capacity’s** roots, talking about technologies that can benefit our classroom instruction. Now, to figure out how to get my university to order a MicBall.... **Paul Muchinsky** presents “three bold ideas” and announces a *TIP* team member as the first-ever coauthor of his textbook! **Kevin Mahoney** looks back over 50 years of equity theory, **Tom Giberson** and **Suzanne Miklos** offer a **Good Science—Good Practice** column focused on telecommuting, and **Rob Silzer** and **Chad Parson** provide a double shot of their **Practice Perspective,** offering data on international SIOP membership and updating data from an earlier column to continue investigating whether SIOP appropriately values practitioners.

If that were all we had, we’d still have an awful lot. **Milt Hakel** updates us on what’s new with the SIOP Foundation, we’ve got information about SIOP: Honolulu from **Robin Cohen** and **Evan Sinar,** and **Thomas Sasso, Katina Sawyer,** and **Larry Martinez** of SIOP’s LGBT ad-hoc committee provide a short history of DOMA and their thoughts on what its repeal means for workplace equality. We’ve got a really interesting

piece from **Wendy Becker** and Salvatore Zappala on licensing issues in Europe, news reports from both the SIOF UN team (**John Scott**, Ishbel McWha, **Mathian Osicki**, **Deborah Rupp**, **Lise Saari**, and Lori Foster Thompson) and our representatives to the APA Council of Representatives (**Deborah Whetzel**, John Scott, **Rodney Lowman**, and Lori Foster Thompson), an APA update from **Autumn Krauss**, and information—

including a tutorial video!—about staying connected from ECC Chair **Zack Horn**.

So, there you have it. *TIP*, volume 51, issue 2, in a (1,600-word) nutshell! Keep sending us your feedback (mullins@xavier.edu, or tweet me [@TIP_Editor](https://twitter.com/TIP_Editor)), and keep an eye out for a *TIP* survey later this year. Happy reading!

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Letter to the Editor



Rejoinder: DC Rescinds "Waiver"

Dear Editor:

I would like to provide an update to a [TIP article](#) published in the January 2010 issue concerning a waiver to licensing requirements I had received from the District of Columbia. This letter is a rejoinder: DC Rescinds "Waiver."

To protect myself from the possible wrath of the guilty (just joking), I will not refer to anyone by name. Several months ago, I was contacted by an attorney for the DC Board of Psychology. The attorney sent what I perceived to be a nasty-gram to my email inbox. The message was a demand that the original *TIP* article concerning my having been granted a waiver be taken down as I was granted the waiver "in error." Furthermore, I was to immediately refrain from referring to myself as a "psychologist." After a denied request for consideration, I conceded defeat.

As a result of this experience, I want to share some insights and be so bold as to suggest a few things.

1. Attorneys have more influence on your ability to practice your profession than you realize. The Chair of the Board deferred to her attorney in interpreting the law for when waivers were permissible. Both SIOP and APA need to do a better job advocating that lawyers who work at state boards must also be degreed psychologists.
2. Clinicians still have a clinical bias. SIOP must do a better job advocating with APA and local state boards that clinicians are not the only type of psychologists that exist. Furthermore, SIOP should help its members identify opportunities for partnering with clinicians.

3. SIOP took no steps to advocate on my behalf (and it won't for you either). This is because SIOP does not currently have the necessary infrastructure in place to provide this type of assistance to its members. SIOP needs to form a body that its members can turn to for assistance when they encounter such issues with state boards; this body would be a quasi-ombudsperson.

Conclusion: In the District of Columbia, you must be a licensed psychologist to use "psychological" terms in the promo-

tion of your services or business. SIOP needs to develop a simplified policy about where it stands on licensure and how it will help its membership navigate the often choppy waters of state bureaucracies.

Thank you for allowing me to share my opinions.

Yours truly,

Romella Janene El Kharzazi

(formerly, McNeil)

PhD in Industrial-Organizational Psychology

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"Getting to Cube One"™

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Examining HR From a Supply Chain Perspective

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APTMetrics

Erica Spencer

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Richard Klimoski

George Mason University

Natalie Jensen

Starbucks

Trent Burner

Walmart Stores, Inc.

Mark Schmit

Society for Human Resource Management Foundation

Introduction

Over the past several years there has been a great deal of interest in the apparent science–practice gap (Silzer, Cober, & Erickson, 2010). In particular, a number of papers (Bartunek & Rynes, 2010; Beyer, 1997; Hulin, 2001; Mohrman, Gibson, & Mohrman, 2001; Rynes, Giluk, & Brown, 2007) have pointed out (and usually lamented) that the latest research findings or evidence-based practices are not adequately incorporated into organizational practice. As highlighted by multiple academics, many HR practice initiatives do not reflect the

best evidence available. Indeed, some have argued that a particular HR intervention or practice (e.g., 360 surveys) is rarely based on any empirical evidence (e.g., Abrahamson & Eisenman, 2001; Kehoe, Brown, & Hoffman, 2012; Tippins, 2012).

We agree with evidence-based management (EBM) advocates that organizational practices and interventions must be both supported by sound research *and* be relevant to the needs of the end users (e.g., Rousseau, 2006; 2012). Given these considerations, the various stakeholders to any proposed HR initia-

tive would have to engage and dialogue in new and meaningful ways in order for EBM to succeed. In this regard we believe that there are real benefits to viewing the scientist–professional practitioner–client relationship in terms of a “supply chain” partnership (Cronin & Bendersky, 2012).

The supply chain metaphor is being used here to envision the potentially fruitful outcomes that could stem from better relationships among HR stakeholders: academics, internal practitioners (e.g., HR generalists, talent management specialists), external consultants, and end users/customers (e.g., managers). Each of these stakeholder groups is part of a system, one that involves knowledge creation, translation, and implementation. The supply chain perspective argues that each stakeholder group can and must work together to ensure that collective outcomes are mutually satisfying, provide shared benefits, and enhance organizational performance. In an ideal supply chain arrangement, academics and external consultants would tap into internal practitioners and end users for a continuous stream of timely and relevant research and needs analysis, which, in turn, would be leveraged to build or revise products or services that meet the internal practitioners and end users’ specific needs, resulting in measurable successful outcomes for all stakeholders. In short, the supply chain

approach provides a logical process and engenders cooperation among stakeholders. Moreover it calls for a continuous and useful information and feedback exchange loop among HR knowledge generators, translators, implementers, and users.

We want to recognize that the supply chain notion has been used or implied recently by thought leaders who seek to offer ways to address the key HR challenges facing our field. For example, Cappelli (2008) highlights the potential value of looking at talent management in this way. Thus the flow of talent to critical areas or at critical times might be best accomplished if HR professionals saw themselves as “internal talent suppliers” who must better understand senior managers’ (“end users”) needs for talent. The various ways of bringing talent “online” through programs of internal (current employee) development, facilitating the onboarding of external hires, or even, when called for, the importation of talent by way of a company acquisition can thus be advocated for accordingly. Boudreau (Boudreau & Ramstad, 2007; Lawler & Boudreau, 2009) appears to be making similar points when he stresses the need for HR professionals to become not just “business partners” but “strategic partners” with senior managers or other stakeholders. Here, too, the HR professional can only hope to play such roles if

they engage with or continuously listen to their “clients,” usually senior managers. As an example, Boudreau describes the efforts of IBM to build and effectively use an integrated supply chain for human resource and talent management.

Current Study

Discussions of some of the symptoms of the science–practice gap prompted the formation of a working group made up of representatives of key HR stakeholder groups. One outcome of this work group was the decision to conduct a study contrasting the “supply and demand” perspectives of academics, internal practitioners, external consultants, and end users when it comes to HR practice areas. Our goal was to highlight where HR suppliers—whether academics, external consultants, or internal practitioners—are succeeding and where they could be doing a better job in meeting the needs of end users.

Method

A survey was developed by the authors with input from SIOP and SHRM experts. The survey was designed to elicit input from different stakeholder groups involved in the HR supply chain. A random sample of 6,000 individuals was identified from both SIOP and SHRM’s membership databases. Responders were asked to self-identify as HR practitioners/internal consultants, external consult-

ants, or academics. In addition, a random sample of 300 management-level end users was obtained from two *Fortune* 200 organizations: one global retailer and one global specialty eatery. In February and March of 2013, email invitations were sent to participants. The survey was accessible for approximately 2 weeks and e-mail reminders were sent to nonrespondents in an effort to increase response rates.

Survey questions covered the following six areas:

Q1: Most important talent management issues: Participants were asked to choose their top two among nine alternatives, including *selecting the best talent* and *developing employees*

Q2: Most important areas of HR focus: Participants were asked to choose their top two among 13 alternatives, including *leadership development* and *employee engagement*

Q3: Biggest challenges when implementing talent management systems (e.g., selection, 360, performance appraisal, succession planning): Participants were asked to choose their top two among seven alternatives, including *senior leadership support* and *business unit buy-in*

Q4: Most important element of a successful talent management system: Participants were asked to choose among

eight alternatives, including *business linkage* and *integration with existing systems/programs*

Q5: Most important qualities in a talent management system: Participants were asked to rate the importance of 15 qualities (e.g., *flexibility, legal defensibility, efficiency*) using a four-point Likert scale, with points ranging from *very important* to *very unimportant*

Q6: Importance sources of information: Participants were asked to rate the importance of 11 information sources (e.g., *company HR research department, senior operational managers, professional scientific conferences*) on potentially useful/impactful new HR talent management initiatives, platforms, or tools; raters used a four-point Likert scale, with points ranging from *very important* to *very unimportant*

All six questions shared a common stem or foundation (which allowed for comparisons across disparate groups) but were also tailored in such a way as to be logical to respondents' unique perspectives. For example:

1. What are the two most important talent management issues...
 - i. your organization faces? (HR practitioners/internal consultants and end users)
 - ii. your customers/clients face? (external consultants)

- iii. you see as rising in importance in the research literature? (academics)

Results

Final participants included:

- 550 internal practitioners ("internals");
- 124 external consultants ("externals");
- 134 academics; and
- 172 end users ("customers").

Descriptive statistics compared differences in perspectives among internals, externals, academics, and end users of HR initiatives. Response frequencies between these groups were examined to determine differences in the most important talent management issues, most important areas of HR focus, the biggest challenges when implementing talent management systems, and the most important element of successful talent management systems. Respondent importance ratings on the talent management system qualities and information sources were also compared between the groups. Results are described in more detail below.

Q1: Most Important Talent Management Issues

When asked to rate the two most important talent management issues, all groups identified *developing employees*

as a top issue and placed little importance (<10%) on *moving employees up through the organization* or *compensating talent* (see Figure 1). Although internals and end users' responses tended to trend in the same direction, the rankings of the remaining issues showed little consistency across the four rater groups. Academics tended to focus mainly on the middle stages of the employee life-cycle in terms of *retention*, *development*, and *engagement*. Externals stood out for their singular emphasis on *selection* while also favoring *development* and *performance management*. Both internals and end users tended to focus on *recruitment*, *retention*, and *development*.

oment as their top two (see Figure 2). Although *recruiting* and *performance management* received the highest responses for internals, nearly all areas captured between 3% and 13% of their responses. Top choices for academics were *leadership development* and *employee engagement*. End users viewed *succession/workforce planning*, *leadership development*, and *employee engagement* as relatively more important areas. Similar to the prior question, the choices of internals and end users were more closely aligned relative to the other two rater groups.

Q2: Most Important Areas of HR Focus

When asked about the two most important areas of HR focus, externals clearly identified *selection* and *leadership devel-*

Q3: Biggest Challenges When Implementing Talent Management Systems

When asked about the two biggest implementation challenges, *senior leadership support* was rated in the top two for internals, externals, and academics; in contrast, end users ranked it as their lowest priority (see Figure 3). End users

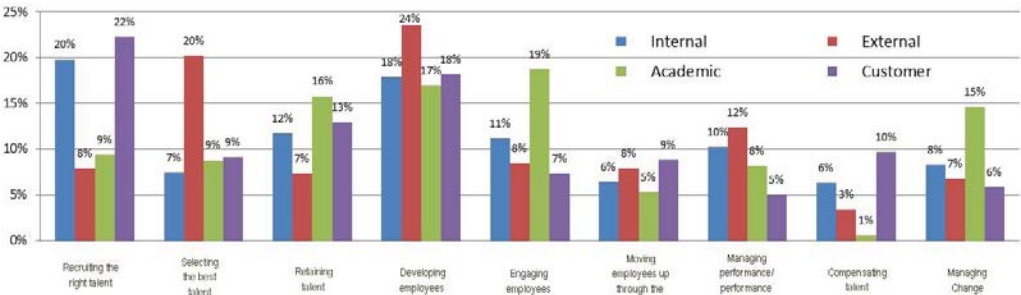
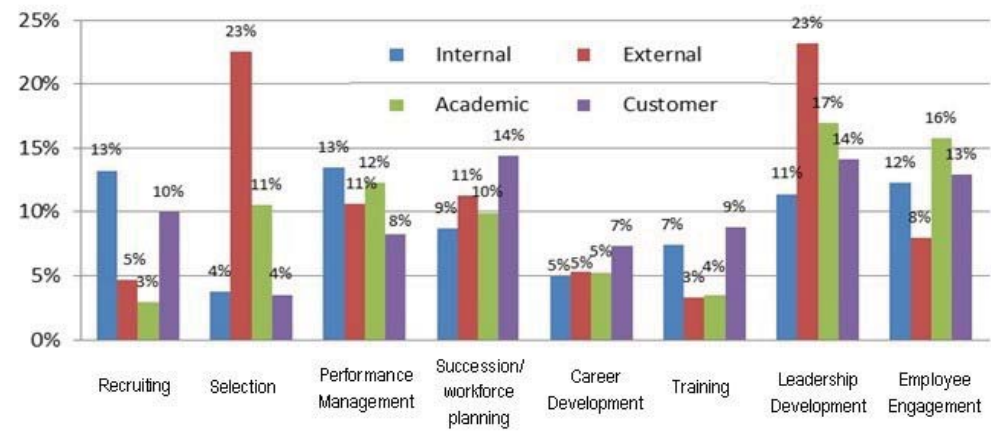


Figure 1. Two Most Important Talent Management Issues

identified *time* far and away as their number one challenge (30%), while all other groups viewed this challenge as relatively less imposing ($\leq 15\%$). Internals and externals viewed *cost* as the biggest challenge while only 10% of end users had a similar perspective. *Competing strategic demands* (17%) and *demonstrating ROI* (16%) were the tied for the second most selected challenge by end users.

Q4: Most Important Element of a Successful Talent Management System

When asked to identify the two most important elements of a successful talent management system (e.g., selection, 360, performance appraisal, succession planning), all rater groups selected *execution* as their first or second choice; this element was in the number one spot for internals and end users (see



Note: For simplicity only seven of the 13 alternatives are displayed in this graph.

Figure 2. Two Most Important Areas of HR Focus

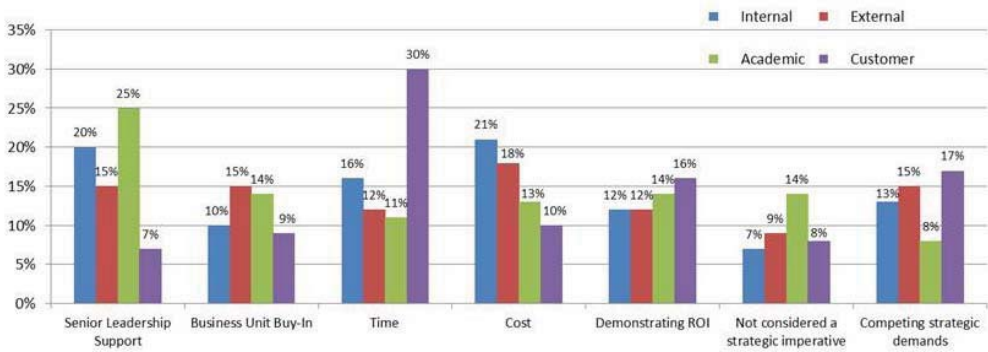


Figure 3. Two Biggest Implementation Challenges

Figure 4). However, it is interesting to note that the internals and end users rated execution 9-12% higher than externals or academics. Another standout element for all rater groups except end users was *business linkage*. End users identified *development* as the second most important driver for success while the other three groups rated this element toward the bottom. Additional inconsistencies were noted in *delivery* and *integration with current systems*, with externals far below the other three groups (0% for *delivery*). Like previous questions, internals and end users appeared more closely aligned relative to the other two rater groups.

Q5: Most Important Qualities in a Talent Management System

In terms of the most important qualities when selecting a talent management system, there was a lot of consistency across all four rater groups. Seven of the 15 qualities were rated by at least one group as

very important; of those seven only *alignment with company culture* was considered very important by all four groups. In addition to *alignment with company culture*, end users rated *simplicity*, *efficiency*, and *potential impact on organizational performance* as very important. None of the rater groups shared end users' views on *simplicity*; however, both end users and internals agreed that *efficiency* was very important. Only internals and academics considered *legal defensibility* to be very important, while all groups except internals viewed *job relatedness* as very important.

Q6: Important Sources of Information

When asked about the most important sources of information on new HR talent management initiatives, platforms, or tools, all groups except the end users identified *professional peers outside your company* in their top 2, whereas all groups except academics selected *professional peers within your company* as

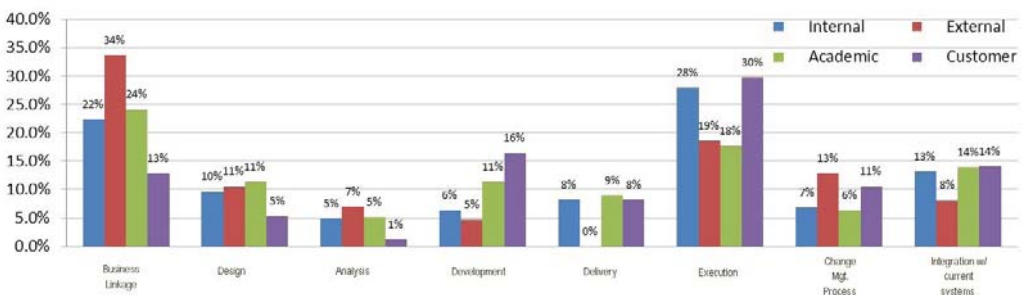


Figure 4. Most Important Element of a Successful Talent Management System

a top 2. Also in the academics' top 2 was *professional/scientific conferences*, whereas end users selected *senior operational managers* to complete their top 2. For the bottom 2, all groups selected *blogs/chat rooms/social media*, and all groups but externals included *popular press/media*. Instead, externals selected *academic partners* to complete their bottom 2.

Discussion

The current study examined the degree to which stakeholders along the HR supply chain view talent management systems, challenges, decisions, and so forth from a common perspective. The clear, overarching finding from this study is that the four groups in the HR supply chain are often focused on different issues and challenges. Like the tale of the blind men touching different parts of an elephant only later to learn they are in complete disagreement about what they touched, our study shows that these four groups have different and at times conflicting priorities. These differences may be caused by a lack of access and communication, or perhaps incompatible incentives. Future research toward understanding the root causes of these differences would be beneficial.

What impacts the success of the supply chain is the degree to which each participant is meeting his/her own goals

while also ensuring a successful outcome for the entire group. In an ideal world, a continuous feedback loop between HR constituents would serve to inform the research, design, modification, and implementation of talent management systems. For example, end users might complain to their internal practitioners (HR business partners) that their company's performance management system is cumbersome and ineffective. The company would then provide a forum for end users, internal practitioners, and external consultants or academics to discuss, research, evaluate, and identify performance management solutions that better meet the end users' needs. Through these interactions, external consultants and academics would become more attentive to the challenges that internal practitioners and their customers (end users) face, which will in turn inform new lines of research and inquiry.

To reach this level of success, at least three things must happen. First, participants in the supply chain must be incentivized to recognize and deliver based on the other stakeholders' needs and constraints. For example, research partnerships could serve as mutually beneficial platforms for HR stakeholders: Academics and external consultants could collect research, feedback, and input that would inform product and service design in exchange for providing participating

companies with access to lower cost, tailored applications. Internal practitioners and end users would have a voice in system design, and academics and external consultants would be able to leverage the input for future publication (academics) and business development (external consultants).

Relatedly, internal practitioners and their companies must be more willing to provide greater access to the end user. As “gate keepers,” internal practitioners frequently must translate their customers’ needs for external consultants. In light of this study, internal practitioners may not always understand or appreciate end users’ needs, priorities, and concerns. Opening the dialogue on end user needs and challenges—perhaps using a venue like the research partnerships discussed previously or brief surveys to collect perspectives and ideas on how to improve company systems—will increase understanding of one another’s incentives, constraints, and so on, as well as provide fresh perspectives on valuable and pragmatic solutions.

Finally, I-O psychologists and other HR professionals are (correctly) raised on the dogma that job experts must be included in the development of talent management processes: SMEs ensure the job relatedness of the content. There is considerably less emphasis in our training on obtaining SME input on system function-

ality: we, as process experts, may believe SME input to be less valuable at this point in the talent management cycle. I-O and other HR programs must train their students to examine talent management systems (such as selection, 360, performance appraisal, succession planning) more holistically and from the viewpoints of the various stakeholders. For example, graduate programs could present students with current, real-time issues facing HR, requiring them to evaluate and diagnose root causes, interdependencies, requirements, and so on as well as explore solutions from each perspective along the supply chain. Such systemic thinking will help to drive greater integration and collaboration.

Limitations

Our study was primarily limited by our sampling. For example, our end users were sampled from only two companies, and therefore, we cannot comfortably extrapolate to other organizations. In addition, our external consultants came primarily from SIOP, which tends to be weighted toward “I”-side systems like selection (vs. “O”-side initiatives like change management). Future research efforts will focus on sampling end users from a broader range of companies as well as on tapping into other groups where organizational psychologists are better represented.

Conclusions

Although the discussion above provides a logical way to bridge the gaps, the motivating factors—the drivers of behavior—among the four groups can make the bridge difficult to build. These factors must be examined more closely to understand the change mechanisms required to bridge the gaps. For example, external consultants are motivated to deliver standardized, efficient, and profitable solutions. Internal practitioners and end users look for customized solutions that meet their very specific needs. Academics' studies are theory driven and may not lead to practical solutions that meet the needs of external consultants, internal practitioners, or end users. This misalignment of motives is not likely to ever be overcome completely, but recognition of the motives and finding ways to use them productively in bridging gaps is essential to building an efficient and effective supply chain that meets the needs of all stakeholders.

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Promoting the Assessment of Disabled Talent in Selection and Development: Some Open Questions and a Call for Action

Alexandra Livesey

SHL

Ilke Inceoglu

Surrey Business School

Introduction

According to the 2010 U.S. Census, there are more than 56 million people in the United States with a disability (Brault, 2010). That equates to one in every five U.S. citizens who could be positively adding value to the US job market. Initiatives are growing fast to encourage more disabled talent into the job market and to make the recruitment and assessment process barrier-free. In the U.S., the Campaign for Disability Employment (<http://www.dol.gov/odep/topics/CampaignForDisabilityEmployment.htm>) emboldens employers to understand how much value and talent people with disabilities add to America's economy. Despite this, very little research has been published on the selection and development of disabled talent. Moreover, from an industrial-organizational (I-O) psychology perspective, practitioners are faced with many open and unanswered questions. This paper discusses the potential reasons of why research in this area has not been conducted and why there con-

tinues to be uncertainly around providing reasonable accommodations in psychometric testing for candidates with disabilities.

In order to address this dilemma we propose and initiate discussion on the following questions:

What do we mean by disabled talent?

Disabled talent is used to describe a person recognized as having a disability under the Americans with Disabilities Act (ADA) 1990 and who is seeking to enter work or is already in employment. Under the ADA, "disability" refers to an individual who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities may include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, walking, bodily functions, and so forth. Under the ADA, there does not exist a defined list of disabilities. However, common types may include mental health disorders, intellectual and learning disabilities,

hearing impairment, visual impairment, mobility impairment, facial disfigurement, HIV, and cancer. Outside of the U.S. there are country-specific legislations that promote who is considered as having a disability and what their entitlements are, for example, The UK Equality Act (2010) and Behindertengleichstellungsgesetz–BGG (German Equal Opportunities for Disabled People Act (2002). Each act has its own definitions and terms but broadly speaking cover a similar level of requirement for a person to be deemed disabled.

Why is it important to encourage and facilitate recruitment of disabled talent?

Acts and legislation covering the equal opportunities of disabled talent, all state that employers have a duty to provide reasonable accommodations in order to facilitate optimal performance in their employees with disabilities. By reasonable accommodations we refer to any modification made to an individual's environment or situation that allows them to demonstrate their optimum performance. Within talent management, companies providing psychometric assessments have a legal duty to support their clients in providing appropriate accommodations to disabled candidates completing their assessments. Aside from legal duties, the US Campaign for Disability Employment highlights that companies that are inclusive

of people with disabilities significantly benefit from an increased pool of talent, higher levels of competencies, and more creative business solutions. Furthermore, in the report *How Fair Is Britain?* (Equality and Human Rights Commission, 2010) only 50% of disabled adults were in employment compared to 79% of nondisabled adults. With one in five adults in the UK classified as disabled, there is a potential of 5,000,000 currently unemployed individuals who would add significant value to the UK employment market. With demand ever increasing to recruit and retain talent, embracing the potential of disabled talent and providing barrier-free recruitment processes and assessments will be key.

What is the role of I-O psychologists and talent management companies in assessing disabled talent?

Talent management companies providing psychometric assessments to candidates continue to see an increase in requests for reasonable accommodations. Applied to selection and development, reasonable accommodations refer to any changes that can be made to the assessments or recruitment process that remove barriers for access. Examples of reasonable accommodations within talent management may include providing an alternative assessment format or adapting an assessment process to meet the needs of the candidate. There are no

definitive descriptions of what constitutes a reasonable accommodation; however, the key term is “reasonable,” so any accommodation should be effective, practical, financially reasonable for the organization, and based on need not preference. With this in mind, I-O psychologists and talent management companies should be in a position to guide their clients on how to meet the specific needs of each disabled candidate in relation to the services they offer. However, anxiety or lack of knowledge of the relevant legislation and disabilities may all feed into feelings of uncertainty when supporting clients with recruiting and developing disabled talent. This is despite national drives to encourage disabled talent to apply for positions and promotion (i.e., Campaign for Disability Employment, U.S.). Moreover, there has been very little research on the impact of disabilities on psychometric testing within I-O settings and the validity of the reasonable accommodations currently being offered. At present, talent management companies provide their clients with best practice recommendations and aim to facilitate reasonable accommodations where possible. However, when challenged on the validity of these accommodations and the scientific basis of the recommendations, there is little to fall back on.

What do we know about disabled talent and their experiences of psychometric assessments?

The simple answer to this is “not very much.” Disabled applicant reactions to online psychometric assessments are not routinely collected, and there does not appear to be any research published in this area despite anecdotal evidence that complaints from candidates are increasing. Therefore, one area of research to focus on is applicant reactions. Because the people who know most about disabilities and the impact on taking tests are the disabled talent group, it seems pertinent to use their expertise to help us understand the issues they face. This research could then contribute to future assessment development, as well as clarifying what reasonable accommodations are frequently required and may not be currently available. Pitoniak and Royer (2001) propose that there are a number of reasons why research into reasonable accommodations may be difficult. Issues faced may include small sample sizes, variability in participants’ disabilities and needs, and inconsistency in provided accommodations. All these hurdles would need to be overcome for successful research to be completed.

What can be currently offered in terms of reasonable accommodations and psychometric assessments?

It is beyond the scope of this article to document all possible psychometric test

accommodations. We have already discussed how there is not an absolute definition of the term “reasonable accommodation”; however, we can differentiate test type by mode of administration (online tests, offline tests, and paper-and-pencil tests). Each test type will be impacted differently, depending on the nature and severity of the disability. With online assessments, using a screen reader, adaptive keyboards, increasing resolution or font size, or other assistive technology should be possible. People with visual, hearing, motor impairments, or a specific learning difficulty all may utilize such technology. However in practice, many online assessment formats currently make it impossible to use this technology. Offline but computer-based tests may run into similar problems as online testing in terms of assistive technology, but some tests may be adapted into a standard document format (i.e. Microsoft Word or Excel) in order to make assistive technology compatible. Tests, however, that involve images or complex graphs and tables may still not be accessible in this way. Paper-and-pencil tests can usually be adapted in presentation, with changes such as paper color, font size, and contrast changes being implemented. These adaptations may make the tests valid for some people with disabilities; however, there will

always be others for whom the test remains inaccessible.

An additional element of many aptitude, cognitive ability, and skills tests is the requirement that tasks are completed in a set time limit or that the test is speeded. Whether other accommodations are made or not, providing additional time is often cited as being a favored approach and is often seen as the only reasonable accommodation possible. There are, however, a number of issues with taking this stance. First, although extra time is often cited as part of best practice within educational settings, there is little empirical evidence to inform I-O psychologists on how to apply this. Second, the quantitative question remains of how much time should be given? Third, how do we then compare candidates who have been given extra time to those who have not? Fourth, the message that extra time is always an appropriate reasonable accommodation is likely not to be a valid assumption, as all accommodations should be based on individual need. Finally, how do we deal with tests that are speeded and therefore cannot have their timing altered?

To date we could find no evidence or research on the effect of extra time on test performance outside of educational settings. Sireci, Scarpatti, and Li (2005) reviewed the literature on pro-

viding reasonable accommodations in school- and university-based exams. Although they concluded that there is contradictory evidence of the validity of reasonable accommodations due to the array of accommodations reported and the heterogeneity of the students in the samples used, they found that extending exam time generally improved the performance of all students, irrespective of whether they had disabilities or not. However, students with disabilities tended to exhibit relatively greater increase in scores with additional time over their nondisabled peers. Similar research within occupational settings has not been conducted, yet it is possible that candidates requesting extra time may rely on these past experiences (from school and college) to inform employers of how much extra time they need. Although we are not disputing this method of establishing the reasonable accommodation, we are questioning the reliability and validity of extra time within an occupational testing environment as we do not have any empirical evidence to support this assumption. Pitoniak and Royer (2001) also provide a comprehensive review of the social, legal, and psychometric issues around testing accommodations within education settings.

One theory that has been highlighted in educational testing and could be transferred to an I-O setting is the interaction

hypothesis. This theory has been proposed to justify the use of reasonable test accommodations (Koenig & Bachman, 2004; Malouf, 2001, cited in Koenig, 2002; Weston, 2002). The theory argues that when test accommodations are given to people with disabilities their test scores will improve; however, improvement will be relative to the scores they would have obtained had they taken the test under standard conditions. Second, the accommodation will not significantly improve students without disabilities' scores (although it may be expected that some accommodations such as extra time will shift all scores across the distribution). The name of the theory interaction hypothesis relates to the interaction between candidate group (disabled or nondisabled) and test administration condition (accommodated or standardized). This model could be applied to I-O assessments in order to establish whether an accommodation is reasonable and valid, remembering that all accommodations made do not necessarily need to be optimal or based on candidate preference, but they must be reasonable for each individual.

How do we interpret and compare disabled and nondisabled candidate scores?

A premise of the definition of reasonable accommodations is that that it allows individuals to perform to the best of their ability in order to be compared

to their nondisabled peers. Phillips (1994) outlines five considerations that should be adhered to when deciding whether an accommodation is reasonable and valid. If any one of these questions is answered “yes,” there is reasonable doubt that applying the accommodation would allow the scores obtained from disabled candidates to be compared to their nondisabled peers:

- Will format changes or alterations in testing conditions change the skill being measured?
- Will the scores of examinees tested under standard conditions have a different meaning than scores for examinees tested with the requested accommodation?
- Would examinees without disabilities benefit if allowed the same accommodation?
- Does the disabled examinee have any capability for adapting to standard test administration conditions?
- Does the disability evidence or testing accommodation policy based on procedures with doubtful validity and reliability?

In order to consider the practicality of using these questions we refer to an example. A visually impaired candidate is asked to complete a test of verbal reasoning. The candidate requires the test to be transformed from an online assessment to a standard word processing

document that can be read by their computerized screen reader. They also require additional time to complete the test as using the screen reader lengthens the administration process. Answering Phillips’ (1994) five questions firstly, the test construct has not been altered and the skill (verbal reasoning) remains consistent. The American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1999) suggest that evidenced professional judgment should be sufficient to support claims of score equivalence where accommodations are made that do not impact on the construct being assessed. Second, the meaning of the score should also not be impacted on by the accommodation, that is, percentage of questions correctly answered would still form the basis of the verbal reasoning score obtained. Third, it can be assumed that using a screen reader would not benefit candidates without disabilities. The allocation of additional time is perhaps more questionable; however, if a timing element is applied to a test in order to facilitate the administration process and does not feed into the candidate’s score, additional time for the visually impaired candidate should not benefit them over nondisabled candidates. Answer to Question 4 is no, the disabled candidate cannot access the test without the accommodation being made. Finally, for Question 5, there is no evidence that the procedures presented are invalid or un-

reliable; however, this is due to a lack of research and information in this area. We can therefore conclude that the suggested accommodations are reasonable and that the scores gained from the test should reflect the true verbal reasoning ability of the candidate.

What we now have to consider is whether these scores can be compared to a standardized norm for the assessment completed. There are two possible scenarios, if the items were selected from the standardized test item pool and were of a similar difficulty to the standardized assessment, then it should be assumed that the candidate's scores are a true reflection of ability on this particular test and can be compared to the standardized norm. If however, the items selected for the accommodated test version are shown to be a different difficulty level to the standardized assessment, the scores cannot be compared to the general norm. Accommodated tests where different items are used from the standardized test can never be directly compared on the same norm. In this case, the percentile score for the candidate should be used to allow the examiner to interpret where a candidate lies on a normal distribution for the accommodated test and interpreted independently of candidates' performances on other assessments, irrespective of whether the underlying construct is the same. Clearly, this is

complicated and likely to be difficult for employers to effectively implement. I-O psychologists can help by providing professional judgment in individual cases and more clear evidence-based practice guidelines.

What evidence is there on performance of disabled candidates on psychometric assessments and later job related performance?

Shockingly, we have no substantial evidence as a field regarding the performance of one of the largest cross-cultural minority groups on our core toolkit of assessments of job-related individual differences. We know that disabled candidates are more likely to stay in a job for longer compared to their nondisabled peers ([Office of Disability Employment Policy](#)), but we have no evidence of the predictive validity of assessments once accommodations are made. The educational literature provides some guidance, as it has been shown that end of high school exams and college entrance exams did not predict college or graduate school performance (Braun, Ragosta, & Kaplan, 1988). Interestingly, this study concluded that college performance was significantly overpredicted for some students who received additional timing, especially in candidates with specific learning difficulties who achieved relatively good high school scores. The authors conclude extra time provision needs to be better

matched to type of disability and that this could be achieved through further research studies. Oppler, Mitchell, Mueller, Dunleavy, and Glenn-Dunleavy (2010) also recently presented research on extra time for disabled candidates and later performance, specifically looking at the Medical College Admission Test (MCAT) and medical school performance. Their results suggested that for some candidates who were given extra time on the MCAT, their subsequent performance in medical school was significantly overpredicted.

Is there really a fear factor around how to support disabled talent in selection and development practice?

This is a difficult question to answer; within I-O psychology there clearly is a lack of research and literature on disabled talent. However, how much of this is due to uncertainty around legislation or anxiety around how to approach testing is unknown. It is also possible that there are professionals who have knowledge of best practice with disabled talent but have not disseminated this. Within I-O psychology we need to promote this area of research so that people can feel confident coming forward and presenting their ideas, theories, and experience to help us develop more evidence-based guidance. At present, talent management companies may rely on few individuals to “fly the flag” and improve the service they offer to both cli-

ents and candidates with disabilities. However, best practice recommendations and guidance are often outdated and based on historical practices rather than actual empirical evidence. Thus despite good intentions, recommendations may be invalid, make tests unreliable, or the accommodations are simply inefficient or irrelevant for the test taker. Knowing this, I-O psychologists face a dilemma: Although they want to promote and be inclusive of disabled talent, they do not want to provide incorrect advice. In the age of increased lawsuits and legal challenges from candidates and clients in relation to reasonable accommodations and equal opportunity policy, is it any wonder that avoidance of the topic occurs?

To sum up, the purpose of this article was to raise awareness of the topic of assessing disabled talent for selection and development and to provoke I-O psychologists to consider why this area has received such little attention and research. Whereas other protected groups including ethnicity and gender have received plenty of research attention, disabled talent has not. A main reason for this may be due to the infinite types and subtypes of disability. Moreover, this difficulty in heterogeneity may be why there has been little research on disability subgroups and reasonable accommodations as individual differences in nature, severity, and impact of disabil-

ity means group comparisons are very difficult to interpret.

We did not aim to provide answers to the questions posed but spark further discussion. In the forthcoming years, we hope that the profession will be able to provide some of the answers to these questions as we embark on exciting research in a number of areas including validity and reliability of accommodated assessments, applicant reactions to psychometric assessments, and analysis of the frequency and nature of accommodations requested. By assessing these areas, we hope to be able to provide the basis of truly scientifically supported best practice recommendations for candidates, recruitment and human resource professionals, and I-O psychologists and others working in talent measurement.

¹ It should be noted that the definition of Disability that the census uses for their purpose is different from the legal term used by the ADA.

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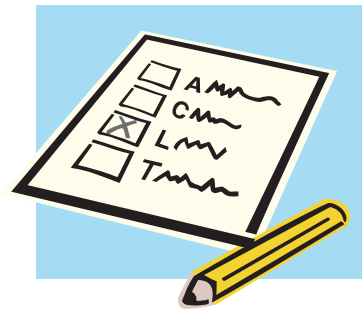
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Reflections on the State of I-O Research and Practice: Lessons Learned From Performance Management

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Background and Context

After 28 years working in organizations, my performance has been evaluated, I've evaluated the performance of others, and I've been a part of numerous efforts to design performance evaluation systems. However, until recently, I never had formal responsibility for these systems.

At the time, I knew employees didn't like these systems. I didn't like these systems. I also assumed, like many others, you could never please everyone with performance management (PM), that all systems had their "warts," you simply picked which "warts" you preferred. In fact, if you were like most organizations, you routinely changed your system so you could experience different "warts" every few years. I also never thought too deeply about the design of these systems. From graduate school I knew there was academic research related to PM. I vaguely associated this research with cognitive process models and I couldn't see how this could be relevant to real PM systems in organizations.

Shortly after assuming responsibility for PM, my company chartered a project to review our process. I decided to look into what the science had to say about designing these systems. After nearly 2 years, I learned a lot about PM, but I also observed some things about our field. My observations center on a few general questions:

- What information is guiding practice in organizations?
- What is the role of research in informing practice in organizations?
- Where is the research coming from?
- Where are business leaders and HR professionals turning for advice and information?

Some of my observations have been noted by others (see Aguinis & Pierce, 2008, for example). Although some of my points are minor irritations, others really concern me about the future of our field and our ability to improve practices and outcomes in organizations. I will frame my comments in terms of PM-related research and practices, but I'm confident these issues generalize to other topical areas as well.

We Don't Pay Much Attention to Academic Research

There is good theory and academic research out there. It surprised me that practices in organizations bear little resemblance to what would be recommended by academic theory and research. Practitioners, HR professionals, and business leaders may not be aware of this research or they may be paying attention to other sources of information. I suspect it is some of both. Others have written about this problem very articulately (see Pfeffer and Sutton, 2006, about the field of management and Briner and Rousseau, 2011, related to our own field).

I found a lot of research that was useful in guiding me in redesigning PM systems. The implications of much of this research were very clear. I also found that many practitioners don't like them because they contradict current practice. Consider these examples.

Nearly all PM systems in organizations have some focus on feedback and coaching. Kluger and DeNisi (1996) conducted a meta analysis of the effects of feedback interventions on performance. In a third of the studies, feedback actually hurt performance. They discovered when feedback doesn't focus on the task (i.e., it focuses on the person or "meta-task" processes), performance suffers. This is very helpful for designers of PM systems and training. Su-

pervisors should focus on the work and on how to help employees do the work better, not on how employees should *be* when they are doing the work or—worse yet—how they should be *period*. This also provides important context to neuroscience research reporting that threat centers in the brain are activated when people receive feedback (Rock, 2009).

A second study by Brown, Sturman, and Simmering (2003) focused on compensation policy and organizational performance among hospitals. When it comes to pay and pay differentiation, the assumption is "more is better." Economic theories and principles (e.g. agency theory, tournament theory) rule the day in this area. These theories hold that people are motivated primarily by financial rewards, and more differentiation provides more motivation. Those who get big rewards are motivated to keep them; those who get nothing are motivated to get them. This study provides reasonable doubt on this assertion. There was no main effect for dispersion on hospital effectiveness. High dispersion was only associated with higher performance for lower pay levels. Bloom (1999) also found similar results with individual and team performance in baseball. This is helpful. Maybe we should reduce the differentiation in our reward systems, especially in companies and industries with relatively high paying positions.

Finally, almost all PM systems involve ratings and most also link rewards (base pay increases, bonuses) to these ratings. There can be a lot of money riding on these ratings. O'Neil, Carswell, and McLarnon (2012) summarized the research on the quality, accuracy, and validity of performance ratings, concluding they have substantial rater and small ratee components. The percentage of ratee variation ranged from a low of 8% to a high of 32% across the studies they reviewed. Performance ratings have far more to do with the person doing the rating than the person being rated. Worst case, it feels like a lottery; employees pull a ping-pong ball out of a machine that reveals their rating. This is very helpful—frightening, but helpful. Maybe we should abandon formal supervisor performance ratings in favor of other approaches to accomplish our goals. At the very least, maybe we should make the ratings as coarse as possible (maybe two or three buckets) or deemphasize individual ratings as they affect rewards. This sentiment is captured well by Stallings and Gilmore (1972) in their discussion of Ali–Frazier heavyweight title fight in 1971. At the time, this fight had the largest purse for a sports contest in history. Across 15 rounds, the three judges scored it 8-6-1, 9-6 and 11-4 for Frazier. Although the decision was unanimous, all three agreed on only seven rounds. This is a simple task and even experts don't

agree. Evaluating the job performance of another human being is far more complex and millions of amateur supervisors do it every year. After their analysis, the authors concluded: "Our estimated reliabilities and validity would appear to be too low where so much money and prestige is at stake." I couldn't agree more.

What Passes for "Research" Is Changing

Several things concern me here. First, it has become very popular for consulting firms and HR think tanks to survey company representatives (executives, HR professionals, or other representatives) and ask what their companies do and what they think is important. As a result, we know a lot about what companies are doing and what company representatives think are important in many different topical areas. However, we should not confuse what organizations *do* with what organizations do that *actually works*. Much of what informs organizational practices is the former not the latter.

External benchmarking has also become big business. Benchmarking tells us what companies are doing in a particular area or who is doing something different. Should a company do something simply because another company is doing it? Should a company do something simply because Google or GE (or another successful company) does it? We need to

know more. How are they defining “success;” why is a particular company being profiled? Is their success related to their practices in this area? Will this practice work in my company? These benchmarking reports and case studies are very widely circulated. They get the attention of company leaders and HR professionals and have been instrumental in changing practices in organizations.

In evidence-based management language, the standard for “evidence” seems to be getting weaker. If lots of companies do it, it must be right. If a “good” company does something, it must be right. Make no mistake; I like to know what others are doing. This information is extremely helpful. However, I also want to know what practices actually work to make individuals and organizations more effective.

Consulting Firms and HR Think Tanks Are Playing Strong Roles in Influencing Practice in Organizations

Upwards of 85% of the *Fortune* 500 companies are members of the Corporate Executive Board. The Conference Board has over 1,200 public and private companies as members. The Institute for Corporate Productivity (2012) has had record growth in its membership roster—the majority of which are *Fortune* 500 companies. These firms are growing (McGraw, 2012), and HR staffs

are shrinking as their work gets outsourced. HR staffs are increasingly dependent upon these organizations for information on what’s going on in organizations and what they should be doing. These firms also have tremendous “share of voice” when it comes to capturing the attention of HR practitioners and business leaders. These organizations rely heavily on their own research, their own experiences, and the experiences of their clients/members in advising companies on what they should do. They tend not to rely as much on rigorous academic research to justify their recommendations.

We Ignore Work From Other Disciplines Studying the Same Problems

In the area of PM, several disciplines are in on the action: psychology, economics (especially behavioral economics), management, sociology, political science, medicine, education, and public policy. Even within psychology, there is research relevant to PM being done by I-O psychologists, social psychologists, cognitive psychologists, and clinical psychologists. Academic research related to PM appears in dozens of different journals. Very few researchers look beyond their own academic discipline when formulating their theories and conceptualizing their research. Gilbert (2002) makes this point in his critique of collaboration among social psychologists and cognitive neuroscientists.

Few Are Examining and Challenging the Assumptions and Beliefs That Underlie Current Practice in Organizations

In organizations, we typically engage in single-loop learning. We try something and if it doesn't work we try something different. We need more double-loop learning. We need to step back and examine (and challenge) the assumptions, beliefs, and values that underlie what we do. "Does money really motivate?" "Can we really measure performance well enough to tie big rewards to it?" In the PM area, practices appear to be guided by outdated models and models borrowed from other disciplines. They don't always hold up. For some notable exceptions, see Manzoni (2008) and Gneezy, Meier, and Rey-Biel (2011). In some cases the deeper thinking and inquiry is actually coming from outside our field by writers like Dan Pink (Pink, 2009). He uses psychological and economic research to challenge conventional assumptions and beliefs about what motivates individuals. His arguments are easy to understand and compelling, and business leaders and HR practitioners are paying attention.

It's not surprising organizations don't look more deeply at these problems. We're not splicing genes. Business leaders and HR professionals think they know what to do based on their own personal experiences. Institutionalization and inertia also work against us in

organizations. Practices get embedded and it is hard to get them changed in any fundamental way.

Reading the Academic Literature Can Be a Frustrating Experience

This is probably the "nature of the beast" in academic research. First, research reviews make general statements that I don't think accurately reflect the current state of the research. Their reviews imply that research evidence in a particular area is stronger than it should be. For example, below are two quotes from two different articles about empirical support for pay for performance:

While there are concerns about the wisdom of pay-for-performance, particularly for individual performance, research reviews find ample evidence that pay-for-performance is associated with higher performance at both the individual and organizational level of analysis (Sturman, Trevor, Boudreau, & Gerhart, 2003).

prior research has convincingly shown that pay-for-performance can have substantial positive effects on performance (Gerhart, Rynes, & Fulmer, 2009).

Having read much of this literature, I think "ample evidence" and "convincingly" overstate the case. In this particular area, the research support is mixed at best.

These systems are more effective for improving quantitative output, for simple tasks and jobs, where performance can be measured well. This doesn't cover a lot of jobs in my company. These systems can also have nasty side effects. This point is important because organizations seem to believe evidence to support this practice is "convincing". Over 90% of organizations say they tie individual rewards to individual performance in some way (i4cp, 2012).

Researchers also selectively report results in narrative reviews. Many pay-for-performance articles cite studies by Paasch and Shearer (1999) and Jenkins, Gupta, Mitra, and Shaw (1998) to support the productivity-improving effects of pay-for-performance. Most fail to mention that although these studies show a positive effect for incentives on performance **quantity**, this is not the case for performance **quality**. Again, this is an important point. It is very difficult to come up with quantitative performance measures for most jobs.

So What Do We Do?

Everyone has "skin" in this game. If you work in an organization or consult with organizations:

- Read the academic research and use it to guide your recommendations. No excuses.

- Look at meta-analyses if they are available. These studies can give you exactly the evidence you need and can tell you the conditions under which practices work.
- Where meta-analyses are not available, read the **original** academic research. Don't depend on others' reviews of it. Come to your own conclusions.
- Cast a wide net. Look across disciplines.
- Use consultants wisely. Ask them about published academic research to support their recommendations.
- Look at benchmark results critically and choose benchmark companies wisely. Companies vary in the rigor they use to decide on the practices they adopt.
- Start asking "Why?" Challenge assumptions, beliefs, and paradigms that underlie practices. Make this a routine part of your projects. Help your HR partners and business leaders understand organizational practices at a deeper level.

If you make a living doing research in academic or other institutions:

- Conduct good primary research studies and replicate good studies done by others.
- Look at research from other disciplines; do more cross-discipline research.

- Conduct more meta-analyses.
- Do more theoretical work on paradigms, models, and frameworks to guide research and practice. Look across disciplines.
- Find better ways to get your research into the hands of HR practitioners and business leaders.
- Find more compelling ways to write about and market your research. Take a page from writers like Pink (2009).

It has been said many times, but we also need more academic–practitioner partnerships. Practitioners need to work with academics to review their research for implications. We need to partner on new forums or media to showcase the implications of academic research.

Where these forums exist, we need to support them. We need to commit to an evidence-based management mindset. If practitioners, HR professionals, and business leaders ask their consulting partners and HR think tanks what the published research says, these firms may begin to supplement their experience with more academic research evidence. Finally, we need to find creative ways to get the results of academic research in front of HR professionals and business leaders. If we do some of these things we have a better chance of meaningfully improving practices, individuals, and organizations.

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Values of I-O Psychology, Another Example: What and Whom We Don't Study and What It All Suggests About the Profession

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Full disclosure: This essay is tendentiously aimed at challenging anyone who still believes that I-O psychology is entirely scientific—that is, that our research and practice is entirely, or even primarily, objective and “value-free.” It’s an important issue because that mistaken belief provides the rationale for excluding and even denigrating the expression of societal and humanistic values in our work and workplaces—while simultaneously giving expression to an (often unacknowledged) alternative value system that privileges organizational economic and financial criteria and shareholder value virtually to the exclusion of anything else. It’s important also because the corporatist values contribute to a distorted view of who we are, what we do, and what we *should* be doing, as well as to misdiagnosing the consequent adverse manifestations, even when the symptoms are recognized. From time to time I have attempted to illustrate some of these manifestations—often by elaborating and/or reinterpreting the sage observations of others. After summarizing some of those examples, I present another recent illustration and then draw some conclusions.

Some Indications of I-O Values

Managerialist Bias

This salient perspective (cf. Baritz, 1960; Katzell & Austin, 1992; Kornhauser, 1947; Zickar & Gibby, 2007) is expressed by a focus on responding to organizational needs and problems that determines not only our professional practice but much about our scientific research as well. Even for topics that draw the attention of I-O psychologists, such as *intelligence* (cf. Scherbaum, Goldstein, Yusko, Ryan, & Hanges, 2012), there is a tendency to emphasize only those aspects that are directly responsive to organizational goals and economic objectives—for example, selection testing (Lefkowitz, 2012b). Similarly, “worker well-being topics [a]re often studied only in relation to other constructs of interest to management” (Zickar & Gibby, 2007, p. 66).

A reviewer suggested that the growth of “corporate social responsibility” (CSR) as an organizational concern deserves mention in this context (cf. Lefkowitz, 2003, Chap. 11; 2007). Unfortunately, however, my reading of the CSR literature reveals a paucity of

I-O psychologists among the progressive business leaders, social critics, and management scholars who advance this perspective. For example, the upcoming (2013) meeting of the Academy of Management has scheduled about a dozen sessions whose topics include “legitimacy through stakeholder dialogue,” “how to change paradigms in capitalism,” “capitalism in question,” “capitalism at the crossroads,” “capitalism in crisis,” and “questioning self-interest.” I believe that few, if any, such challenges to the system are posed at SIOP conferences.

Minimal Focus on Individuals, Especially Employees

We deemphasize the individualistic perspective in our research (Weiss & Rupp, 2011)—which then also precludes any possibility of “a normative- or morally-driven empathic and humanistic approach to individual workers and their circumstances” (Lefkowitz, 2011b, p. 113). Despite the inclusive ethical prescription “to improve the condition of individuals, organizations and society” (American Psychological Association, 2002), in our practice we generally adopt a one-sided and antagonistic view of issues such as employee rights, employment at will (cf. Dunford & Devine, 1998), and union representation (Dawkins, 2012; Zickar, 2001).

Absence of a Normative Stance

Banishing any whiff of societal values from I-O has meant failing to advance and advocate a normative (i.e., moral, and unavoidably subjective) view of what organizations *ought* to be like. For example, it has been observed that, although we produce a great deal of research on organizational fairness/justice, we don’t do much about it (Greenberg, 2009). In large measure that is because in my opinion we largely confine ourselves to the phenomenal realm of perceived not *actual* (in)justice and the domains of procedural and interactional, not *distributive*, justice (Lefkowitz, 2008, 2009; also, cf. Roback, 1917). But this misconstrues a system- (i.e., organization-) level attribute as an individual-level construct and enables us to avoid potentially challenging management’s distributional policies and practices. Why haven’t I-O psychologists who are interested in studying (and putatively remedying?) workplace injustice focused on the corporate suppression of labor rights and freedom of association (Compa, 2000; Dawkins, 2012; Gross, 2002)?

Leaders in the field have intermittently called attention to I-O psychology having an “identity crisis” (e.g., Ryan, 2003; Ryan & Ford, 2010). This has often been interpreted as essentially a marketing problem (e.g., “concerns about the visibility of the field, ...about how well we

are differentiated from other like disciplines, ...that we are not perceived as positively as competitors in the market place,” Ryan, 2003, p. 21). The solution generally proposed is to promote our putatively superior education and training. I have tried to show that that is an ineffective treatment based on a misdiagnosis of the nature of the crisis. I believe the malady relates to our inadequate and biased core professional identity, defined as our “beliefs, goals, and meta-objectives concerning what it is [we] intend to accomplish in the organizations with which [we] work and how [we] prefer to go about accomplishing them” (Lefkowitz, 2010, p. 294).

Our core professional identity, therefore, is reflected in our strategic goals which are to: (a) “become the premier and trusted authority on work-related human behavior;” (b) “increase the awareness and use of I-O psychology;” (c) “meet the needs of those engaged in the science and practice of I-O psychology throughout their careers;” and (d) “model and reinforce the effective integration of science and practice” (SIOP, 2013). It would be compelling to add explicitly something to the effect that we are equally concerned with assuring that the organizations with which we work “are safe, just, healthy, challenging, and fulfilling places in which to work” (Lefkowitz, 2013, p. 36).

Another Illustration: What/Whom We Don’t Study

Ruggs et al. (2012) have recently pointed out a noteworthy set of omissions reflected in the relative lack of published research in I-O concerning seven marginalized and/or stigmatized groups (e.g., ethnic minorities other than Blacks; those who are heavy; religious minorities). It’s difficult to imagine finding fault with the authors’ admonition that I-O psychologists should correct the omissions in order to advance the cause of workplace rights for all. Perhaps more important, however, one might expand considerably the list of ostensibly relevant groups, organizations, and topics not studied much in I-O psychology. If so, what might account for these omissions? The well-intended encouragement to conduct more such research offered by Ruggs et al. may be inadequate because they fail to recognize the complicit values bias in I-O that plays a contributing role.

The following may be examples of other relevant domains in which I-O psychology has produced a dearth of research: (a) organizations other than business corporations (e.g., nonprofit, NGOs, education, health); (b) the nontraditional or “contingent” workforce; (c) the unemployed; (d) labor unions; and (e) home workers. In order to investigate whether there might be some veracity to these impressions, I conducted an

attenuated version of the methodology used by Ruggs et al. They reviewed 20 years of published research in seven I-O journals, beginning in 1990. Fully one-third of the articles they found concerning the seven marginalized groups (19 of 57) were from *Journal of Applied Psychology*. So I surveyed the same 20 years of publications in (only) *JAP*, looking for articles concerning the above five groups/organizations.

My results are comparable to theirs: I found only 18 articles. Nine concern labor unions or union members; five are about the unemployed; three focus on noncorporate organizations (two on mental health workers, one on school-teachers); and one is a study of nontraditional workers (so-called “bridge employees” who have ended full-time employment but not yet retired). No studies were found of those who work from home.

This arguably suggests two things: (a) there are probably more, perhaps many more, such pertinent omissions. (I invite the reader to lengthen the list.); (b) it is likely that they are not random or “chance” omissions—that they reflect some underlying dynamic. I nominate the implicit professional value system of I-O psychology, so that these domains might more accurately be thought of as “exclusions” rather than “omissions,” implying some intentionality.

To their credit, Ruggs et al. (2012) close their essay with a consideration of possible reasons for these omissions. They conclude that, “There are challenges to conducting research on marginalized groups and these reasons may help account for the fact that I-O psychologists have been slow to conduct such research” (p. 55). They go on to itemize five sets of reasons, several of which are methodological (e.g., it’s difficult to find and collect data on discrimination; some stigmas are not readily apparent), focused on the nature of the publication enterprise (editors have been reluctant to publish research on marginalized groups), or may require greater familiarity with legal issues than with which I-O psychologists are comfortable. Each of these might have some validity but, even taken all together, they seem insufficient and/or in need of further explanation: For example, why might editors of I-O journals be reluctant to publish research on unfair discrimination?

A reason they offer that may contribute more explanatory variance is the observation that, “Top management is understandably cautious about approving and giving access to the investigation of discrimination-related issues within their organizations” (p. 55). However, possible management reluctance would seem to have little relevance to the five additional exclusions I introduced above—none of which entail possible managerial culpabil-

ity or potential corporate legal vulnerability. Moreover, if accurate, it raises the interesting derivative question of whether I-O psychologists (a) have actually been requesting such access and been turned down, (b) have deferentially refrained from making such requests, or (c) actually share managers' caution and lack of concern. The latter two options imply something of the intentionality (a shared value system) noted previously.

It has been observed recently that It is a profession's values that determine its goals and self-construed duties, responsibilities, and ethical standards, its response to sociopolitical events that affect it (e.g., civil rights legislation; rampant downsizing), and *the choices made by its members concerning where they work, what they study*, and the criteria by which they evaluate that work. (Lefkowitz, 2008, p. 440, emphasis added)

Of course, with the hindsight provided by Ruggs et al. (2012), I could have been more explicit to the effect that a profession's values also influence "choices... concerning...where they [*do not*] work... what they [*do not*] study, and the criteria...they [*do not use to*] evaluate that work."

This is reminiscent of the recent essay by Scherbaum et al., (2012) who lamented the relatively modest amount

and quality of research conducted by I-O psychologists on the critical construct *intelligence*, in comparison with our inordinate focus on merely using measures of the construct for employee selection. They also opined that most of what we know about the construct has been produced by researchers in other fields and published in non-I-O journals. A short time later I asserted that similar criticisms could be made regarding other constructs appearing in the I-O literature and that it reflected a pervasive values orientation characterized in part by the preeminence of practice over theoretical research and conducted from a corporate perspective (Lefkowitz, 2012b). In other words, our focus on satisfying organizations' needs not only determines the nature of our professional practice but much of our science agenda as well.

Ruggs et al. (2012) did not include research on Blacks among their omissions because that topic is ostensibly well-represented in I-O publications. But I wonder how well-represented the topic actually is aside from investigations of various aspects of test usage for employee selection—such as elucidating discriminatory organizational practices. A personal anecdote provides an illustration. In the course of conducting a selection test validation study some years ago, something interesting was noticed in the data. There was a statistically significant tendency for newly hired em-

ployees of the company to be assigned to supervisors of the same ethnicity. Moreover, among those who were reassigned within their first 5 months on the job, the level of such ethnic correspondence increased significantly further. (Interestingly, the management of the company professed no knowledge of this process.) A write up of this never-before-reported phenomenon was rejected for publication by one of the editors of a preeminent I-O journal as an inappropriate topic for the journal! (It was suggested that the manuscript be submitted to a political science journal.) It was nevertheless subsequently published (Lefkowitz, 1994). Almost 20 years later, a special issue of *Journal of Social Issues* was devoted to contemporary real-world discrimination in the United States (Nier & Gaertner, 2012). Two sections contain a total of five articles on employment contexts and legal contexts. Those articles have 12 coauthors, none of whom are members of SIOP.

The possible explanations offered by Ruggs et al. (2012) for the “omissions” they note seem inadequate. They imply a mere disinterest or benign neglect on the part of I-O psychologists so that we are characterized as having “missed a great opportunity” or that “we have gone fishing” and are advised that, “It is really time to act” (p. 57). But it is likely that something much more tendentious is going on that needs to be recognized. Otherwise,

the “*hope* that researchers will devote more attention to these and other marginalized groups” (p. 56, emphasis added) is not likely to be fulfilled.

The authors note just how important this research on prejudice can be by emphasizing that, “Consumers of the results of these studies can use the findings to alter the work environment and assist the Equal Employment Opportunity Commission to meet its mandate of removing discrimination from the work place.... The findings [could be used] to modify the work environment either directly through action in the workplace, or indirectly through action that regulates and controls the context of work” (p. 56). But how likely are such activities in the cause of social justice, challenging management prerogatives, if they are antithetical to the prevailing values of the field? Although I am cautiously optimistic that those prevailing values may be shifting (cf. Carr, MacLachlan, & Furnham, 2012; Olson-Buchanan, Koppes Bryan, & Thompson, 2013), it remains to be demonstrated more substantially.

Conclusions and Recommendations

What is the substance of the I-O value system I allege? Only a brief summary is possible here; some characterizations have been offered previously (Lefkowitz, 1990, 2003, 2005, 2009, 2011b, 2012a, 2013; Lefkowitz & Lowman, 2010).

There appear to be two multifaceted and interdependent dimensions, one of which has been alluded to above.

I-O Psychology's Managerialist/Corporate Bias

It is known that large numbers of I-O psychologists are consultants to or managers of large corporations. Given what we know about vocational choice, secondary socialization, and reinforcement processes, it is not surprising to find that corporatist values are dominant in I-O psychology. However, what is worth exploring is, from a multiple stakeholder ethical perspective: how these values have articulated with and largely displaced the more individualistic, humanistic and social justice values long associated with psychology (Kimball, 1992; Kimble, 1984; Vasquez, 2012); how and why the profession has remained largely oblivious to and/or sanguine about such bias; whether this is something that should be changed; and if so, what might be done about it (Lefkowitz, 2011a; Muchinsky, 2006). A more considered exploration of all of that is well beyond the scope of this essay.

The Myth of I-O Psychology as Entirely Scientific and Value Free

The belief that science is and must be completely free of all subjectivity and values stems from the logical positivist perspective as manifested in the physical sciences, although that assumption has certainly been contested in recent

years (e.g., Howard, 1985). In any event, the belief becomes less and less tenable as one moves along a continuum through the *biological sciences*, *social science*, *applied social science*, and eventually to *professional practice* in I-O (cf. Lefkowitz, 2003, Ch. 9, for a fuller consideration).

The tenacity with which I-O psychology clings to the image of objective, value-free, “good science” probably stems from defensive reactions to early charges of being unscientific: “this commitment to management’s goals...did color their research and recommendations...it seems that making a contribution to knowledge has been the essential purpose of only a few industrial social scientists” (Baritz, 1960, p. 197). I believe that we maintain the myth in part by conflating the *procedural* trappings of objectivity (emphases on measurement, quantification, sophisticated statistical methodology, quasi-experimentation) with being value free. But the Nobel Laureate in economics, Friedrich Hayek (1989) warned his fellow economists and other social scientists against “happily proceed[ing] on the fiction that the factors which they can measure are the only ones that are relevant” (p. 3). Scientific methods alone are no safeguard against unacknowledged subjective bias. It also conflates instrumental values with terminal values (Rokeach, 1973).

Moreover, such misapplied scientism has adverse effects. For example, Rosenberg (1995), a philosopher of social science, noted that, “A social science that sought to efface the moral dimension from its descriptions and explanations would simply serve the interests of some other moral conception” (p. 205)—which is I suspect exactly what has happened to the I-O facet of psychology. Our eagerness to banish all subjectivity from the enterprise created a moral vacuum into which economically driven corporate values flowed, were welcomed, and yet not overtly acknowledged. Our science is not value free because it is shaped largely by the economic values of our professional practice. And the fact that it is a values position has gone largely unrecognized, as revealed by the following: “Humanistic values represent a problem for the field of organizational psychology because these features can conflict with the objectivity required of a science and because they can dilute a strong concern for performance effectiveness and productivity” (Miner, 1992, p. 293). “A strong concern for performance effectiveness and productivity” is, of course, a subjective values position.

Similarly, the criteria by which we evaluate our own work are limited almost entirely to indicators of technical (i.e., scientific) competence and instrumental (i.e., economic) effectiveness. Omitted, for the most part, are its societal consequences for all stakeholders affected. For exam-

ple, we evaluate an employee selection program by its utility—that is, its effectiveness in increasing the proportion of successful employees hired. “But we should also be concerned about the proportion of incorrectly rejected applicants who have been denied employment (‘false negatives’) due to the imperfect validity of those predictors” (Lefkowitz & Lowman, 2010; p. 575).

Certainly, there is room for legitimate disagreement about these matters. Some I-O psychologists probably believe that in the context of our professional work it would be improper and/or virtually impossible to engage in any social justice advocacy. Others perhaps believe that there is an advocacy role for us to play but only if it is based on good scientific data. Some of us may believe that it is appropriate—even imperative—to do so even in the absence of a data-based rationale if there are morally compelling reasons. But avoiding taking a stand, doing nothing, is of course taking action—in support of the status quo. And, at the risk of being repetitious, it’s necessary to acknowledge that the status quo represents a very dominant values position. Only then will it be possible to frame a discussion in terms of *which* sets of potentially competing values should be recognized and implemented, and whether they might *not* be contradictory—rather than perpetuating the bogus conflict between “[objective/pure] science *versus* [subjective/biased] social values.”

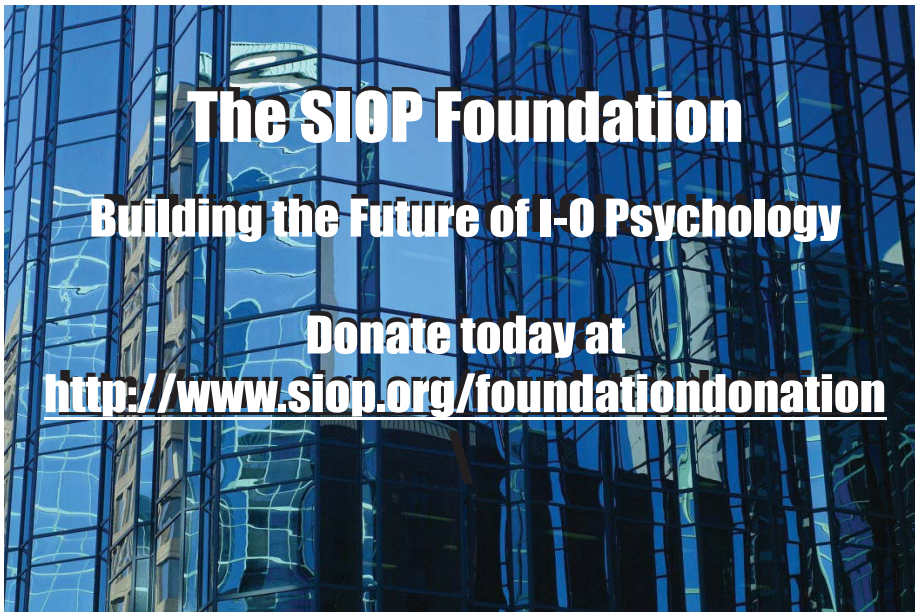
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Contents	Features	Editorials	Reports	my.SIOP
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The 2011 SIOP Graduate Program Benchmarking Survey

Part 5: Comprehensive Exams

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In the previous four issues of *TIP*, we provided a general overview of the 2011 survey of graduate programs in I-O psychology (October, 2012), and detailed coverage of admissions practices (January, 2013), curriculum and competencies, (April, 2013), and internships (July, 2013). In this, the fifth, installment we turn to comprehensive exams.

Historically, comprehensive (aka “qualifying”) exams are the byproduct of middle-age scholasticism advanced by King Charlemagne (742-814 AD) in Europe. By the early 1800s, German universities had developed intellectual assessments to protect the integrity of student achievements and the reputations of teachers and institutions (Goodchild & Miller, 1997). The oral examination emerged from debates with the “master” as a way of demonstrating knowledge of key material (Manus, Bowden & Dowd, 1992). The modern

comprehensive exam format, including both written and oral tests, can be traced to Yale’s first awarded doctoral degree in 1861 (in physics) and the ubiquitous Harvard Model of 1871, which first sought to standardize graduation requirements formally (Manus et al., 1992; Rudolph, 1965).

As we have seen in other domains of I-O graduate education, there is considerable diversity across I-O programs in comprehensive exam policies and procedures. Consistent with traditional practices, most include a combination of written and oral tests conducted over several days with a 4-8 hour time limit each day. Survey results offer finer grained descriptions of the nature and practice of comprehensive exams in I-O psychology as of 2011.

Before turning to specifics, we repeat several points noted in earlier install-

ments: (a) Norms are offered only for American programs, as the numbers of other programs are too low to allow meaningful representation. (b) Norms offered at the most general level include responses from all participating (American) brick-and-mortar, online only, and mixed programs. (c) Norms are broken out in a 2-by-2 array, crossing master's versus doctoral programs with psychology versus business/management departments. (d) Online-only programs are excluded from the 2-by-2 breakouts. (e) Norms are also provided separately for three "top-10" lists identified by Gibby, Reeve, Grauer, Mohr, and Zickar (2002; most productive doctoral programs), and by Kraiger and Abalos (2004; top master's and doctoral programs, separately, based on student ratings). (f) When *N* falls below three for a given subgroup, norms are not provided due to dubious representativeness. (g) Means, standard deviations, medians, and skewness, min, and max values are reported for continuous variables; frequencies and percentages are offered for nominal. (h) Statistically, *t*-tests are used for comparisons involving continuous variables and chi squares for nominal variables. (i) Finally, as comprehensive exams were rarely reported by master's programs in business/management departments, comparisons are limited to master's versus doctoral programs within psychology departments, and doctoral programs in psy-

chology versus business/management departments.

Results are organized in separate tables for nominal and continuous variables and then within tables in terms of (a) general exam features, (b) exam preparation, (c) grading processes and outcomes, and (d) specific exam component features (i.e., written, quant/analytic, oral).

General Exam Features

Table 1 presents norms for all programs and by degree and department types for nominal variables, and Tables 2, 3, and 4 present corresponding norms for continuous variables. General features are described at the top of each table. Beginning with Table 1, we see that all doctoral programs offer comprehensive exams compared to only 41% of (psychology) master's programs. Not surprisingly, given their different timelines, master's programs offering comps tend to do so in the second year of study (87%), whereas doctoral programs tend to offer them in the third (70%) or fourth (22%) years. Results at the top of Table 2 show that exam frequency varies considerably across programs, some offering comps apparently on an optional basis (0 times in the past 5 years), others offering them 3 times per year. This pattern is not significantly different across degree and department types (see Tables 3 and 4).

Table 1

Main Comprehensive Exam Features: Nominal Variables

Item/variable	All programs ^a			Psychology						sig. ^c	Bus/mgmt. doctoral ^b				sig. ^d
	N	Freq	%	Master's ^b			Doctoral ^b				N	Freq	%		
General features															
Comprehensive exam included in program	125	82	65.6	56	23	41.1	40	40	100.0	**	11	11	100.0		
Year of study exam is administered										**					
First	82	3	3.7	23	2	8.7	40	1	2.5	—	11	0	.0	—	
Second	82	30	36.6	23	20	87.0	40	2	5.0	—	11	4	36.4	—	
Third	82	38	46.3	23	0	.0	40	28	70.0	—	11	7	63.6	—	
Fourth	82	11	13.4	23	1	4.3	40	9	22.5	—	11	0	.0	—	
Fifth or later	82	0	.0	23	0	.0	40	0	.0	—	11	0	.0	—	
Preparation															
Acceptable sources of exam questions										**					
Material covered only in required courses	70	21	30.0	19	9	47.4	37	7	18.9	—	9	2	18.2	—	
Material covered only in available courses	70	12	17.1	19	5	26.3	37	4	10.8	—	9	3	27.3	—	
Targeted areas, including outside available courses	70	37	52.9	19	5	26.3	37	26	70.3	—	9	4	36.4	—	
Guidance offered to students for exam preparation															
No formal guidance offered	75	8	10.7	21	5	23.8	38	3	7.9		10	0	.0		
Written descriptions in student handbooks	75	42	56.0	21	11	52.4	38	19	50.0		10	7	70.0		
Sample exams	75	49	65.3	21	9	42.9	38	28	73.7	*	10	9	90.0		
Standardized reading lists	75	28	37.3	21	9	42.9	38	14	36.8		10	4	40.0		
Presentations	75	8	10.7	21	3	14.3	38	4	10.5		10	0	.0		
Individualized one-on-one preparation	75	34	45.3	21	9	42.9	38	18	47.4		10	5	50.0		
Grading process & outcomes															
How are exams graded? Performance is judged...										—				—	
per component using a single global scale	72	25	34.7	20	4	20.0	37	14	37.8		9	6	66.7		
per component using multiple scales	72	8	11.1	20	2	10.0	37	5	13.5		9	0	.0		
per component separately per question	72	41	56.9	20	10	50.0	37	22	59.5		9	5	55.6		
as simple pass/fail	72	25	34.7	20	10	50.0	37	12	32.4		9	1	11.1		
with passing further distinguished as weak vs.	72	23	31.9	20	7	35.0	37	13	35.1		9	2	22.2		
by averaging across raters	72	30	41.7	20	8	40.0	37	18	48.6		9	3	33.3		
Students req'd to complete components before advancing	68	22	32.4	18	5	27.8	36	12	33.3		11	5	45.5		
Remedial assignments offered to students who fail										—				—	
None	59	28	47.5	17	8	47.1	30	15	50.0		8	2	25.0		
Take-home assignment targeting particular area(s)	59	30	50.8	17	8	47.1	30	16	53.3		8	4	50.0		
Separate "in-class" exam targeting particular area(s)	59	6	10.2	17	1	5.9	30	3	10.0		8	2	25.0		

^aExcluding non-US.^bExcluding non-US and online only.^cChi square significance test comparing master's vs. doctoral psychology programs; * $p < .05$, ** $p < .01$, two-tailed.^dChi square significance test comparing psychology vs. business/management doctoral programs * $p < .05$, ** $p < .01$, two-tailed.

Table 2

Main Comprehensive Exam Features: Continuous Variables

Item/Variable	N	Mean	SD	Skew	Median	Min	Max
General features							
Times exam offered in the last 5 yrs.	79	6.82	3.65	.53	5.0	0	15
Time allowed for completion							
Written (proctored/sit-down; hours)	48	5.28	2.98	1.25 **	4.0	1.0	16
Quant/analytic (proctored/sit-down; hours)	20	3.76	2.21	.88	4.0	.8	8
Oral (hours)	29	2.03	1.00	.79	2.0	.8	4
Written take-home (days)	28	11.91	19.88	2.94 **	4.0	2.0	90
Quantitative/analytic take-home (days)	6	18.50	35.11	2.42 *	5.0	.5	90
Time separating components (days)							
Time between components 1 and 2	45	7.20	12.29	3.26 **	1.0	0	67
Time between components 2 and 3	16	8.88	12.05	1.78 **	4.5	0	42
Time between components 3 and 4	4	3.50	4.36	1.93	1.5	1	10
Preparation							
Exam scheduling rigidity ^c	80	2.80	1.32	-1.02 **	3.0	0	4
Grading process & outcomes							
# of faculty graders involved	75	4.94	2.19	.57 *	4.0	1	10
# of faculty graders per component							
Written	72	4.50	2.22	.69 *	4.0	1	10
Quantitative/analytic	26	3.44	1.30	.61	4.0	2	7
Oral	32	3.72	1.20	.35	4.0	2	6
# of times students allowed to take each component							
Written	70	1.95	.55	-.53	2.0	1	3
Quantitative/analytic	24	1.88	.61	.06	2.0	1	3
Oral	33	1.94	.61	.03	2.0	1	3
% of students per cohort asked to retake							
Written	62	17.27	20.72	1.84 **	10.0	0	100
Quantitative/analytic	24	17.98	22.39	1.67 **	10.0	0	75
Oral	29	5.35	8.01	2.49 **	2.5	0	35
% of students per cohort who fail exam	67	2.77	4.46	2.35 **	1.0	0	20
Written exam							
% grade per item type							
Multiple choice	71	4.58	20.40	4.52 **	.0	0	100
Fill-in-the-blank	71	.00	.00	.00	.0	0	0
Short-answer (1 word to 1-2 sentences)	71	.99	4.90	5.12 **	.0	0	30
Medium-answer (1-2 para's; 50-300 words)	71	3.45	14.77	5.10 **	.0	0	100
Short essay (1-2 pp.; 300-600 words)	71	9.37	22.30	2.59 **	.0	0	100
Medium essay (2-5 pp.; 600-1500 words)	71	39.93	45.91	.44	.0	0	100
Long essay (5-10 pp.)	71	33.52	44.47	.70 *	.0	0	100
Article-length papers (10-30 pp.)	71	8.17	25.15	3.10 **	.0	0	100

Excluding non-US. * $p < .05$, ** $p < .01$, two-tailed^c0: as needed at any time of the year; 1: at any time of the year except summer; 2: preferred times but may be changed; 3: default regular times, rare exceptions; 4: offered only at default times, no exceptions

Table 3

Main Comprehensive Exam Features: Continuous Variables in Master's and Doctoral Programs in Psychology Departments

Item/Variable	N	Master's programs							Doctoral programs							sig. ^b
		Mean	SD	Skew	Median	Min	Max	N	Mean	SD	Skew	Median	Min	Max		
General features																
Times exam offered in last 5 y	22	6.23	3.68	1.16 *	5.0	0	15	40	7.35	3.36	.19	7.5	0	15		
Time allowed for completion																
Written (proctored/sit-down; hours)	15	3.32	1.90	1.02	3.0	.8	8.0	23	6.78	3.10	1.37 *	6.0	3.0	16.0	**	
Quant/analytic (proctored/sit-down; Oral (hours)	7	2.25	1.16	1.25	2.0	.8	4.0	9	4.44	2.13	1.15	4.0	2.0	8.0	*	
Written take-home (days)	8	1.56	1.24	1.54	1.0	.5	4.0	17	2.26	.94	.98	2.0	1.0	4.0		
Quantitative/analytic take-home (days)	3	6.67	6.35	1.73	3.0	3.0	14.0	19	15.13	23.51	2.33 **	7.0	2.0	90.0		
Time separating components (days)																
Time between components 1 and 2	10	2.70	4.03	1.46	1.0	0	10	26	5.60	6.37	1.37 **	3.0	0	25		
Time between components 2 and 3	4	4.50	4.80	.29	4.0	0	10	12	10.34	13.51	1.47 *	4.5	0	42		
Time between components 3 and 4	1	1.00	.00	.00	1.0	1	1	3	4.33	4.93	1.65	2.0	1	10	—	
Preparation																
Exam scheduling rigidity ^c	21	3.14	1.11	-1.53 **	3.0	0	4	40	2.85	1.29	-1.28 **	3.0	0	4		
Grading process & outcomes																
# of faculty graders involved	20	4.00	2.39	1.15 *	3.3	1	10	39	5.10	1.83	.57	5.0	2	10	#	
# of faculty graders per component																
Written	18	3.78	2.35	1.34 *	3.3	1	10	38	4.71	1.99	.69	4.0	2	10		
Quantitative/analytic	6	3.25	.99	-.82	3.8	2	4	13	3.62	1.04	-.62	4.0	2	5		
Oral	8	3.13	1.36	1.54	3.0	2	6	18	4.00	1.09	.31	4.0	2	6	#	
# of times students allowed to take each component																
Written	18	2.06	.42	.47	2.0	1	3	36	2.00	.54	.00	2.0	1	3		
Quantitative/analytic	7	1.86	.38	-2.65 **	2.0	1	2	11	1.91	.70	.12	2.0	1	3		
Oral	8	2.00	.54	.00	2.0	1	3	19	2.00	.67	.00	2.0	1	3		
% of students per cohort asked to retake																
Written	18	16.25	23.10	1.75 **	6.5	0	75	30	13.92	13.41	.96 *	10.0	0	50		
Quantitative/analytic	8	16.56	24.24	2.54 **	10.0	0	75	10	11.30	10.44	.75	10.0	0	30		
Oral	8	2.19	2.10	.28	2.3	0	5	16	4.84	6.48	2.24 **	2.3	0	25		
% of students per cohort who	19	1.16	2.31	3.42 **	.0	0	10	33	2.89	4.98	2.70 **	1.0	0	20		
Written exam																
% grade per item type																
Multiple choice	19	11.84	31.59	2.65 **	.0	0	100	36	.00	.00	.00	.0	0	0		
Fill-in-the-blank	19	.00	.00	.00	.0	0	0	36	.00	.00	.00	.0	0	0		
Short-answer (1 word to 1-2 sentences)	19	2.11	6.52	3.13 **	.0	0	25	36	.83	5.00	6.00 **	.0	0	30		
Medium-answer (1-2 para's; 50-300 words)	19	8.68	25.05	3.25 **	.0	0	100	36	1.39	8.33	6.00 **	.0	0	50		
Short essay (1-2 pp.; 300-600 words)	19	14.21	27.95	2.07 **	.0	0	100	36	7.08	20.51	3.39 **	.0	0	100		
Medium essay (2-5 pp.; 600-1500 words)	19	35.79	46.59	.67	.0	0	100	36	45.14	47.23	.22	27.5	0	100		
Long essay (5-10 pp.)	19	27.37	44.83	1.14 *	.0	0	100	36	34.17	43.71	.66	.0	0	100		
Article-length papers (10-30 pp.)	19	.00	.00	.00	.0	0	0	36	11.39	29.97	2.49 **	.0	0	100	*	

Excluding non-US and online only. * $p < .05$, ** $p < .01$, two-tailed

^bComparing master's and doctoral program means within psychology departments using the t -test; # $p < .10$, * $p < .05$, ** $p < .01$, two-tailed.

^c0: as needed at any time of the year; 1: at any time of the year except summer; 2: preferred times but may be changed; 3: default regular times, rare exceptions; 4: offered only at default times, no exceptions

Table 4
Main Comprehensive Exam Features: Continuous Variables in Business/Management
Doctoral Programs

Item/Variable	N	Mean	SD	Skew	Median	Min	Max	sig. ^a
General features								
Times exam offered in last 5 yrs.	10	5.70	3.95	1.43	5.0	0	15	
Time allowed for completion								
Written (proctored/sit-down; hours)	5	6.00	2.00	.00	6.0	4.0	8.0	
Quant/analytic (proctored/sit-down; hours)	3	6.00	2.00	.00	6.0	4.0	8.0	*
Oral (hours)	3	2.17	.29	1.73	2.0	2.0	2.5	
Written take-home (days)	4	3.00	1.16	.00	3.0	2.0	4.0	
Quantitative/analytic take-home (days)	0	—	—	—	—	—	—	—
Time separating components (days)								
Time between components 1 and 2	6	25.08	25.11	.96	19.0	1	67	
Time between components 2 and 3	0	—	—	—	—	—	—	—
Time between components 3 and 4	0	—	—	—	—	—	—	—
Preparation								
Exam scheduling rigidity ^c	11	1.91	1.38	.20	2.0	0	4	*
Grading process & outcomes								
# of faculty graders involved	10	7.05	1.92	.74	6.3	5	10	**
# of faculty graders per component								
Written	10	6.40	1.78	1.32	6.0	5	10	*
Quantitative/analytic	3	5.00	2.00	.00	5.0	3	7	
Oral	4	4.00	1.41	-1.41	4.5	2	5	
# of times students allowed to take each component								
Written	10	1.80	.63	.13	2.0	1	3	
Quantitative/analytic	2	2.00	1.41	.00	2.0	1	3	
Oral	4	1.75	.50	-2.00	2.0	1	2	
% of students per cohort asked to retake								
Written	9	32.78	30.73	1.38	30.0	0	100	
Quantitative/analytic	2	62.50	17.68	.00	62.5	50	75	**
Oral	3	8.33	7.64	-.94	10.0	0	15	
% of students per cohort who fail exam	9	6.11	5.46	.19	5.0	0	15	#
Written exam								
% of written exam grade per item type								
Multiple choice	10	.00	.00	.00	.0	0	0	—
Fill-in-the-blank	10	.00	.00	.00	.0	0	0	—
Short-answer (1 word to 1-2 sentences)	10	.00	.00	.00	.0	0	0	
Medium-answer (1-2 para's; 50-300 words)	10	3.00	9.49	3.16 **	.0	0	30	
Short essay (1-2 pp.; 300-600 words)	10	9.00	19.12	1.85 *	.0	0	50	
Medium essay (2-5 pp.; 600-1500 words)	10	28.00	41.58	1.21	.0	0	100	
Long essay (5-10 pp.)	10	45.00	49.72	.24	25.0	0	100	
Article-length papers (10-30 pp.)	10	15.00	33.75	2.28 **	.0	0	100	

Excluding non-US and on-line only. * $p < .05$, ** $p < .01$, two-tailed

^at-test comparing Psychology vs. Business/Management Doctoral programs; # $p < .10$, * $p < .05$, ** $p < .01$, two-tailed.

^c0: as needed at any time of the year; 1: at any time of the year except summer; 2: preferred times but may be changed; 3: default regular times, rare exceptions; 4: offered only at default times, no exceptions

Table 5
Exam Component-Specific Features: Nominal Variables

Item/Variable	Psychology												Bus/mgmt. doctoral ^b			
	All programs ^a			Masters ^b			Doctoral ^b			sig. ^c				sig. ^d		
	N	Freq	%	N	Freq	%	N	Freq	%		N	Freq	%			
General features																
Components administered																
Written (proctored/sit-down)	77	73	94.8	22	20	90.9	38	36	94.7	—	11	11	100.0	—		
Quantitative/analytic (proctored/sit-down)	77	31	40.3	22	9	40.9	38	14	36.8		11	4	36.4			
Oral	77	35	45.5	22	9	40.9	38	21	55.3		11	3	27.3			
Written take-home	77	29	37.7	22	4	18.2	38	19	50.0	*	11	4	36.4			
Quantitative take-home	77	6	7.8	22	2	9.1	38	3	7.9		11	0	.0			
Written exam																
Choice afforded to students																
No choice: all items mandatory	73	23	31.5	20	11	55.0	37	9	24.3	—	10	1	10.0	—		
Limited choice: e.g., answer these 5, plus 1 of 2	73	24	32.9	20	4	20.0	37	12	32.4	—	10	4	40.0	—		
Moderate choice: e.g., answer 3 of 5 (plus 3 of 5)	73	26	35.6	20	5	25.0	37	16	43.2	—	10	5	50.0	—		
Considerable choice: e.g., answer 1 of 4 (plus 1 of 4)	73	0	.0	20	0	.0	37	0	.0	—	10	0	.0	—		
Quantitative/analytic exam																
Format																
Realistic data set with client-type questions	26	8	30.8	9	4	44.4	11	3	27.3		4	1	25.0			
Students expected to test statistical assumptions	7	3	42.9	4	1	25.0	3	1	33.3	e	1	0	.0	e		
Data entry errors screened out prior to exam	7	4	57.1	4	1	25.0	3	2	66.7	e	1	0	.0	e		
Students prepare client-friendly report	41	12	29.3	12	5	41.7	21	6	28.6		5	0	.0			
Conceptual questions on particular analytic methods	41	34	82.9	12	8	66.7	21	19	90.5		5	1	20.0	**		
"Fair game" content areas																
Basic research methods	50	46	92.0	14	13	92.9	24	22	91.7	—	6	6	100.0	—		
Advanced research methods	50	34	68.0	14	9	64.3	24	18	75.0		6	5	83.3			
Basic descriptives (e.g., means, SDs)	50	37	74.0	14	12	85.7	24	18	75.0		6	4	66.7			
Correlation	50	43	86.0	14	14	100.0	24	20	83.3		6	5	83.3			
Chi Square	50	32	64.0	14	9	64.3	24	16	66.7		6	4	66.7			
ANOVA (one-way, two-way, multi-way)	50	43	86.0	14	13	92.9	24	20	83.3		6	5	83.3			
Regression (simple, hierarchical)	50	46	92.0	14	14	100.0	24	22	91.7		6	6	100.0			
Multivariate analysis (e.g., MANOVA, canonical r)	50	31	62.0	14	5	35.7	24	19	79.2	**	6	5	83.3			
Psychometrics	50	38	76.0	14	10	71.4	24	21	87.5		6	4	66.7			
Test development	50	27	54.0	14	10	71.4	24	15	62.5		6	1	16.7	*		
Factor analysis (PCA, CFA)	50	35	70.0	14	9	64.3	24	21	87.5		6	3	50.0	*		
Item response theory	50	15	30.0	14	2	14.3	24	12	50.0	*	6	0	.0	*		
Generalizability theory	50	15	30.0	14	3	21.4	24	10	41.7		6	0	.0			
Meta-analysis	50	19	38.0	14	3	21.4	24	11	45.8		6	3	50.0			
Structural Equation Modeling	50	22	44.0	14	1	7.1	24	16	66.7	**	6	3	50.0			
Hierarchical Linear Modeling	50	17	34.0	14	1	7.1	24	13	54.2	**	6	1	16.7			
Nonparametric statistics	50	14	28.0	14	5	35.7	24	7	29.2		6	0	.0			
Qualitative methods	50	13	26.0	14	1	7.1	24	8	33.3		6	2	33.3			
Oral exam																
Format																
Highly structured: same material, same order	32	5	15.6	8	2	25.0	18	3	16.7	—	4	0	.0	—		
Examiners discuss strategy/standards for	32	8	25.0	8	2	25.0	18	6	33.3		4	0	.0			
Examiners discuss strategy/standards per	32	12	37.5	8	4	50.0	18	5	27.8		4	3	75.0			
Each student reviews own perf. on earlier components	32	16	50.0	8	3	37.5	18	10	55.6		4	3	75.0			
Questions on students' perf. on earlier components	32	17	53.1	8	4	50.0	18	10	55.6		4	1	25.0			
Examiners limited to set number of questions	32	4	12.5	8	1	12.5	18	2	11.1		4	0	.0			
Examiners follow-up on lines of questioning	32	27	84.4	8	7	87.5	18	15	83.3		4	4	100.0			
Hints or assistance provided to struggling students	32	19	59.4	8	4	50.0	18	11	61.1		4	4	100.0			
Explicitly understood as a learning opportunity	32	12	37.5	8	4	50.0	18	5	27.8		4	2	50.0			

^aExcluding non-US.

^bExcluding non-US and on-line only.

^cChi square significance test comparing master's vs. doctoral psychology programs; * $p < .05$, ** $p < .01$, two-tailed.

^dChi square significance test comparing psychology vs. business/management doctoral programs * $p < .05$, ** $p < .01$, two-tailed.

^eNs too small to permit analysis

Table 5 shows the frequencies and percentages of programs including specific exam components. Proctored written exams are most common (95%), followed by orals (45.5%), proctored quant/analytic exams (40%), and written take-homes (38%). Quant/analytic take-homes are used in just 8% of programs. These relative proportions are not statistically different across degree and department types, except for the offering of written take-homes, which is almost three times as common in (psychology) doctoral than in master's programs (50% vs. 18%). Returning to Table 2, we see that proctored written and quant/analytic exams average around 5.3 and 3.8 hours in length, on average, and oral exams average about 2 hours. Students are given around 12 days, on average, to complete written take-homes (with notable variance around that mean) and 18.5 days for written quant/analytic exams (again, with considerable variance). Results in Table 3 show that both proctored written and proctored quant/analytic exams are twice as long in doctoral than in master's programs (i.e., 6.8 vs. 3.3 hours and 4.4 vs. 2.3 hours, respectively).

With respect to the spacing of exam components, the overall means suggest an average of about a week separating Parts 1 and 2, and another week separating Parts 2 and 3. The components appear to be more spread out in doctoral than in master's programs (e.g.,

mean = 2.7 vs. 5.6 days for the time separating parts 1 and 2), but the differences are not significant.

Exam Preparation

The second section of Table 1 shows where programs draw their exam content. Overall, 30% of programs limit content to material covered only in required courses, and an additional 17% limit content to just available courses (regardless of whether or not they are required). Most programs (53%) include exam content falling outside of available courses. Thus, students in most programs are expected to master at least some testable content on their own. A significant chi square suggests this holds especially in doctoral programs: 47% of master's programs (vs. 19% of doctoral programs) restrict exam content to required courses, whereas 70% of doctoral programs (vs. 26% of master's programs) look outside available courses. Doctoral students thus appear to be held more accountable for their own learning compared to master's students. This might also reflect greater breadth in doctoral- versus master's-level exam scope.

As to guidance offered students as they study for comprehensive exams (see further down Table 1), around two-thirds of responding programs make sample exams available. This is especially common in

(psychology) doctoral programs (74% vs. 43% in master's). Other relatively common preparatory strategies include written descriptions (56% overall) and individualized regimens (45%). Standardized reading lists are maintained by 37% of programs, and 11% reported offering no preparatory aids.

The second section in Table 2 shows overall norms for exam scheduling rigidity (rated on a 0-to-4 scale), and Tables 3 and 4 show breakouts by degree and department type. The overall mean of 2.8 (Table 2) falls toward the rigid end of the scale (midpoint = 2.0; 3 = default regular times, exceptions rare). There is considerable variance across programs, however, some offering comps with no scheduling restrictions and others only at specific times (no exceptions). A statistically significant *t* suggests that doctoral programs in business/management departments are more flexible in scheduling comps compared to those in psychology departments (means = 1.9 and 2.9, respectively). Why this might be so is not obvious to us.

Grading Processes and Outcomes

We asked programs to tell us how they grade comprehensive exams in several procedural respects. Results in the third section of Table 1 show that 57% of programs grade on a per-question basis per component, whereas around 35% evalu-

ate answers more globally, per component. A simple pass/fail criterion is used by 35% of programs, and 32% further distinguish between strong and weak passes. Multiple raters' judgments are averaged in 42% of programs. Around a third of programs use a multiple hurdle strategy, requiring students to pass earlier components before being offered later components. No significant differences on these process variables are evident across degree and department types.

Turning to Tables 2, 3, and 4, we see that around five faculty members on average are involved in grading comprehensive exams. The mean is higher in (psychology) doctoral than master's programs (5.1 vs. 4.0, respectively) and higher in (doctoral) business/management than psychology programs (7.1 vs. 5.1). Not surprisingly, these differences parallel those in the numbers of core contributing I-O faculty (see initial October, 2012 installment: means = 3.5, 4.7, and 6.2, respectively). A doctoral/master's difference (within psychology) is evident in the number of faculty involved in conducting oral exams (means = 4.0 vs. 3.1, respectively), further reflecting the noted differences in faculty numbers.

Referring again to Tables 2, 3, and 4, the median number of times students are permitted to take a given exam component is 2, which holds regardless of degree or department type. Averaging

across all responding programs, 17% of students are asked to retake the written test, 18% the quant/analytic test, and 5% the oral exam. Retake rates for doctoral-level quant/analytic exams are significantly higher in business/management departments (mean = 62.5%) than in psychology departments (11.3%). The low *N* for business/management (*N* = 2) in this case raises obvious concerns of generalizability. The overall comprehensive exam failure rate across all programs is a modest 2.8%. The rate for business/management doctoral programs is significantly higher (6.1%; *N* = 9) than for psychology doctoral programs (2.9%; *N* = 33). Further research would be needed to explain this difference (e.g., performance standards vs. exam preparations vs. student self-selection into programs).

Returning to Table 1 (bottom), around half of contributing programs offer remedial assignments targeting particular areas, in lieu of outright failure. The most common such assignment is a take-home; 10% of programs use a proctored exam. These remedial assignment practices do not vary significantly across degree and department types.

Features of Specific Exam Components

Written exam: The second section of Table 5 shows frequencies and percent-

ages of programs offering different degrees of choice to students on written exams. Of the four options, three each captured around a third of programs: no choice, limited choice, and moderate choice. Those relative frequencies do not vary significantly across degree or department types. The bottoms of Tables 2, 3, and 4 show norms regarding the use of various exam item types.

Medium-length essays (2–5 pp.) constitute 40% of written exams, on average, and long essays, 33.5%. No program reported using fill in the blank. Multiple-choice format averages 4.5% of written exams (range = 0 to 100%) and article-length papers around 8% (range = 0 to 100%). Papers average higher in (psychology) doctoral than master's programs (means = 11.4 vs. .0%, respectively).

Quantitative/analytic exam: The third section of Table 5 offers frequency-based norms regarding both the format of quant/analytic exams and what counts as “fair game” for examination. As to format, 83% of programs include conceptual questions on quantitative and analytic methods (e.g., “Explain how analysis of variance works”). The proportion for psychology doctoral programs (19 of 21 = 90.5%) is statistically higher than the proportion for business/management doctoral programs (1 of 5 = 20%). Around 31% of responding programs use simulated client scenarios

involving prepared datasets, with around half of those requiring students to test assumptions and/or deal with data entry errors. Small *N*s preclude testing for differences between degree and department types on these latter variables.

Exam content (i.e., “fair game”) norms show strong emphases on basic research methods (92%) and regression (92%), and, to lesser extents, ANOVA (86%), psychometrics (76%), factor analysis (70%), advanced research methods (68%), and multivariate methods (62%). This relative pattern, not surprisingly, closely mirrors that for course offerings. Correlating columns of percentages in Table 5 with corresponding columns of course frequencies (over the past 5 years) in Tables 4–6 of the April, 2013 installment (on curriculum and competencies) yields $r = .95$ for all programs, .90 for psychology master’s programs, .93 for psychology doctoral programs, and .89 for business-management doctoral programs ($N = 15$ content areas in each case). This level of correspondence suggests general adherence to a policy of testing what is taught, at least when it comes to quantitative/analytic methods.

Several statistically significant differences emerged in comparisons of fair-game content by degree and department types. (Psychology) doctoral programs, predictably, are more likely than

master’s programs to test students on advanced methods, including multivariate analyses, IRT, SEM, and HLM. Psychology department (doctoral) programs are more likely than their business/management counterparts to ask about test development, factor analysis, and IRT. A possible reason for the latter differences may be the special relevance of those methods in the psychological study of individual differences.

Oral exam: The bottom of Table 5 shows nominal norms regarding oral exam format. The most generalizable feature, at 84%, is examiners following up on one another’s lines of questioning. In keeping with this, a high degree of exam structure is fairly rare (16% of responding programs), as is limiting examiners to a set number of questions (12.5%). Close to 60% offer hints to struggling examinees, and half ask students to review their own performance on earlier components (e.g., written exam). Examiners explicitly prepare for the oral exam on cohort and individual student bases in 25% and 37.5% of programs, respectively. Further analysis shows that half of responding programs engage either or both preparatory strategies. Only about a third of programs use the oral exam expressly to improve student mastery. Reliance on the various oral exam features does not vary significantly across degree and department types.

Comparisons Involving the Three “Top-10” Lists

Statistical comparisons revealed relatively few significant differences involving the three “top-10” program sets as distinct from comparable peer programs. Proportions yielding $p < .10$ (two-tailed) are at around chance levels. Significant cases (out of 95 variables) are identified cautiously as follows.

The Gibby et al. (2002) “top-10” ($N = 8$) programs (all psychology doctoral) are (a) more likely to target areas outside of available courses (100% vs. 62%; $\chi^2 = 4.32, p < .05$), (b) more rigid in scheduling exams (means = 3.25 vs. 2.75, $t = -1.67, p < .10$), and (c) less generous in the time allowed for completing written take-homes (means = 4.50 vs. 18.0 days, $t = 1.97, p < .10$).

The Kraiger and Abalos (2004) “top-10” (psychology) doctoral programs ($N = 5$ responding to this section) (a) are more likely to target only available course material (50.0% vs. 6.1%, $\chi^2 = 7.14, p < .01$), (b) rely less on article-length papers (means = .0% vs. 13.2% of written exam grade, $t = 2.30, p < .05$), and (c) ask fewer students to retake the written exam (means = 5.6% vs. 15.2%, $t = 2.29, p < .05$). Finally, the Kraiger and Abalos “top-10” (psychology) master’s programs ($N = 8$) (a) are less flexible in scheduling exams (means = 4.00 vs.

2.94, $t = -3.80, p < .05$), (b) have more faculty involved in grading oral exams (means = 4.33 vs. 2.40, $t = -2.67, p < .05$), and (c) ask fewer students to retake the written exam (means = 2.13% vs. 20.29%, $t = 2.70, p < .05$).

If any themes are to be identified here, they might be that (a) the Gibby et al. programs tend to be a little more rigorous in exam content and scheduling, and (b) the Kraiger and Abalos (2004) doctoral programs tend to be less rigorous. The Kraiger and Abalos master’s programs show a greater mix of differences. The low N s involved in these comparisons and the chance-level rates of significant effects preclude firm inferences regarding the three “top-10” lists.

General Discussion

A major theme evident here, paralleling one that emerged with internships in the previous installment (July, 2013), is that I-O programs vary markedly in how comprehensive exams are prepared, administered, and scored. This variability is documented overall by the relatively low percentages observed on the nominal variables in Table 1 and 5. Considering all 66 variables and 4 (“all” plus 3) groups (= 264 cases), the median percentage of responding programs endorsing a given feature = 40%, with third quartile = 62.5% (i.e., 75% of nominal variables-within-groups have endorsement rates < 62.5%);

61% of cases are less than 50%. Similarly, regarding the continuous variables, the standard deviation exceeds the corresponding mean in 40% of the 116 cases (29 variables x 4 groups). Such variability strains the concept of “norm,” and readers should be wary, accordingly, of making too much of central tendency indices (means, medians) as markers of “normality” in I-O graduate programs regarding comprehensive exams.

The only major “universal” in the current installment is a partial one: 100% of doctoral programs offer comps. Reflecting German scholastic standards from the early 1800s (Goodchild & Miller, 1997), comprehensive exams are widely recognized 200 years later as a required hurdle in earning a doctorate in I-O. The weaker reliance on comps by master’s programs (41% in psychology; 1 of 5 responding programs in business/management) is reflected in several significant differences between degree types. Specifically, master’s programs are (also) less likely to (a) include a written take-home component and (b) an article-length paper, (c) test on advanced methods and (d) material outside of available courses, and (e) offer sample preparatory exams; they also (f) use proctored written and quantitative exams that are half as long as those used in doctoral programs. Collectively, all these differences between degree types (within psychology departments) are consistent with standards being higher in

doctoral versus master’s programs. We suspect the use of comps may be a growing trend in master’s programs. Further study (with later surveys) might address this question.

Much more could be investigated in the current dataset as to correlates of comprehensive exam policies and procedures in I-O programs. We reserve such inquiries for later analysis and discussion involving a broader array of survey variables. For now, we hope current results help I-O graduate programs see how their own comprehensive exam protocols compare to those of other programs, and further advance discussion of evaluative standards in I-O psychology graduate education more broadly. Next up in the series: assistantships and resources. Stay tuned.

¹ Of the 7 business/management Masters programs completing the survey, 5 responded to the comprehensive exam section, and just 1 of those reported using comprehensive exams.

² Rows for basic descriptives, correlation, and chi square in Table 5 here were dropped in running the correlations because they have no direct counterparts in frequencies of course offerings.

³ This is somewhat conjectural, as the unit of analysis is content area, not program. Strictly speaking, content areas more commonly considered “fair game” tend to be offered more often in courses.

⁴ Directional hypotheses were not advanced in this primarily descriptive effort. Where plausible directional differences might be expected (at the reader’s discretion and risk), $p < .10$ offers a one-tailed $p < .05$.

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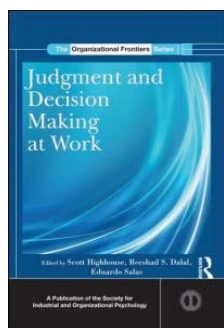
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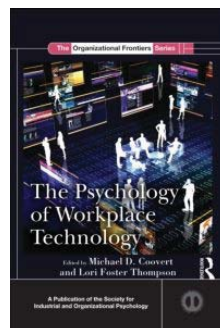
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Abstract: Prospective graduate students in I-O psychology frequently use the Internet to research academic programs. Although the information that is available online is helpful, it may be incomplete, inaccurate, or outdated. The authors explored universities' websites to assess the availability of program information, and the results are reported here. In addition, we provide recommendations for program directors regarding ideas to consider when updating program websites.

I-O Program Information Available on Universities' Websites

As *TIP*'s recent switch to an all-digital format suggests, it is common for people to turn to the Internet for information about a variety of topics. This is especially true of prospective I-O graduate students who are interested in learning about academic programs. Two common sources of information include the SIOP website and universities' individual websites. Although these resources are helpful, they are also limited. On the SIOP website, for example, the most recent study examining program rankings was published in 2005 (Oliver, Blair, Gorman, & Woehr, 2005). Likewise, universities' websites may be out of date or contain

inconsistencies between program-specific and department-wide pages. In addition, not all universities provide the same types of information, which makes it difficult for prospective students to make comparisons across programs. Thus, the goal of this study is twofold: to present statistics regarding the information that is currently available on programs' websites and to provide program directors with recommendations for both the type of information they may wish to provide and suggestions for doing so.

Regular *TIP* readers are likely aware that Tett and his colleagues are currently reporting the results of a similar study, the 2011 SIOP I-O Psychology Graduate Program Benchmarking Study (for the first four articles in this series, see the past four issues of *TIP*). One of the unique contributions of the benchmarking study is that Tett and his colleagues surveyed directors of master's and doctoral-level programs in psychology and allied fields such as business. The current study is intended to be a helpful corollary to the benchmarking study in that it provides information from an "outsider's" perspective; we present statistics about program data that prospective graduate students can find

online. Although the scope of our study is narrower than that of the benchmarking study (i.e., we only gathered information about domestic PhD programs in I-O psychology), our results supplement those reported by Tett et al. (2012, 2013a, 2013b). In addition, we provide program directors with recommendations for maintaining accurate websites.

Method

Inclusion Criteria

After downloading a list of I-O programs from the SIOP website, we decided to use two criteria for determining which programs to include in the study. First, the program had to offer a PhD in I-O psychology. We did not collect information about allied programs such as human resource management or organizational behavior. Likewise, we did not collect information for terminal master's or PsyD programs. We believed that most prospective graduate students who are interested in I-O PhD programs have already ruled out other types of degrees. Second, we decided that the programs had to be located within the United States. These criteria were chosen to help limit the scope of the project and to enable comparisons across programs. It is worth noting that one university had programs in two locations; data were collected for both programs. Based on these criteria, 49 universities were included in the study. For many of

the variables for which data were recorded, however, information was not available for all 49 universities. The *Ns* for each variable are reported throughout the study.

Content Areas

We collected data on topics that are of interest to potential graduate students. Program administration, for example, includes information about academic calendars, program formats (i.e., traditional onsite, hybrid, or online), and whether people can enroll as part- or full-time students. Regarding application requirements, we gathered information about GRE scores, GPAs, and the documents and fees that prospective students are asked to submit. Information about applicant and student demographics includes data about application, acceptance, and enrollment rates. Curriculum data focuses on the number of required and elective courses. The major assessments category includes information about comprehensive or qualifying exams, theses, and dissertations. We also gathered information about student funding opportunities and faculty productivity. Specific examples of these major categories can be found in Table 1.

Data Collection

We collected data between June and August 2012 by visiting the websites of programs that met the inclusion criteria. If program handbooks or other applicable

Table 1

Major Content Areas and Examples

Program Administration
Academic calendar (i.e., quarter or semester)
Enrollment status (i.e., full time or part time)
Instructional method (i.e., traditional, hybrid, or on-line)
Application Requirements
GPA and GRE scores
Documents (e.g., letters of recommendation, transcripts)
Applicant and Student Demographics
Number of annual applicants
Acceptance and enrollment rates
Cohort gender and diversity
Post-graduation placement
Curriculum
Number of required courses
Number of required credits
Availability of minors or concentrations
Major Assessments
Comprehensive/Qualifying exams
Thesis
Dissertation
Funding
Stipends
Assistantships
Faculty Productivity
Number of full-time, tenure-track faculty
Number of faculty, not full-time or tenure-track
Number of journal publications, last five years
Number of journal publications, lifetime
Number of journal publications, lifetime in top-5 journals

references were linked to programs' websites, they were also used as sources of data because prospective students would be able to access these references. We deviated from this process when gathering information about faculty productivity. Rather than finding information on I-O programs' websites, we used PsycINFO. This decision was made for two reasons. First, it was difficult to find faculty members' current CVs on-line. In addition, using data from PsycINFO allowed us to update the research productivity data first published by Oliver et al. (2005). When calculating statistics regarding publications in the top five journals, we used *Academy of Management Journal*, *Academy of Man-*

agement Review, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*, which is consistent with the journals used in extant studies of program rankings (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Winter, Healy, & Svyantek, 1995). An advantage of our method is that it permits comparisons between our results and those of prior studies. A disadvantage is that it does not include *IOP*, which has become an important publication outlet since those earlier studies.

Readers might notice that interrater agreement statistics are not reported for any of the data in this study. Most of the variables that are included in this research required that information be recorded rather than interpreted. For example, a website might state that internships are required, or that they are not, or it may be silent on this issue. There are a few exceptions to this that will be discussed later. Another limitation of the data collection process was that there were instances, as will be discussed below, in which it was difficult to determine whether the information provided on universities' websites was specific to I-O programs or if it was aggregated across multiple graduate programs within psychology departments.

Results

Program Administration

This category includes information about academic calendars, enrollment status (i.e., full time or part time), and instructional methods (i.e., traditional onsite, hybrid, or online). We were able to find information on academic calendars for 44 (89.80%) universities. Most I-O programs (90.90%) were on a semester system, and most of the remaining universities were on a quarter system. Information about enrollment status was available for 43 (87.80%) universities. A majority of these universities (90.70%) only admitted full-time students. Data on instructional methods were available for 41 (83.70%) universi-

ties; most of them (90.24%) were traditional on-site programs. Traditional on-site universities may, however, offer hybrid or online courses as part of their curricula.

Application Requirements

Information about application requirements such as GRE scores, GPA requirements, personal statements, and letters of recommendation can be found in Table 2. Although information regarding these requirements was available for a majority of universities, there was some variability in the data. Nearly 90% of universities provided information about desired, average, or minimum verbal, quantitative, and composite GRE scores and undergraduate GPA requirements.

Table 2

Application Requirements

Variable	Percent of universities that report data	Percent of universities that require	Minimum	Percent of universities that report minimum scores	<i>M</i>	Percent of universities that report mean scores
GRE (Verbal)	89.80	100.00	516.67	16.32	587.93	42.22
GRE (Quantitative)	89.80	100.00	533.33	16.32	679.33	38.78
GRE (Composite)	91.84	100.00	1066.67	14.29	1243.27	34.69
GRE (Psychology)	30.61	20.00	-	0.00	678.67	8.16
GPA (Composite)	87.76	100.00	3.04	32.65	3.59	48.98
GPA (Junior/Senior)	12.24	83.33	3.23	10.20	3.55	6.12
GPA (Psychology)	6.12	83.33	3.13	4.08	3.79	2.04
Application fee	53.06	100.00	-	-	54.00	40.82
Personal statement	83.67	100.00	-	-	-	-
Transcripts	93.88	100.00	-	-	-	-
Letters of reference	93.88	97.83	-	-	-	-
Writing sample	24.49	41.67	-	-	-	-
College application	81.63	100.00	-	-	-	-
Department	30.61	80.00	-	-	-	-

Note. The *percent of universities that require* is calculated using the number of universities for which data were available. Some universities listed minimum and average GRE requirements as percentages rather than raw scores; one university listed scores for the revised GRE. These were excluded from the minimum and average calculations. For many universities, it was unclear whether the data were specific to I-O programs or were aggregated across all psychology programs.

Less than one-third of the universities included in the study provided information about their GRE psychology subject test and upper-class and psychology GPA requirements. Interestingly, approximately one-half (53.06%) of universities reported whether they require application fees. A majority of universities reported whether they require personal statements, transcripts, and letters of recommendation (83.67%–93.88%).

It is interesting to note that there are similarities among the data reported by Tett et al. (2013a) and the data reported here. Both studies report similar statistics regarding the percent of universities that require transcripts (100% in both studies), letters of recommendation (100% reported by Tett et al. versus 97.83% reported here), personal statements (88.1% versus 100%), and GRE general/subject test scores (92.9% versus 100%; 9.5% versus 20%). Likewise, we both report similar cutoffs, including mean undergraduate GPAs (3.27 reported by Tett et al. versus 3.59 reported here), GRE verbal scores (554.20 versus 587.93), GRE quantitative scores (579.20 versus 679.33), and GRE composite scores (1146.40 versus 1243.27). The differences between the data might be a result of the fact that Tett et al. included PsyD programs in their sample.

We encountered a few issues when collecting these data. The first was the change in GRE scoring practices. During data collection, we only found one university that reported minimally acceptable and average GRE scores using the scale that went into effect in 2011. As a result, the scores reported here and on most programs' websites will likely be of limited use in the future. Second, it was difficult to determine whether the minimally acceptable and average GRE scores and GPA requirements were I-O specific or aggregated across psychology programs. Finally, some application materials were required by only one or two universities. Descriptive statistics for these materials, which included research interest forms and course histories, were not calculated.

Application and Acceptance Rates

The statistics for application and acceptance rates are reported in Table 3. Given prospective students' interest in topics such as average cohort size and postgraduation placement information, we were surprised that these types of data were available for approximately one-third of the universities included in the study. Although means were calculated for the annual number of applicants and acceptances, high standard deviations indicate the variability of these statistics. Further evidence for variability can be found in the fact that Tett et al. (2013a) reported the mean

number of applicants per year as being 67.1, whereas we report a mean of 93.53. Likewise, the data regarding the percent of applicants who actually enroll in programs is unreliable, given the small percentage of universities for which this information was available. As was true for the information about application requirements, in some instances it was difficult to tell whether the information that universities provided on their websites was program specific or aggregated across psychology programs.

Curriculum

The data regarding universities' I-O curricula are reported in Table 4. Interestingly, this information was available for less than three-fourths of the universities included in the study. In addition, less than one-quarter of the included universities reported whether minors, concentrations, or other forms of subspecialization were available to students. About 60% of the universities provided information about the required number of I and O courses, whereas a little over 70% of the universities reported information about the number of required statistics and methods courses. Course information was deter-

Table 3
Application and Acceptance Rates

Variable	Percent of universities that report		
	data	<i>M</i>	<i>SD</i>
Number of applicants annually	34.69	93.53	30.68
Percent of applicants accepted	34.69	7.14	3.63
Percent of applicants who enroll	8.16	4.65	0.94
Average cohort size	20.41	4.75	0.79
Percent of applicants with previous graduate work	8.16	18.50	7.68
Postgraduation placement information	32.65	-	-
Percent of graduates who pursue academic placements	28.57	26.70	14.27

Note. For many universities, it was unclear whether the data were specific to I-O programs or were aggregated across all psychology programs.

Table 4
Curriculum

Variable	Percent of universities that report data			Percent of universities that allow
		<i>M</i>	<i>SD</i>	
Number of required I courses	57.14	3.42	1.39	-
Number of required O courses	57.14	2.62	1.36	-
Number of required statistics/methods courses	71.42	4.00	0.87	-
Number of required core credit hours	36.73	70.61	24.44	-
Number of required credit hours	71.42	91.37	19.56	-
Availability of minors	24.49	-	-	100.00

mined by reviewing course listings and assigning each course to an I, an O, or a statistics category. Examples of classes assigned to the I category include selection, performance appraisal, and training, whereas examples of classes assigned to the O category include organizational theory, motivation, and consultation. All the course coding was done by the first author.

A difficulty we faced when gathering the information for this category was the wide variety of course names and descriptions we encountered. In addition, program requirements were not always provided in a straightforward manner. More than once, this information was buried within programs' websites or in linked pdfs of program handbooks. This suggests that prospective students may have a difficult time finding this informa-

tion, which may hinder their ability to make accurate comparisons among the programs in which they are interested.

Another difficulty was the number of programs that combine topics, sometimes both I and O topics, within a single course. A typical course name might be "Seminar in I-O Psychology"; it is possible that students would take such a course more than once, presumably with different sets of topics included.

Major Assessments

Information about major assessments, such as theses, comprehensive or qualifying exams, and dissertations, is available in Table 5. A majority of universities, between 73% and 82%, provided information about whether a thesis and a dissertation are required. A little more

Table 5
Major Assessments

Variable	Percent of universities that report data	Percent of universities that require
Thesis required	73.47	94.44
Comprehensive/qualifying exams required	75.51	100.00
Comprehensive/ qualifying exams format	51.02	-
Written	-	40.00
Oral	-	4.00
Written and oral	-	36.00
Alternative format	-	20.00
Comprehensive/qualifying exams	51.02	-
Proctored	-	60.00
Take-home	-	12.00
Proctored and take-home	-	4.00
No written	-	24.00
Dissertation required	81.63	100.00

than half of the universities included in the study provided information about comprehensive or qualifying exams. Interestingly, there is little consensus regarding the format of this assessment. The available information suggests that a written exam or a combination of a written and an oral exam is most prevalent and that the written component is more likely proctored than not. In addition to the traditional written or oral

comprehensive exam, some universities reported using alternative assessments, including a written comprehensive review paper or submitting manuscripts for publication, as a way of evaluating students' mastery of the curriculum.

Student Funding

The statistics regarding student funding are provided in Table 6. Information about tuition waivers and stipends was

Table 6
Student Funding

Variable	Percent of universities that report data	Percent of universities that provide	<i>M</i>	<i>SD</i>
Tuition waiver	75.51		-	-
Full	-	48.65	-	-
Partial	-	16.22	-	-
Waiver given, amount unkn	-	27.03	-	-
Stipend provided	79.59	92.31	-	-
Stipend amount	40.82	-	13,573.59 ^a	1999.43
Years stipend provided	36.73	-	4.00	2.83
Assistantships	85.71	97.62	-	-
Additional provided funding (grants, scholarships, fellowships)	42.86	90.48	-	-
Availability of summer funding	22.45	54.56	-	-
Health insurance provided	26.53	46.15	-	-
Health insurance funding provided	26.53	76.92 ^b	-	-

Note. ^a Three universities provided these data per month or per assistantship hours worked; these were excluded when calculating the mean and the standard deviation. ^b The number of universities that provided information about the amount of insurance funding was too small (*N* = 2) to calculate a meaningful mean and standard deviation. For many universities, it was unclear whether the data were specific to I-O programs or were aggregated across all psychology programs.

available for approximately 75% of the universities included in the study. Data regarding the amount of the stipend, the number of years it is available, and whether additional or summer funding is available was found for less than half the included universities. In addition, only about one-quarter of the universities indicated whether health insurance or funding for health insurance was provided.

As has been mentioned, in some cases it was difficult to determine whether the information provided on websites was specific to I-O programs or whether the data were aggregated across all psychology programs. When interpreting the mean stipend, it is important to also consider the relatively high standard deviation.

Faculty Information

The data regarding faculty productivity can be found in Table 7. Over 95% of the universities included in the study provided information about the number of full-time, tenure-track faculty. The mean number of core faculty reported here (5.02) is slightly higher than the number reported by Tett et al. (4.7; 2012). As was mentioned earlier, the statistics regarding faculty publications were calculated using information that was available on PsycINFO. It is worth noting that the standard deviation for the number of lifetime publications in the top five journals exceeds the mean statistic.

Table 7
Faculty Productivity

<i>Variable</i>	Percent of universities that report		
	data	<i>M</i>	<i>SD</i>
Faculty, full-time, tenure-track	95.92	5.02	1.61
Faculty, other ^a	63.27	4.00	3.35
Publications, last 5 years ^b	-	6.11	3.76
Publications, lifetime ^b	-	21.87	14.10
Publications, lifetime in top-5 journals ^b	-	4.77	4.83

Note. ^a Examples include emeriti, associated, affiliated, and adjunct faculty. ^b These statistics are calculated using the number of full-time, tenure-track faculty.

Discussion

Recommendations

As the statistics suggest, there is variability regarding the amount of information that prospective I-O graduate student can find on programs' websites. This is potentially problematic, given the current cultural shift in which the Internet is increasingly becoming an important source of information. From a marketing perspective, prospective students may be less likely to apply to I-O PhD programs for which little information is available. In addition, once students have been accepted into a program, often more than one, a lack of information complicates

their ability to make accurate across-program comparisons that might help them choose which offer to accept. Providing program information may also increase the number of high-quality applicants and reduce the number of requests for information that program faculty receive throughout the year. We provide some recommendations to help address these issues.

Update websites. Our first recommendation is that program directors establish a specific annual or biennial schedule for updating their programs' websites. The near-universal reporting of older GRE scores is an example of outdated information that should be addressed. When updating websites, it would also be beneficial to check links to make sure they are active. When looking at sites, we tested all the links we encountered and many led to error messages or seemingly unintended destinations. Current students can often navigate around dead links but this is much more difficult for potential applicants. Likewise, it may be beneficial to establish a chart or a checklist to ensure that information located in multiple places is updated at the same time. In addition, it would be helpful to indicate what information provided on websites is I-O specific. This is especially true of application requirements, which may vary by program within a department (e.g., I-O vs. Clinical vs. Social). Finally, it may be helpful to

provide information about when websites were last updated.

Consistent formatting. Program directors can work with their colleagues from other universities to establish guidelines for providing information consistently. One possibility is to add or develop frequently asked questions (FAQ) pages. Other possibilities include either using the template that Tett et al. provided when they gathered data for the benchmarking study or using the same format that is used on the SIOP website. A final possibility would be to voluntarily adopt APA Implementing Regulation (IR) C-20, which is a document that requires APA-accredited clinical doctoral programs to provide information about students' time to program completion, attrition rates, and program costs (APA, n.d.). Although I-O programs are not accredited by the APA, the templates provided by IR C-20 could easily be adapted for use by I-O programs. While not all universities may be able to provide information by using the same template, at the very least it would be helpful for them to provide the same types of information in a way that is easily accessible to prospective graduate students.

Course descriptions. Prospective students apply to programs with myriad end goals in mind. Programs may wish to consider providing prospective students with more detailed information

about course offerings and requirements. Theoretically this could be done by providing a direct link to universities' course management software programs. If universities choose to do so, however, they should make sure that the program allows for guest access. An alternative solution would be to upload to their websites a pdf, or some other document, that lists course names, descriptions, and requirements.

GRE scores. As was noted previously, a majority of universities included in the study reported GRE scores using the pre-2011 scale. We recommend that universities begin reporting minimum and average GRE scores using the scale that went into effect in 2011.

Additional information. There were instances in which we were surprised by the lack of information that was available on programs' websites. This was true for the variables reported here as well as for variables that we initially planned to include but later excluded because of insufficient information. Therefore, program directors may want to review their programs' websites to make sure that the sites include information that prospective students would find helpful. This could also include information about the larger community, as many students do not attend programs in their hometown.

Limitations and Future Directions

We encountered a few unexpected issues when collecting data. For example, in some instances it was difficult to determine whether the information provided by universities was specific to I-O programs or aggregated across psychology programs. In addition, the available information for some topics (e.g., the number of applicants with undergraduate degrees in psychology, the percentage of male and female students, the type of degree that students receive after completing their thesis) was so sparse that we were unable to provide meaningful summary statistics. A limitation of the process is that websites essentially constitute "self-report" data, which may be inaccurate for a variety of reasons. Universities could have updated their websites after the data collection process was complete, for example.

The recent work by Tett et al. (2012, 2013a, 2013b) suggests that there is an ongoing interest in universities' program information. We agree. In the future researchers could explore allied and terminal master's programs using the methodology employed in this study. In addition, researchers might further compare the results reported here with those reported by Tett et al. (2012, 2013a, 2013b). Significant discrepancies may suggest that the information universities provide on their websites is

inaccurate, which could be problematic in terms of program marketing.

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An Introduction to Portland State University: “Let Knowledge Serve the City”

Welcome to Portland State University’s **TIP-TOPics** column! We are honored and excited to begin the next phase of this column for *The Industrial–Organizational Psychologist*. We’ve been inspired by the amazing work of the University of Akron team over the past 2 years and are thankful for the opportunity to share our perspective with you! We also look forward to learning from our readers and hope that this column will serve to spark conversation and help us develop relationships with students and faculty from other programs. Thanks to the diverse focus of our program at Portland State, we believe that we will be able to bring a fresh perspective on the graduate school endeavor. This being said, we would like to begin our first column with a brief overview of our program. This includes an explanation of our program’s history and structure, a description of our Occupational Health Psychology program, and an introduction to our faculty and students. We finish with a little insider information on what it’s like to live in Portland (a truly unique place) and what you can expect from our columns to come.

Portland State University’s (PSU) Industrial-Organizational Psychology Program is a PhD program located in the heart of Portland, Oregon, with a distinct dedication to our university’s motto, “Let Knowledge Serve the City.” Our faculty and students have a passion for serving our local, regional, national, and international communities. Some of our most meaningful work relates to our contributions to SIOP, the Society for Occupational Health Psychology (SOHP), the European Association of Work and Organizational Psychology (EAWOP), and the Portland Industrial & Organizational Psychology Association (PIOPA). We know that our work on **TIP-TOPics** will be likewise fulfilling and

challenge us to reflect on our identity as a program as we share our thoughts and ideas with you.

Structure of the Program

The first PhD in Applied Psychology with a focus in I-O at PSU was awarded in 1999. Prior to 1999, our program coexisted within the Systems Science Department here at PSU. Our psychology program is applied in nature, with the goal of advancing knowledge through a scientific approach to human behavior and addressing significant issues facing employees. We recognize the need for interplay between experimental and naturalistic methods in analyzing problems and testing solutions to real world problems. Nearly all of our research is conducted with community-partner organizations rather than in the lab. Requirements of our doctoral program include successfully completing coursework (including a rigorous multicourse statistics series), conducting and defending a master's thesis, passing comprehensive exams, completing an internship, and conducting and defending a doctoral dissertation.

Occupational Health Psychology Program

Many of our I-O students minor in occupational health psychology and are passionate about conducting research that helps improve the health and well-being

of employees and organizations. Our department hosts an occupational health psychology training program (<http://www.ohp.psy.pdx.edu/>) that has been funded since 2004 through a NIOSH Training Program Grant. Our OHP program includes a survey course and a variety of specialized OHP elective courses. In addition to offering graduate student training in OHP, our training program collaborates with Oregon Health & Science University's (OHSU) Center for Research on Occupational and Environmental Toxicology (CROET), the Center for Health Research (CHR), and the University of Oregon's Labor Education Research Center (LERC) as a part of the Oregon Healthy Workforce Center (OHWC), a NIOSH Center of Excellence.

OHP Summer Institute

Last year, Portland State hosted the first annual Occupational Health Psychology Summer Institute, which was a collaborative effort between PSU's OHP program, OHSU, CROET, the Oregon Healthy Workforce Center (ORhwc), and Saint Mary's University's Center for Occupational Health and Safety. The Summer Institute provided an opportunity for faculty, graduate students, and applied researchers in OHP, occupational safety, human resources, and related fields to learn about current and future issues in OHP and network with other profession-

als from around the world who are committed to improving employee well-being. Speakers included Dr. Joseph Hurrell, who played a crucial role in the development of the field of OHP, and **Dr. Dov Zohar**, a leading safety climate researcher. This July, the second annual OHP Summer Institute was held at Saint Mary's University in Halifax, Nova Scotia.

Internship Program

The goal of the internship program at PSU is to conduct scientific research and contribute to applied projects, offering innovative and practical solutions to the field. Our internships generally involve a field placement or off-campus research experience. Although each internship assignment is related to the student's professional interests, placements should also expand understanding or introduce new areas of study. Students typically complete internships between their third and fourth year of the graduate program, with many taking internships after completing comprehensive exams yet before beginning work on the dissertation. Internships last a minimum of 3 months, though we have had several students who take longer internships ranging from 6 to 9 months. We value the opportunity to gain hands-on experience during our graduate school career and are fortunate enough to work with acclaimed researchers and practitioners from all over the country.

In recent years, our graduate students have held internships in organizations such as Google, HumRRO, Liberty Mutual Research Institute for Safety, Logitech, the Oregon Museum for Science and Industry (OMSI), Sentis, and SuccessFactors.

Faculty and Graduate Students

Our program has five I-O faculty members: **Drs. Charlotte Fritz, Leslie Hammer, Keith James, Donald Truxillo, and Liu-Qin Yang**. Their research represents a wide range of topics, including recovery from work, the work-life interface, the aging workforce, person-environment fit, creativity, and leadership. Our faculty members also serve in a number of capacities outside of their formal roles within the department. For example, Dr. Donald Truxillo has served SIOP in a number of important capacities over the years, including as a past Program Chair and Conference Chair of the SIOP conference, as well as serving as the chair of SIOP's International Affairs Committee. Dr. Liu-Qin Yang has coauthored a series of columns with **Ashley Walvoord** for *The Industrial-Organizational Psychologist* entitled "Yes You Can: I-Os and Funded Research." In addition to our five core I-O faculty members, our department collaborates regularly with several faculty members from PSU's School of Business Administration. These faculty members

include Drs. **Talya Bauer** and **Berrin Erdogan**, who conduct research on a number of I-O-related topics, including relationships at work, leader–member exchange, and overqualification. We are proud to say that four of our faculty members—Talya Bauer, Berrin Erdogan, Leslie Hammer, and Donald Truxillo—have been named SIOP Fellows. Our faculty and graduate students regularly engage in cross-department collaborations, to the benefit of all involved. In a coming column, we will discuss several ongoing research projects within our department to expand on our experiences of working with a variety of community partners.

Our I-O program currently consists of 19 graduate students, 10 of whom make up the team of **TIP-TOPics** writers who will be contributing to the column over the coming 2 years. Our program is organized such that each graduate student works under the supervision of a specific faculty advisor, with each faculty member taking responsibility for several graduate students, forming the basis of our research labs. These relationships serve to ensure graduate students receive guidance and support throughout their graduate school careers. However, students often branch out during their time in the program to collaborate and publish with other faculty members, a practice that is highly encouraged in our tight-knit department.

Doctoral students in I-O, as well as those in Applied Social & Community Psychology and Applied Developmental Psychology (the two other areas that comprise our Psychology Department here at PSU), take an active role in helping to shape the graduate program and pursue civic and social engagement through the Psychology Graduate Student Association (PGSA). The group meets regularly to plan and execute professional development events, communicate with faculty about continuing to grow and improve the program, and schedule charity and social events. In recent years, PGSA has also organized prospective student recruitment events and developed a mentoring program for first-year graduate students. Examples of activities arranged by PGSA include organizing professional development panels focused on topics such as finding an internship, successfully passing comprehensive exams, and publishing peer-reviewed publications as a graduate student; food and toy drives for Portlanders in need; 5k charity walks supporting mental health awareness; and last but not least, planning happy hours and get-togethers. One of our planned columns will focus on our graduate students' service to the department. Our hope is that other students, faculty members, and administrators might find such examples useful while developing similar programs in their own departments.

Portlandia

We would be remiss to discuss our program without mentioning Portland itself. For those of you who have watched the show *Portlandia* or heard of the various Portland stereotypes, we're here to tell you that they're mostly true—but in the most amazing and endearing way. It's not inaccurate to say that our city is full of people who think that *not* recycling is as serious a crime as aggravated assault. And most people are concerned about whether or not the chicken they're eating for dinner had a happy life. But that's what makes Portland awesome—we live in a city of unique characters, people who really care about the place they live. In addition, there are endless opportunities to do really fun activities outdoors: hang out on the beautiful Oregon coast, hike in the Columbia Gorge, go tubing/kayaking/rafting in the summer, and ski/snowboard/snowshoe in the winter. Oh, and did we mention we have some of the best food and beer in the world? (How do you think we get through grad school?)

Overview of the Upcoming/ Future Columns

Given our program's focus on research, applied work, and service in the local, national, and international communities, our group of students is excited to contribute commentary pieces for **TIP-**

TOPics. We first plan to offer helpful columns on several important steps in the graduate school process that are applicable to new and returning students alike. These include pieces highlighting practical tips and tricks for making the most of grad school, recommendations for grad students interested in bolstering their programs' internal strengths and infrastructure with student-led workshops, mentoring programs, and service work, in addition to columns dedicated to providing advice on building a CV with teaching and publishing experience. A how-to column will also be devoted to attaining a career in a specialty field, like OHP. In addition to these student-focused columns, we plan to discuss how our program has gained visibility through local and broader collaborations, thereby providing other programs with examples for working within their communities. Our last column will take a broader focus and discuss prosocial I-O more generally, specifically as it is an ongoing interest of SIOP. We hope by giving you a window into our program here at PSU we can not only inform you of our background and approach to the coming columns but also start a dialogue surrounding different approaches to the graduate school experience. As we embark on this new endeavor, we look forward to learning about the exciting and unique features of your program, as well! We would like to continue the University of

Akron's practice of soliciting feedback from **TIP-TOPics** readers on column topics and content, as we feel such a dialogue contributes to a column that is ultimately more useful to our readers. Thus, at the end of each column, we will include a brief description of the upcoming article and an open call for correspondence including suggestions, ideas, and so on. As such, we offer a brief synopsis of the next column below.

Our Upcoming Column

Building on The University of Akron's final column on "The Top Ten Things We Wished We Knew Before Graduate School," our group of columnists will share advice with new graduate students on how to successfully make the most of one's graduate school career. These practical tips and tricks come from a number of our own experiences in graduate school and include becoming involved in faculty research, making the transition from undergraduate to graduate school, finding study strategies that work best for you, how to get involved in additional service inside and outside of the department, networking and socializing with other graduate students, reducing stress, and learning to cope with the unexpected challenges or setbacks of graduate school. In writing this column, we will draw from materials gathered by our I-O program's student socialization committee, which consists

of senior graduate students and faculty advisors and is designed to socialize new I-O graduate students.

To correspond with the authors about this topic, please e-mail portland-statetiptopics@pdx.edu. In addition, to learn more about the graduate students at PSU as well as the writers of our column, you may view our graduate student website at <http://www.pdx.edu/psy/graduate-students>. We look forward to contributing to the **TIP-TOPics** column over the next 2 years, and are excited to create an ongoing dialogue among *TIP's* readers!

Jenn Rineer is a doctoral student in I-O Psychology at Portland State University with a minor in Occupational Health Psychology. Jenn is originally from New Jersey and graduated from the University of Pennsylvania with a BS in Psychology in 2007. Before graduate school, she was a Public Relations and Outreach Manager for a nonprofit fellowship program in Philadelphia. Her research interests include health and well-being, job design, safety, and aging. Jenn's hobbies include dancing, camping and hiking, and exploring Portland's amazing restaurant/bar scene.

Caitlin A. Demskey is a doctoral student working under the supervision of Dr. Charlotte Fritz. Caitlin graduated from Central Michigan University with her BS in English and Psychology in 2010 and completed her MS in Applied Psychology from Portland State University in 2012. Her research centers on re-

covery from work, work–life balance, and workplace aggression. She is currently completing her PhD in I-O Psychology with a minor in Occupational Health Psychology. Caitlin’s other interests include running, hiking, and experiencing Portland’s food and music scenes.

Tori L. Crain is currently working towards her PhD in Industrial-Organizational Psychology

with a minor in Occupational Health Psychology from Portland State University. In 2009, Tori graduated with her BA in Psychology from Whitworth University in Spokane, WA. Her research interests include the interplay between work, family, and sleep, in addition to the role of family-specific social support in the workplace. In Tori’s free time, she loves to be with family and friends, playing soccer or exploring Portland’s hiking trails.

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Reviewers Needed!

SIOP has received over 1,500 submissions for the 2014 Annual Conference. This is a positive sign for the conference but it means we need more reviewers!

Quite simply, we need your help.
Please sign up today as a reviewer to play a critical role in the success of the conference.

To volunteer, click [HERE!](#)



*Yes You
Can*



I-Os and Funded Research



Kristen Shockley
Baruch College, CUNY



Ashley Walvoord
Verizon Wireless

Calling All Grad Students

What graduate student wouldn't want more flexibility and more resources to pursue the research that is interesting to them? Inspired by the start of another academic year, we dedicate this issue to the population of I-O grad students, both rookie and "professional students." Even at this early juncture in your career, you can land some serious cash to take your research and education to the next level! That's right, research funding is not just for the well-seasoned, famous, and well-established I-O psychs!

There are many graduate student grant opportunities, and this quarter we're giving you a peek at how three of your peers found success! **Ryan Johnson**, a student at the University of South Florida, discusses two grants he has received, one through a university-affiliated research center and the other through our very own SIOP. **Justina Oliveira** of Baruch College and The Graduate Center at the City University of New York explains how she received funding through the university. **Rachael Klein** from the University of Minnesota touches on her experiences successfully obtaining a fellowship through a national agency, the National Science Foundation.

Colleagues, give us a "big picture" overview of your funding experience in grad school.

Rachael: I received a Graduate Research Fellowship through the National Science Foundation Graduate Research Fellowship Program (GRFP). The fellowship offers graduate students 3 years of support including an annual stipend and an educational allowance that covers tuition and fees. The award allowed me to engage in academic coursework, research, and related activities while freeing me from teaching obligations.

Ryan: The first source of funding I received was through the Sunshine Education and Research Center, which is affiliated with the University of South Florida. The center itself is funded through the National Institute for Occupational Safety and Health (NIOSH), and the goal is to promote graduate training and research related to occupational health and safety. The center offers a pilot grant program each year, which is intended to act as seed money for preliminary studies to later support larger grants. The grants are not only open to USF faculty and students but also to other institutions and groups in Florida. My grant totaled about \$11,000, and I used the money to conduct my dissertation study. I also received the Lee Hakel Graduate Student Scholarship from SIOP. This award aims to both recognize past achievements of graduate students and support their future research projects. [Check it out [here](#).] The \$3500 award was also used to support my dissertation.

Justina: I received funding through the American Studies Archival Research Grant Program, which is hosted by the City University of New York's Advanced Research Collaborative. This institute was developed to promote interdisciplinary research on critical contemporary issues. The specific grant I received provides summer support (\$4,000) for doctoral students whose projects necessitate work with archival data.

And how did you find out about these opportunities?

Rachael: I found the program online while researching other funding opportunities and also received an email from my university's psychology department. The GRFP is open to first and second year students who meet the other program guidelines.

Ryan: I was aware of the SIOP award through various communications through the SIOP website and newsletters, and also knew several past winners who encouraged me to apply. Two of the USF I-O faculty members are principal investigators on the larger grant that funds the Sunshine Education Research Center. They, along with past awardees, informed me of the award.

Justina: Periodically throughout the academic year I searched my university's website as well as websites that tend to fund I-O psychology topics regarding grant opportunities for the upcoming academic year or summer. When I found one that fit into my topic area, I decided to apply, ensuring that I had enough time to produce a quality application.

Some readers may not be familiar with how to start or what the procedure is like. Can you describe the application processes you completed?

Rachael: Applications are due in the fall. I had to write three 2-page essays:

a personal statement, a statement describing my past research experience, and one about my proposed research. These topics are fairly similar to what was required for graduate school applications, so those served as a good starting point for writing the statements required by the GRFP. Transcripts and three references are required, and there is an online application to complete.

Ryan: The application process for the SIOP award was quite simple. I submitted a shortened 12-page version of my dissertation proposal along with my curriculum vitae and letters of support from my major professor and graduate program director. The application process for the NIOSH award was more rigorous, akin to a larger grant application. The main proposal was a 10-page document that included the sections that are required in an NIH grant (abstract, specific aims, background and significance, research design and methods, dissemination plan and future research, human/animal subjects, references, consultants/faculty advisors, and resources). I was also required to submit a detailed budget and justification. Fortunately, unlike a typical NIH grant, I did not have to go through several rounds of revisions.

Justina: The funding agency required a brief study description including the topic in general (approximately two pages), how it related to this specific grant (i.e., why I needed archival data), and a very general explanation of the study method. I also had to include my

curriculum vitae and a writing sample. Then I waited and hoped for the best!

The results suggest that you each submitted quality applications! What kind of support did you get from your mentor or major professor?

Rachael: Because I was able to start working on a few projects with my advisor the summer before I started graduate school, I had a good sense of what research areas I wanted to explore and past research on the topic. In the essays, I was able to highlight this research experience, as well as several conference presentations I had submitted based on our research. She was very supportive and encouraging, and being able to work on research over the summer with her helped give shape to my research proposal.

Ryan: My major professor provided support in developing the dissertation research project that was ultimately awarded funding. In addition, she provided letters of support, and assisted in the development of the NIOSH application based on her previous experiences with other students applying for the award.

Justina: My dissertation advisor generously spent the time to look over my project description and was willing to give advice regarding the importance of being clear and concise, yet descriptive enough to show that I had a solid research idea. He was very supportive of even the attempt to obtain such funding for the learning experience.

Three cheers for great advisors! Looking back, what was the biggest challenge of your funding experience?

Rachael: Although I had a lot of ideas about my research and had recently submitted papers for the annual SIOP conference, I still hadn't fleshed out all of the details about what I would be researching over the next several years. I had to think about the directions my research could go and decide what to highlight in my proposed research essay. Also, because applications are due in the fall, it can be hard to find time to work on the application given all of the other commitments one has as a student.

Ryan: Although the SIOP award was very straightforward, the NIOSH award has presented some challenges. The process of actually gaining access to the awarded funds was a big learning experience. In addition to communicating with the actual funding source, I also had to work with my own department's grant administrator, a grant administrator in another department where the funding opportunity originated, and my university's office of sponsored research and the business accounting office. In addition, I was responsible for soliciting outside vendors for things like printing needs and participant compensation. There have also been frequent progress reports and budget updates to generate, and managing the use of the funds has been a challenge. I've found that having a third party involved in your research

leads to some relinquished control, and things can take much longer to accomplish than they might otherwise.

Justina: As graduate school requires constant juggling of responsibilities and projects, the most challenging aspect of this experience for me was to simply decide to spend the time to search out these opportunities in the midst of everything else required from me. I am now a big advocate for fellow graduate students to invest this time as it aids in building our experience surrounding grant proposals in general, which is often essential or perhaps even more important to our careers after we graduate.

Those examples provide a nice realistic preview for your peers! To complete the picture, tell us about the most rewarding part of obtaining that funding support!

Rachael: Being able to focus on research as a graduate student is rewarding. I have been able to devote a lot of time to my primary stream of research while also being able to work on a variety of other projects. This has allowed me to round out what I've learned in the classroom with a lot of "hands on" research experiences. I enjoyed having several projects each year to present at SIOP and was also fortunate to have the flexibility to be able to attend other conferences outside of the annual SIOP conference, including the SIOP Leading Edge Consortium on Sustainability at Work, the annual IPAC conference, the Equality, Diversity, and Inclusion confer-

ence, and student conferences at my university. The GRFP's emphasis on the broader impacts of one's research is also a good guiding principle that I have tried to emulate. Working with the University of Minnesota sustainability office on several of their initiatives has given me applied experience early on and has kept me focused on the practical implications of my research and how it can be applied in organizational settings. I have also enjoyed mentoring students who have worked with our research team. Keeping broader impacts in mind has helped me better communicate research findings and has made my research more rewarding.

Ryan: The SIOP award has been very rewarding in that it has provided my dissertation project with a lot of visibility among SIOP members. I was often stopped at the most recent conference and asked about my research, which was very exciting. The most rewarding part of both awards was having the ability to conduct high-quality research in a methodologically rigorous fashion. Without the funding provided by these awards, I would not have been able to collect the appropriate data for my dissertation study. In addition, I believe that showing evidence of previous funding will help my chances of receiving larger external grants in the future.

Justina: Honestly, one of the most rewarding parts was hearing back from the selection committee that I was awarded the grant! It is gratifying to know that

my hard work paid off. Secondly, what was very rewarding was the time that it opened up for my research and dedicated focus to my dissertation.

In closing, what advice would you give to graduate students seeking a grant similar to yours?

Rachael: Spend some time looking at the program solicitation and successful essays and then tailor your essays accordingly. For instance, the NSF GRFP puts a heavy emphasis on broader impacts and intellectual merit of the research and makes ratings based on these criteria. Use language from the solicitation itself (e.g., "broader impacts") to directly address and highlight how your research meets those criteria.

Ryan: Seek out the advice and help of past students who have applied for (and hopefully won!) the awards in which you are interested. For me, being able to see what a winning application looked like before applying was really helpful. Also, be sure to know your audience and specifically address the goals of the award for which you are applying. Although each of my awards was for the same research project, the focus of each application was very different. Some general advice for receiving funding is to search for opportunities, especially for less popular awards. Some awards have very few applications submitted. Many award applications are straightforward and relatively easy to complete, so I

would urge students to apply far and wide, and to also consider awards with descriptions that may not exactly match the type of research they want to conduct. Often you can carry out the research you want to as part of a larger project that meets the requirements of the funding source. Some I-O topics are less “fundable” than others, thus necessitating some creativity or collaboration with researchers in other content areas in order to apply for funding.

Justina: Go for it! There is really nothing to lose. Even if you don’t get funded, you will definitely walk away learning something new from the application process itself, which better prepares you for the next grant application.

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

Thank you Ryan, Rachael, and Justina for the realistic job preview of research funding during graduate school! It’s helpful to explore the variety of funding mechanisms and opportunities out there

for graduate students—and it is inspiring to learn how peers have succeeded!

Stay tuned for upcoming issues in which we bring you stories of cross-discipline and cross-cultural collaboration, early career (postgraduate) start ups, and the “I-O world records” of grant experiences! So what characteristics would define your “ideal” funding opportunity as an I-O psychologist? Give it some thought and dare to get excited! And until next time remember: **Yes You Can!**

Graduate Student Funding Sources

[NSF graduate research fellowship program](#)

[NIOSH Education Research Centers](#)

(many offer pilot grants that those in the region may be applicable for)

[SIOP Graduate Student Awards](#)

[APA resources](#)

[Association for Psychological Science \(APS\) resources](#)

[SHRM resources](#) (master’s students only)

[HumRRo Meredith P. Crawford Fellowship](#)

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Internship

The Human Resources Research Organization (HumRRO) is pleased to sponsor paid summer internship opportunities for graduate students in Industrial-Organizational (I-O) Psychology* accredited programs.

Application Deadline: February 1

For more information and application materials visit our website at www.humrro.org

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*Spotlight
on
Humanitarian
Work
Psychology*

Using I-O Psychology to Enhance Maternal Health and Child Healthcare in India

Greetings *TIP* readers, and welcome to our second issue of the **Spotlight on HWP** column! In this column, we are focusing upon issues of humanitarian work psychology, that is, on the synthesis of industrial-organizational psychology with deliberate and organized efforts to enhance human welfare. In this issue, we are placing our spotlight on the work of **Dr. Ruth Kanfer, Dr. Rustin Meyer, and Ms. Carla Burrus** at the Georgia Institute of Technology, who through a partnership with CARE (www.care.org), one of the world's largest and most influential international humanitarian agencies, are helping to improve healthcare delivery in India. The work of the team from Georgia Tech helps to illustrate the relevance of I-O psychology to the humanitarian and international development sector. Indeed, Melinda Gates, co-founder of the Bill & Melinda Gates Foundation (BMGF), has cited this effort as a notable success in international development work (see [this link](#); CNN-IBN, 2013).



Lori Foster Thompson
North Carolina State University



Ishbel McWha
Cornell University



Alexander E. Gloss
North Carolina State University

CARE (Cooperative for Assistance and Relief Everywhere) is an international humanitarian agency that engages with a number of issues including water and sanitation, economic development, education, and health in over 80 countries around the world. Specifically, the Georgia Tech team is engaging with CARE on their Ananya Program—funded by BMGF—which seeks to transform public health in India's poorest state of Bihar and to improve the health and survival of women, newborns, and children.

In large part, effective healthcare delivery in impoverished areas such as Bihar relies upon a policy approach known as task shifting. In the international develop-



Rustin Meyer (2nd from right) and Carla Burrus (3rd from right) sitting with workers involved in the Ananya Program

its children under the age of 5 being underweight (United Nations Development Programme, 2013).

In general, Rustin and Ruth were charged with helping to increase the performance and cooperation of three different types of frontline healthcare workers. We now turn to the

ment community, task shifting refers to when “specific tasks are moved, where appropriate, from highly qualified health workers to health workers with shorter training and fewer qualifications in order to make more efficient use of the available human resources for health” (World Health Organization, 2008, p. 2). In the case of India, many tasks related to maternal health have been delegated to frontline healthcare workers who, at least from a traditional Western or U.S. perspective, might not normally be responsible for such duties. Frontline healthcare workers are critical in India due to a severe shortage of professionally trained doctors and nurses and to infant mortality rates of over 44 children per 1,000 live births (compared to 2.17 in Japan or 5.90 in the United States; Central Intelligence Agency, 2013). The need for these workers is especially great in Bihar, a state which lags behind others in India with poverty rates (53.5%) almost twice that of the rest of the country and with over half of

team at Georgia Tech to hear more about their work with CARE in India and about how I-O psychology has been, and can be, used to enhance humanitarian and development efforts.

An Interview With Drs. Rustin Meyer and Ruth Kanfer

Can you tell us more about how you came to work with CARE?

Quite fortuitously actually. In 2011, a graduate student in our I-O program, Carla Burrus, described I-O to a CARE employee at a social gathering. The employee grew interested and contacted us to set up a meeting. Ruth has a long track record of working with international development organizations, and Rustin had become very interested in the growing subdiscipline of humanitarian work psychology, so this project was a great opportunity and a natural fit for our team. Ruth’s experience in this arena proved invaluable as she had both engaged with the issue of health worker

motivation (e.g., Franco, Bennett, & Kanfer, 2002) and had delivered a report on the subject for the United States Agency for International Development (Kanfer, 1999). Meanwhile, Rustin's expertise in situational strength provided a lens through which we were able to help CARE develop a more effective incentive based intervention.

What was your specific objective in the project?

CARE had identified that a major obstacle to improving maternal and child healthcare was a lack of cooperation between three different types of frontline healthcare workers. One group, known as Accredited Social Health Activists (ASHAs), has the job of encouraging pregnant women in their communities to give birth in a modern hospital, providing education about prebirth health, and providing basic resources like iron folate tablets to keep women and their unborn children healthy. ASHAs are hybrid volunteers who are paid a small monetary incentive for every woman whom they convince to give birth in hospitals. The second group of frontline healthcare workers, women known as Anganwadi workers, are volunteers who are responsible for early childcare in their communities, including preschool education and the distribution of food rations. The third group, Auxiliary Nurse Midwives, are salaried employees who oversee the ASHA and Anganwadi workers. In the past, these three groups of

frontline health workers did not see themselves as part of the same team, despite their overlapping objectives and the fact that they were supposed to hold monthly "health subcenter" meetings in their communities. Indeed, workers often reportedly grew resentful of others over issues of compensation, pay, and perceived beneficiary poaching.

Prior to our involvement in the project, CARE had begun to develop training resources for the frontline healthcare workers and a more effective monthly health subcenter meeting structure. The centerpiece of this intervention was a team-based incentive system that was intended to address performance and cooperation failures by providing the three groups of frontline healthcare workers with common goals in seven performance areas. For those health subcenter teams that met a given quarterly goal, all members of the team would receive a small nonmonetary reward from a list of household items (e.g., a nonstick cook pan). Because the framework for this program was already in place when we became involved, our role primarily revolved around "fine tuning" the specifics of this reward system (e.g., utilizing partial rewards of partial goal attainment, implementing rewards on a manageable quarterly basis, encouraging teams to set informal monthly goals) and focusing the meeting structure on team development and performance (e.g., by beginning each meeting

with a pledge that workers recited to reaffirm their commitment to their team/community, formally tracking goal progress, encouraging employees to discuss potential solutions to difficult situations they have experienced).

The ultimate success of this initiative will be determined by whether teams at various health subcenters are able to improve their performance according to the specific targets set for them. To evaluate this program, subcenters where we introduced meeting reforms and incentives are being compared by an independent research team to those wherein only the new monthly meeting was introduced. Although final results are still pending, anecdotal evidence appears promising. In addition to our more “consulting oriented” role, CARE is helping us collect data on relevant psychological and team processes, which we hope will not only

help inform the development of related interventions but might also be publishable in I-O journals.

How did I-O psychology play a role in this project?

In the course of working together with CARE, it has become apparent that nearly all international development work has an organizational component to it, but most development agencies’ areas of expertise lie in the domain of public health. Thus, they often do not have the expertise necessary to address the interpersonal and organizational dynamics that sometimes stand in the way of project success. By joining the project, we brought a complementary perspective to the CARE team by focusing in on human behavior, team processes, and theories of behavior change. This included insights from organizational development, training, team de-



Rustin Meyer (back row 2nd from left) with workers involved in the Ananya Program

velopment, and motivation. Thus, perhaps the greatest contribution of I-O psychology to this, and similar projects, might be I-O psychologists' interest in and focus upon organizational and behavior processes, as opposed to just outcomes. Development work is necessarily a heavily outcome-based industry because scarce resources need to be allocated to those projects that get results. However, it seems that insight into why projects did or did not work is often lost because theories and measurement of human behavior are underexamined.

What difficulties have you experienced on this project that you have not in other applied-research projects?

This project presented great challenges, both to our theories and our research methods. First, many cross-cultural norms and socioeconomic factors (e.g., low levels of literacy) were at play that we were not accustomed to in our work in the United States. For example, when we asked frontline health workers how they would like to change their jobs, we were met by blank stares because the idea that they could change the way they perform their job was a deeply foreign concept. Also, we had to consult with experts about how unforeseen external forces might affect both the outcomes of interest and team processes. For example, some communities experience prolonged geographic seclusion due to flooding, some have unique dy-

namics due to the presence of religious minorities, and the constraints of the social caste system inevitably play a role in access to scarce resources.

Second, our research methods were especially put to the test. For example, structured interviews were difficult due to the bustling health subcenters where standers-by would frequently disrupt the interviews, interviewees would consult with colleagues on their answers, and long delays due to translation issues (not to mention sitting on the dirt floors of non-air conditioned buildings in 110 degree heat!). Moreover, we tried to administer surveys with Likert scales, but there is a strong cultural norm of acquiescence among this population, and it was difficult for respondents to distinguish between adjacent response options (e.g., strongly agree vs. agree)—both of which led to issues of severe range restriction. To circumvent these issues, we have since shifted to collecting very behaviorally driven response options, but this approach carries its own challenges, such as ensuring that behavioral options are maximally relevant and comprehensive.

Do you have any advice for I-O psychologists looking to work with humanitarian organizations?

One of the first things is to encourage I-Os to give a talk at a development organization in your area. We've found that [Guidestar](#) is a particularly useful tool for finding not-for-profit agencies,

learning about their missions, and finding key contacts therein. In our limited experience in this area, we have been very pleasantly surprised by how favorably members of the development community have received our perspective and areas of expertise.

Second, take nothing for granted. Challenges operate at all levels of HWP research and practice. Obviously, socio-cultural variables play a major role in developing countries, and the multitude of direct and indirect ways that these variables affect employee attitudes and behaviors needs to be carefully taken into account. In politically unstable countries, the personal safety of employees (in particular women) may be a major barrier to even traveling to/from work, so issues of job design, team coordination, and so on often take a backseat to more pressing needs.

Operationally, there are also many challenges. Most obviously, you will travel to remote areas of the world, there are major time-zone differences with in-the-field colleagues, and this work often involves large and diverse teams with different priorities and timeframes. But beyond these logistical issues, there are also unresolved issues of construct validity/measurement equivalence stemming from translating measures, using instruments that have been validated in developed countries, the influence of cultural norms

at every step, and gathering data among participants with low literacy rates.

Third, think broadly about what motivates employees in developing economies and non-Western cultures. In the developing world, financial rewards are often not possible due to a lack of resources, so attempts to increase work motivation and engagement must often rely on nonfinancial incentives. In India, a strong precedent is placed on social recognition and incentives that can be used to improve collectives. For example, many women we spoke to reported giving their incentives to their daughters or coordinating with their colleagues to select incentives they can share. As such, it is important to differentiate between those incentives that enhance work motivation, skill acquisition, and job engagement by encouraging skill learning and personal/professional development versus those that help to build stronger social/affiliative ties.

Fourth, understanding the complexities of multilevel forces that operate in development settings is critical. The volatility of the environment in developing countries makes analysis of motivational and performance problems more difficult. In contrast to developed countries, family and community memberships often exert strong influence on behavior that functions within a broader cultural context. Further, more top-down considerations such as governmental policies and even corruption might influence what is possi-

ble/prudent in a particular setting. Thus, interventions to enhance work motivation and performance may be best accomplished by identifying the overlapping goals of these different groups and creating environments and reward systems that promote new synergies for action.

Finally, jump right in. HWP work is inevitably interesting, challenging, and rewarding. Recognize that we have a skill set that the development community is looking for, which creates nontraditional opportunities for collaboration, research, and learning that will change your life.

Conclusion

Thank you to Drs. Meyer and Kanfer for their time in giving us a picture of their work with CARE in India. Their work there serves as a fantastic example of the relevance of I-O psychology to deliberate and organized efforts to enhance human welfare! As they illustrated, while I-O psychologists from Western/ U.S. settings might encounter many challenging, and foreign, theoretical and practical dynamics when working in non-Western and lower-income settings, the potential contributions of I-O psychology are often extremely beneficial and stand the chance of dramatically improving the welfare of some of the world’s most vulnerable and marginalized populations. It seems likely that the need for

task shifting will remain strong as the fight to improve maternal and child health continues. It obvious from the report from the team at Georgia Tech that I-O psychology has much to add to this effort and we are confident that their work is, and will be, only one example of I-O psychologists getting involved in this important global issue.

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On the Legal Front



Eric Dunleavy
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The Latest on EEO Challenges to Background Checks

Introduction

Shortly before this article was due, EEOC lost a high profile background check challenge on summary judgment. The case, *EEOC v. Freeman*, ended when a judge ruled that the agency could not show that the criminal history check had adverse impact against black applicants. This ruling mirrored some aspects of another high profile summary judgment background check ruling against the agency in *EEOC v. Kaplan*, where a judge ruled that EEOC could not persuasively show that a credit screen had adverse impact against minority candidates. Interestingly, these rulings came after a series of background check settlements that were perceived by the EEO community as EEOC victories, including one against Pepsi and most recently, against J.B. Hunt. EEOC also recently publicized two other criminal history challenges, one against a BMW manufacturing facility and another against Dollar General.

Until recently, criminal history and credit screens used as background checks for employment were fairly uncommon when it came to EEO challenges. However, under the Obama administration, the EEOC has focused on a number of non-traditional selection tools, including these common post offer screens. Criminal history and credit checks are selection tools that can be challenged under both pattern or practice (if used in facially discriminatory ways) and disparate impact theories (if used in facially neutral ways but producing adverse impact against members of a protected group). In the disparate impact scenario, *Uniform Guidelines* style standards related to adverse impact measurement and validation research would seem to

apply. Most of the activity described in this article relates to disparate impact.

In this article we describe how and why criminal and credit screens ended up on EEOC radar. We review recent and historical EEOC and OFCCP guidance on the matter, as well as the rulings in *Kaplan* and *Freeman*. We also consider a recent response by nine state attorney generals, who have taken exception to EEOC challenges to criminal history screens. We conclude with implications for I-O Psychologists, and include some perspective from Kevin Murphy, who was involved in both *Kaplan* and *Freeman* on behalf of EEOC and was willing to share his view.

Some Context and Agency Guidance

In the spring of 2012, EEOC provided guidance on arrest/conviction records that largely went under the radar. That guidance really didn't provide anything new, and instead reiterated standards from *Green v. Missouri Pacific Railroad (or MOPAC)*, in which the 8th Circuit outlined factors for assessing conviction. MOPAC had an absolute policy of excluding individuals convicted of crimes other than minor traffic offenses. Buck Green served 21 months in prison for refusing military induction, and was excluded by MOPAC for a clerk job. The district court granted summary judgment for MOPAC, but the 8th Circuit reversed, ruling:

We cannot conceive of any business necessity that would automatically place every individual convicted of any offense, except a minor traffic offense, in the permanent ranks of the unemployed. This is particularly true for blacks who have suffered and still suffer from the burdens of discrimination in our society. To deny job opportunities to these individuals because of some conduct which may be remote in time or does not significantly bear upon the particular job requirements is an unnecessarily harsh and unjust burden.

The 8th Circuit then outlined four factors for assessing conviction records, namely: (1) nature and seriousness of the crime in relation to the job sought; (2) time elapsing since the conviction; (3) degree of the felon's rehabilitation; and (4) the circumstances under which the crime was committed. These factors were referred to as the "Green factors" during the commission hearing.

This updated guidance was followed up by a public hearing held in December of 2012. During the meeting representatives for ex-offenders hailed the EEOC guidance as a warning to employers to cease using criteria that adversely affect opportunities for Blacks and Hispanics to re-enter the workforce. Representatives of employers, however, complained that the guidance presents legal complications for employers using background

checks because they are compelled by federal, state, or local laws to exclude applicants based on particular types of past convictions.

About a year later, OFCCP published Directive 306, which essentially reiterated EEOC's 2012 guidance, and stressed that employers should conduct an individualized assessment of the job-relatedness of a conviction to the job to which the candidate applied. OFCCP also adopted EEOC's guidance that, where disparate impact occurs, employers must validate their criminal background check policies.

Both agencies cited numerous statistics reflecting that minorities are disproportionately disqualified by criminal background checks. For example, OFCCP indicated African Americans make up about 13 percent of the country's population, but constitute 40 percent of the currently incarcerated population. The Directive also reported that 1 in 15 African-American men and 1 in 36 Hispanic men, as compared to 1 in 106 White men, are incarcerated during their lifetime.

To avoid unnecessary exposure, the agencies recommend that employers refrain from inquiring about criminal history on job applications. Where such information is requested, an "individualized assessment" that is "narrowly tailored to the essential job requirements and actual circumstances

under which the jobs are performed" is needed. Mirroring Green standards, such consideration should include (1) the nature or gravity of the offense or conduct; (2) the time elapsed since the offense, conviction, and/or completion of the sentence; and (3) the nature of the job sought or held. An alternative approach is to conduct a validation study similar to that used in establishing the job relatedness of other selection tools.

With regard to credit checks, the commission had a similar meeting in late October 2010 that focused on the use of credit checks in hiring. The two basic views expressed were that credit history is unfairly exclusionary, particularly during times of economic recession, or that credit histories can be predictive in certain situations when they are limited in scope. SIOP's own **Michael Aamodt** testified at the hearing on issues of job-relatedness, and concluded that there is considerable research on credit scores in relation to consumer decisions, but little research on their use in the employment context. He suggested that in view of the potential for discriminatory exclusion, it would be best to limit the use of credit history within the context of a thorough background check.

Early Contemporary Settlements

In early 2012 EEOC settled with Pepsi Beverages in a \$1.3 million agreement to head off litigation. According to the EEOC, Pepsi used arrest and conviction criteria, which adversely impacted Blacks, and therefore were illegal under Title VII. More specifically, the EEOC noted:

When employers contemplate instituting a background check policy, the EEOC recommends that they take into consideration the nature and gravity of the offense, the time that has passed since the conviction and/or completion of the sentence, and the nature of the job sought in order to be sure that the exclusion is important for the particular position.

According to the press release, the EEOC began its investigation in 2007 after an applicant filed a charge with the EEOC for an arrest even though his case had yet to be prosecuted. Based on its investigation, more than 300 individuals were illegally excluded between 2006 and 2010. Apparently, Pepsi also excluded applicants guilty of minor offenses bearing no relationship to the requirements of the at issue jobs. Pepsi also agreed to hire class members in their top three job location preferences, and to report to the EEOC on a regular basis on its new background check policies, which were initiated prior to the actual settlements.

A more recent EEOC settlement involved J.B. Hunt. Although there is little detail in the press release, the allegation centers on a Black candidate for a truck driver position at a J.B. Hunt facility in San Bernardino, CA who was denied employment based on his criminal conviction record. There were no specifics relating to the actual criminal conviction(s) other than the EEOC's assertion that it/they were unrelated to the job duties. The excluded applicant settled privately with the company.

More importantly perhaps was the EEOC's examination of potential blanket prohibitions, which the EEOC warns against based on its Policy Guidance. Accordingly, J.B. Hunt agreed to a five-year plan to review its policies and revise them, if necessary. J.B. Hunt agreed to provide additional training relating to its hiring and selection policies in accordance with the Policy Guidance, and the EEOC will monitor compliance with the conciliation agreement.

Based on these settlements, EEOC appeared to have momentum based on voluntary settlements. That changed with the *Kaplan* ruling.

The Kaplan Ruling

EEOC v. Kaplan Higher Learning was decided on January 28 by Judge Patricia A. Gaughan of the District Court for the

Northern District of Ohio, Eastern Division (2013 U.S. Dist. LEXIS 11722). The EEOC claimed that Kaplan's use of credit reports adversely impacted Black applicants. The defense challenged the EEOC's expert report showing there was adverse impact. Judge Gaughan ruled that the EEOC's report was inadmissible under *Daubert* standards, and therefore, there was no evidence of adverse impact. As a result, Kaplan was awarded summary judgment.

Kaplan's use of credit checks was limited to certain sensitive positions and was designed to determine if applicants were under "financial stress or burdens that might compromise their ethical obligations." The credit histories of applicants given a conditional offer of hire were first reviewed by an outside credit agency, General Information Services (GIS), to determine the presence of one or more of ten potential "flags." If the flags existed, the credit history was then reviewed by Kaplan's controller who could override the flags if other evidence suggested the flags were not an accurate picture of potential financial stress for a particular applicant.

EEOC argued that this credit history review had adverse impact against Black applicants and was not job related. Kaplan's two experts argued that EEOC's analyses had two serious flaws: (1) no control for important variables such as the job applied for, and (2) because race information was not available for the full

set of applicants, EEOC's use of "race raters" to determine race from applicants' driver's license photos was unreliable.

The key ingredient in Judge Gaughan's rulings was that the proof of adverse impact, based entirely on the EEOC's expert report, was not based on objective self-report tallies of applicant race, but rather, subjective approximations based on agreement among raters on race classifications (e.g., African American, Caucasian, Hispanic, Asian, or other). Kaplan called the "race rater" technique "guesswork" and offered reasons why it failed under *Daubert* standards, which require evidence that: (1) a technique or theory can be or has been tested; (2) whether it has been subject to peer review and publication; (3) the known or potential rate of error of the technique or theory; (4) the existence and maintenance of standards and controls; and (5) whether the technique or theory has been generally accepted in the scientific community. Kaplan's attorneys challenged the EEOC's expert report on each of these dimensions, and Judge Gaughan agreed, ruling:

Upon review, the Court finds that the expert reports and testimony provided by [EEOC's expert] are inadmissible because plaintiff fails to present sufficient evidence that the use of "race raters" is reliable. Simply put, plaintiff offers no evidence sufficient to satisfy any of the *Daubert* factors.

The Freeman Ruling

EEOC v. Freeman first made headlines back in 2012 when Freeman attorneys moved to depose EEOC on its own use of background checks. It isn't surprising to hear that many federal agencies, including EEOC, use background checks in one way or another as part of their selection system. This early ruling was decided in August of 2012 by Judge Charles B. Day, Magistrate for the District Court of Maryland. The facts are that the EEOC sued Freeman on grounds that its use of background checks and criminal records adversely impacted Blacks, Hispanics, and males. Freeman then moved to depose the EEOC regarding its own use of background checks and criminal history, to which the EEOC filed a motion for a protective order and Freeman filed its own motion. Judge Day rejected both motions and ruled that a hearing on them is unnecessary. Judge Day examined three issues.

First, the EEOC argued that the deposition would not discover information relevant to claims and defenses in this case because Freeman has (1) not pled an equitable estoppel defense and (2) its business necessity defense lacks merit. On the estoppel issue, Judge Day ruled:

Because Defendant failed to include equitable estoppel as an affirmative defense in its Answer and has not yet

obtained leave to amend its Answer to include this defense, discovery of matters relating to this affirmative defense are not relevant, and Defendant cannot depose Plaintiff on topics related to this defense.

And on the issue of the business necessity defense, Judge Day ruled that the EEOC:

[C]annot avoid a deposition because it believes that Defendant's business necessity defense is baseless. Arguments regarding the merits of claims or defenses asserted in pleadings "[are] not the kind[s] of argument[s] that the Court can adequately entertain in a discovery dispute."

Second, the EEOC argued it cannot be deposed because the Office of Personnel Management (OPM) formulates and conducts all hiring procedures and, as a result, it does not itself have the authority to make "suitability determinations." Judge Day's ruling on this issue was:

[E]ven if Plaintiff uses OPM's federally mandated procedures, the facts show that Plaintiff is involved in the hiring process, and so Defendant's 30(b)(6) deposition of Plaintiff regarding its actual involvement in that process and the process itself would provide relevant information.

Third, the EEOC argued that a deposition would be "unduly burdensome, duplicative and interfere with agency functioning" because (1) such information is already available and is, therefore redundant; (2) Freeman already had ample opportunity to obtain the information it wanted; and (3) "the burden or expense of the proposed discovery outweighs its likely benefit." Judge Day rejected all three arguments.

An actual ruling on the merits of the case was handed down in August of 2013 by Judge Roger W. Titus of the District Court of Maryland. After much wrangling, the case reduced to whether adverse impact was identified. It boiled down to an evaluation of selection rates for two classes, including: (1) 51 Black applicants passed over between March 23, 2007, and Aug. 11, 2011 because of credit histories, and (2) 83 Black and male workers passed over between Nov. 30, 2007 and July 12, 2012 based on criminal records. In attempting to make a prima facie case of adverse impact, the EEOC's expert submitted an initial report that was admittedly flawed.

A second report designed to correct the flaws was then submitted, and independently replicated by another expert. According to Judge Titus, despite the attempt to de-flaw the data, there remained a "mind-boggling number of errors," most notably using "cherry-picked" data that supported the EEOC's

theory of adverse impact, but did not include data on all available applicants for the two classes for the entire class period. Judge Titus used various descriptors of the analysis, including "flawed," "skewed," "rife with analytical errors," "laughable," and "an egregious example of scientific dishonesty" designed to fit the EEOC's theory. He also cited the EEOC's failure to isolate a specific selection practice that purportedly caused the adverse impact.

In summary, in both *Kaplan* and *Freeman* rulings, the merit of the credit and criminal history screens were never formally evaluated. This was because in neither case did EEOC meet the first prong under disparate impact theory, identifying meaningful adverse impact. When considered together, these rulings appear to be a major roadblock to EEOC's initiative. Yet another potential hurdle was waiting in July of 2013.

State Attorney Generals Weigh in

On July 25, 2013, a letter was submitted to EEOC authored by West Virginia Attorney General Patrick Morrisey. He was joined by attorneys general from Alabama, Colorado, Georgia, Kansas, Montana, Nebraska, South Carolina and Utah. The letter was reprinted in the West Virginia Record. The letter was in response to recent lawsuits against Dollar General (the 28th largest private employer in

West Virginia), and BMW Manufacturing Co. described earlier in the article.

Morrissey's main concern is that EEOC actions and guidance override state laws requiring criminal background checks. He noted *"Our state has a number of laws that seek to protect the public interest by requiring potential hires to pass criminal background checks,"* and as an example noted further than the EEOC's guidance would relate to *"any person who has been convicted of a felony here or in any other state from owning, being employed by or associating with a pain management clinic."*

Morrissey disagreed with EEOC's position that criminal background checks that adversely impact African Americans are often not job related, and that the EEOC's actual concern is to expand Title VII protections to former criminals. He suggested that this protection is something that Congress has never required. He also asserted that the EEOC lawsuits *"defy common sense,"* noting:

An employer may have any number of nondiscriminatory reasons for not wanting to hire people who cannot pass a criminal background check. Even if the use of criminal background checks in hiring might seem unfair to some, the law does not prohibit it. It is not the commission's role to unilaterally expand the protections of Title VII under the pretext of preventing racial discrimination.

He concluded that the lawsuit against Dollar General occurred in conjunction with West Virginia's concerns that its businesses already face *"multiple of burdensome regulations"* and that *"the last thing we need is another federal agency freelancing and imposing even more unnecessary requirements."* At the time this TIP article was written, there had been no formal response to this letter.

Implications for I-O Psychologists

We hope that the above sections illustrate the roller coaster ride that has been the contemporary EEO enforcement of background check issues. In the last 3 years we have seen public hearings, new guidance, major settlements in favor of EEOC, two major court rulings against EEOC, and a letter from nine state attorneys general requesting that EEOC stand down. Importantly, we think that this topic has implications for I-O psychologists doing selection work.

First, whether you know it or not, there is a good chance that your organizations or your client organizations are using a background check in some form. Recent survey data from SHRM suggests that the majority of its members use a background check in some capacity. Given this scenario, it is critical to have a clear understanding of what those processes are measuring, how they are being implemented, and whether they include

individualized assessment or have been more formally validated.

Second, it is important to consider whether these tools have adverse impact in practice. As the *Kaplan* and *Freeman* rulings show, this may be a more difficult research question to answer. We find this to be a particularly interesting issue. Broad societal data were used in agency policy documents to support the need for contemporary guidance on these issues (or at the very least a reminder that this guidance has been around for 30 years). In practice it is clear that there may not be readily available self-report applicant flow data to assess whether a particular screen has adverse impact against minorities for a particular job in a particular organization. Given this scenario, the question becomes whether EEOC could leverage other data sources. In the case of *Kaplan*, an alternative to self-report was race coding by raters, which was not well received. Perhaps the agency is also considering some type of utilization analysis under an “adverse inference” theory that would function as a proxy in the absence of applicant flow.

Third, it is important to note that conducting traditional validation research on background check screens may be difficult to impossible. From a criterion perspective, low base rate outcomes coupled with restriction of range may render criterion strategies impossible. This was essentially noted in Mike

Aamodt’s testimony to EEOC on credit checks that we mentioned earlier. Mike scoured traditional and non-traditional literature and identified only ten studies that had empirical data linking credit data to work outcomes. There is even more-limited data on criminal history data. Given this scenario, could some type of content linkage be feasible? We think that it could be in some situations. Using job analysis methods to understand exposure to various background check content areas (e.g., money, sensitive information, other people, public trust) and the opportunity to engage in counter productive work behaviors may allow for reasonable inferences to be made. Presenting these considerations in a matrix form and linking them to specific background check requirements may provide initial linkage data that supports use for some jobs and not others. To our knowledge this approach has not been challenged in court, but on its face we consider it promising.

From our perspective, EEOC’s choice to challenge Kaplan and Freeman on their background check policies was interesting. We aren’t involved in either of these cases and don’t know the exact details, but based on what is known publically, these cases don’t seem like low hanging fruit. In some ways the screens used by Kaplan and Freeman sound consistent with EEOC policy guidance. They appeared to use well-structured systems in

which background checks were not automatic exclusionary factors. The checks were tied to specific types of jobs where they seemed relevant, and flags were followed up to determine whether applicants should be excluded.

Even more puzzling is the EEOC's current complaint against Dollar General. Although we have not seen the statistical significance analyses regarding adverse impact, based on what has been made public it appears that 90% of Black applicants passed the criminal history check compared to 93% of non-Blacks. This difference doesn't appear to be practically significant. Furthermore, as with both Kaplan and Freeman, Dollar General used a targeted approach in which it considered the nature of the crime as well as the amount of time that had passed since the conviction/release from jail.

Having said that, we caution employers to refrain from ignoring EEOC guidance on background checks on grounds that *Kaplan* and *Freeman* are indicative of how all such cases will go in the future. Critically, neither of these cases got to a defense phase, which undoubtedly will occur in a future case if the EEOC does a better job of proving adverse impact. The best practice here is to be prepared to justify the use of your background check process.

We end the column in an unusual but interesting way. As mentioned earlier, Kevin Murphy was involved in both cases as an expert for EEOC. Given common themes across the two cases related to an inability to demonstrate adverse impact, we thought it would be useful to reach out to Kevin to see if he would be willing to provide context and lessons learned. Obviously Kevin wasn't excited about how these two cases played out, and he is coming from the perspective of working with EEOC on both cases. Regardless, he was generous enough to share some perspective, and we appreciate it.

Kevin's Perspective

Recent decisions in *EEOC v. Kaplan* and *EEOC v. Freeman* represent significant setbacks to EEOC's attempt to challenge the use of credit and criminal background checks in screening job applicants. The issues in both cases are clear. There is evidence that credit checks have adverse impact against Black and Hispanic applicants and that criminal background checks have adverse impact on male, Black and Hispanic applicants in a wide range of settings. There is scant evidence that credit or criminal background checks have real probative value when they are used for broad screening. For example, research on criminal background checks shows that the potential value of these checks for screening declines as the time between

the offense and the employment decision increases or as the similarity between the offense and the specific behavior to be predicted decreases (e.g., past theft predicts future theft, whereas past drug use may not predict future drug use.).

As Eric and Art noted, in both cases the court ruled that the EEOC had not presented credible evidence of adverse impact. The Kaplan decision has already been appealed; EEOC is considering an appeal of the judge's decision in Freeman. The issues in these two cases both carry important lessons for I-O psychologists working in employment litigation.

In *Kaplan*, the organization claimed that it did not know or record information about the race of its applicants, which would make it difficult to hold them liable for using employment practices that had adverse impact. EEOC considered a number of strategies for recovering this information, and determined that information could be obtained from various Departments of Motor Vehicles that would enable them to determine the race of applicants. Some states record race, but most provided drivers license photos. Panels of behavioral scientists with experience working in multi-racial contexts viewed photos, and stringent criteria were set to accept their judgments as valid indicators of the race of applicants whose photos were viewed. The court rejected this proce-

cedure, noting that it has not been subject to scientific peer review and that the error rate could not be established. In their appeal of the *Kaplan* ruling, EEOC has presented an extensive review of research showing that even when race identification via pictures is made purposefully difficult (e.g., when pictures are altered using photo morphing software or when subjects are chosen who have mixed heritage), error rates are very low, and that the procedures used are more rigorous than those accepted by other courts. However, this judge's ruling does carry an important lesson. Even if a proposition seems on the face of it to be obvious, strong evidence is better than a strong logical argument. Here, the proposition that we cannot identify race by looking at a picture seems on the face of it wrong (ask yourself how you know that John Elway is white and that Lawrence Taylor is black), but EEOC did not present compelling evidence for the validity of their procedures in their initial filings.

In *Freeman*, the organization complied with discovery, but presented their data files in piecemeal fashion. It is not clear if they did this purposefully, but a good lawyer would certainly advise them that it is not their job and is not in their interest to make the EEOC's task of reassembling the data provided into a coherent whole an easy one. In *Freeman*, the court concluded that EEOC had not been

sions of the organization. The subset of data that was reliable and uncontested was not sufficiently large or representative, and the data that represented the entire organization and time period was not sufficiently reliable to establish adverse impact. Here, the lesson seems to be that enforcement agencies and the experts who work with them may have to deploy greater forethought and precision in framing discovery requests and to be in a position to deploy money and resources in increasing orders of magnitude to make sense of the data they receive.

Stay tuned everyone. It will be interesting to see if an appeals court agrees with Kevin’s perspective on these and other issues.

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Guest Contributor

“Big Data” Technologies: Problem or Solution?

“Data is not information, information is not knowledge, knowledge is not understanding, understanding is not wisdom.” - [Clifford Stoll](#)



By now, you have probably heard about the new “big data” trend and seen a plethora of articles that discuss the topic. To most practitioners and researchers within the field of industrial-organizational (I-O) psychology, big data isn’t new. Quite the contrary: I-O psychologists have been leveraging large amounts data to predict human behavior and make organizational decisions for decades (Putka, 2013). In fact, I-O psychologists have long understood that “big data” can improve training practices, help track performance over time, provide a basis for new recruitment techniques, and streamline

selection and hiring practices and much more. However, what is new is the realization that there is a nearly constant imbalance between how much data we are able to collect and how quickly and appropriately we can make sense of the data, says Mike Hruska, CEO of Problem Solutions. In addition, there are new technologies that are changing the abundance of data being collected, availability of data, and data interoperability, thus increasing the number of ways in which we can use data to improve workplace practices.

Even though big data may not be new to I-O psychologists or other related fields, we all still have much to learn and gain from the immense amount of data available and new technologies that are providing access and an ability to handle these data. Our goal for this column is to expose a few of the new technologies and the benefits they bring to areas such as training, recruitment, and selection as well as some of the risks these new technologies introduce. We will briefly discuss ways I-O psychologists can manage big data, leverage these technologies to move forward, help organizations address the risks, and support the development of evidence-based solutions or interventions.

Big Data Opens New Frontiers in Practice and Research

"Big data is most simply a lot of data. It could be defined by the volume or by

the potential associations within the data," says Mike Hruska, and it is quickly accruing due to new technologies that allow the collection, storage, and analysis of data in new ways that were not previously available to researchers. Big data analytics is not only opening new frontiers to inform organizational decisions, but it is serving as the foundation for state-of-the-art interventions.

Big Data Allows for Adaptive and Individualized Training

U.S. organizations spent approximately \$156.2 billion on employee learning and development in 2011 with an increasing amount spent on technology such as mobile learning, virtual collaborative workspaces, and distributed simulations (ASTD, 2012). Such big data technologies include ones that allow for *adaptive training* or *accelerated learning* to take place. In other words, these technologies are personalizing training by selecting an appropriate training event or changing the content within the event based on the learners' competence level or other characteristics. The technologies that tailor or adapt the training experiences include but are not limited to [intelligent tutoring systems](#) or computer-based tutoring systems. Within an event, effective solutions tailor feedback, provide opportunities for reflection, and change the content, direction, pace, and challenge level of instruction to optimize learning (e.g., acquisition of

knowledge or skills). Most notably, they select optimal instructional strategies to meet the specific learning needs of individuals or teams (Sottolare, Brawner, Goldberg, & Holden, 2012). Whether the event or training content is being adapted, the goal is to maintain the optimal level of challenge for trainees, provide support, and correct errors, which can all lead to greater training efficiency (Durlach & Ray, 2011).

Other technologies are being designed to capture large amounts of data about the learner and their experiences in order to describe what is happening in any given situation or training event (formal or informal) and collect data at various levels (e.g., individual, team, organizational). One example is the Learning Record Store ([LRS](#)), developed through initiatives at the Advanced Distributed Learning ([ADL Co-Lab](#)), which is a storage system for user activity (ADL, 2013a). In addition, ADL along with the Department of Defense is also developing a new online learning standard called the [Experience API](#) (xAPI) that gives learners, instructional developers, and instructors the opportunity to track diverse types and modalities of experiences and access data that far exceeds the current capabilities (ADL, 2013c). In conjunction with the learning technology, xAPI will allow the community to track within traditional and nontraditional environments that were other-

wise not able to be captured by previous standards such as [SCORM](#) (ADL, 2013b). Other technologies such as [learning management systems](#) (LMS) are also being enhanced in order to track learner data that might occur in an informal training environment such as mobile applications, game-based learning, and virtual environments.

These technologies are just a few of many efforts that will afford instructors and organizations the ability to collect activity across a variety of systems enabling virtually any other system to report who did what, when, and in what context. These are huge advancements that are pushing the bounds of how we capture and analyze associated data of trainee performance within a training event or other experiential learning opportunities that do not happen within the walls of a formal classroom. For example, organizations will be able to collect data on current books or articles that a learner might be reading, conferences they attend, virtual world interactions, and much more. As you might suspect, this is moving organizations in a direction of capturing a significant amount of data, which allows them to view learning paths that people take through the mapping of formal, informal, and experiential learning data. Take for example a 10,000 person organization that begins tracking 50 things per day per user; that's about 18.2 *million*

data points per year! Furthermore, the collection of such data allows these systems to support point-of-need training in environments where human tutors are either unavailable or impractical.

Human Resource Professionals Are Applying Real-Time Utilizations of Big Data

Based on current market trends, it is likely that organizations will continue to invest in big data technologies that support recruiting and hiring practices as well. Recent reports show that less than 20% of human resource (HR) professionals, according to [SHL's Global Assessment Trends Report](#), are satisfied with their current technology systems' ability to manage their talent data. Another survey, [conducted by CareerBuilder](#), indicated that 12% of the HR professionals planned to use big data management and interpretation within the following 6 months to improve hiring and recruiting efforts.

One new company, Gild, has developed new big data software for recruitment and hiring purposes (Ritchel, 2013). This technology evaluates potential candidates for engineering or programming positions by analyzing their actual code from virtual communities such as GitHub or BitBucket, where they spend time developing software and code. In addition to analyzing their coding skills, this new technology also analyzes the candidate's professional knowledge and then creates

a score for each candidate, providing companies with an assessment of the candidate's talent (Ritchel, 2013). Other technologies are using big data and analytics, and integrating them directly into the intervention. In other words, big data analytics can apply real-time utilizations of big data and the decisions rules derived from the analytics. For example, some new recruiting technologies use search engine and social media data to directly suggest jobs to potential recruits (Kutik, 2013). You may have noticed, for instance, that LinkedIn provides job suggestions based on your interests and skills. These technologies can also keep track of where the best sources to recruit candidates are by tracking the number of qualified applicants, the number of applicants interviewed, and also the number that were hired.

As you can see, there are many new big data technologies evolving and playing a larger role in the way organizations are recruiting, hiring, training, and managing their employees. I-O psychologists need to be aware of these technologies and help organization leverage them appropriately.

With Big Data Opportunity Comes Big Risk

Although there are many potential benefits of leveraging big data technologies, there are still many risks and problems that can result if the data are not

managed properly. Applications of big data must be guided by clear objectives and an understanding of organizational theories that drive data analysis methods. The potential risks stemming from careless, uninformed use, or even abuse, of big data and analytics may come in many forms. Below are just a few examples of these risks and issues.

Investment in Big Data Can Lead to Financial Loss

Big data can increase efficiency and reduce the cost of programs if leveraged correctly, but it can also have poor return on investment by unnecessarily increasing the costs of collecting and managing the data. Organizations need to determine if big data initiatives add value above and beyond a more traditional and less resource-demanding alternative. In other words, they need to determine if the gain from using big data technologies will justify the investment. Successful organizations do not adopt a methodology simply because it is accessible or fashionable. They do so because it adds value.

Failure to Deeply Understand the Data Could Lead to Wrong Conclusions

“There’s collecting and aggregating data and then there is understanding the results. That is where the disconnect is,” says Dr. Theodore Hayes, personnel research psychologist of the Assessment & Evaluation Branch of [U.S. Office of Personnel Management](#). Uninformed users

of big data applications believe that as long as the data volume is big, the velocity is fast, the source is novice, and the analytics are advanced, then “big data” will do its own magic. Some users also believe that the utility of big data comes from simply fishing around in the hope of finding relationships between any variables and that theory or carefully planning analysis is irrelevant. Other big data enthusiasts even go as far to suggest that researchers may need to stop worrying about the underlying cause of the phenomena and focus instead on that fact that it exists and learn how to manage it (Mayer-Schönberger & Cukier, 2013).

However, “big data is still imperfect data,” says Dr. Theodore Hayes, and just because the data are big, diverse, and pervasive, it does not make it a source of all relevant information. Simply put, effective organizational interventions should be based on sound theory and empirical evidence. Psychological and organizational theories can improve efficiency and effectiveness in data exploration by zooming in on the important aspects, providing a comprehensive perspective in the search of predictive and explanatory variables. This ensures that the data are being interpreted in a sensible manner and that development of any solutions are done so by uncovering the true relations at the construct level and not based on spurious associations.

Uninformed Analysis Can Lead to Violation of Fair Treatment

If organizations use the wrong data or analytics, it can lead to the wrong conclusions or a wrong intervention, which could result in significant issues. Not to mention potential lawsuits. These risks can even lead to unintended consequences such as unfair treatment. Developers and users of organizational interventions using big data need to be cognizant of the impact they have on individuals. If the interventions can lead to the change of the individuals' employment status (e.g., whether being hired, whether getting a promotion, whether getting terminated, etc.), then the process leading to the decisions will still be subjected to regulatory scrutiny. "Any process that has a consequential nature for someone's employment status relative to an organization is subject to regulation," says Dr. Hayes. In selection applications, for example, a careless use of predictive analytics may lead to the use of race, gender, and age variables (or close proxies of them) as part of the selection decision, which is not defensible and could potentially lead to a lawsuit. An understanding of psychological measurement and employment law is vital in this case.

Careless Use of Data Can Lead to an Increase in Privacy Concerns

Though many organizations nowadays want to project a vigorous, tech-savvy

image, misuse of big data or the failure to implement a proper communication plan may damage an organization's image or relationship with its employees. Within an organization, big data driven interventions using untraditional data collection schemes (e.g., email communication trails, electronic monitoring), though well-intended and legal, may backfire if employees or job seekers feel that there is an invasion of privacy, a lack of trust, or a lack of transparency. For example, one study found that applicants who believed they were being remotely proctored during an assessment negatively reacted to the testing technology (Karim, Kaminsky, & Behrend, 2013). Furthermore, according to a recent [Pew Report](#), 57% of individuals using mobile applications will remove or simply not download an app due to the perception that the app is collecting and using their personal information.

How Can I-O Psychologists Help?

Staying ahead of the big data curve requires that organizations have technology systems to support the collection, storage, and analysis of this data but more importantly that they have the appropriate human talent to interpret the use of this data (McIlvaine, 2013; Putka, 2013). Quite frankly, organizations need help making sense of what to do with all of the data and determining which big data approach is even neces-

sary (McIlvaine, 2013). Who better than I-O psychologists to help handle data and serve as advisors to organizations about how best to collect, analyze, and use big data to drive organizational decisions (Facteau, Mitchel, Manzullo, Carlisle, & Burke, 2013; Putka, 2013).

Whether it is I-O psychologists or others in related fields, the fact is we need to ensure that someone with training in psychometric principles, research theory and design, principles of organizational phenomena, organizational development, and interventions is assisting with these big data processes. This expertise is key to good data analysis and interpretation along with the development of appropriate interventions (Facteau et al., 2013; Putka, 2013).

There are many big data areas that I-O psychologists and others with similar backgrounds can assist with and facilitate best practices. Overall, these areas include:

- Leveraging data and analytics to inform and develop solutions that satisfy organizational issues.
- Facilitating the proper use of big data by providing substantive theories.
- Defining and evaluating the return on investment for technological solutions based on big data.
- Providing methodological guidance on data collection, management, and analysis.

- Ensuring data are representative of targeted populations, inclusive of critical predictor and criterion constructs, and are subjected to less errors or “noise.”
- Applying measurement theories to facilitate the design of big data driven assessments and evaluate the validity of the outcomes they produce.
- Assessing and addressing risks stemming from unintended consequences of big data applications.
- Document and report the effective use of big data applications to create a model for the future.

In short, I-O psychologists can help improve big data applications by ensuring organizations are collecting data in a more relevant, efficient, effective, and defensible way. As we know, technology is continually playing a bigger role and impacting our daily work; therefore, we must continue to stay ahead of the curve so we can know how best to use and leverage them appropriately. This is especially true for big data technologies. It is critical for I-O psychologists to stay up to date with current efforts and solutions that are changing the way organizations collect data so we can be there throughout the whole process to help inform practice. As Putka (2013) put it, big data is a “golden marketing opportunity” for the field of I-O psychology! As a sneak preview, our next article will focus on how each of you can create greater visibility

and personal brand as an I-O psychologist by leveraging these cutting-edge technologies and social media tools.

Follow us on Twitter [@themodernapp](https://twitter.com/themodernapp) and tell us how you are using #bigdata!

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Organizational Neuroscience



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An Interview With Professor Daniel Simons



Our journey through the metaphorical construction site that is organizational neuroscience (ON) begins with an exciting interview with Daniel Simons. Most of us know him for his famous experiments about inattentional blindness that shocked those of us who think of ourselves as perceptive. If the prior sentence sounded nonsensical, then watch Daniel Simons' video [here](#) before continuing to read. As we mentioned in our first issue, we're taking a "big tent" approach to ON that embraces a variety of methods and perspectives on our attitudes and behaviors, and that's exactly what Daniel Simons's work aims to do. In this issue, we discuss how we can fail to notice things in plain sight and how our intuitions can influence data and prediction.

We would far exceed our word limit if we were to spell out all of Daniel Simons's accomplishments as a psychologist, so what follows is a *very brief* summary. Dr. Simons is a professor in the Departments of Psychology, Advertising, and Business Administration at the University of Illinois. He received a BA in psychology and cognitive science from Carleton College and a PhD in experimental psychology from Cornell University. His research has been funded by the Alfred P. Sloan Foundation, the National Science Foundation, the National Institutes of Health, and General Motors. In 2003, he received the Distinguished Scientific Award for Early Career Contribution to Psychology from the American Psychological Association. In addition to over 50 peer-reviewed publications, [a book](#), numerous general press articles, keynotes,

and workshops, Dr. Simons has earned several awards for his pedagogical work at Cornell, Harvard, and the University of Illinois.

During the interview, we talk about Dr. Simons' work researching inattentional blindness, change blindness, and mechanisms that explain why some people see gorillas and others fail to notice what we previously thought would be obvious.

What research projects are you currently conducting?

In addition to documenting failures of awareness and demonstrating [failures of awareness](#), my work explores the mechanisms of perception, attention, and awareness. Demonstrations are useful because they bring home the point in a powerful way—they illustrate that an effect applies to many people, but it's necessary to study such effects more systematically in a lab if you want to understand the mechanisms; there are only so many things you can do by putting people in a gorilla suit.

If there's one unifying theme for my work over the past 5 years or so, it's that our intuitions about how our minds work don't always match the reality of how our minds work. I'm interested in that mismatch, why it matters, and when it matters. This isn't a new idea, of course, but it's an interesting one.

One of my recent studies (with coauthor Christopher Chabris) looks at how people think memory works. People hold really strong beliefs about how memory works—when it's accurate and when it's not—and a lot of those intuitions are wrong. Many are strikingly different from what we've known for 30 or 40 years from research on memory. For example, many people think memory works like a video camera. They know that's not true for things like remembering a phone number or where you parked your car, but for things that are personally important, people feel like they've got a video record of what they experienced. People think that they remember important stuff vividly. That's because when they recall it, it feels vivid, and they rarely check to see if they're right! It's an intuitive idea that we rarely question. In Harry Potter, Dumbledore extracts memories from his head and then reviews them. The idea is so intuitive that the implausibility doesn't bother us. I'm interested in a variety of intuitions like this one, cases in which we think we understand how our mind works but don't.

Another line of research explores individual differences in attention and awareness. With the gorilla [video](#), about half of the people notice it and the other half don't. The question I get most frequently is, "What is it about that 50% of people who notice it—are they somehow different from those who don't?" The assump-

tion is that there must be something different about them that leads them to notice. But are there really *noticers*—people who are more likely to see these things? Are there *missers*—people who are oblivious? It's remarkable how poorly we can predict who will notice. People who are really good at tracking things moving around on a display are no more likely to notice something unexpected. Working memory capacity doesn't seem to have much if any effect. We've been exploring these types of individual differences for a while, and we really haven't found any cognitive abilities that consistently predict whether someone will notice something *unexpected*. Cognitive abilities like working memory capacity can predict how well you'll be able to stay on task and ignore distractors that you know about and are trying to ignore. It doesn't predict how likely you are to notice something that you weren't expecting in the first place. There might be some individual differences in personality that predict noticing, such as how inclined you are to remain focused on doing the task. But, even those predictors aren't too reliable. If you can get people to try harder on the task or if you make the task harder, more people will miss something unexpected. But, it's much harder to predict which people will notice.

All of those sound like conscious measures, but what about the unconscious mind and processes that you'd think would allow you to notice the unexpected?

I'm pretty skeptical about claims of unconscious processing. I don't think there's particularly compelling evidence for rich, meaningful processing happening outside of awareness. Of course the light from the gorilla hits your retina and is processed at some level without awareness, but I don't think that you process the gorilla as a gorilla without awareness. It's remarkably hard to [show that something was processed entirely without awareness](#), and the inattention blindness task is not a great way to do that. Just because people don't report something doesn't mean they weren't aware of it at some level. Maybe people processed the gorilla as "stuff" but it got grouped with the team in black so they didn't process it any more than that. Maybe people actually saw the gorilla, but were hesitant to report it because it's so strange. So it can be hard to separate the question of whether or not they reported it from the question of whether or not they processed it at all. [What's necessary to claim that something is implicit](#) is not a simple question.

What sort of basic behavioral measures are you using to study these different phenomena?

My feeling is that methods are a means to an end. We want to make sure that what we're studying has real-world relevance and that we can measure it systematically. So in some studies we'll

show videos and collect self-report data. In other studies, we'll use response [time measures](#) over many trials and get a range for performance. We use [eye tracking](#) to gauge where people are looking across several displays to get a sense of what draws attention by using the [eyes as a proxy for attention](#). I really like converging methods.

What do you think are the most important lessons from your findings about attention and memory for people in organizational settings—both from a researcher's perspective and a practitioner's perspective?

One biggie is don't trust focus groups. I think there's a real danger in trusting people's introspections, especially if you are asking *why* they like something or, really, anything that requires them to have some sort of insight about how their mind is functioning and what the mechanisms are—that's likely to be flawed because our intuitions about the mechanisms of our mind often are based on incomplete information. I think that's probably the most consistent mistake I've encountered: When I talk to organizations that are trying to evaluate whether their employees are content, for example, they'll just ask people, "What makes you happy?" That's okay, but when they then ask people to explain the reasons why and base organizational changes on those introspections, they're headed for trouble. People

often have no idea why they like what they do, but they'll give you a reason anyway.

The cognitive biases that affect how we make decisions also creep into managerial decisions like performance and hiring. And that's not surprising—those biases are part of human nature and are completely reasonable based on the evidence that's available to us. It's just that the evidence itself is misleading. If you're a manager, and you're evaluating someone's performance, all you have are the little snippets in front of you from when you evaluated their performance. You don't have the broader context, you don't have the comparison to what happens when you weren't observing them. What's striking is how often we don't notice or think about the evidence we're missing. If I had to point at one thing that I think is probably common in a lot of organizations, it is the assumption that you understand things better than you actually do. There's something we call the [illusion of knowledge](#) that is a tendency to think you understand something much more deeply than you actually do. My colleague Leon Rozenblit did work on this in which he asked people if they knew how common objects worked. For example, if you ask people if they know how a toilet works, most people are fairly confident that they do. If you then ask them what causes the water to leave the toilet

bowl, or how the tank empties and re-fills, or how the bowl refills, most people have no idea. They can guess, but they don't actually know the answers even though they thought they did because they know how to work a toilet. Knowing how to use something makes people feel they understand it at a deeper level. Leon calls this sort of mistaken belief an illusion of explanatory depth. It plays out when you have a manager trying to evaluate an employee. They probably have information about what that person has done but no information about that person's motives or that person's capacities other than what they've produced. If you have somebody to whom you're giving boring assignments, and they're completing those assignments, you might conclude that that's what they're good at without realizing they'd be great at revamping the entire strategy for your business. So you make jumps from the limited information that you have and, although reasonable, those jumps can be really off.

Are there any final points or conclusions you'd like to leave with the TIP readers?

The main thing is that while some intuitions are really accurate, others can be flawed in critical ways. If you ask some-

one what they're preferences are, they'll be able to tell you. People know what types of ice cream they like or that they find someone attractive. If you ask them why they like that ice cream or why they find someone attractive, then you've got a problem. Knowing when your intuitions are most likely to be right is the key to getting good information as opposed to misleading information.

Conclusions

A hearty "thank you" to Daniel Simons for his insightful answers that remind us to consider our intuitions when soliciting information in organizations. We think that these points have important implications for both ourselves as well as the participants in our studies. Thinking about how our brains process changes in our environments has relevance for performance ratings, training programs, and managerial decision making to name a few. The variety of approaches he uses to study how our minds work makes his work an excellent model to draw from and emulate as we build ON.

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HOGAN

**PREDICTS
PERFORMANCE**

THE **SCIENCE** OF PERSONALITY

Practitioners' Forum



Tracy Kantrowitz
SHL

Enhanced Visibility Through Partnerships: Linking I-O to Other Professions and Organizations

A strategic emphasis for SIOOP is making our research and practice more visible and promoting I-O psychology outside our membership. We are experts at producing research and applying principles of psychology to work; many of us are less expert on publicizing the value, outcomes, and implications of what we do to consumers of our work. As noted (Reynolds, 2013), efforts are underway to brand SIOOP to advance our goal of being the “visible and trusted authority on workplace psychology.” Having a consistent and compelling brand will help convey the content and context in which we work.

How do we leverage enhanced branding to fully realize the vision of increasing the extent to which our expertise is utilized? Making inroads with partner organizations, organizations with similar goals for improving the workplace but from different approaches and/or perspectives, can lead to interesting opportunities for multidisciplinary research and practice, and enhanced visibility through groups that have substantial reach and connections with potential end users of our work. In this column, I review ways in which the Professional Practice Committee is building bridges with organizations that can serve as vehicles for publicizing and disseminating our work. I also pose questions to several I-Os working internally at such organizations who can speak to the awareness and embeddedness of I-O in their organizations and ways in which I-O psychology can realize its role as a visible and trusted authority through partner organizations.

Making Inroads With Partner Organizations

Partner organizations can include professional organizations, fellow APA divisions, multidisciplinary research

centers, and government units that represent professions and specialties that share a focus on “work” with I-O psychology. These organizations (e.g., Society for Human Resources Management, SHRM; Equal Opportunity Employment Commission, EEOC) can help advocate for the practice of I-O psychology as distinct from other practices and can help make what we do obvious to groups they represent. As a committee, Professional Practice strives to forge relationships with external organizations that can help serve this purpose. Current examples of this include:

- *The SIOP/SHRM Science of HR Series:* This evidence-based series is designed for the more than 250,000 members of SHRM. This includes a set of white papers written by SIOP members on topics chosen by SHRM representing areas of interest to HR professionals. A recent extension of this collaboration is the creation of a series of “Top-10” lists of key research findings that have impacted I-O practice.
- *SIOP Task Force on Contemporary Selection Practices Recommendations to EEOC:* This task force of experts has been assembled to summarize the state of research and practice on topics of relevance to EEOC. This information is likely to culminate in a series of best practice papers to be housed on the EEOC website.
- *Liaising with the APA Center for Organizational Excellence’s Psychologi-*

cally Healthy Workplace program and other health and well-being organizations: The Professional Practice committee is currently working with APA to promote SIOP’s mission and extend our influence to the broader APA community. In addition, partnerships are being forged with other organizations that have the reach and influence to promote research and practice conducted by I-Os related to occupational/employee health and well-being.

I-Os on the Inside of Outside Organizations

To highlight the role that partner organizations can play in the visibility of I-O psychology, I posed several questions to SIOP members who work in such organizations. Thanks to **Alex Alonso** and **Jim Kurtessis** (Society for Human Resources Management), **Cristina Banks** (Lamorinda Consulting and Berkeley Center for Healthy Workplaces), and **Rich Tonowski** (Equal Employment Opportunity Commission) for their experience and insights, shared below in summary form. Collectively, this panel works in or with government, law, and human resources, fields with obvious ties to areas of I-O practice.

You are the only or one of few I-O psychologists in your organization. For what topics do your colleagues view you as an expert as a result of your training/background in I-O? Put another way,

what kind of work do your colleagues think you do?

Perhaps most importantly, the panel underscored that I-Os assume that professionals from other disciplines aren't aware of I-O, so they spend a substantial amount of time informing others who are commonly in the dark. Once understood, people "get it" and understand that our remit is measuring and describing work and what people do on the job, and that involves traditional areas of I-O practice, including job analysis, assessment, competency modeling, validation, litigation support, survey research, and statistical analysis. When people know us, it's often because organizations have a problem which requires our expertise and they need help describing and measuring work. In this regard, I-O is inextricably linked to solving the problem, whether it's providing the necessary job analytic information to help attorneys win cases or evaluating and defending the use of an assessment in a discrimination case. In cases where I-Os work alongside other disciplines (economics, law, statistics, sociology) or even other areas of psychology, these disciplines understand that I-Os are experts in unique and specific areas and that anything involving "work" as the context requires I-O expertise to knit together diverse elements such as work design, company culture, and employee rewards and performance.

How has I-O psychology been linked to "mission critical" objectives of your organization?

The panel indicated that I-O research and practice are tightly linked to organizational objectives, whether it's embedded in SHRM's goals and objectives (e.g., development of a competency model for HR professionals) or woven with the mission of an organization (e.g., work performed as part of litigation support for EEOC). Likewise, the panel underscored a distinction between the extent to which I-O is linked to top level objectives and how it's carried through an organization. For instance, one of the most prestigious awards at SHRM is the Michael R. Losey award (honoring lifetime contributions in HR research), which has been presented to an I-O psychologist nearly every year of its existence. In contrast, I-O psychology isn't readily known or understood by the majority of SHRM members, as evidenced by results of a survey conducted by SHRM and SIOP in 2012. Interestingly, however, the average HR professional almost definitely knows about goal setting theory, Kirkpatrick's hierarchy of training outcomes, and characteristics of providing good feedback. They may not know these theories and concepts stem from I-O psychology or which researchers developed or tested the theories, but this information has been filtered well to HR professionals and are considered gold standards and not even just "best practice" for HR practice.

In what ways has I-O research and practice been communicated (directly or indirectly) to the “end users” of your organization? In what other ways can your organization serve as a vehicle for communicating research and practice conducted by I-Os?

The panelists indicated that if we want to promote the widespread use of I-O expertise and better connect with end users who can take advantage of our research and services, we need to go where the people go: social media, trade magazines, popular press, educational webinars, and employer conferences. We spend a lot of time contributing to the profession by publishing in scientific journals so that peers can stay up to date with research findings. Citation indices show that some of the most impactful articles in our field are cited by hundreds of other authors. Although the journals allow us to “talk” to each other to learn from other experts and extend the body of research, we also need to be talking to the people who can take advantage of such research. Consider that the SHRM Research Organization has 20,000 Twitter followers. Collaborating with SHRM and other HR analysts to point their members to mainstream articles written by I-Os could have tremendous impact in growing awareness of problems I-Os can solve and maximizing the extent to which our expertise is sought.

A Shared Responsibility for Enhanced Visibility

Enhanced branding has the potential for more clearly distilling and communicating what our specialty is all about, but it’s clear that branding is just one success factor to fully realizing SIOP’s goal of becoming the visible and trusted authority on workplace psychology. Work underway by the Professional Practice Committee shows external organizations are interested in forming ties with SIOP to learn from our research and practice. Although we will continue to build formal relationships with partner organizations, our value will only continue to be shown (or enhanced) if each of us, as members of SIOP, continues to hone our skills at providing demonstrable and obvious benefits of the work we do to our colleagues and friends in other disciplines and organizations where I-O is relatively unknown.

Identifying collaboration opportunities is only the first step in maximizing the potential for working with partner organizations. Whether it’s an official partnership designed by SIOP or the work we do every day with organizations, it is up to each of us to inextricably link our work to other fields and potential end users, frame our work in terms of what other professions value, and make our work and contributions obvious.

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Academics' Forum



Satoris S. Culbertson
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Deciding Whether to Persist With a Paper or Let it Die

When I was in elementary school, one of my favorite types of books to read was ["Choose Your Own Adventure"](#) books. The books were written in such a way that, at various times throughout the story, the reader was asked to decide where the story should go. There was a magical feeling knowing that, as a child, I could impact the outcome of the story by choosing whether I, as the main character, would turn left and head down the creepy alley, go straight through a mysterious red door at the end of the corridor, or turn right and venture into the forbidden woods. As a kid whose seemingly only decision points included what I would wear to school that day or who I would sit with at lunch, getting to make these "tough" decisions was exciting.

Now, as an adult, I find that there are so many decisions I have to make that it can sometimes be exhausting. In fact, I sometimes joke that I wish we had uniforms for work so it would be one less decision I'd have to make each day. (And, for the record, I'd like those uniforms to be scrubs because they look so incredibly comfortable, like professional pajamas!) Maybe, in the spirit of "me-search research," the phenomenon whereby some researchers tend to focus their work on issues that are personal in an attempt to gain a better understanding of themselves, it is this disdain for having to make decisions in my own life that has led to my most recent research interests in the area of judgment and decision making.

One of the more recent studies that I've been working on in this area involves escalation of commitment, or the tendency to continue to invest resources in the

form of time, money, or effort toward unproductive or failing courses of action. As the authors of a recent meta-analysis on escalation of commitment wrote, "One of the most robust and costly decision errors addressed in the organizational sciences has been the proclivity for decision makers to maintain commitment to losing courses of action, even in the face of quite negative news" (Sleesman, Conlon, McNamara, & Miles, 2012, p. 541). Yep. That sounds like me. Take for example the following letter from an editor:

Dear Dr. Culbertson,

I have now received two reviews of your manuscript. In addition to having two experts in the field read your work, I have also read your manuscript several times. Both reviewers had similar comments, and my own thoughts mirror their points. I believe the reviewers do a fine job of detailing their concerns, so I will not repeat them here. Suffice it to say that you we cannot accept your manuscript for publication at this time nor will we be inviting a revision. Indeed, we strongly recommend that you save future reviewers and editors the extreme misfortune of having to read such a pitiful attempt at research by never, ever submitting it anywhere ever again. In fact, we urge you to burn all evidence that this rubbish ever existed and

purge it from your thoughts forever. We thank you for the interest in the journal and hope you continue to consider us for future submissions (unless of course they are as bad as this one, in which case we ask that you pass us by or else we'll have to contact your doctoral granting institution and have your PhD revoked).

Warm regards,

Editor

Okay, fine. You caught me. This isn't a real letter from a journal editor that I've received. But it's close. Come to think of it, I am pretty sure I've gotten letters that requested a resubmission that were almost as negative as this. Aren't those called "high risk" and meant to encourage us to work even harder on our revisions, to really impress the reviewers, especially that pesky Reviewer #2? That's just how the review process is, right? According to my mom, if it were easy, it wouldn't be worth it (R. Youngcourt, personal communication, June 8, 1983). Presumably, then, when we get a rejection, we're supposed to persevere. We're supposed to keep on trying, revising and resubmitting, until the paper finds a home, right? Like the iconic [image](#) of the frog that is choking the stork while the stork is trying to swallow it, we're never ever supposed to give up! [Wayne Gretzky](#) reminded us that we miss 100% of the shots we don't take. Fascinat-

ing. And, if I've learned anything from motivational posters at the dentist's office, it's that success is measured by a willingness to keep trying!

But wait. [Yoda](#), renowned Jedi Master himself, said "Try not. Do, or do not. There is no try." A popular demotivational poster suggests that we [give up](#), because, at some point, hanging in there just makes you look like an even bigger loser. And [W. C. Fields](#) is quoted as saying, "If at first you don't succeed, try, try again. Then quit. There's no point in being a damn fool about it." So, who am I to believe? Do I keep trying, like the "The Great One" (Gretzky) suggests, or do I throw in the towel as the comic genius (Fields) suggests, lest I look like a fool? Do I continue persisting with a paper, despite rejection (or multiple rejections) or do I cut my losses, let the paper die, and move on? If only I knew what [Chuck Norris](#) would say on the matter...

Well, I don't know what Chuck has to say about it. My guess is he wouldn't know what to say because he's never been rejected from anything, ever. He *does* the rejecting. And he's too busy rubbing two ice cubes together to make a fire to be bothered with the question. So, because I can't get advice from Mr. Walker, Texas Ranger himself, I opted to ask the next best people (presented in alphabetical order): **Bruce J. Avolio**, Ph.D., Professor of Management, Mark Pigott Chair in Busi-

ness Strategic Leadership, and Executive Director of the Foster Center for Leadership at the University of Washington; **Mindy Bergman**, associate professor in the Department of Psychology at Texas A&M University; **Lisa Finkelstein**, professor of Psychology at Northern Illinois University; **Scott Highhouse**, professor and Ohio Eminent Scholar in the Department of Psychology at Bowling Green State University; and **Gary P. Latham**, Secretary of State Professor of Organizational Effectiveness and Professor of Organizational Behaviour and HR Management at the University of Toronto. I thank each of these individuals for their insights on this issue.

Is Letting a Paper Die Even an Option?

I first asked my panel of experts whether they have ever let a paper die. The short answer is that yes, it seems that abandoning a paper is the decision several have made at one point or another. This definitely wasn't the norm, however, and was usually done after careful consideration and/or numerous failed attempts. As Highhouse noted, "I definitely have let papers die. I am not a journal snob, so it wasn't because I couldn't get it into an 'A' journal. It was usually because I realized the reviewers were right." A similar sentiment was voiced by Avolio, who noted that papers of his that have died were ones that spent "several years in reviews, went thru A, B, and C level journals, and got similar critiques."

Reasons to Let a Paper Die

So, what makes a paper more likely to be abandoned, destined for the ol' research file drawer, if you will? According to Bergman, "If I cannot see a future for the paper—if I step back and put my 'reviewer's eye' on it and see fatal flaws that additional data cannot resolve, it dies." So, what are these fatal flaws? Avolio noted that a paper may be more or less doomed when it has such things as "a weak conceptual framing, methodological deficiencies that limit its contribution, for example, testing a longitudinal process with a cross-sectional design, relatively small and unique sample, single sources, [or] not very good criterion measures." Highhouse similarly noted that methodological and sample-related issues were likely problems that wouldn't be overcome. As he noted, "Unfortunately, experiments with naïve participants are doomed to failure. I am hoping that the availability of real people on [Mturk](#) will reverse that situation (insert sarcasm). It is very trendy now to have repeated administration of measures, so I guess you're doomed without it."

As Highhouse noted, "reviewers are pretty good at pointing out weaknesses (more sarcasm), but seriously you can get a pretty good idea if your study is fatally flawed." Of course, you don't have to wait for reviewers to point out a study's flaws. Latham relayed invaluable advice he re-

ceived from Ed Fleishman in 1974. "He told me to always send my manuscripts to my 'enemies' (he was using hyperbole to make his point) because they would gladly point out its shortcomings while my friends would tell me how good it is. I have followed that advice religiously before I submit a paper to a journal. I ask people to please, please critique everything from experimental design to grammar." Of course, Latham also noted that we can be our own critics as well, recounting the story of the first time he met Henry Tosi, at a party **Ken Wexley** held in honor of Latham's passing the oral defense of his dissertation. Tosi told Latham, "Kid, always critique your own work. It will drive your enemies nuts and you will likely get another publication out of it." Perhaps it is because of these nuggets of advice that, since their first paper was published in 1975, Latham and **Ed Locke** have never had a manuscript they coauthored that has failed to get published!

Beyond methodological concerns, however, sometimes it's the paper's likely contribution or the waning of personal interest. As Finkelstein noted, the death of papers has occurred for her "when there is just no movement on it for months and months, and there isn't enough there that would warrant the amount of work it would take." Indeed, it seems like this is what happens with many people and their dissertations. The

mere thought of having to cut a lengthy dissertation down to size after spending so long getting it built up is just too daunting for some individuals.

Reasons to Persist With a Paper

Clearly, there are reasons a paper may be doomed. In these cases, perhaps W. C. Fields was right in that you're a damn fool if you persist too long. But what are some reasons to persist with a paper, despite numerous rejections? In what cases should you listen to all of motivational quotes on Pinterest and refuse to give up? Is there a situation in which you should look at the paper, despite rejection after rejection, and say, "[I'm never gonna give you up!](#)"¹ Well, according to my panel of experts, one of the biggest factors that will make them persist has to do with the importance of the research question. Regarding this point, Highhouse noted that the biggest factor for him in terms of whether he will persist or not is the message of the manuscript. If it's important enough, and he feels the data should be published, he will persist. Avolio similarly noted that he is willing to persist with a paper when he thinks it is something that "will push the literature in a new direction." Another issue that is relevant, of course, is whether the previously mentioned flaws can be addressed. As Bergman and Highhouse pointed out, sometimes additional data and/or another study will help to sal-

vage a seemingly doomed paper and make it more likely to be accepted somewhere.

In terms of persistence, Latham recommends that you remember that publishing is about both substance and style. If a paper is getting rejected but is based on sound theory and there are no methodological flaws, it could be that you're simply not packaging it well. He suggests examining one's writing style to make sure clear, straightforward sentences are being used. As Fred Fiedler once told him, people should use "sentences that people would read and easily remember while watching television with children playing nearby." By working through some of the stylistic issues, persistence may pay off.

Recommendations for Deciding Whether to Persist or Abandon a Paper

I think it's fair to say that the decision of when to persist and when to cut one's losses isn't always clear. Although it is probably more common to be dismayed when a paper gets rejected, there are certainly times when a paper is accepted that we thought was going to be doomed. I hear statements on both sides after the SIOP conference acceptance and rejection notices are sent out, and I'm sure I'll hear similar ones this go around. I can almost hear them now: "Wow! I can't believe this paper didn't

get in! It was golden! Now how am I supposed to get an authentic Hawaiian shirt to complete my 'Shirts from All 50 States' collection?" Or, on the flip side, "Wow! I can't believe this paper got in! We just threw some words together using a random sentence generator with the hopes of getting something accepted so that we could go to Hawaii. Whoo hoo... Honolulu here we come!"

Given that it isn't always clear, what advice do our panelists have with regard to persisting or dropping a paper? Avolio makes the following suggestion: "Like in finance, have a diversified portfolio based on risk assessment of your work. Don't persist to the exclusion of other possibilities." He continued by noting that "Science by its very nature is based on a high level of rejection, good science. So persisting is what we do to be successful." Bergman suggests the decision be made on the basis of the previously mentioned points (e.g., the fatal flaws) and also suggests that, if you continue to keep abandoning papers, you

conduct a "post mortem" to figure out why it keeps occurring, "so you can see how the choices you made led to the situation you're in." Then there's Finkelstein's zen-like advice: "Think about how you think you would feel if you just let it go. Did you just feel lighter? Slightly calmer? That might be a sign." And, last but not least, there is Highhouse's sage advice: "Don't publish something you will be embarrassed about in 5 years." Hmm... I wonder if that includes *TIP* columns... I guess, just like how many licks it takes to get to the Tootsie Roll center of a [Tootsie Pop](#), the world may never know.

¹ Yes, if you clicked on this link, you were just [Rickrolled](#). You're welcome.

Reference

Sleesman, D. J., Conlon, D. E., McNamara, G., & Miles, J. E. (2012). Cleaning up the big muddy: A meta-analytic review of the determinants of escalation of commitment. *Academy of Management Journal*, 55, 541-562.

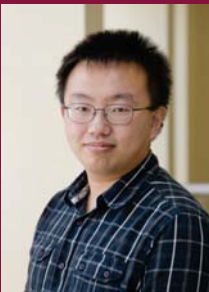
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International Practice Forum



Alex Alonso

Society for Human Resource
Management (SHRM)



Mo Wang

University of Florida

Linking I-O Practitioners Worldwide: The International Affairs Committee White Paper Series

In 2010, SIOP's Executive Board instituted the International Affairs Committee. This committee was launched in an effort to support the works of the Alliance for Organizational Psychology brought to fruition by **Gary Latham** and **Milt Hakel** in partnership with IAAP and EAWOP leaders. For me (Alex), this was a very personal event because it shifted thinking among SIOP leaders around international affairs. Prior to this moment, International Affairs was a subcommittee of the Professional Practice Committee and the only formal mechanism available to the Executive Board operationalizing international relations. Before 2010, the subcommittee, which I chaired at that moment, was responsible for one thing: SIOP's International Reception at the annual conference. Then, one day in May 2010 I received an email from Dave Nershi and **Donald Truxillo** (then External Relations Officer) indicating that the committee had been promoted to a full committee and that I needed to start with an agenda and a roster. Naturally, I was surprised. Still, I turned to colleagues like Mo Wang to help me extend the committee's agenda and lay out a vision supporting the Alliance.

Among the first objectives of the agenda was to create venues for international practitioners to share their lessons learned with SIOP membership. Similarly, we looked for opportunities where SIOP members could share lessons learned with the international community. The first venue established nearly 2 years ago was this very recurring column that you are reading. This column is designed to provide international prac-

tioners with a forum for discussing relevant topics from their practice. But this column is not the only venue developed by the committee. In 2010, the committee also launched a white paper series under the leadership of new committee chairperson, Donald Truxillo, and committee members, **Lynda Zugec** and **Alok Bhupatkar**. This white paper series was designed to publish collaborative international practice ideas on SIOP's website. Today, the white paper series is a thriving example of international collaboration. It is for this reason that we have used our current column to describe the accomplishments of this initiative.

To highlight the white paper series initiative, we have called upon two committee leaders, Lynda Zugec, the committee member leading the initiative, and **Angelo DeNisi**, the current committee chairperson.

In 2007, Lynda Zugec founded a human resources consulting firm named The Workforce Consultants. Following extensive experience in human resource positions throughout North America, Europe, and the Middle East, Lynda recognized a need to combine the teaching and research expertise of highly qualified academics with the management teams responsible for human resource policy and practice throughout the business community. This inspired the or-

ganizational strategy of The Workforce Consultants. Prior to creating her own company, Lynda was a Human Capital Advisory Services consultant with Mercer Human Resources Consulting Ltd., one of the world's premier human resources consulting firms. Lynda holds an honors degree in Psychology and Applied Studies along with a specialization in Human Resources Management from the University of Waterloo and a master's degree in Industrial-Organizational Psychology from the University of Guelph. Lynda also has the distinct honor of being our first contributor and the first two-time contributor to this column.

Angelo DeNisi is professor of Organizational Behavior, and Albert Cohen Chair in Business. Prior to coming to Tulane, he was the head of the Management Department at Texas A&M University and held faculty positions at Rutgers, The University of South Carolina, and Kent State University. He has also taught credit and non-credit courses in Singapore, Santo Domingo, Kuala Lumpur, and Hong Kong. His research interests include performance appraisal, expatriate management, and work experiences of persons with disabilities. His research has been funded by the Army Research Institute, the National Science Foundation, and several state agencies. His work has also been published in a number of top journals in our field, and his research has received awards from the OB

and OCIS Divisions of the Academy, The Academy of Management Executive, and SIOP, and SIOP named him the co-winner of the 2005 Distinguished Scientific Contribution Award. He also serves or has served on a number of Editorial Boards, including *AMJ*, *AMR*, *JAP*, *Journal of Management*, and *Journal of Organizational Behavior*. He was a past editor of the *Academy of Management Journal*. Angelo is a Fellow of SIOP and the American Psychological Association, as well as a Fellow of the Southern Management Association and of the Academy of Management. He served as president of SIOP and president of the Academy of Management and is presently the past president of the Academy of Management.

International Affairs Committee White Paper Series

Purpose

The idea behind the International Affairs Committee (IAC) White Paper Series is to present the most recent topics of interest to the international I-O community. The end goal of these white papers is to make research evidence accessible to both scientists and practitioners around the globe. In addition, along with the Professional Practice Committee at SIOP, we have partnered with the Society for Human Resource Management (SHRM) to publish certain white papers (<http://www.siop.org/siop-shrm/default.aspx>), which will illustrate the

value of industrial and organizational psychology to business, policy makers, and the SIOP and SHRM societies at large. The goal of our partnership is to introduce the science generated by the I-O psychology and human resources disciplines into daily use within the workplace.

Background

The history of the IAC White Paper Series dates back to 2009 and is based on discussions among a number of SIOP, EAWOP, and IAAP members, including Donald Truxillo, **Kurt Kraiger**, and **Jose Maria Peiró**. During that time, Donald and Jose Maria thought of using some of the International Research Incubator topics for future white papers. In addition, during 2010–2011, Lynda Zueg and Alok Bhupatkar were researching different white paper models and had several conversations with chairs from other committees, including **Stuart Carr** (Massey University) from the separate Work Psychology White Papers (WPWP) Steering Committee. These initial discussions were supported by both **Lori Foster-Thompson** (SIOP) and Milt Hakel from the Alliance. The [April 2012 TIP article written by Stuart Carr](#) contains a description of our history.

White Paper Series Committee Members

The current IAC White Paper Series committee members include Angelo DeNisi

(Tulane University) as IAC Committee Chair and Lynda Zugec (The Workforce Consultants) as the IAC White Paper Series Sub-committee Chair. Through the past few years, many have served on this committee and we look forward to inviting both new and experienced members to ensure the continued success of the IAC White Paper Series. After multiple discussions, the IAC committee sent invitations to internationally renowned experts in the field of I-O psychology and created the International Affairs White Paper Series Board (IAWSB).

International Affairs White Paper Series Board

The IAWSB board members were selected based on their affiliation to international organizational psychology committees and expertise in the field of I-O. The two main purposes of the IAWSB are to (1) identify the white paper topics and lead authors for the International Affairs Committee White Paper Series and (2) review and provide feedback on the white papers as they are completed. Three members—Fernanda Afonso, Barbara Kozusznik, and **John C. Scott** (representatives from EAWOP, IAAP, and SIOP)—served as board members for the 2012–2013 year. We wish to thank the three of them for their efforts in furthering the IAC White Paper Series. John C. Scott will continue to serve as a board member for the 2013–2014 year

and two new board members who represent the international I-O community will be welcomed.

Work to Date

The IAC Committee started the development of the white paper publication process in 2011. An overview of the white papers published in 2011-12 and 2012-2013 is presented in the table below:

Year	Title	Authors
2011-2012	What We Know About Applicant Reactions on Attitudes and Behavior: Research Summary and Best Practices	Talya N. Bauer, Julie McCarthy, Neil Anderson, Donald M. Truxillo, and Jesús F. Salgado
	Achieving Well-Being in Retirement: Recommendations from 20 Years' Research	Mo Wang, and Beryl Hesketh
2012-2013	Humanitarian Work Psychology: Concepts to Contributions	Stuart C. Carr, Lori Foster Thompson, Walter Reichman, Ishbel McWha, Leo Marai, Malcolm MacLachlan, and Peter Baguma

How to Access the IAC White Papers

There are several websites where you can download the IAC white papers from. These are listed below.

SIOP Website

White papers can be accessed on the SIOP homepage (www.siop.org) under the “Publications” tab. Once under this tab, click on the heading “White Papers” or simply access it here: <http://www.siop.org/WhitePapers/default.aspx>

AOP Website

The SIOP IAC White Papers are also available at the Alliance for Organizational Psychology (AOP) website and can be downloaded here: <http://www.allianceorgpsych.org/WhitePapers.aspx>

SHRM Website

As part of the research collaboration between SIOP and SHRM, the white papers can also be downloaded here: <http://www.shrm.org/Research/Articles/Pages/default.aspx>

Once at this web address, click on the section titled “SHRM/SIOP Collaboration.”

See You Next Time!

We leave you with this parting thought: “What, exactly, is the Internet? Basically it is a global network exchanging digitized data in such a way that any com-

puter, anywhere, that is equipped with a device called a ‘modem,’ can make a noise like a duck choking on a kazoo.” These words from Dave Barry, although obviously humorous, also highlight the importance of venues for global networking. The International Affairs Committee White Paper Series is one such venue and thankfully one devoid of the modem-like screeching. Until next time, ciao, au revoir, 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: change management strategies. Give us your insights from lessons learned in your practice. We are always looking from contributors, and we will be on the lookout. To provide any feedback or insights, please reach us by email at the following addresses:

mo.wang@warrington.ufl.edu and alexander.alonso@shrm.org.

Reference

Barry, D. (----). A quote on the global nature of the internet. Retrieved on August 18, 2013 from http://thinkexist.com/quotation/what-exactly-is_the_internet-basically_it_is_a/174500.html.

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Max. Classroom Capacity



Marcus W. Dickson
Wayne State University

The purpose of this column has always been to discuss our “classroom capacity” —how we can be the most that we can be as I-O educators (though admittedly I’ve strayed from that topic on a few occasions). This time out, I want to focus a bit on the technologies that are commonly in use in college classrooms and how we can make best use of them in the I-O classroom. I’ll focus on one technology that’s pretty common (clickers), one that isn’t common enough (nonlinear web-based case studies), and one that’s just my favorite new thing I’ve seen in quite a while (the MicBall).

“Clickers” or Other Student Response Systems

A couple of issues ago, I wrote about a model that **Ben Biermeier-Hanson** and I had presented about the stages of readiness for adoption of educational technologies, and we talked about it in the context of using Student Response Systems, or clickers. I’ve been using clickers for several years now. When I say this, I often hear people say “clickers are great!”, or “I used clickers once, and they were horrible.” Both of these are incorrect statements, because as with all educational technology, it isn’t usually the technology itself that is good or bad – it’s what you do with it, and whether it helps you achieve your pedagogical goals.

If you’ve ever watched *Who Wants to Be a Millionaire?* or even *America’s Funniest Home Videos*, you’ve seen clickers in use. They are small hand-held devices that allow people to cast “votes” or answer questions, and it is possible to tell who answered what on a given question. The results of the poll can then be displayed, usually as a bar graph. In the classroom, this can allow an instructor to:

- ask for students' opinions on specific topics and to share the results with the class;
- ask quiz questions and know how each student answered;
- "check in" with students to see whether they are understanding a topic being presented;
- use "peer instruction," in which students are given a question that goes beyond the readings or lecture, which they first answer independently, then discuss with their neighbors in class, and then answer a second time, allowing for learning to occur through the conversation with peers;
- do many, many other things involving soliciting student responses.

tions that allow for either multiple-choice answer formats, or alphanumeric answer formats.

For me, the benefits of using clickers have been numerous and significant. I use them for all of the purposes described above. After explaining what a correlation is or how to interpret regression results, I put a question up on the board that looks like a test question on that topic and ask the students to answer it. If 80% of them can, then I feel comfortable moving on to a new topic. If only 30% answer it correctly, then I know immediately—not a few weeks later, after exam results are in—that something isn't clear, and I need to go back over it again.

There are a number of companies that sell stand-alone clickers, with the two largest being i>clicker (owned by MacMillan; www.iclicker.com) and Turning Technologies (<http://www.turningtechnologies.com/>). In addition, there are web-based technologies, which allow a student to use a laptop, tablet, or smart phone to respond. The one I've most often seen used in classes is called Top Hat Monocle (<https://tophat.com/>). Finally, both i>clicker and Turning Technologies have "hybrid" systems, so that some students can use hand-held clickers and others use web-based software on their own device. All of these companies have op-

I also ask students their opinions about topics that might be less comfortable to talk about at first. For example, I can ask students how they feel about affirmative action, or Michigan's new Right to Work laws, or preemployment drug testing. Then, once the results are in and I show on the board how the class as a whole feels, I can ask "How do you think someone who says that they strongly oppose preemployment drug testing might explain their support?" That allows people to answer the question and participate in the discussion without necessarily stating that they personally hold an unpopular position. In the drug testing example, I can prod students to think more

deeply than simply, “They oppose it because they want to keep taking drugs” by asking “Are there reasons that someone who doesn’t use drugs might also oppose that sort of testing?” Finally, I can highlight the actual responses in the classroom, which makes it hard for anyone to assert that “everyone I know agrees with me on this,” when the data suggest a wide range of opinions or responses.

In short, the benefit for me of using this particular technology really has little to do with the technology itself. The benefit is that it allows me to quickly and efficiently gather data that can help me be more effective in the classroom. It might mean giving a topic additional review because I know students are not “getting it,” it might mean having a more productive discussion than we would have had simply relying on people to state their opinions, and it might mean allowing students as peers to instruct each other by discussing challenging questions and figuring it out for themselves. All of these could happen without clickers—they’re just easier, and faster, with clickers. (Again, for me, maybe not for you.)

Online Cases

Many of us use cases in our teaching, and the traditional I-O/management case follows a pretty standard, linear

path. That’s because we read it, and so we read it in the order it comes on the pages. But not all cases are like that, and cases don’t have to be that way. There aren’t a lot of examples out there, but one of my favorites is called “Play,” written/developed by Joe Harder. It’s published by Darden Business Publishing and is web-based, with lots of video clips. The focus of the case is leadership and culture management: The culture of the organization is very strong, but is very much embodied in the CEO. Now that the organization is growing and expanding to a new location, how will the culture carry over when that leader is no longer on site nearly as often?

One thing I love about this case is that it is nonlinear. Students can choose what topics to focus on in the case or they can “walk through” a map of the office and “stop in” to different employees’ offices to see interview videos about their thoughts, as well as notes, questions, and other videos about life in this company. In many ways, the experience of the case mimics what one could experience as a new consultant entering the organization, without quite knowing where to look first to understand what the real issues are, and what’s really going on.

The case is a little older now, but it doesn’t feel dated. My concern as someone interested in using effective educa-

tional technology in the classroom is that there are not enough cases like this out there. But give this a look if you're looking for something different for your students to investigate leadership and culture issues, or if you simply want them to have a different experience of learning about an organization and its challenges. You can get information on Play from sales@dardenbusinesspublishing.com.

The MicBall

I first saw a MicBall at a conference, and knew we had to have one in our department. It's mostly good for larger classrooms, classrooms large enough that you may not be able to hear students' questions clearly, or where students aren't able to hear other clearly. That may not be a lot of I-O classrooms, but I know it certainly is some.

A MicBall is a leather-covered ball, sort of like a soccer ball but a little smaller. Inside the ball is a wireless microphone. There is a push-to-talk button and a laser pointer. When a student has a question or wants to make a comment, he or she simply raises a hand, and the other

students can then toss (not throw!) the ball that direction until it gets to the student who wants to speak. Because of the push-to-talk button, there's no extra noise as the ball moves along. If the student has a question about something on screen, the built-in laser pointer allows the student to point to exactly the thing on screen that he or she is wondering about.

MicBalls come with all of the audio equipment (including a battery charging station) that you need to connect to a lecture hall's existing sound system. Fundamentally, it's just like adding another microphone in to the system, except with this one, you don't have to run around the classroom to hear the students or repeat back their questions so everyone else can hear them, and so on. Check it out at www.micball.com.

We've just ordered our first MicBall, and by the time you read this, we'll have had it in use for a while. Send me a note to ask how it's going, or to talk about any of the other educational technology topics I've mentioned here. I'm at marcus.dickson@wayne.edu.

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The High Society



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Three Bold Ideas

SIOP 2013 in Houston inspired three bold ideas that are the basis for this column. This new electronic format for *TIP* permits me to expand the envelope in the presentation of **The High Society**. For the first time in history I will include photographs in this column. I am so excited!

I. SIOP 2014 Workshops

I was walking down the hall in the convention hotel minding my own business when a member of the Workshop Committee cornered me. He said the committee was afraid the SIOP 2014 workshops may be poorly attended. He asked me to use my creative verbal talents to gin up some exciting workshops. He obviously had no sense of shame, thinking that **The High Society** had a request line and that it was open to him. I must have even less shame because I agreed to this gig. So here is the deal. I propose that because SIOP 2014 will be held in the tropical paradise of Hawaii, it is time for some organization–environment congruence. That's right; in 2014 there will be no florescent lighting, PowerPoint slides, or stuffy air in our workshops. All workshops will be held outdoors. Here are five workshops that I think would not only appeal to our members but would also play to our being situated just this side of heaven. I would not be proposing these particular workshops if SIOP were being held in, for example, Cleveland.

1. *Branding a State*

It is one thing for an organization to be based around the persona of one individual. It is quite another for one individual to symbolize an entire state. Yet that is the story of Hawaii. Since the

granting of statehood in 1960, singer Don Ho and his signature song, “Tiny Bubbles,” became the iconic identity of Hawaii. This workshop will be held at Diamondhead and will be led by Don’s lovely wife, Heidi. She will describe what it was like to brand a state through relentless creative marketing. Breakout groups will be led by their three sons, Land, Gung, and Westward. The workshop will close with the signing of a formal proclamation that the next time our group comes to Hawaii, we will refer to ourselves as the Society for Hi-Ho Psychology.

2. *Performance Evaluation—Hawaiian Style*

This workshop will be held at Waimea Bay, home of huge waves that have attracted surfers from around the world. Each participant will be provided with a 16-foot surfboard. Participants will be classified into three groups based upon their performance in riding home a 70-foot wave. The first group will slice the wave, hang 10, and be the embodiment of Hawaii cool. The second group will desperately wrap their arms and legs around the board, pray to some island deity, and promise themselves if they can just survive, they will never again leave a landlocked state. The third group will not have their careers be

plateaued or derailed, but wiped out. Their performance evaluation will result in what the locals call a “burial at sea.”

3. *Hawaiian Treasure Hunt*

This workshop emphasizes competition among participants as they fan out across the islands in search of the grand prize, Barack Obama’s birth certificate. Participants will be encouraged to look high and low for this coveted document. The winner will no longer need SIOP, as he or she will become an instantaneous international celebrity. The participants who fail to locate the Holy Grail but who ruffled a lot of feathers while searching will undoubtedly enter into a long term relationship with the Secret Service. This workshop will be led by Donald Trump.

4. *Displaying Culture-Specific Emotions*

This workshop will be held at Waikiki Beach with participants wearing grass skirts and a pair of strategically placed coconuts. The exact positioning of the coconuts will depend upon the gender of the participant. The workshop will assess proficiency in avoiding culturally inappropriate displays of emotion. The word “lei” is endemic to the Hawaiian culture and is no laughing matter to the locals. Participants who either giggle or smirk during their orations will be

voted off the island. The participant who remains stoic throughout this intensive assessment will be declared the winner. Before the winner is graced with a prize (a you-know-what), EMT personnel will first ascertain that the individual has a pulse.

5. *Assessment With a Hawaiian Purpose*

Participants will first use the method of peer ranking to establish among themselves who is first on down to who is last, without knowing what is in store for them. They will then be airlifted to an exciting remote location, an active volcano. The participants will form a human chain. The person who was ranked last will be closest to the rim of the volcano. The clever schmuck who used a combination of guile and aggression to be ranked first gets to fill a bucket with molten lava. All participants will develop a greater appreciation for why we always must first establish the reason for assessment before doing so. The bucket-holder undoubtedly will also reach a terminal understanding of why I-O psychologists invented simulations.

If you would like these types of workshops at SIOP 2014, so inform the Workshop Committee. How participants will receive CEUs for these workshops is not

my problem. My service to SIOP is boundless. Aloha.

II. **Birth of a New Concept**

I have reached the point in my career that after writing 10 editions of my textbook spanning over 30 years, I decided it was time to take on a coauthor starting with the 11th edition. I wanted my coauthor to be the very best: bright, motivated, and innovative. After much deliberation I asked **Tori Culbertson** of Kansas State University to help me carry on the tradition of *Psychology Applied to Work* deep into the future. To my great delight, Tori agreed. As I only get to see Tori at SIOP, I thought it would be propitious for us to be photographed together, sort of a formal portrait shot emblematic of the forthcoming era of my book.

We agreed to meet in the hotel lobby at 9:00 pm for the photo shoot. I looked for her and couldn't find her. The only person I saw was someone of diminutive stature sporting a thick moustache that would be the envy of Tom Selleck. The person approached me and whispered, "Paul, it's me, Tori." While I was wearing a cowboy hat befitting Houston, Tori's get-up exceeded my standards for innovation. The fact she was exhibiting more testosterone than me made it even more surrealistic. Here is the official portrait of the two of us.



Even after taking the photograph I still couldn't wrap my brain around the fact I just agreed to partner with a highly competent, heavily moustached woman. It was then I realized a new concept had just been born in I-O psychology: the validity–perversity dilemma.

III. SIOP Now Has an Official Drink

This is the story of highly reactive creativity. The aforementioned Tori Culbertson led a group of graduate student volunteers in stuffing conference bags with promotional items provided by sponsors. I had an item that promoted my book, a semi-stiff flyer. The students were stuffing the bags in an assembly line fashion. One student volunteer, **Daniel Shore** of George Mason University, happened to be stuffing the bags with my particular item. In the midst of this fast-paced proc-

ess, he discovered he may have inadvertently stuffed two copies of my flyer in one bag. He then uttered the prophetic words, "Oh-oh, I think I just gave someone a double Muchinsky." A second student working the line next to him, **Laura Lomeli** of Texas A&M University, said, "A 'Double Muchinsky' sounds like the name of a drink." Then spontaneous intellectual combustion occurred. The two young entrepreneurs decided the ingredients for a Double Muchinsky were two shots of Russian vodka, orange juice, pineapple juice, a splash of grenadine, topped off with a plastic sword impaling a cherry and orange slice. The final adornment would be one of those cute little umbrellas.

Mr. Shore and Ms. Lomeli wondered if I would find this story to be amusing. In short, they questioned whether I have a sense of humor. Can you believe that? Do bears disburden themselves in the woods? Obviously, neither one of them reads **The High Society**. Dr. Culbertson assured the creators that by sharing this story with me I would neither physically harm them nor sabotage their careers.

Before too long Mr. Shore hurried himself to my booth in the Exhibition Hall, telling me with great excitement that he and a fellow student had just developed the official drink of SIOP, the Double Muchinsky. Needless to say, I thought it was a brilliant idea, but the umbrella had to go. I informed him that because

he was the first to tell me about the new drink, he would get first-author credit for it. Shortly thereafter, Ms. Lomeli also shows up in my booth to share in the afterglow of discovery. I politely informed her she would be second author in creating what would be known as the “Shore-Lomeli Double Muchinsky.” Without so much as providing a shred of empirical evidence, she says the “Lomeli-Shore Double Muchinsky” would be more appealing. I couldn’t help but agree with her judgment. I then turned the occasion into what we professors like to call a “teachable moment” with students. Mr. Shore learned you should never count your chickens before they hatch, as first authorship had just been swiped right out from under his nose for political reasons. Ms. Lomeli, the more socially adroit of the pair, learned that sometimes you can get your way by just appealing to face validity. I trust that her dissertation will exhibit more methodological rigor. So on that day, April 12, 2013, the “Lomeli-Shore Double Muchinsky: The Official Drink of SIOP,” was created.

I was so happy for these kids. Graduate students in I-O psychology can feel special by getting publications, but to be immortalized by having the official drink of SIOP named after you is unique. I just hope they haven’t reached the peak of their careers while still in graduate school. Given the professional visibility I have afforded them, I don’t think I would be out

of line to expect each of them to name their first-born male child after me. However, given the specific nature of their accomplishment, I wouldn’t be surprised if they each had twin boys.

That night we went to the hotel bar. I emphatically told the bartender, “I want a Double Muchinsky. A Lomeli-Shore Double Muchinsky.” It sounded like a line from a James Bond movie. Somehow I got roped into buying about 10 of them for the pioneering authors, plus the members of their ever-increasing entourage. They told me the drink sort of looked like the cover of the current edition of my book. It did. Here is a photo of the drinks on the bar.

The second photo is of the two authors



each holding a Double Muchinsky, one of them holding the two flyers that birthed the drink, and me, not holding a Quadruple Muchinsky, but a pair of Double Muchinskys.



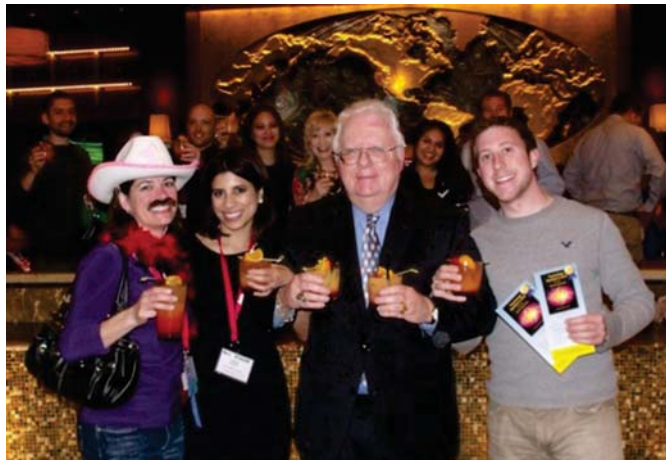
who coattail off of student accomplishments. I can assure you that I am not the first to do so.

I have two major reactions to this wonderful moment in my life. First, I am honored by the “Lomeli-Shore Double Muchinsky: The Official Drink of SIOP.” Second, I am relieved that Lomeli-Shore did not

The final photograph shows the person who incubated this whole affair, the two authors, me, and in the background a growing gaggle of groupies who I proclaimed to be the designated drinkers.

propose the ingredients of the Double Muchinsky be two shots of prune juice and a splash of Geritol with a Viagra chaser.

Kuder-Richardson, Spearman-Brown, Myers-Briggs, Schmidt-Hunter, and now, Lomeli-Shore. Barely out of puberty, these two kids have hit the hyphenated big time. The only way my name will ever achieve hyphenated immortality is if the Double Muchinsky becomes known as the Muchinsky-Muchinsky. I don’t see it happening. There are few things more pathetic than professors



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History Corner



Kevin T. Mahoney
South Dakota State
University

Equity Theory at 50

In the November 1963 issue of the *Journal of Abnormal and Social Psychology*, Belgian born social psychologist J. Stacy Adams published an article entitled “Toward an Understanding of Inequity,” which marks the beginning of equity theory (Koppes, 2007; Latham & Budworth, 2007). At the time, Adams had what must have been a great job working at General Electric’s Behavioral Research Service (BRS), among noteworthy I-O psychologists (and eventual SIOP Fellows) **Herbert Meyer** (1917-2006) and **Melvin Sorcher**. There was even an advisory group for the BRS which included social psychology legend Leon Festinger (1919-1989) and Nobel Prize Winner Herbert Simon (1916-2001; M. Sorcher to G. Latham, personal communication, August 28, 2013). Adams once relayed the story of how he became interested in inequity to his PhD student, **Robert Folger**. Apparently, one of Adams’s coworkers at GE would express guilt at being paid too much money. It astounded Adams that someone would be so upset about being overpaid. Adams developed an interest in what he called “advantageous inequity” (Folger, personal communication, August 27, 2013).

Adams’ 1963 article presents the theory of inequity as a special case of Festinger’s cognitive dissonance theory. Adams insists that, “The fairness of an exchange between employee and employer is not usually perceived...simply as an economic matter. There is an element of relative justice involved that supervenes economics and underlies perceptions of equity or inequity” (p. 422). In the course of the article, Adams introduces much of the language we associate with equity theory. “Inputs” are variables a person brings to a social exchange (to the job) such as education, experi-

ence, and, most importantly, effort. Inputs need not be recognized by the other party of the exchange. Adams provides a memorable example of this, considering Parisian and non-Parisian born bank clerks working together. Parisians viewed their breeding as an input, entitling them to higher wages. Bank management didn't consider birthplace an input relevant for pay. "Outcomes" were rewards individuals received for their services, including pay, intrinsic rewards, and status symbols. (Adams, 1963). Adams explains that perceptions of inequity emerge from comparing one's own inputs and related outcomes to some comparison others' inputs and related outcomes; the comparison other usually a coworker. Adams provides signature tenets of equity theory: "When the normative expectations of the person making social comparisons are violated—when he finds his inputs and outcomes are not in balance in relation to those of others—feelings of inequity result" (p. 424). Adams insists that inequity results regardless of whether the comparison is favorable or unfavorable. Experienced inequity then triggers tension (as in Festinger's 1957 cognitive dissonance theory), of which individuals are motivated to rid themselves. Adams suggests several ways individuals may act to reduce inequity (decreasing inputs relative to another, psychologically distorting inputs and outcomes, changing the comparison other, even "leaving the field").

Adams concludes with several experimental and observational studies (some of which he conducted himself at GE) as evidence for his new theory.

In 1965, Adams published a chapter in *Advances in Experimental Social Psychology* entitled "Inequity in Social Exchange." This has become a more popular paper (it has more than 8,000 cites on Google Scholar, in comparison to fewer than 4,000 for the 1963 article, for example), and may have served to obscure the earlier publication. Clearly, Adams had refined his definition of inequity by this point: "Inequity exists for Person whenever he perceives that the ratio of his outcomes to inputs and the ratio of Other's outcomes to Other's inputs are unequal." There was no talk of "ratios" in the earlier publication. Furthermore, the handy equations we know so well and associate with equity theory

pop up, for example $\frac{O_p}{I_p} > \frac{O_a}{I_a}$ reflects a comparison where the person perceives overpayment. Still, much of the content of the book chapter seems drawn from the earlier article.

Research into equity theory followed. As Latham and Budworth (2007) explain, equity theory faced early criticism for lacking precision (Campbell, Dunnette, Lawler, & Weick, 1970) and for lacking the predictive power of expectancy theory (Lawler, 1970). In this publication, equity theory was classified as a "not-so-

useful theory;" though laboratory research on equity theory had been successful, it had not moved to a specific application (Miner, 1984). Adams himself had become less interested in equity theory by the mid-1970s (Folger, personal communication, August 27, 2013). Overall, research into equity theory may be best viewed as mixed (Levy, 2013).

What sort of impact has equity theory had after 50 years? Motivation expert **Gary Latham** suggests equity theory, "has great explanatory power on why some of us are satisfied versus dissatisfied with our pay" (Gary Latham, personal communication, August 29, 2013). In particular, he applauds the brilliance of the idea of a comparison other. Equity theory explains how, for example, a psychology professor whose comparison other is a professor at another psychology department may perceive equity, but if the comparison other is in at business department, they may feel underpaid (Gary Latham, personal communication, August 29, 2013). Regardless of where we work, whether we perceive inequity in our pay may depend simply on our choice of comparison other.

Equity theory has also spurred research and fostered the development of new organizational theories. Adams' famous PhD student, Robert Folger, along with others such as **Jerald Greenberg**, have taken elements of equity theory

(distributive justice) and added other components (procedural justice) and created organizational justice theory (Gary Latham, personal communication, August 29, 2013; Latham & Pinder, 2005). Organizational justice theory continues to have an enormous impact both on the overall field of I-O (Colquitt, Conlon, Wesson, & Porter, 2001) as well as on specific areas like performance appraisal (Folger, Konovsky, & Cropanzano, 1992). Equity sensitivity, the individual difference in how people are affected by overreward or underreward, is another influential offshoot of equity theory (Levy, 2013). For I-O psychologists, perhaps the most lasting impact of equity theory will be that it "made the subject of justice and fairness a noteworthy arena of theory and research" (Folger, personal communication, August 27, 2013).

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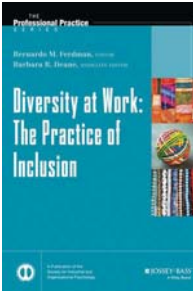
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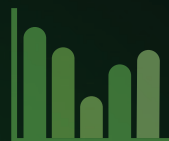
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Weighing In on Telecommuting

Telecommuting has been heightened in the national conversation since being raised with humor and fervor in the press in reaction to Yahoo's decision to curtail telecommuting. I-O psychologists contribute to research-based policies that allow organizations to successfully compete and implement strategy. Anecdotally, telecommuters can save the company costs, bring workers satisfaction, and positively affect productivity. However, having workers cut off from the company culture and information stream may have negative effects. Some CEOs worry about slacking off and using company time for personal and household chores. Our hypothetical CEO asked about the pros and cons of telecommuting based on our observations of the literature. The real estate and facilities staff are busy analyzing their cost savings. While operations leaders are conducting a pilot study, we have an opportunity to frame the discussion from our perspective.

We immediately notice that the literature is multidisciplinary and some of the discussions in HR forums are based on what large companies such as IBM and AT&T do with their workforces. Mamaghani (2012) cites that the Census Bureau recorded a 61% jump in telecommuting between 2005 and 2009. They describe the primary challenges to telecommuting as security and technical concerns. There are hardware, software, and training needs to meet these requirements. He also suggests that employee commitment and productivity should be examined with productivity including hours, intensity, and efficiency as well as an adjustment for additional support required from the organization. Some findings suggest that the extra productivity from telecommuting comes from the assumption that travel time for telecommuters is recommitted to work.

A research-based article by Dutcher (2012) examined the role of routine versus creative tasks as they impact productivity of telecommuters. Students were given a primary task intended to simulate data entry. In the second creative work condition, subjects identified unusual uses for common objects. Students were incentivized and could shift to a secondary distracting task—playing tic tac toe—in both conditions. Students were randomly assigned to work in a lab or outside of the lab. Their results showed that working in the lab resulted in higher productivity for the primary boring task and working out of the lab resulted in higher productivity for the creative task. The researcher also looked at procrastination and need for control as mediating variables; nonprocrastinators and those not needing control were more productive in the lab on the mundane task. Procrastinators and those needing control were more productive outside the lab on the creative task. This study, while limited, points to the need to consider the tasks and the context.

A meta-analysis conducted by Gajendran and Harrison (2007) found that telecommuting was related to higher perceived autonomy, lower work–family conflict, and positive relationships with supervisors. Low intensity (office-centered) telecommuting does not have a relationship with coworker relationships but high intensity (home-centered) telecom-

muting had a negative correlation to coworker relationships. The authors concluded that telecommuting was mostly positive based on their analysis of 46 studies. However, our CEO is also interested in how the organization is impacted. If coworker relationships are impacted by high intensity telecommuting, how might that affect the organization? One possible place to examine is knowledge transfer.

Taskin and Bridoux (2010) provide a conceptual frame to examine knowledge transfer given that managerial and professional workers are represented in telework. Telecommuters tend to be more highly educated, have higher income levels, and be knowledge-based workers. The framework that they provide includes shared mental models, identification with the organization's goals and values, and close relationships. They set out to consider how telecommuting can affect these dimensions. Shared mental models and ways of thinking are developed through multiple channels such as social interaction, body language, and verbal narrative. They point out that numerous studies suggest that workers identify less with a company after moving from office-based work to telecommuting. Of course, location of telecommuting and frequency would play roles in the frequency of contact.

At a more macro-level, Mayo, Pastor, Gomez-Mejia, and Cruz (2009) worked with 122 CEOs to examine a variety of “fit” variables, including firm size and age, workforce composition, and CEO leadership style and their relationship to the adoption of telecommuting policies. Previous research suggests that younger firms and smaller firms are more likely to adopt progressive policies such as telecommuting (c.f., Cardon & Stevens, 2004; Leung, 2003). Firms with international workers must rely on a variety of nontraditional methods to manage employees. Telecommuting and connecting through information technology, the authors argue, is a management tool that can help manage employees across borders. The authors further argue that leaders that utilize a contingency reward leadership style will also be more likely to adopt telecommuting policies. This leadership style is characterized by the establishment of clear expectations for performance and clearly identified rewards for achievement. Through archival research and interviews with the 122 CEOs, the authors found support for several of their hypotheses. Telecommuting is more likely to exist in organizations that are smaller, have a high percentage of international employees, and emphasize variable (contingent) pay. The authors also found a few significant interactions; younger companies and internationally

oriented organizations are much more likely to adopt telecommuting policies if they are led by CEOs having a contingency-reward approach to leadership.

As our CEO analyzes her pilot of telecommuting in our fictitious organization, we can suggest that the infrastructure and ongoing costs of support are considered in alignment with productivity impacts based on the work. We may want to consider measuring how frequency of telecommuting, light to heavy, impacts our workforce. In addition, because our company has key strategies that require learning organization capacity, we may want to further examine how informal knowledge is captured and organized in order to allow us to understand how telecommuting will impact our employees. We would also want to compare her own beliefs and practices regarding reward systems to ensure they are compatible with telecommuting. Although it seems clear that telecommuting can have a positive impact on our workforce, or CEO is equally interested in managing the impacts on financial performance.

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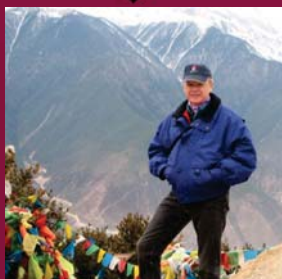
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International SIOP Members; Recognition Equity: Does SIOP Value Practitioners?

Over the years SIOP has gained numerous international members. In this article we identify the locations and employment categories of the international professional members of SIOP. Recently we identified the geographic locations of all SIOP U.S.-based professional members (Silzer & Parson, July, 2013b). We also provide a 2012-2013 update on membership representation among SIOP new Fellows, Award winners, Appointments and Executive board, and discuss whether SIOP has made any progress in recognition equity among its membership.

SIOP International Professional Members

Over the years SIOP has made some effort to attract international members. We were interested in finding out more about this membership group. All international SIOP professional members (non-U.S. based) were identified in the 2011 membership database and are summarized by country in Table 1.

The top ranked locations of international members (top 10 ranks, 11 countries with at least four members) are primarily in Europe (5 countries) and Asia (4 countries), although Canada, with 101 members, has **40.7%** of all international members. Here is a membership breakdown by geographic region:

- North America (non-U.S.): 3 countries, 104 members
- Europe: 14 countries, 63 members
- Asia: 9 countries, 63 members
- Middle East: 4 countries, 15 members

Table 1

International SIOP Members by 2011 Primary Employment Focus

Rank	Country	Practitioners				Total
		Academics	Consultants	in Organizs.	Researchers	
1	Canada	70	17	7	7	101
2	Australia	18	1	1		20
3	England	14	3	2		19
4	China	9	5	1		15
4	Singapore	12	3			15
6	Israel	10	1			11
7	Netherlands	9		1		10
8	Germany	7		1		8
9	Switzerland	5		1		6
10	India		2	2		4
10	Italy	4				4
12	Belgium	1	2			3
12	France	3				3
12	Portugal	3				3
12	South Korea	2	1			3
16	Japan	2				2
17	Lebanon	2				2
17	Mexico		2			2
17	New Zealand	1	1			2
17	Spain	2				2
21	Cayman Islands		1			1
21	Chile	1				1
21	Denmark	1				1
21	Iran	1				1
21	Ireland			1		1
21	Latvia	1				1
21	Norway	1				1
21	Romania	1				1
21	South Africa	1				1
21	Sri Lanka	1				1
21	Taiwan	1				1
21	UAE	1				1
21	Venezuela		1			1
Grand Total		184	40	17	7	248

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

- South America: 2 countries, 2 members
- Africa: 1 country, 1 member

These data indicate that we have as many SIOP members in Asia as we do in Europe. Given all the attention SIOP has devoted to connecting with EAWOP (European Association of Work and Organizational Psychology), it might have been expected that SIOP would have more Europe-based members. However some Asia-based members are actually Americans who are working in Asian countries, such as Singapore and China. It is surprising that we have so few members in South America. Many countries in South America have substantial numbers of psychologists, such as Argentina and Brazil, but there are no SIOP members in either of these two countries.

It is worth noting that the overwhelming majority of international members (191 members, **77%**) are academics and researchers. In only a few countries are international members more likely to be consultants/ practitioners in organizations than academics/ researchers – India, Belgium, Mexico, Cayman Islands and Venezuela – and the numbers here are fairly small. Here are the employment categories of international members:

- Consultants (n = 40) **16%**
- Organizational-based practitioners (n = 17) **7%**

- Academics (n = 184) **74%**
- Researchers (n = 7) **3%**

These data raise the question of why SIOP is attracting international academics and not international practitioners. Perhaps SIOP needs to do more to attract practitioners who are based in other countries. Should SIOP do more to connect with our international membership and do a better job of reaching out to I-O practitioners in other countries? Many of our U.S.-based practitioners are doing work in other countries; maybe SIOP should be more actively building an international I-O practice network and not just an international academic network (i.e. AOP, see below).

The top international locations for SIOP members in particular employment focus categories are listed in Table 2. The academics listed in Table 2 (top 10 countries) are evenly split between Europe (5 countries, 39 members) and Asia, (3 countries, 39 members), after considering Canada (70 members). The consultants (nonresearch) listed in Table 2 (countries with at least 2 consultants) are primarily in Canada (17 members) and in Asia (3 countries, 10 members), with Europe a distant third (2 countries, 5 members).

We were interested in trying to deter-

Table 2
*International SIOP Members by
 Employment Focus and Country*

SIOP academic members		
Rank	Country	#
1	Canada	70
2	Australia	18
3	England	14
4	Singapore	12
5	Israel	10
6	China	9
6	Netherlands	9
8	Germany	7
9	Switzerland	5
10	Italy	4

SIOP organizational members		
Rank	Country	#
1	Canada	7
2	England	2
2	India	2

SIOP consultant members		
Rank	Country	#
1	Canada	17
2	China	5
3	England	3
3	Singapore	3
5	Belgium	2
5	India	2
5	Mexico	2

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

mine how many of these internationally based members are Americans or at least U.S. educated. Although we know there are a number of Americans working overseas, such as in Singapore, Aus-

tralia, and China, we could not accurately determine who among the international members are Americans based on the 2011 membership database. But the data did provide the graduate institution and graduate major for most of these members. Table 3 identifies how many members in each country hold U.S. graduate degrees versus non-U.S. graduate degrees.

There is a clear trend in some countries. In Canada, 71% of the international members (72 members) hold non-U.S. degrees, presumably from Canadian institutions (also 76% of these members are academics or researchers). The predominance of non-U.S. degrees is also true of other countries such as England (72% non-U.S. degrees), Germany (100%), Italy (100%), and Netherlands (80%).

However, other countries, particularly in Asia, have greater percentages of international members who hold U.S. graduate degrees, such as Australia (60% U.S. degrees), China (60%), India (100%), Israel (64%), Singapore (67%), and South Korea (100%).

The global trend is pretty clear:

- Europe based members (14 countries): **70%** non-U.S. degrees, **30%** U.S. degrees
- Asia based members (9 countries): **25%** non-U.S. degrees, **75%** U.S. degrees

Table 3
International SIOP Members by Country
Holding U.S. and Non-U.S. Doctoral-Level

Country	Non-U.S. Degree	U.S. Degree	Total
Australia	8	12	20
Belgium	1	1	2
Canada	72	29	101
Cayman Islands		1	1
Chile	1		1
China	6	9	15
Denmark	1		1
England	13	5	18
France		3	3
Germany	6		6
India		4	4
Iran		1	1
Ireland		1	1
Israel	4	7	11
Italy	4		4
Japan	1	1	2
Latvia		1	1
Lebanon		1	1
Mexico	1	1	2
Netherlands	8	2	10
New Zealand	1	1	2
Norway	1		1
Portugal	3		3
Romania	1		1
Singapore	5	10	15
South Africa	1		1
South Korea		3	3
Spain	1	1	2
Sri Lanka		1	1
Switzerland	2	3	5
Taiwan	1		1
UAE		1	1
Venezuela		1	1
Total	142	100	242*

* Data is based on 2011 member self-report of doctoral level degrees

These data suggest that European-based members are highly likely to be European-educated academics and join SIOP to affiliate with a U.S. academic-oriented I-O psychology organization. However, our Asia-based members are highly likely to be U.S.-educated and probably Americans who have moved to Asia for employment opportunities. Although Europe has more established I-O psychology academic institutions and professional communities, Asia is the region of the world that is undergoing significant economic development and currently may offer more employment opportunities for U.S.-educated I-O psychologists.

We also identified the graduate majors for all 2011 international members and determined whether they were associated with non-U.S. or U.S. graduate degrees (see Table 4). As the data suggest for most graduate majors there is a mix of U.S. and non-U.S. graduate degrees. However international members are more likely to hold a non-U.S. degree if their graduate major is in organizational psychology (76% non-U.S. degrees) or organizational behavior (57% non-U.S. degrees). One complication is that this is based on self-report data, and therefore, the self-identified graduate major may not be entirely accurate or may not be comparable to a U.S. graduate major with the same name.

Table 4

International SIOP Members by Graduate Major Holding U.S. and Non-U.S. Doctoral-Level Degrees

	Non-U.S.	U.S. Degree	Total
Business		3	3
Clinical Psychology	3	3	6
Human Resources	4	2	6
Industrial-Organizational Psychology	70	65	135
Management	1	4	5
Organizational Behavior	13	10	23
Organizational Development	1		1
Organizational Psychology	13	4	17
Social Psychology	8	8	16
Total	113	99	212*

* Data is based on 2011 member self report of doctoral level degrees

** The degree and major field of some members is unknown

Summary

A few conclusions can be drawn about the SIOP international members.

- The largest group is in Canada, while Europe and Asia have equal numbers of members
- The overwhelming majority of international members are academics
- Consultants and organization practitioners are most likely found in Canada and Asia
- Members in Canada and Europe are most likely (71%, 70%) to hold non-U.S. graduate degrees
- Members in Asia are most likely (75%) to hold U.S. graduate degrees

Recognition Equity in SIOP: An Update

Over the years SIOP has promoted itself as focused on “Integrating Science and Practice at Work” (SIOP website, www.SIOP.org, 8-14-13). This has been expressed in several ways:

- **“The Society’s mission** is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology”.
- **The SIOP Vision** is “To be recognized as the premier professional group committed to advancing the science and practice of the psychology of work.”

- **The first Core Value of SIOP** is “Excellence in education, research, and practice of I-O psychology.

These statements suggest that SIOP is providing equal support to I-O practitioners as it does to academics/researchers, and equal recognition of excellence in the practice of I-O psychology. SIOP members seem to widely profess support for the science–practice integration model for our profession. Therefore it seems reasonable to expect that practitioners should be valued and recognized by SIOP for their work and contributions as much as academics/researchers.

Unfortunately, current reality does not seem to match these stated goals. In fact, there is a clear pattern within SIOP of unequal treatment of I-O practice and practitioners in Fellow designations, award decisions, and key appointments (Silzer & Parson, 2012a). This bias may also be finding its way into official SIOP language in SIOP’s current definition of I-O psychology: “What is I-O?: Industrial-organizational (I-O) psychology is the scientific study of the workplace” (SIOP website, www.SIOP.org). What happened to I-O psychology practice? Is the bias now being institutionalized?

In previous articles we have reported on SIOP’s track record in awards, appointments, officers, and Fellow designations

(Silzer & Parson, 2012a; October, 2012c). Those data documented that I-O practitioners are not being adequately recognized in these areas. In this article we are updating the data for 2012–2013 to identify any recent progress.

As we have discussed in previous columns SIOP professional members were categorized into four employment categories (based on 2011 membership self-report data):

- Consultants: 30.3% (in consulting firms and nonresearch consulting positions)
- Organizational-based professionals: 19.0% (in organizations & in government positions with a practice focus)
- Academics: 43.5% (in universities and colleges)
- Researchers: 5.1% (in research consulting firms & government research positions)

An update of these data is reported in the **SIOP Progress Dashboard** found in Table 5.

First it should be noted that SIOP members who are consultants (nonresearch) and professionals in organizations are **49.3%** of the SIOP full membership (compared to the 48.6% who are academics/researchers), and are **56%** of the professional members who hold

Table 5

*Representation of SIOP Members in 2012–2013
Fellows, Awards, Appointments and Executive Board*

SIOP Progress Dashboard		
	Academics/ researchers*	Consultants / practitioners in organizations*
2011 membership**	48.60%	49.30%
2011 members with I-O PhDs	44%	56%
Fellows		
Past	83%	17%
2011–2012	83%	17%
2012–2013	83%	17%
		no progress
Awards		
Past	84%	16%
	10 awards	1 award
2011–2012	1 shared award	1 shared award
	87.5%	12.5%
	11 awards	5 awards
2012–2013	69%	31%
		modest progress
Key Appointments***		
2010–2011	80%	20%
2011–2012	79%	21%
2012–2013	74%	26%
		little progress
SIOP Officers		
Past Presidents 2002–2012	80%	20%
2011–2012 Executive Board	75%	25%
2012–2013 Executive Board	69%	31%
		little progress

* 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

*** Key appointments were for the 4/2012–4/2013 time period, see Table 6 for list of appointment groups.

PhDs in I-O psychology. They clearly are a major sector of the membership.

As the data in Table 5 indicate there has been **no progress** or **little progress** in Fellow designation, key appointments, and SIOP officers. Only in the Awards category has there been **modest progress**, and this may be partially due to awarding the 2013 Professional Contributions Award (what used to be the Professional Practice Award) to two practitioners (instead of an academic/researcher). Although this award progress is welcome news, the lack of progress in general is discouraging and suggests an ongoing lack of membership representation in SIOP recognitions.

SIOP Fellows

As Table 5 indicates there has been **no progress** in recognizing practitioners

as SIOP Fellows. This lack of representation has not changed over the years, with only 17% of Fellows being practitioners (the only noticeable exception was in 2010 when 38% of the newly named Fellows were practitioners; Silzer & Parsons, 2012a). It is disappointing that the major contributions of senior practitioners in organizations and consulting firms seem to be seen as undeserving of Fellow designation when compared to an early career academic who has published a limited number of articles in academic journals that are largely unread.

One possible reason for this bias is likely that SIOP and the academic decision makers who influence these decisions do not know how to objectively evaluate practitioner contributions in organizations and consulting, and have shown little interest in outlining appropriate evaluation guidelines. An alternative Fellow designation for practitioners was proposed and quickly dismissed by a Fellowship Committee Chair. The resistance to change and to practitioner recognition seems to run deep.

SIOP Awards

As Table 5 indicates there has been only **modest progress** in recognizing practitioners in SIOP awards. A total 31% of the awards in 2013 were given to consultants and professionals in organizations. This is a modest improvement

over previous years, but it remains to be seen if this is sustainable or improved upon in 2014.

Some have suggested that a group of insiders have undue influence in SIOP affairs (Muchinsky, 2012; Silzer & Parson, 2013a). Compromising personal biases have been observed in several areas including the SIOP awards process, leadership appointments, and the presidential election balloting procedures. Insider members (almost all former SIOP presidents and heavily dominated by academics) have previously been able to personally change the election ballot (see Reynolds, Collela, & Salas, 2012), inappropriately influence award decisions, and bias leadership appointments in favor of academics. (They also meet annually for a dinner restricted to insiders at the SIOP conference, e.g., the Past Presidents dinner). This raises ethical, fairness, and conflict of interest issues and suggests that SIOP needs to establish and follow clear ethical guidelines and transparent procedures for these decisions. (Recently SIOP did outline changes in the election process as a result of pressure from the membership on the SIOP leadership.)

It would also seem important that all award committees/decision makers have a balanced membership representation among the committee members because these awards can often be decided by majority vote. In addition SIOP

has done a poor job in developing awards that appropriately recognize practitioners' achievements and contributions. Even the new award for psychological assessment contributions was given to researchers in 2013, and the award guidelines seem to guarantee that only researchers will be considered in the future. (Award is given to "the best refereed journal article or other publication that furthers public and professional understanding of individual or group assessment in the field," see [SIOP website](#).)

Part of the problem is the ongoing lack of support for practitioners that exists in the SIOP Foundation (see below). The SIOP Executive board seems to have almost abdicated many of its award responsibilities to the Foundation Board, which has done little to recognize or support I-O practitioners and practice (Silzer & Parson, 2013a). Only "insiders," former SIOP presidents, are current Board members, so they have complete control of all board decisions.

Key Appointments

Key appointments in SIOP are a way for SIOP to recognize outstanding members and to benefit from their expertise and experience. The bias against appointing practitioners (consultants and professionals in organizations) to key appointments positions is long standing (see

Table 5). There has been no progress in this area over the years.

We have demonstrated that practitioners volunteer for committee work in approximately similar proportions as other members (Silzer & Parson, 2012a), yet the appointment decision makers have not fully included or recognized practitioners in these appointments. Most of these decisions are usually left to the discretion of the SIOP presidents, so they are in a position to quickly address this inequity if they want to do so.

A breakdown of the key appointments is provided in Table 6. The greatest lack of balance occurs in the appointments for AOP representatives, Publication Board, the Organizational Frontiers Books Editorial Board, and the SIOP Foundation Board. Even the Professional Practice Books Editorial Board had 58% academic/researcher members and the LEC (originally developed for practitioners) recently had academics in 67% of the chair positions.

Even 71% of the committee chair positions, appointed by the SIOP presidents, were filled by academics/researchers. This is an example of how SIOP presidents (dominated by academic insiders), when given decision discretion show a bias against practitioners.

Table 6

Membership Representation in 2012-2013 SIOP Appointments

2012–2013 SIOP Appointments		
	Academics /	Consultants / Practitioners in
2011 membership**	48.60%	49.30%
2011 members with I-O PhDs	44%	56%
SIOP Appointments		
Ø SIOP Foundation (n = 6)	83%	17%
Ø SIOP Representatives to AOP (n = 4)	100%	0%
Ø Leading Edge Consortium Chairs (n = 3)	67%	33%
Ø Publication Board (n = 8)	88%	12%
Ø Book Series Editors (n = 3)	67%	33%
Ø Professional Practice Books Editorial Board (n = 12)	58%	42%
Ø Organizational Frontiers Books Editorial Board (n = 9)	89%	11%
Ø Fellowship Committee (n = 10)	70%	30%
Ø Strategic Planning Committee (n = 5)	60%	40%
Ø Key Committee Chairs (n = 28)	71%	29%
	74%	26%

* 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

The SIOP Foundation is another good example of this lack of practitioner inclusion. The Foundation's mission states: "The Foundation's resources are intended to further the outreach of both the practice and the science of I-O psychology" (SIOP website, www.SIOP.org, 8-14-13).

However the Foundation Board has always been chaired by, and dominated by, academics/ researchers and currently all Board members are former SIOP presidents (SIOP website, www.SIOP.org, 8-14-13). There is a his-

tory of the board always being dominated by academics /researchers and former presidents. The board itself nominates and votes on their own new members, which no doubt contributes to the unrepresentative Board membership. The Foundation does little to support I-O practice or recognize the contributions of I-O practitioners. When challenged on this, the Foundation has stated that they "do not know what to do for practitioners" (Silzer & Parson, 2013a). Part of the problem is that academic/ researcher insiders con-

trol all foundation decisions (including their own board membership) and seem to have little understanding of the needs, interests or contributions of I-O practitioners. This is an example of the drawbacks of letting a member single employment group dominate any Board or committee.

Part of the problem is that senior academics are typically the decision makers on key appointments. They tend to have a strong bias in favor of other academics/ researchers, which leads to the gross inequities. Unfortunately several of these

senior academics (former SIOP Presidents) have made a career being a SIOP officer or chair and as a result have been major contributors to the ongoing bias against practitioners. Including an equal number of Practitioners in these appointments seems not only the fair and right thing to do, but it is also critical for the future of the profession as a whole.

SIOP Executive Board

SIOP has made little progress in electing an Executive Board that is fully representative of the whole membership (see Table 5). Hopefully this will change in the future as members, particularly practitioner members, realize that having balanced representation on the Board is in their own best professional interests.

Conclusions

SIOP promotes the organization in its vision, mission, and values as supporting and recognizing the importance of both science and practice to the profession. Yet it is not balanced or inclusive in its recognition and awards. There continues to be significant disparity between what SIOP says it values and what it recognizes. There has been little or no progress in including I-O practitioners in Fellow designation, Awards and Key Appointments, and on the Executive Board.

Why does this disparity continue? Perhaps the decision makers (academics/insiders), favor their own academic colleagues, have little understanding of I-O practice in organizations and consulting firms, and know few I-O practitioners outside their own academic/research networks. Unfortunately the lack of inclusion seems to be spreading. We have seen this in the I-O Journals where the current editors of several journals have intentionally created all academic Journal Editorial Boards (Silzer & Parson, 2012b).

If SIOP wants to address this lack of inclusion there are some steps that SIOP could take:

1. Ensure that all SIOP Boards, Committees Chairs, awards committees, and Key appointments are evenly split (50/50) between Practitioners (nonresearch consultants and organizational practitioners) and Academics / Researchers. In addition no member should be allowed to hold more than one key position or appointment at one time.
2. Ensure that practitioners and academics/researchers are equally included and recognized (50/50) for SIOP Awards and Fellow designations.
3. Have the SIOP presidency alternate every year between a practitioner and an academic/researcher. This should also apply to other significant

SIOP positions, such as Foundation Board Chair, Program Chair, etc.

- 4. Establish ethical guidelines and decision rules for all award committees and decisions.
- 5. Establish, promote and deliver on a specific set of SIOP initiatives for supporting and recognizing excellence in I-O practice, such as developing objective guidelines for evaluating practitioner contributions.

Member inclusion issues have been identified in the past, but unfortunately SIOP presidents have not adequately addressed them. At what point will SIOP Officers find that these practices are unprofessional and unfair? We hope that will happen soon, while the current Practitioner members are still in their professional careers.

¹In this article the term “Practitioner” refers to the 50% of the membership who are employed in organizations or in consulting firms in non-research positions. Some academics and researchers may also see themselves as practitioners but are included here as academics / researchers based on their current self reported primary employment focus.

²To access a copy of the 2012-2013 SIOP Officers and Committee Chairs roster, please click [here](#).

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Milton D. Hake
SIOP Foundation
President

Announcing the HRM Impact Awards

The lifeblood of any profession flows from the creative imaginings and timely implementations of bright ideas.

Here is a bright idea: Reward A while hoping for A. We've been hoping for evidence-based human resource management practices for some time now, so let's try rewarding them.

I am delighted to tell you that the first-ever Human Resource Management Impact Award winners are—a drum roll, please:

The HRM Impact Award Winners!

[Click anywhere in this paragraph and a new window will open to reveal the winners.](#)

Welcome back to the Foundation Spotlight column if you clicked the link paragraph above. If you skipped it, take a look. The winners show the best in evidence-based human resource management practices.

Because the list of winners was embargoed while this column was being written, I could not tell you about the four winners and the honorable mention. But thanks to the bright idea of electronic publishing, inclusion of the link gets you *both* the news about the winners and the backstory that I want to tell you in this Spotlight column.

The Backstory

The story behind the HRM Impact Awards provides an illustration of how the SIOP Foundation works to build for the future of organizational psychology. The story starts with an email from **Gary Latham**, reporting

brainstorming conversations among **Howard Klein, Rich Klimoski, Wayne Cascio** and himself, all strong supporters of SIOF. Howard dreamed up the basic idea during the Opening Plenary session of the Chicago 2011 SIOF Conference. Gary emailed me an attachment containing a rough sketch of a partnership with SHRM and the SHRM Foundation, and said “After you have had time to digest it, let’s chat by phone. I think it is a ‘winner’.”

The SIOF Foundation Trustees discussed the basic concept for the award program and decided to explore it in depth. With assent from SIOF’s Executive Board, a Steering Committee was formed with representatives from SHRM, SIOF, the SHRM Foundation and the SIOF Foundation. A Memorandum of Understanding was drafted, and following its approval by the four partners a year ago, the Steering Committee carried on the work of turning the basic concept into an operational reality.

There was a fair amount of uncertainty about whether there would be any applications for the award. Some speculated that there would be only three or four entries, while I hoped for 100 (never mind that the logistics of judging them would be a nightmare – I think it would be a delightful problem to have). When the submission deadline arrived on July 1, there were 21. All were

credible entries. Wayne Cascio, the chair of the award committee, described the top seven entries winnowed from the first round of evaluations as “really fantastic”, and another judge described them as “phenomenal.” Wayne said, “This award program should have been established years ago.” And in what I consider to be among the strongest kinds of evidence in support of a practice, namely, that we use the practice on ourselves, Wayne said he will feature the winners’ HRM practices in his teaching and writing.

The Next Story

What is special about SIOF’s partnering with SHRM is the opportunity to bring the research-based best practice we do to the attention of SHRM’s 270,000 members in 140 countries.

Imagine a logo like this on your organization’s HR website, or your client’s.



Will the HRM Impact Awards program contribute to the success of today's global and local work organizations, making them better places to work? Will it help others to adopt successfully implemented, innovative HRM initiatives? Will it eventually take on the hallmarks of the Good Housekeeping Seal of Approval or the Underwriter's Laboratories Certification marks? Only time will tell, and you can be certain that a continuing flow of bright ideas will be needed to make it happen.

Your calls and questions to the SIOP Foundation are welcome. So are *your* bright ideas. So are your year-end tax-deductible contributions. The SIOP Foundation would like to be among your beneficiaries. Join us in building for the future. Shine on brightly!

The SIOP Foundation

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Find your new employee

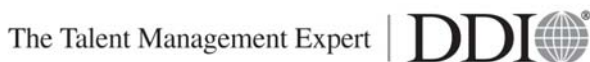


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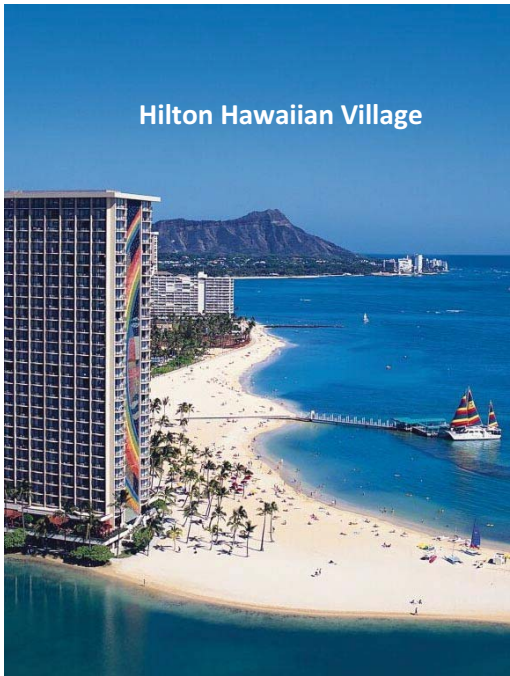
Can you believe it's time to start planning for our annual conference already? We were still buzzing with excitement from the successful Houston conference when we and a few members of our conference planning team headed to Hawaii in July to check out the facility and location (fabulous!) and start planning another exciting year full of opportunities to learn, network, reconnect, and move our field forward (and maybe even catch a few rays or ride a few waves).

What do you know about Honolulu? Honolulu is one of the most desirable vacation spots in the country! It is warm, culturally exotic, and completely unlike anything else that can be found in the United States! We don't know about you but that alone made us want to book our trip! And did you know that it is the only place in the US with a royal palace? Or that Honolulu's home island, Oahu, is part of the largest mountain range in the world, most of which is under water.

What about the fact that there are more than 100 beaches surrounding Honolulu, more than almost any other city in the world? Honolulu is also home to one of the oldest symphonies in the western United States: the Honolulu Symphony, formed in 1900. It's also home to the world's largest collection of Pacific artifacts, archaeological finds, and items, all housed in the Bishop Museum. So, before you read any further, mark your calendars! The 29th Annual Conference is certainly not to be missed. In this article we will give you just the first taste of what's in the works as our year of planning progresses. Stay tuned for full-blown highlights in the January issue of *TIP*.

The Conference Hotel

The Hilton Hawaiian Village is located on Waikiki's widest stretch of white sand beach and is conveniently located only 3 miles from downtown Honolulu and many popular Oahu attractions. There



Hilton Hawaiian Village

are 22 acres of oceanfront paradise with plenty to see and do. During your stay you can swim in one of the five pools, snorkel, kayak, surf, paddle board, take a submarine tour and shop until you drop at one of the 90 nearby stores. There are over 18 restaurants and lounges, and there is a world class spa where you can relax and unwind. Some fun facts about the Hilton Hawaiian Village:

- The hotel has hosted several television shows, including “Hawaiian Eye,” “Hawaii 5-0,” “Beverly Hills 90210,” “Pacific Blue,” and “Baywatch Hawaii.” Key scenes from the new Godzilla movie, sched-

uled to hit theaters at the same time SIOP hits Honolulu, were recently filmed on the beach right outside the hotel!

- There is a penguin show in the mornings and the Village’s African Black-foot penguins eat more than 3,100 pounds of fish per year.
- Waikiki’s largest pool is at the Hilton Hawaiian Village: the 10,000-square-foot Super Pool. Plus, Waikiki’s longest resort pool slide is also at the Hilton in the Paradise Pool at 77 feet.
- Nearly 500 palm trees sway at Hilton Hawaiian Village.
- Some 2 million guests visit the Village each year, meaning there are more than 5 million pieces of luggage that come through the hotel annually.
- Hilton Hawaiian Village is extremely environmentally conscious. They recycle more than 1,000 tons of food each year. This organic waste is processed and recycled into soil amendment, irrigation water, and biogas, which is then converted into electrical energy.
- The Hilton Hawaiian Village serves approximately 136,540 mai tais each year. It also serves about 30,000 Blue Hawaii cocktails annually. This means they are ready for SIOP!

Submissions

For all of you who submitted proposals in response to the Call for Proposals developed by **Emily Hunter** and her CFP committee, thank you! The results of the peer reviews will be e-mailed in December.

Concurrent Sessions: Something for Everyone

The member-submitted, peer-reviewed sessions will always be at the heart of our conference. We will continue to have hundreds of sessions featuring I-O psychology research, practice, theory, and teaching-oriented content. Presentations will use a variety of engaging formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, master tutorials, and, new this year, an alternative session type format for IGNITE and other innovative presentation styles. In addition, we will have addresses from our SIOP award winners, key committee reports, and many invited sessions that we guarantee you won't want to miss, as they've been crafted specifically for this year's conference to delve into the progressive and emerging topic areas you've told us you want to hear more about. More on many of these stimulating sessions below.

Invited Sessions

This year we will feature several invited speaker sessions throughout the conference, architected by Invited Sessions chair **Elizabeth McCune** and her committee. Among the invited sessions this year will be an IGNITE session, as well as a panel focused on meaningfully defining "big data" and the role I-Os have to play in this space. Another panel will discuss the co-occurrence of recent mergers and acquisitions in the I-O consulting field and the increase in the number of start-ups building HR-related technology, focusing on the impact these developments will have on the field of I-O.

Theme Track

The program committee is delighted to offer another exciting Theme Track, which this year has been moved from Thursday to Saturday—plan accordingly to be sure not to miss it! In line with the broader conference theme of Connections, this year's Theme Track is titled "Breakthrough: Explaining I-O Psychology Through Connection." This full day of programming will focus on breakthrough ideas that were achieved by connecting with areas or approaches outside of mainstream I-O. As a breakthrough on our part, we are adopting a unique type of session format for the theme: "TEDstyle" talks!

Chair **Kristen Shockley** and her committee are in the process of assembling an outstanding group of dynamic speakers to present the talks. The day will include a focus on connections in five specific areas. The East Meets West speakers will present evidence that understanding cultural differences and effectively managing these differences can contribute to individual, team, and organizational effectiveness. In the Inductive Meets Deductive Reasoning session, the speakers will discuss how these different research paradigms can jointly facilitate breakthrough discoveries. Business Meets Psychology will focus on the connections that psychologists and business practitioners can make to enhance how they work together to help companies achieve greater success. The Neuroscience Meets Leadership session will explore how neuroscience and cognitive psychology can be applied to enhance our understanding of effective self- and other-leadership behaviors. Finally, Technology Meets Application will include demonstrations of new technology that can greatly advance our research and practice as well as insights into the challenges of successful technology adaptation. Each session will feature 2–3 speakers and time for attendee participation. Stay all day (and earn the opportunity for continuing education credits) or attend only the sessions of most interest to you.

Friday Seminars

Friday Seminars, the only extended-length sessions on the program, offer a unique educational opportunity within the body of the conference. These 3-hour sessions scheduled on Friday (two in the morning, two in the afternoon) delve deeply into a rotating set of topics chosen anew each year. They provide a rich immersion experience for attendees about key content areas. Come to expand your toolbox and enlarge your knowledge base. Presented by true content experts and designed around learning objectives to meet the professional development goals of attendees—those who are new to and familiar with the topics alike—Friday Seminars also offer continuing education credits. Please note that Friday Seminars require advance registration and an additional fee. This year, the Friday Seminars committee led by **Silvia Bonaccio** has prepared sessions on the following topics:

Topic: **MPlus**

Speaker: **Robert Vandenberg**

Topic: **Management and Culture**

Speakers: **Gilad Chen** and **Bradley Kirkman**

Topic: **Physiological Measurement**

Speaker: **Jayanth Narayanan**

Topic: **Generational Differences and Their Implications for the Workplace**

Speakers: **Jean Twenge** and **Stacy Campbell**

Master Collaboration

Each year, the Program Committee creates a Master Collaboration session to connect leading researchers and practitioners on a topic to share their outlooks and to advise the audience on how to recognize and remedy key science–practice gaps through improved understanding of and alignment on a content area well-suited to vigorous and eye-opening dialogue. This year’s Master Collaboration committee, led by **Hailey Herleman**, is developing a session on the topic of “Technology based Simulations for Selection: Identifying Gaps Between Research and Practice and Setting a Future Agenda.” Two academic and two practitioner perspectives will be paired with an integrative discussion and audience participation segment led by **Nancy Tippins**.

Communities of Interest

Looking for a SIOP forum that is informal, insightful, and encourages audience participation? Communities of Interest allow you to meet new people, discuss new ideas, and have an active role at the forefront of a hot topic in I-O. There will be 10 outstanding Community of Interest (COI) sessions this year, specially designed to create new communities around common themes or interests. The sessions have no chair, presenters, discussant, or even slides. Instead, they

are a casual discussion informally moderated by one or two facilitators with insights on the topic. These are great sessions to attend if you would like to meet potential collaborators, generate ideas, have stimulating conversations, meet some new friends with common interests, and develop an informal network with other like-minded SIOP members. **Christopher Cerasoli** and the rest of the COI Committee have already lined up some great sessions and facilitators:

- Beyond Science: I-O to Inspire (Facilitators: **Lacie Barber** and **Mindy Shoss**)
- Employee Motivation and Engagement (Facilitators: **John Donovan** and **Christine Corbet**)
- I-O in Healthcare Organizations (Facilitator: **Sylvia Hysong**)
- Relationships in I-O (Facilitators: **Daisy Chang** and **Mark Poteet**)
- Social Media for Inference and Selection (Facilitators: **Jamie Winter** and **Mike Zickar**)

Additional topics for this year’s COI sessions include:

- Evidence Based Practice
- Assessment Gamification
- Big Data in I-O
- New Practitioners and Academics
- I-O: What We Can Offer to the Armed Forces and Veterans

For more information about these sessions, reach out to the chair of the Communities of Interest committee, Christopher Cerasoli.

Continuing Education Credits

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

Closing Plenary and Reception

The 29th Annual Conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote speaker (stay tuned!) and the announcement of incoming President **José Cortina’s** plans for the upcoming year. After the address, we’ll close out the conference with a Hawaiian-style

celebration not to be forgotten. Do you usually take off early on Saturday and miss the big finale? Perhaps this is the year to see the conference through to the close and head out the next morning or even after few more days in Honolulu or on one of the other great islands.

Making Your Reservation

Please see the SIOP Web page for details on booking your room. We encourage conference attendees to come early and stay late and enjoy all that Hawaii and the SIOP conference have to offer!

It’s only October when this goes to press, but we hope we’ve sparked your excitement for SIOP 2014 and Hawaii. We can’t wait to see you there! Aloha!



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From the SIOP LGBT Ad-Hoc Committee: The Repeal of DOMA: A Brief History, and Moving Toward Workplace Equality

Thomas Sasso
University of Guelph

Katina Sawyer
Villanova University

Larry R. Martinez
The Pennsylvania State University

In the past few months there has been an abundance of media attention given to the overruling of Section Three of the Defense of Marriage Act by the United States Supreme Court. This momentous court decision has had a significant positive impact on the marriage equality movement in the United States and further promotes the principles of social equality for members of the lesbian, gay, bisexual, and transgender (LGBT) communities. Not only is this judicial ruling directly aligned with the ethical principles of the APA, but it also has direct implications relevant to industrial-organizational psychology professionals. In this article, we will explain the history of the Defense of Marriage Act's implementation and then examine the overturning of Section Three in relation to the workplace context. We close by discussing the future steps industrial-organizational psychology professionals

can take to promote greater workplace equality for LGBT employees in the wake of this recent ruling.

What Was DOMA?

Background

In 1996 the Defense of Marriage Act (DOMA) was introduced into the House of Representatives and the Senate. The act contained two key provisions. Section Two reserved authority over marriage to the individual states, such that any decision by one state to allow same-sex marriage would not require other states to recognize those relationships. Section Three of DOMA established that "marriage" would refer solely to relationships of one man with one woman, and the term "spouse" (or similar terms in previous and future legislation) would refer to a husband and wife of the opposite sex.

The legislation received overwhelming support in both the House of Representatives and the Senate, and passed by margins that would override any veto attempts by President Bill Clinton. In September of 1996, the act was signed into law. In subsequent years, as individual states passed marriage equality laws, DOMA's impact became apparent to same-sex couples. Although same-sex couples were recognized within their states, they were not recognized by the federal government; therefore, legally married couples were denied many federal benefits and protections provided to opposite-sex couples.

During his first presidential campaign, Barack Obama's platform supported a repeal of DOMA. In 2011, President Obama instructed the Department of Justice to cease defending Section Three of DOMA, which he claimed was unconstitutional because it discriminated against legally married individuals of sexual orientation minority status. This action led to the development of the Bipartisan Legal Advisory Group (BLAG) of the House of Representatives to continue to defend Section Three of DOMA in court, replacing the Department of Justice.

Relevant DOMA Court Cases

A number of lawsuits have been filed challenging the constitutionality of DOMA, specifically focusing on the defini-

tion of marriage. For the purpose of understanding the effects of DOMA we will focus on three of these cases.

The lawsuit of *Golinski v. Office of Personnel Management* (2012) was filed because Golinski could not receive health benefits from her employer (the Ninth Circuit Court of Appeals) for her wife. Similarly, in *Gill v. Office of Personnel Management*, the plaintiffs argued that various benefits that were offered to opposite-sex spouses had been denied to same-sex spouses. These included health, retirement, and social security benefits, in addition to the ability to file federal taxes as a married couple. Numerous other cases also challenged DOMA's implications for immigration, bankruptcy, and military and veteran affairs. In many of these cases the courts found DOMA to be unconstitutional based on individuals' right to equal protection set in the Fifth Amendment of The Constitution.

Although many cases challenging DOMA were appealed to higher courts by BLAG unsuccessfully, the Supreme Court of the United States agreed to hear the case of *United States v. Windsor* (2013). In this case Edith Windsor had been required to pay \$363,000 in federal taxes on the inheritance from her deceased spouse because the federal government did not recognize the marriage. The Supreme Court, in a 5–4 decision, ruled

that Section Three of DOMA was unconstitutional. As a result of this decision, the federal government must recognize marriages between gay or lesbian couples married in states where same-sex marriage is legal and offer all federal protections and benefits to these couples. Thirteen states currently recognize marriage equality: California, Connecticut, Delaware, Iowa, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, New York, Rhode Island, Vermont, Washington, and the District of Columbia.

How Did DOMA Affect the Workplace?

In the midst of the *United States v. Windsor* (2013) case, 278 employers and organizations joined together in the Business Coalition for DOMA Repeal. This coalition included such corporations as Amazon.com, Google, Johnson & Johnson, Microsoft, and Starbucks. The coalition made two primary arguments regarding the negative effects of DOMA on organizations.

First, the coalition argued that DOMA created a burden upon employers. Under the enforcement of DOMA, private organizations *were* entitled to provide employment benefits to employees' same-sex partners, but these couples were still encumbered with discriminatory tax burdens. For example, the cost of healthcare benefits for employees'

same-sex partners was treated as taxable income, but the benefits for employees' opposite-sex partners were not taxable. Employees with opposite-sex partners could also pay for their partner's healthcare benefits on a pre-tax basis, while this option was not available for employees with same-sex partners. Similar tax differences also applied to childcare, elder care, retirement, continued healthcare after termination, and implementation of the Family Medical Leave Act. These differences often resulted in varying levels of take-home pay and financial stability among employees, solely due to the sex of their spouses. As a result of increased taxation for same-sex partnered employees, some organizations took it upon themselves to "work around" the barriers created by DOMA with higher salary or other compensatory means in order for these employees to maintain equality with their heterosexual counterparts. Although this was a positive benefit for LGBT employees, it also placed greater financial and administrative burdens on organizations that were committed to maintaining fair and nondiscriminatory employee compensation practices (relative to those who were not).

Following the Supreme Court ruling on Section Three, federal law now ensures that legally married same-sex couples are entitled to spousal health insurance and retirement benefits in organizations

where spousal benefit plans are offered. This also prevents the benefits from being deemed a taxable income and will remove the financial burden on organizations that were previously compensating married same-sex employees for their additional tax burden.

Second, the coalition argued that DOMA forced employers to discriminate against their employees, conflicting with their organizational missions or policies (and often conflicting with state, county, or municipal laws as well). These conflicting levels of legislation put employers who enforced federal DOMA regulations in locations that recognized same-sex marriages at an increased risk for litigation. DOMA also placed the burden of enforcing discriminatory practices on the organizations themselves and on individual human resources employees, many of which were not versed in the advanced constitutional rhetoric necessary to explain the legal and tax-related implications to their constituents. As noted in their brief, the act “forces us to discriminate against a class of our lawfully-married employees, upon whose welfare and morale our own success in part depends” (United States v. Windsor, 2013).

Next Steps for LGBT Workplace Equality

The Supreme Court’s ruling is monumental and has practical implications that affect both employers and employees.

However, it is important to note that the overturn of Section Three of DOMA does not ensure marriage equality across the United States, nor does it provide any workplace protections for LGBT employees. In states where same-sex marriages are not legally recognized, employees in same-sex relationships may still be refused the federal benefits and protections afforded to opposite-sex couples because Section Two of DOMA (which states that individual states do not have to recognize same-sex marriages performed in other states) is still in effect. Furthermore, without the passage of The Employment Non-Discrimination Act (ENDA), LGBT employees may still be discriminated against in the workplace without legal recourse.

Thus, although the repeal of Section Three of DOMA is an important step in achieving equality, LGBT advocates—and industrial-organizational psychologists in particular—must continue to support the passage of ENDA. Currently there are not any federal protections against employment discrimination of LGBT individuals, and 29 states that do not prohibit sexual orientation discrimination in the workplace. Furthermore, 33 states do not have legislation protecting against workplace discrimination related to gender identity. However, ENDA has been introduced into Congress and would extend federal protections against discrimination to include sexual orientation and gender identity.

ENDA would apply to Congress, federal, state, and local government employees. In September 2012, SIOP passed an official statement supporting ENDA, and it is imperative that we as both a professional organization and as individuals continue to actively support the passage of this legislation.

It is important to realize that there is a great deal of uncertainty around the treatment of same-sex couples who were legally married in one state and then moved into a state where same-sex marriage is not legal. It is anticipated that in the coming months there will be greater clarity as to how this unequal treatment across state lines will be rectified, either through future legislation or judicial direction. In the meantime, organizations and employees will need to monitor upcoming legislative decisions closely and potentially seek independent legal advice regarding individual cases.

Conclusion

Overall, the repeal of Section Three of DOMA is a positive step toward equality for LGBT individuals in the workplace. However, in order to achieve true equality, federal protections must be granted to LGBT employees at work, and states must adopt fair policies for same-sex marriages. Thus, the fight for equality is

not yet over, and advocates for LGBT workplace rights must continue to strive toward a better future for LGB employees. As an organization, SIOP supports ENDA, and we hope that its membership will consider actively supporting workplace equality for LGBT employees as well.

If you have questions about DOMA, ENDA, or the legislation discussed in this piece, please contact: Thomas Sasso: tsasso@uoguelph.ca, Katina Sawyer: katina.sawyer@villanova.edu, or Larry Martinez: martinez@psu.edu.

If you have questions about how you can get involved in SIOP’s LGBT Ad-Hoc Committee, please contact Larry Martinez (Chair of the LGBT subcommittee): martinez@psu.edu.

References

Brief of 278 employers and organizations representing employers as Amici Curiae in support of respondent Edith Schlain Windsor v. The United States of America, (Merits Brief), 570 U.S. ____ (2013) (no. 12-307)

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United States v. Windsor, 570 U.S. ____ (2013)

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The EuroPsy Specialist Certificate in Work and Organizational Psychology

Wendy S. Becker

Shippensburg University

Salvatore Zappalà

University of Bologna

From May 22-25, 2013, I attended the European Association of Work and Organizational Psychology (EAWOP) Congress in Münster, Germany, along with more than 1,400 psychologists, including several dozen SIOP members. The biannual EAWOP Congress began in 1983; today it is the largest international conference on work and organizational psychology in Europe with more than 50 countries represented. A central part of EAWOP's mission is the interaction between scientists and practitioners. Notably, the theme of the 16th Congress was "Imagine the future world: How do we want to work tomorrow?"

Dr. Salvatore Zappalà, University of Bologna, facilitated a description of the EuroPsy Specialist Certificate in Work and Organizational Psychology; we briefly describe it here. The EuroPsy (or European Certificate in Psychology) was launched and is managed by the European Federation of Psychologists' Associations (EFPA) to provide a common standard of competence of professional training and academic education in psychology. It envisions and aims to facilitate a free move-

ment of psychologists across the countries of the European Union by setting a common benchmark standard. The main purposes of EuroPsy are:

- to guarantee to clients and employers a level of education, professional competence, and ethical conduct by psychologists that are awarded the EuroPsy;
- to facilitate the mobility and cross-border services of psychologists; and
- to give psychologists an opportunity to obtain continuing and specialized education throughout Europe.

Thus, any psychologist who meets the standard of a university education in psychology of at least 5 years and at least 1 year of supervised practice can obtain the Basic EuroPsy Certificate and be included in the Register of European Psychologists. The Basic certificate sets the standard with regard to professional practice, normally in one professional context, at the point of entry into the profession. The professional contexts or areas of practice currently recognized by Basic EuroPsy are:

- Work and organizational psychology (WOP)
- Clinical and health psychology
- Educational psychology
- Other contexts

After entry into the profession, it is assumed that psychologists continue their professionalization by refining their knowledge, and developing and improving their competences in a specific area of practice. Thus two Specialist Certificates have been developed; one in the Psychotherapy field and the other one, developed by EAWOP, in Work and Organizational Psychology. These certificates, which are an “add-on” to the Basic Certificate, establish minimum requirements in terms of education, training, and competences, developed by a practitioner after graduation and during his or her practice.

A pilot test of 74 applicants for the WOP certificate from five countries (Finland, Norway, Spain, UK, and Italy) was conducted during the second half of 2012. The goal of the pilot test was (a) to assess the feasibility of the certificate for work and organizational psychologists, (b) to assess whether the requirements for the certificate can meet local/national circumstances, and (c) to identify what remains to be done. Two types of routes for applicants were considered: a regular (traditional) route for recent graduates (in other words, the typical candidate is an

applicant that, after having obtained the EuroPsy Basic, and after at least 3 years of practice, additional education, supervised practice and evidence of adequate competences, applies for this certificate) and a grandparenting route for applicants that have graduated more than 5 years ago and who have at least 5 years of full-time practice in the last 10 years.

Good practices are already available in some European countries, but the pilot test identified the need to improve postgraduate learning activities and make them more structured and available to practitioners. Up to 60 European credits (ECTs) of postgraduate learning activities are in fact needed to obtain the certificate, as well as 30 ECTS of applied research, interventions, assessments, and/or evaluations at the individual, group, or organization level. Continuing professional development can include attending accredited courses, seminars, and conferences; coauthoring or editing a professional paper; presenting to a professional audience; and/or developing new skills at work.

The pilot test also identified the need to define supervision and coaching more coherently with I-O psychology. Also identified was the difficulty assessing and grading competencies, both by practitioners and the supervisors. In summary, the pilot test committee stated that the assessment of professional

competencies for psychologists is delicate and challenging!

The next step for the WOP specialist certificate is to launch the project Europe

wide. There is much more information about the EuroPsy WOP on EFPA’s website (www.efpa.eu/) and on EAWOP’s website (www.eawop.org/).

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SIOP 29th Annual Conference
Honolulu, Hawaii
May 15-17, 2014
Hilton Hawaiian Village
and
The Hawaii Convention Center



Combining cutting-edge technology with authentic Hawaiian ambience

The legendary spirit of aloha encourages attendees to see the world in a new light, so it’s no surprise that people accomplish more when they meet here.

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News From the SIOP-United Nations Team

SIOP Representatives to the United Nations:

John C. Scott

Ishbel McWha

Mathian Osicki

Deborah E. Rupp

Lise Saari

Lori Foster Thompson

One of the key goals of SIOP's UN team is to bring I-O thought leadership to bear in addressing key challenges to the United Nations agenda. Toward that end, the UN team can act as a clearing-house of sorts to assemble "rapid-response teams" from SIOP membership to respond to UN calls for assistance in areas aligned with our expertise. This is one of the ways in which SIOP can have a voice in international policy making and build awareness of our knowledge and skill set with the hope of promoting positive social change at a global level.

To illustrate, a UN working group was recently tasked with developing a proposal to the General Assembly for tangible, actionable work/initiatives/interventions that address the UN's goal to promote and protect the rights and dignity of older persons. As part of this effort, this working group put out a call for input from nongovernmental organizations (NGOs) via statements that articulate what knowledge we have accumulated on this issue and what it sug-

gests for policy intervention. A group of SIOP experts was quickly assembled to produce a statement regarding the work-related rights and dignity of older persons. This statement, which was written by **Lisa Finkelstein, Donald Truxillo, Franco Fraccaroli, and Ruth Kanfer** can be found on the SIOP United Nations Team group page on my.SIOP (stored in the "library").

We hope to increase the frequency and scope of these rapid-response teams to drive the development of statements such as this one. In addition to directly serving the advocacy, international, and UN-related mission of SIOP, this can also open the door for special projects with UN agencies, member states, and other NGOs within SIOP members' areas of expertise. Please be on the lookout for calls for proposals for UN projects. These will be posted on our my.SIOP group page, as well as via SIOP News-briefs and *TIP*.

New Representatives

We would like to welcome two new New York-based representatives to the SIOP UN Team, Lise Saari (NYU, Baruch) and Mathian (Mat) Osicki (IBM). Both have significant international experience and have hit the ground running! Ishbel McWha, who has been serving on our New York-based team, has moved to Edinburgh, Scotland, and as such will soon be our first Europe-based representative, working toward the building of our Geneva-based team. We would also like to welcome our first SIOP-UN intern, Drew Mallory, who has just completed a master's degree from Oxford and will be completing his PhD in I-O Psychology from Purdue University. He also brings to our team a great deal of international, humanitarian, and professional experience.

Elections

Lori Foster Thompson was recently elected cochair of the *2014 Psychology Day at the United Nations*. This is an annual event sponsored by psychology organizations that have NGO status with the UN Department of Public Information (DPI) and the UN Economic and Social Council (ECOSOC). The event offers UN staff, ambassadors, and diplomats; NGO representatives; members of the public and private sectors; students, invited experts, guests, media and other

stakeholders the opportunity to learn what psychologists contribute to the United Nations, to exchange ideas, and to establish partnerships on global issues. This year's topic is sustainable development. Lori's cochair is Rashmi Jai-pal from the APA.

John Scott was recently elected as chair of the *Psychology Coalition at the United Nations* (PCUN). This coalition is composed of psychologists who represent NGOs accredited by the UN and psychologists affiliated with United Nations departments, agencies, and missions. Members of the Coalition collaborate in the application of psychological principles, science, and practice to global challenges faced by the UN in carrying out its mission, which include the Millennium Development Goals. The Coalition seeks to accomplish this overarching aim through advocacy, research, education, and policy/program development guided by psychological knowledge and perspectives to promote human dignity, human rights, psychosocial well-being, and a decent work agenda.

UN Global Compact Update

We continue to work closely with the [UN Global Compact](#) in the promotion of organizational principles that promote human rights, fair labor standards, environmental sustainability, and anticorruption measures. We reported in the

[April issue of TIP](#) that SIOP has become an official participant of the Global Compact. We are currently working on a campaign to assist SIOP members in advocating to their employer to join the Global Compact. There are ways that all sorts of employers—academic, corporate, and public sector—can participate. We are presently assembling a database of current SIOP members whose employers have already joined. We may be reaching out to these individuals for support as we launch this campaign. In the meantime, if you would like to get involved, or report what your employer is doing in relation to the Global Compact principles, please contact Deborah Rupp (ruppd@purdue.edu).

Aligning With the International Labour Organization (ILO)

The SIOP UN team has been meeting with I-O psychologist [Telma Viale](#), Special Representative to the UN and Director of the [International Labour Organization \(ILO\)](#) Office in New York. The ILO is a specialized agency of the United Nations devoted to promoting social justice and internationally recognized human and labor rights. Ms. Viale presented at

SIOP 2013 as part of a Friday seminar where she highlighted how I-O psychologists' expertise aligns with the ILO's decent work agenda and pursuit of a global green economy. This UN team, led by Lori Foster Thompson, has been working to identify key areas in which I-O psychologists can contribute value to the ILO and its global agenda.

Cross-Divisional APA Presentation

A cross-divisional symposium, entitled *Promoting International Human Rights: Advocacy of Psychologists at the UN*, was recently held at APA and chaired by John Scott. This symposium, which was sponsored by APA Divisions 14, 9, 13, 17, 27, and 48, and American Psychological Association of Graduate Students served to highlight SIOP's and other APA divisions' initiatives at the United Nations, including Psychology Day and activities that connect psychological science to human rights.

¹ NGOs, which can be quite literally the UN's "consultants" in developing initiatives and policies. SIOP is one such NGO.

² Our NGO status allows for teams based out of New York, Vienna, and Geneva.

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APA Council of Representatives Meeting

Deborah L. Whetzel

Human Resources Research Organization

John Scott, Rodney Lowman, Lori Foster Thompson, and Deb Whetzel attended the 2½ day Council of Representatives (COR) sessions at the APA Convention August 1 and 4 in Honolulu, HI (yes, it's a tough job, but somebody has to do it!). A number of significant actions of interest to SIOP members were taken:

- The revised *Standards on Educational and Psychologists Tests* were approved. After 6 years in the making, the *Standards* will soon be published by APA, NCME, and AERA.
- The proposed *Guidelines for the Practice of Telepsychology* were approved. We partnered with Division 13 (Consulting Psychology) to respond to an initial set of *Guidelines*. This is particularly relevant to those of you who do consulting (e.g., executive coaching) by phone and you should get a final copy from APA.
- The Policy related to Psychologists' Work in National Security Settings and Reaffirmation of the APA Position against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment was passed by an overwhelming majority.
- As described in previous APA COR write-ups, the Good Governance Project (GGP) has been working on ways to make the Council more nimble in responding to important contemporary issues of policy and key administrative decisions of APA. To move the process along, the Board of Directors proposed a series of motions that were put to a vote. The motions and results are described below:
 - Motion 1: Support enhanced use of technology to engage members and provide increased opportunity to do the work of governance in addition to face-to-face meetings (99% in favor)
 - Motion 2: Support development of a leadership program focused on training for governance as well as leadership in the general APA community (95% in favor)
 - Motion 3: Create an APA-wide governance triage system to address new and emergent issues in a timely and comprehensive fashion

ion without duplicative effort (86% in favor)

- Motion 4: Council will expand its scope to also focus on directing and informing policy and ensuring APA policies are aligned with APA's mission and strategic plan. (89% in favor)
- Motion 5: Support delegating authority for areas of fiduciary responsibility to the Board of Directors on a trial basis for a 3-year period following implementation (68% in favor)
- Motion 6: Change Board composition to include six members-at-large, four members elected by Council, one elected by APAGS, three in the Presidential cycle, and one appointed by the Board. (59% in favor)
- Motion 7: Agree that a substantive change in Council structure is needed to be effective in the future (59% in favor). We then had options to vote on regarding structure that ranged from a pillar model (15 seats for each of 6 pillars: education, science, public interest, practice, health, and advocacy; $N = 90$), which would have no specific division representation to models that included one seat per division and SPTA ($N = 114$) plus additional seats representing various other interests. We had a straw vote (which does not count as a "real" vote) and the pillar received 19% support and the other models received 38-41% of the vote. So, the implication for SIOP is that we may lose three of our four seats on Council, but we will not lose all seats.
- Motion 8: Council directs the President to appoint an Implementation Working Group (IWG) made up of 15–20 individuals to develop implementation and transition plans for governance changes that Council adopts. (91% in favor)
- Although some of these decisions are "no brainers" (who's going to vote against enhanced use of technology?), it is interesting that Council voted on pretty radical change. You might wonder how a 90- or 114+ member Council is going to be particularly nimble, and we had the same question. But, there is a lot of hesitation regarding the loss of seats at Council. So, bottom line here is that at some point, Division 14 (SIOP) may lose some seats on Council, but APA should become more nimble and able to respond in a more timely way to issues of importance.
- Council approved the 2014 APA budget of \$110.6 million in revenues and \$107.6 in expenses. APA publi-

cations and databases generate \$85 million in revenue annually.

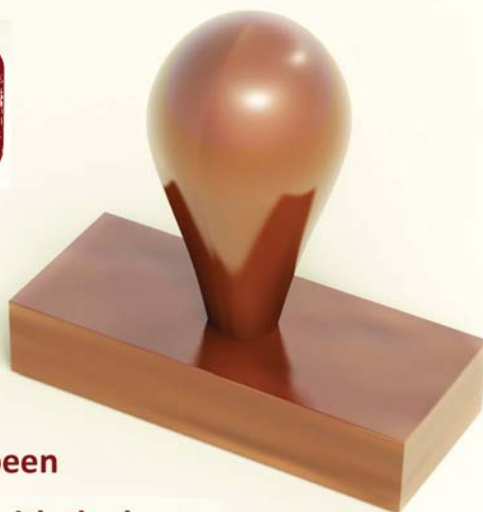
- Of note, two Division 14 members are running for APA President, **Kurt Geisinger** and Rodney Lowman.
- John Scott chaired a symposium *Promoting International Human Rights: Advocacy of Psychologists at the UN* that served to highlight SIOP's and
- other APA division's initiatives at the United Nations.
- Rodney Lowman participated in several sessions including convention survival techniques for newcomers, and fundamentals and ethical and legal concerns in consulting psychology, including telepractice and coaching.

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The SIOP Internship page has been completely revamped! See the new look [HERE!](#)

The External Award page has been updated to provide members with the best information on awards and grants available to I-Os. Click [HERE](#) for access!



Update About the New APA Convention Structure and Opportunities for SIOP Members to Get Involved

Autumn Krauss, Sentis
APA Program Chair

In my last update, I discussed the fact that some changes were afoot for the APA convention starting in 2014. The main gist of these changes is that the APA recognized a need for more integrated cross-divisional programming at the APA conventions. The goals of this integration are to highlight that we are all psychologists first and acknowledge that many topics within psychology are best understood from the lens of multiple psychological specializations. I don't know about you, but I found this new focus for the APA convention exciting for SIOP. From my perspective, this new structure aligns well with our goals to expand our influence and build more connections within the field of psychology.

So, here is the update on my last update as to where the 2014 Convention is heading:

- A new process was created whereby proposed cross-divisional sessions are submitted to an APA Central Programming Group (CPG). These sessions need to be endorsed by at least two divisions and should reflect cross-cutting subject matter.

After the CPG considered several themes for this collaborative programming, they arrived at the ones below. Although these will receive special consideration during the cross-divisional submission process, submissions can be on any psychological topic. It is the responsibility of our committee to collaborate with other divisions to submit competitive sessions to the CPG, with the deadline to do so being November 22, 2013.

1. Psychology and the Public Good
2. The Psychology of Violence
3. Psychology and Technology
4. Healthcare Integration and Reform
5. Mechanisms and Principles of Change
6. Internationalizing Psychology
7. Controversies and Difficult Dialogues in Psychology
8. Lifelong Training and Development of Psychologists

- By the time you are reading this, the APA 2014 Call for Convention Proposals will be available, so go find it and read it and consider submitting to the APA Convention. **Submissions are due December 2, 2013, with the convention occurring August 7-10, 2014.** We recognize that conference budgets are limited and attendance at the APA convention is often prioritized below some of our other conferences like SIOP and AOM. In 2014, the convention will be in Washington DC, which should prove to be a fantastic venue to secure high-quality keynote speakers and assemble an excellent program. It will hopefully be convenient for many SIOPers to attend as well, so our goal is to break Division 14 attendance records at the convention in '14!

Finally, I'd like to acknowledge the effort of **Shonna Waters**, as she recently wrapped up her tour of duty as APA Program Chair at the convention in Honolulu (tough one I know!). As you can imagine, this was not an easy program to assem-

ble, given that SIOP 2014 is going to be held at the very exact place 9 months later. She put on a great program and made sure that SIOP was well-represented at the convention. To the SIOPers that attended, thanks for your contributions and commitment to the APA convention and I hope you managed to get some sun as well! If you have any comments or feedback about the convention that will be helpful for next year's planning, please send these through to me at autumn.krauss@sentis.net.

Now we set our sights on DC for 2014. In the coming months, we will be focused on making connections with other APA divisions and identifying collaboration opportunities for cross-divisional programming. We'll also be preparing for our open submission process. Busy and exciting times ahead for the APA Program Committee, so if you would like to be involved in any capacity (e.g., have any idea for a cross-divisional session or invited session for our program), please consider joining our team. We're going to have tons of fun and put on a super awesome program in DC!

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Staying Connected to Your SIOP Community

Zack Horn, Chair

Electronic Communications Committee

Staying up to date with SIOP and your fellow members is getting easier by the day. SIOP's Electronic Communications Committee (ECC) continues to accelerate its development of SIOP's online community, and has pulled together some new developments and social media links in this article to help you **stay connected**.

Get Started on my.SIOP in Only 10 Minutes

The all-new [my.SIOP Brochure](#) is your quick guide to getting started with my.SIOP in 10 minutes! Watch the new *my.SIOP Trailer* for more on what my.SIOP is all about:



Set up Your my.SIOP Notifications

Set up your [Notification Settings](#) to receive email notices for my.SIOP activity that matters most to you!

Make Yourself Searchable on my.SIOP

Update your new SIOP profile so you can be found quickly by your SIOP peers: [add your photo](#), [tag your interests](#), [link to your social media accounts](#), and [get on the member map](#). Tailor your bio to link to your publication record, resume, or work history.

Which my.SIOP Tools and Features Will You Find Helpful?

Everyone has different goals and aspirations. Our goal at the ECC is to help you determine which features and tools will help enable you to achieve your goals within the SIOP Community. The [my.SIOP Interactive Roadmap](#) is your quick reference guide, but you can also learn more tips and discuss how you use these tools in these new my.SIOP Forums:

- [Stay Updated](#)
- [Find Collaborators](#)

- [Find Resources](#)
- [Expand Your Network](#)
- [Build Your Presence](#)
- [Share Ideas](#)
- [Seek Opportunities](#)
- [Conference Toolkit](#)

What to Follow and Share on Twitter, Facebook, and LinkedIn:

- [@SIOPtweets](#): Follow the latest from SIOP on Twitter
- [@TheModernApp](#): Social media highlights for I-O psychologists
- [@TIP_Editor](#): Latest from *TIP* Editor Morrie Mullins
- [#my.SIOP](#): Use #my.SIOP on Twitter to call attention to some great content or announcements about my.SIOP

- [SIOP on Facebook](#): Follow and post on SIOP's Facebook account
- [SIOP on LinkedIn](#): Join SIOP's LinkedIn Group to get updates and join public discussions

The ECC is dedicated to continually advancing your online experience as a SIOP member, including these new community-based developments. Efforts to enhance and evolve the capabilities of my.SIOP are ongoing, and new developments are being announced on SIOP's [Twitter](#), and [Facebook](#), and [my.SIOP](#) platforms. For any questions about my.SIOP or directed to the ECC, please post to the [my.SIOP User Forum](#) or any of the platforms above (#my.SIOP).

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Remembering Professor Emeritus H.G. (Bart) Osburn

John Callender



SIOF lost a consummate scientist–practitioner, teacher, and mentor to a whole generation of I-O psychologists when

Bart Osburn passed

away July 31, 2013 at age 91 in Norman, OK. The breadth and depth of his professional contributions are impressive by any measure. Following his University of Michigan PhD in 1952, Bart worked with the Army, and then HumRRO, on military research from 1953–57. He then served on the Southern Illinois University faculty from 1957 until joining the University of Houston in 1960. He continued teaching, advising, and publishing important work through 2000 after “officially” retiring in 1991. A Fellow of Divisions 5 and 14 and Diplomate in Industrial Psychology, he was named Professor Emeritus in 1999 and was further honored in 2000 when his students established the Bart Osburn Endowment for I-O Psychology.

Bart’s vita reveals 49 publications, 43 technical reports, and 39 papers presented to a variety of professional organizations. This body of work spanned many areas

including psychological scale construction, configural test scoring methods, computer-aided teaching, computer-aided test construction, media effects on public attitudes, improving reliability coefficient accuracy, ethnic differences in test performance, biographical form faking, behaviorally anchored rating scales, validity generalization, improving interview validity, job characteristics that moderate validity, and validating physical strength requirements of jobs. In addition to his many contributions to university committees and the Psychology Department, Bart even chaired the Computer Science Department one year. He consulted for 18 organizations including the VA, Peace Corp., retailers, home builders, hospitals, FedEx, and many energy companies, including long term relationships with Exxon and Shell, and their internships.

Perhaps his greatest contribution lies in what he did to educate, encourage, support, and guide a generation of people who he enabled to have successful careers as academicians, practitioners, and consultants in I-O. He taught beginning and advanced statistics, psychometrics, and a variety of I-O topic seminars that grounded professionals in the essential knowledge needed to succeed. Bart chaired 20 masters theses and 31 doc-

toral dissertations from 1958 to 2000. His legacy continues in all those whom he helped with his unwavering support over the years. In his remembrance here is what students had to say:

- For many, a dissertation is not a positive experience, but mine could not have been more enjoyable.
- Bart was an incredible role model as a psychologist, teacher, mentor, and consultant, but more importantly as an ethical, caring, principled person who was funny, wise, stern when needed, and compassionate.
- Bart supported my application in spite of one low test score and gave me the chance to follow my dreams.
- He was patient and encouraging, and never condescending or critical.
- The great respect he engendered would drive you to want to be successful in your work with him.
- He had a quick mind and a quicker smile.
- He was the best as a professor, mentor and person that you could ask for, always available and listening.

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IOTAS

Chelsea Wymer
Xavier University

Transitions, New Affiliations, Appointments

C. Allen Gorman will join the Department of Management and Marketing at East Tennessee State University in the fall, joining fellow SIOP member **Lorianne Mitchell**. After 3 years as the I-O master's program coordinator at Radford University, Allen will join ETSU as an assistant professor, teaching classes in OB and HR.

Honors and Awards

Dianna Stone was awarded the Sage Janet Chusmir Service Award by the Gender and Diversity Division of the Academy of Management in August, 2013.

Steven Rogelberg was recently appointed University Professor of UNC Charlotte. Dr. Rogelberg is the inaugural recipient of this appointment, which is based on scholarly achievement, as well as excellence in interdisciplinary research, teaching, and service. An article about the appointment can be read [here](#).

Good luck and congratulations!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to Morrie Mullins at mullins@xavier.edu.

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SIOP Members in the News

Clif Boutelle

We are seeing more and more SIOP members writing articles for various outlets. In fact, the Administrative Office is periodically contacted by various online and print publications, such as magazines, newspapers, newsletters, and trade journals, and asked if we have members willing to write about specific subjects. We are looking for members interested in writing articles for these publications.

Generally when we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. Traditional print media remains important to any organization seeking to generate awareness about itself, but the Internet has created a whole new vista of outlets that should not be overlooked. In fact, more and more organizations, including SIOP, are developing social media strategies to tell their news. And a growing number of SIOP members are finding their way on to Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources.

So, the opportunities for media mentions are expanding, and that is good for SIOP members and the field of I-O psychology. If you are willing to write an article, we look forward to hearing from you.

Following are some of the press mentions, including online sites, that have occurred in the past several months:

Sandra Davis of MDA Leadership Consulting in Minneapolis was quoted in a September 4 *Wall Street Journal* story about a successor to Steve Ballmer as CEO at Microsoft. Noting that Microsoft had previously established an ongoing strategy and a broad reorganization, Davis said it may be difficult to attract potential CEO candidates. “I can’t think of a CEO who doesn’t want to come in and say, let’s take a look at strategy,” Davis said. If the board is already aligned about a set of strategic decisions and the role a new CEO should play, “that is a very different kind of scenario to attract someone to,” she added.

A story about workplace stress in the September 4 *Wall Street Journal* referred to research by **Theresa Glomb** of the University of Minnesota and colleagues. The study showed that workers reported lower stress levels after a day of work by spending a few minutes writing down the day’s positive events and why they made them feel good. Listing the good things that happened over the course of the day is valuable, she said, but the real impact comes from writing why those things led to good feelings. And, she added, the re-

flections don't have to be work related. Avoiding traffic jams on the way to work can be a workaday accomplishment.

In an August 29 *BBC Capital* story about critical skills new hires lack noting greater emphasis upon interpersonal communication in business schools, **Wendy Bedwell** of the University of South Florida said. "Employers have put business schools on notice...they don't want to hire people who can't talk." Schools should incorporate interpersonal development in a variety of classes—from finance to operations—not just a few stand-alone communication courses, she added.

Tara Behrend of George Washington University contributed to an August 23 *Boston Globe* story about discriminatory behavior in a society that favors attractive people over the less attractive. When it comes to job interviews, Behrend pointed out there are evaluation methods that ignore differences in physical beauty. The field of industrial and organizational psychology has developed a set of best practices for businesses that want to avoid discrimination in hiring, including the use of online or standardized interviews that remove an interviewer's unreliable gut instincts from the equation, she said. She acknowledged that a more systematic approach can produce interviews that feel "less like a conversation and more like a

test. But that means there's less opportunity for bias," she said.

Adam Grant of the University of Pennsylvania's Wharton School was mentioned in several news articles in August and July. In an August 21 *Fast Company* story about understanding introverts and extroverts, Grant proffered a third personality category: ambiverts, those who exhibit extroverted and introverted tendencies, that is, in the middle of the two extremes. He said that being an ambivert can actually be a good thing. For example, in a study, he found that ambiverts perform better in sales than either introverts or extroverts and closed 24% more sales.

An August 20 story in *Forbes* about how musicians are motivated by fans at their concerts, Grant's research on several occupations showed that musicians were not alone in experiencing motivational boosts from interactions with those who benefit from their work, including enjoying the music. He and his colleagues found that direct interaction with the people who benefit from their work increases employees' productivity and helps sustain their motivation.

The August 19 *Huffington Post* included a column authored by Grant urging recognition in the workplace for go-givers, people who enjoy helping others with no strings attached. Go-givers, Grant

wrote, view money and power as incomplete dimensions of success. Their success includes helping others, sharing their knowledge and creativity and promoting the well-being of coworkers.

A similar story based upon Grant's research about givers appeared in the July 24 *Forbes*. He said workers who only look out for themselves are playing a short game. Whereas as those who lend a helping hand, even when they have nothing to gain, will reap long-term benefits, long after the favor has passed.

Michael Woodward of Jersey City-based Human Capital Integrated was a guest on the August 14 *Today Show* and offered his thoughts on the secrets to finding success, which he described as a "relentless pursuit of passion. Set a vision and go after it." He also noted successful people often create a roadmap leading to success, and they define the process in order to eliminate detours.

A study by **Will Stoughton** and **Lori Foster Thompson** of North Carolina State University found that employers using Facebook to screen job applicants may be overlooking people who would be good employees. Their research was reported in several media outlets including the August 1 *Monroe (LA) News Star* and the July 22 issue of *MacLean's Magazine*. Companies scan profiles to see whether there is evidence of drug or

alcohol use believing that such behavior means the applicant is not conscientious, responsible, or self-disciplined, said Foster Thompson. The study found no significant link between conscientiousness and a person's Facebook postings. "This indicates some companies may be eliminating applicants based upon erroneous assumptions regarding what social media behavior tells us about the applicants," said Stoughton.

Paul Winum of RHR International (Atlanta) contributed to a May 15 *Glassdoor.com* story about mistakes leaders should avoid in order to retain employees. He noted that for many employees, career development and advancement are important to them and one of the main reasons for staying at the company. But if the CEO and top management do not create a culture that enables people to move up, it will quickly be seen by employees, resulting in a high turnover rate. "In most companies, the success of the CEO and company is directly dependent on the caliber of talent it is able to attract and retain," Winum said.

When a *Chicago Tribune* workplace columnist questioned the value of workplace surveys, he called upon **Deborah Rupp** of Purdue University for her view. She doesn't think the workplace is being overanalyzed. "Work is a pervasive part of the human experience, and people are work-

ing more that they're doing anything else, except perhaps sleeping," she said. "All of this data we see are symbolic of organizations paying more attention to the needs and health of workers that ever before. It used to be 'How can we make you more productive.' It wasn't because you, as a human being, matter. Now the information we receive has a concern motive about it." She concedes that some surveys are superfluous but added, "I think the public is able to differentiate between hokum and science."

Ben Dattner of Dattner Consulting in New York City wrote in the June 3 *Harvard Business Review Blog Network* an article about making context count when conducting performance appraisals. He noted that although almost every organization evaluates the performance of its employees, they do so differently. However, the one attribute that almost all performance appraisal systems have in common is they focus on the person not the situation. He wrote that organizations could achieve greater accuracy in evaluating employees' performance by considering both the person and the work situation. Not doing so would be neither accurate nor fair to evaluate colleagues with different work assignments on the same criteria using the same scale and reference points.

Dattner was also featured in a May 31 *Marketplace* story about overcoming workplace dilemmas. He said people

should not let their feelings dictate their actions in the workplace. "It's not always possible to make a workplace situation better, but it's always possible to make it worse. So if you act, if you overreact, if you are too emotional, if you respond too quickly you can sometimes makes things worse." Before responding, he said, it's important to try to figure out what it is about the situation that is presenting a problem and making it difficult to handle.

As companies strive for ways to recognize employees' outstanding work, a survey from Bersin & Associates found that employees find recognition from their peers to be more meaningful than traditional top-down acknowledgement from management. That's not surprising, says **Lynda Zugec** of The Workforce Consultants, with offices in New York City and Toronto, in a July 1 article in the *New York Post*. "Oftentimes management is unaware of what employees are doing whereas employees deal with their colleagues on a more regular basis." She also mentioned the growing popularity of online platforms that allow workers to recognize the good work of their peers. "It stimulates conversation and lightheartedness, creates a collaborative environment, and goes a long way in developing an overall sense of fun," she said.

Zugec also contributed to an April *MSN Careers* story about how interviewees can spot "red flags" during an employment interview. For example, an interviewee

may ask why there have been more than two people in that particular job in the past 2 years and the interviewer skirts the question. “If you notice an interviewer is unprepared to openly answer a valid question, try asking it in different ways. Inconsistent responses are a red flag that something may be happening behind the scenes. Try to determine if the question is a deal breaker for you or whether some-

one else in the organization can more fully answer your question.”

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.

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OPPORTUNITIES FOR SIOP MEMBERS TO INCREASE VISIBILITY OF I-O PSYCHOLOGY

Periodically, the Administrative Office is contacted by various online and print publications, such as magazines, newspapers, newsletters and trade journals, and asked if we have members willing to write about specific subjects. We are looking for members who would be interested in writing articles for these publications.

Please let us know, if you would like to write an occasional article for a publication. Send your contact information as well as the subject matter you would like to write about to boutelle@siop.org. We will then try to match your expertise with a publication’s editorial needs when we receive these requests. In addition, we will also be proactive in seeking opportunities for SIOP members to author articles in these publications.

We are hoping that making these connections easy for our members will increase the public’s awareness of the field of I-O psychology and the value that we bring to employees and organizations. This work is being spearheaded by SIOP’s Visibility Committee in close conjunction with the SIOP Administrative Office.

Conferences and Meetings

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

2013

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.)

Oct. 25–26

River Cities I-O Psychology Conference.
Chattanooga, TN. Contact: <http://www.utc.edu/Academic/Industrial-OrganizationalPsychology/RCIO2013.htm>

Oct. 28–Nov. 1

Annual Conference of the International Military Testing Association.
Seoul, South Korea. Contact:
www.internationalmta.org.

2014

Jan. 8–10

The British Psychological Society Division of Occupational Psychology Annual Conference. Brighton, UK. Contact:
www.bps.org.uk/dop2014

Feb. 20–23

Annual Conference of the Society of Psychologists in Management (SPIM).
New Orleans, LA. Contact:
www.spim.org. (CE credit offered.)

March 2–5

Annual Innovations in Testing Conference, Association of Test Publishers.
Scottsdale, AZ. Contact:
www.innovationsintesting.org.

March 5–8

Annual Conference of the Southeastern Psychological Association.
Nashville, TN. Contact: SEPA,
www.sepaonline.com.
(CE credit offered.)

March 14–18

Annual Conference of the American Society for Public Administration.
Washington, DC. Contact: ASPA,
www.aspanet.org

April 2–6

Annual Convention, National Council on Measurement in Education. Philadelphia, PA. Contact: NCME, www.ncme.org.

April 3–7

Annual Convention, American Educational Research Association. Philadelphia, PA. Contact: AERA, www.aera.net.

May 4–7

Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, www.astd.org.

May 15–17

Annual Conference of the Society for Industrial and Organizational Psychology. Honolulu, HI. Contact: SIOP, siop2014.hawaiiiconvention.com/ (CE credit offered.)

May 22–25

Annual Convention of the Association for Psychological Science. San Francisco, CA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

June 5–7

Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Vancouver, BC. Contact: www.psychology.uwo.ca/csiop.

June 22–25

Annual Conference of the Society for Human Resource Management. Orlando, FL. Contact: SHRM, www.shrm.org. (CE credit offered.)

July 8–13

International Conference on Applied Psychology. Paris, France. Contact: www.icap2014.com.

Aug. 1–5

Annual Meeting of the Academy of Management. Philadelphia, PA. Contact: Academy of Management, www.aomonline.org.

Aug. 2–7

Annual Convention of the American Statistical Association. Boston, MA. Contact: ASA, www.amstat.org (CE credit offered.)

Aug. 7–10

Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, www.apa.org (CE credit offered.)

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